OXFORD HUMANITIES 8

Third Edition

Victorian Curriculum

VICTORIAN CURRICULUM VERSION 2.0

POWERED BY oxforddigital

OXFORD

Mark Easton | Maggy Saldais | Katrina Davey
Richard Smith | Vladimir Dumovic | Bronwyn Cook
Olivia Andrew | Nicholas Amanatidis | Lauren Joyce

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Acknowledgement of Country
Oxford University Press acknowledges the Traditional Owners of the many lands on which we create and share our learning resources. We acknowledge the Traditional Owners as the original storytellers, teachers and students of this land we call Australia. We pay our respects to Elders, past and present, for the ways in which they have enabled the teachings of their rich cultures and knowledge systems to be shared for millennia.

Warning to First Nations Australians
Aboriginal and Torres Strait Islander peoples are advised that this publication may include images or names of people now deceased.

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About this course

Contents by skill

Throughout Humanities, you will study four distinct subjects: Geography, History, Economics & Business and Civics & Citizenship. Each of these subjects has its own set of key skill areas that you will learn about and develop through the course of your study. This table of contents shows where you can find the opportunities to practise these skills, both in the book and on Oxford Digital. For more information on the key skill areas listed, visit the Toolkit for each subject.

Geography

This skill can be practised using the key skill worksheet on Oxford Digital.

Sub-strand	Key skill	Practise the skill	Lesson
Concluding and decision making	Representing data	Distinguishing between quantitative and qualitative data	1.4
		Reading multiple-line graphs	2A, page 57
		Constructing a cross-section	3C, page 102
		Reading a scatterplot Creating column and line graphs	5.5 5B, page 181
	Concluding and decision making	Evaluating effectiveness	1.8
		Evaluating data	4.7
Communicating	Communicating	Communicating	2.6
		Communicating	3.12
		Communicating	4.12
		Answering “to what extent” questions Communicating	5.3 5.16
		Communicating	6.8

History

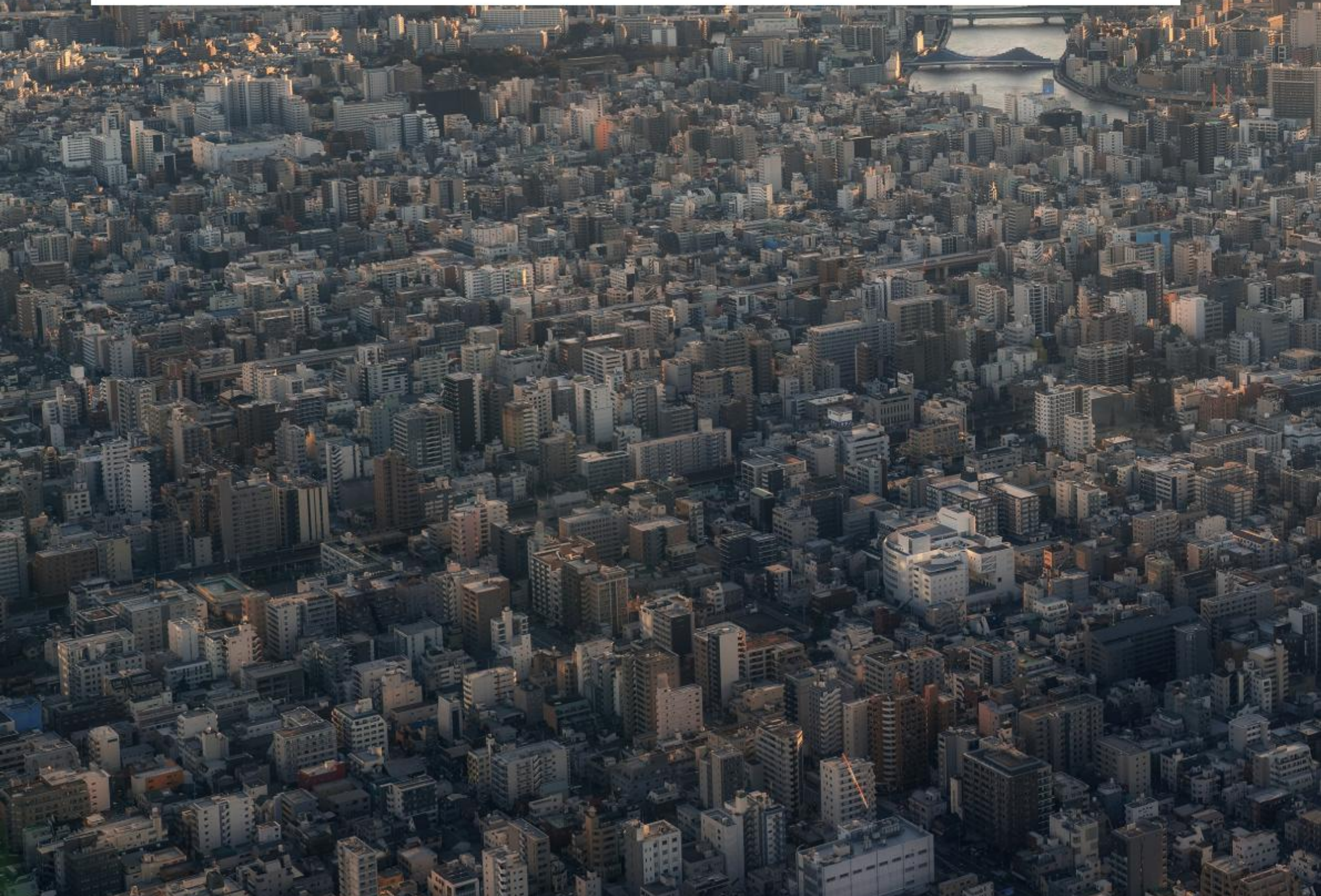
Sub-strand	Key skill	Practise the skill	Lesson
Historical questions	Historical questions	Developing historical questions about the past	7.2 page 227
		Extracting information to answer research questions	9C, page 313
		Identifying the origin and purpose of primary sources	10C, page 364
		The English Renaissance	12.11
		Generating historical inquiry questions	13B, page 392
		Researching the earliest settlers in Japan Summarising your research	16.2 16A, page 420
		Identifying and locating relevant sources Interrogating primary sources	17A, page 458 17B, page 458
		Using the internet to find relevant, credible and reliable sources	18C, page 460
Chronology	Chronology	Creating a timeline	7.3, page 230
		Sequencing events of The Crusades The spread of the Black Death	10.10 10.16
		Plotting events on a timeline	12C, page 390
		The rulers of Japan during the Shogunate era	16.4

Sub-strand	Key skill	Practise the skill	Lesson
Using historical sources	Using historical sources	Using primary sources	9A, page 292
		Analysing perspectives on Charlemagne Drawing conclusions about the usefulness of sources	10.9 10B, page 346
		Using primary sources	12B, page 390
		Determining the usefulness and reliability of sources	13A, page 392
		Evaluating the usefulness of a historical source Understanding motive in historical sources Comparing historical perspectives	14A, page 394 14B, page 394 14C, page 394
		Shoguns on social order Writing a source analysis Using historical sources to understand perspectives	16.6 16B, page 440 16.13, page 451
		Using sources to conduct a historical inquiry	17C, page 458
		Interpreting sources Analysing historical sources using DAMMIT U	18.5, page 460 18B, page 460
		Health in the Khmer Empire Analysing historical representations	19.10, page 462 19B, page 462
Continuity and change	Continuity and change	Exploring continuity and change using a Venn diagram	7.5, page 242
		Change in medieval Europe Crime and punishment Guilds	10.8 10.12 10.14
		Japan's policies Sumo wrestling	16.10 16.12
Causes and consequences	Causes and consequences	Visualising causes and consequences	7.6, page 244
		Viking raids	9.6
		The Crusades The Shambles	10.10 10.14
		Creating a concept map	11C, page 386
		The Reformation	12.10
		Analysing a map	19A, page 462

This skill can be practised using the key skill worksheet on Oxford Digital.

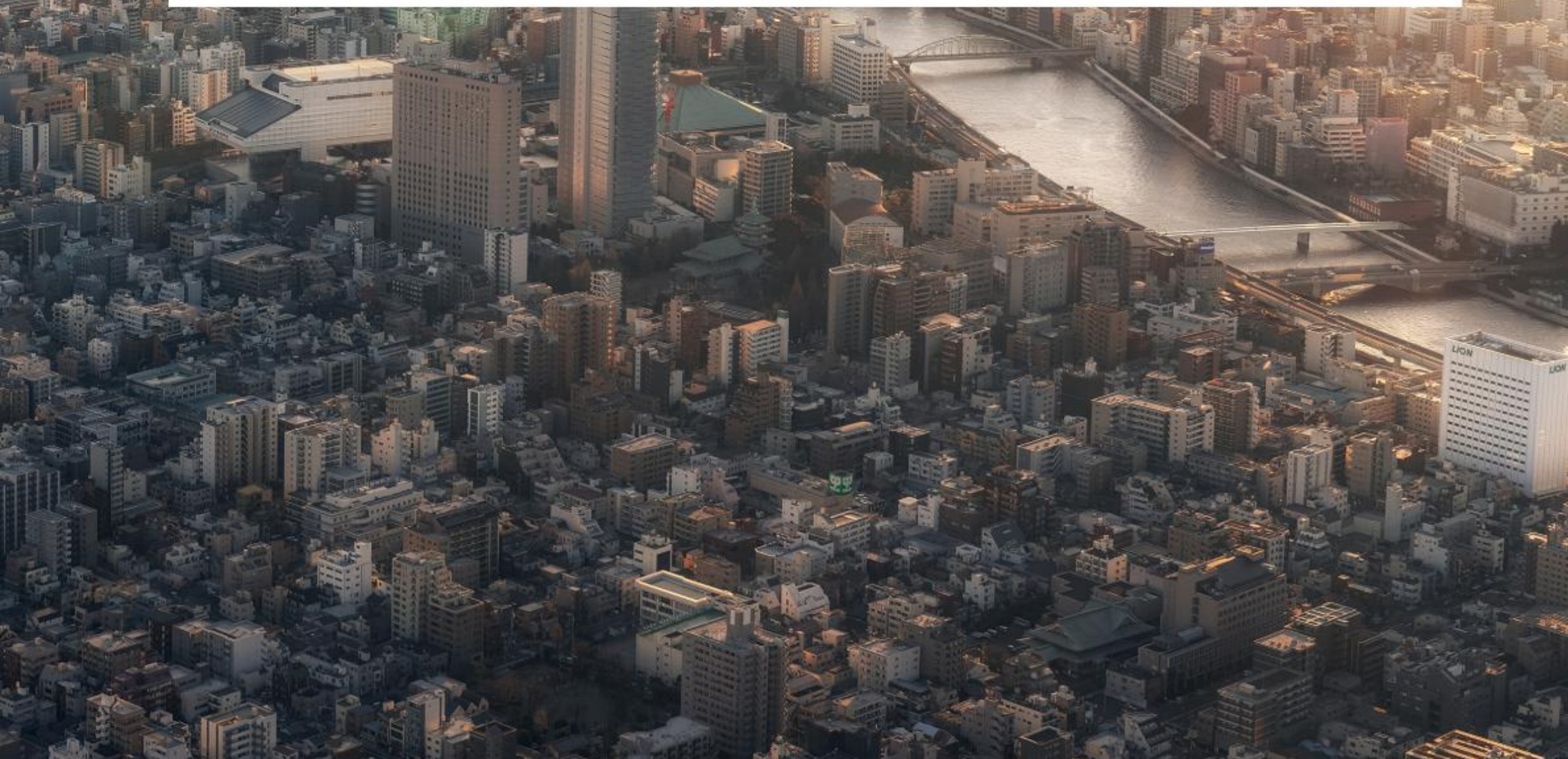
Economics and business

Sub-strand	Key skill	Practise the skill	Lesson
Investigating	Investigating	Setting SMART career goals	21A, page 485
		Comparing savings accounts	22.4
Interpreting and analysing data and information	Interpreting and analysing data and information	Analysing economic data from a bar graph	21B, page 492
		Reading a nutrition label	22A, page 502
		Product safety	22.3
Evaluating, concluding and decision making	Evaluating, concluding and decision making	Evaluating options	20.4, page 471
		Pros and cons of working from home	21.4
		Creating a budget	22C, page 519
Communicating	Communicating	Communicating	21.6
		Creating a concept map	22B, page 509
		Communicating	22.7



Civics and citizenship

Sub-strand	Key skill	Practise the skill	Lesson
Investigating contemporary civics and citizenship issues	Investigating contemporary civics and citizenship issues	Analysing political cartoons Reaching an informed opinion	24A page 549 24.7
		Exploring Aboriginal and Torres Strait Islander perspectives Investigating Australia's national identity	25.1
		Analysing the *Nationality and Citizenship Act 1948* Exploring public holidays in Australia	25A, page 569 25B, page 574
		Evaluating opportunities and limitations of laws Creating a classroom constitution	26A, page 584 26.7
Evaluating democratic institutions and systems	Evaluating democratic institutions and systems	Creating a petition	24B, page 558
Participating in civic processes	Participating in civic processes	Using direct action	24.5
		Drafting a bill	26B, page 600
Communicating	Communicating	Communicating	24.8
		Communicating	25.4
		Communicating	26.8



This skill can be practised using the key skill worksheet on Oxford Digital.

Task words

What are task words and why do we use them?

A task word is a verb or "doing word" that helps you understand how to answer a question. For example, the word "describe" is a task word because it requires you to remember what you know about something and talk about its features. Task words are commonly shown in bold in the questions throughout this book. You will encounter a variety of task words as you learn new information.

Common task words and the activities associated with them are shown in Source 1. Understanding these task words and the activities behind them will help you work out how to best answer a question.

Some task words need more thinking and understanding than others. For example, if you were given a picture of an apple and an orange, and asked to name the two fruits, you might instantly remember "apple" and "orange" and could write the names down without much trouble. However, if you were asked to compare the two fruits, you would need to think about the two fruits and identify at least one similarity and one difference between them. In this sense, compare requires a deeper level of thinking than name.

Throughout this book you will notice that the questions in the Check your learning boxes are categorised in the following order:

- Review and understand
- Apply and analyse
- Evaluate and create

This is because working in order from "Review and understand" to "Apply and analyse" and finally to "Evaluate and create" helps your learning process.

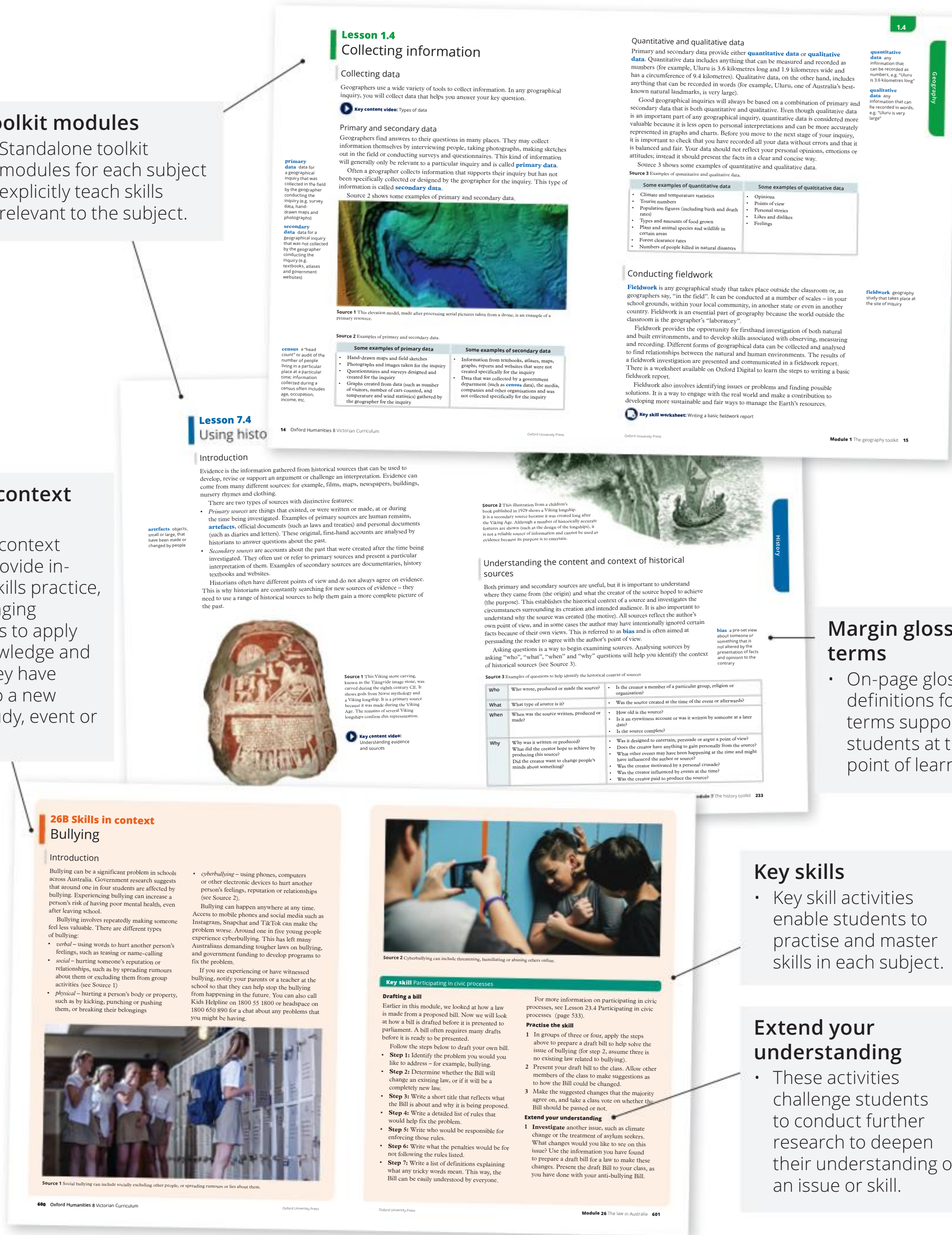
Source 1 shows the thought processes required for each type of task word, and the category it belongs to.

Source 1 The definitions and categories associated with task words

Task word	Definition	Category
Identify	To state or name a feature or factor	*Review and understand* – recall information from permanent memory and activate and transfer knowledge from your permanent memory to your working memory
Describe	To give a detailed account of something	
Define	To state the meaning or qualities of a word or phrase	
Outline	To briefly provide the main idea or point without going into too much detail	
Summarise	To give an overview of something in your own words	
Suggest	To put forward an idea for consideration	*Apply and analyse* - use your knowledge in specific situations and your reasoning to go beyond what was directly taught
Explain	To make a situation, idea or concept clear or plain, by describing it in detail and adding supporting evidence, such as quotes, data or information from a source	
Analyse	To examine a complex feature, issue or concept by breaking it down into smaller parts and showing how they relate to each other	
Classify	To divide into parts or categories in a logical way	
Compare	To explain how two or more things are similar and how they are different	
Examine	To consider something in detail	
Distinguish	To explain the differences and distinctive characteristics. This is different to comparing two things, as you need to explain how two things are different.	
Determine	To decide or come to a conclusion about something	*Evaluate and create* - develop ideas and use higher order analysis skills to go deeper
To what extent	To describe the degree or level to which a statement or opinion or contention is correct. You might think it is totally correct, somewhat a little bit correct, or not correct at all.	
Justify	To show or prove your statement or opinion by using evidence or examples to support yourself	
Discuss	To give a reasoned argument for and against a particular issue, including strengths and weaknesses if appropriate. you can also give your opinion – and you should if the question asks you to	
Evaluate	To identify key features of something, and assess their strengths and weaknesses; to provide your opinion about the overall worth of what you are evaluating	
Create	To bring something into existence	
Research	To investigate a topic using library and internet resources in order to find out more about it	

Introducing *Oxford Humanities 8 Victorian Curriculum* (Third edition)

Oxford Humanities 8 Victorian Curriculum (Third edition) has been purpose-written to meet the requirements of the Victorian Curriculum Version 2.0 Humanities. As well as offering complete coverage of Geography, History, Economics and Business, and Civics and Citizenship, it includes a range of flexible print and digital products to suit your school and incorporates a wide variety of features designed to make learning fun, purposeful and accessible to all students!



Toolkit modules

- Standalone toolkit modules for each subject explicitly teach skills relevant to the subject.

Skills in context tasks

- Skills in context tasks provide in-depth skills practice, encouraging students to apply the knowledge and skills they have learnt to a new case study, event or issue.

Margin glossary terms

- On-page glossary definitions for key terms support students at their point of learning.

Key skills

- Key skill activities enable students to practise and master skills in each subject.

Extend your understanding

- These activities challenge students to conduct further research to deepen their understanding of an issue or skill.

Lesson-based approach

- Module content is sequenced in numbered lessons to support teaching and learning.

Task words

- Questions are generally phrased using bolded task words, which state what is expected of a student and help develop their understanding of questions beyond "who", "what", "where", "when" and "why".

Structured questions

- Questions for each are graded from lower- to higher-order, catering for a range of abilities.

Source materials

- A rich variety of sources, such as photographs, maps, illustrations, text extracts and graphs will spark students' curiosity and provide rich learning activities.

Module review

- At the end of each module, a review activity gives students a chance to consolidate their knowledge and apply the skills they have learnt.

Easy-to-access text and design

- The text is written in clear, concise language and the text design is engaging and easy to navigate.

Integrated digital resources

- Digital icons signpost a range of engaging resources that can be accessed via Oxford Digital, including key content videos, quick quizzes and interactive maps.

Integrated STEAM projects

- Take the hard work out of cross-curricular learning with engaging STEAM projects. Two fully integrated projects are included at the end of each book in the series, and are scaffolded and mapped to the Science, Maths and Humanities curricula. The same projects also feature in the corresponding Oxford Humanities and Oxford Science series to assist cross-curricular learning.

Problem-solving through design thinking

- Each STEAM project investigates a real-world problem that students are encouraged to problem-solve using design thinking.

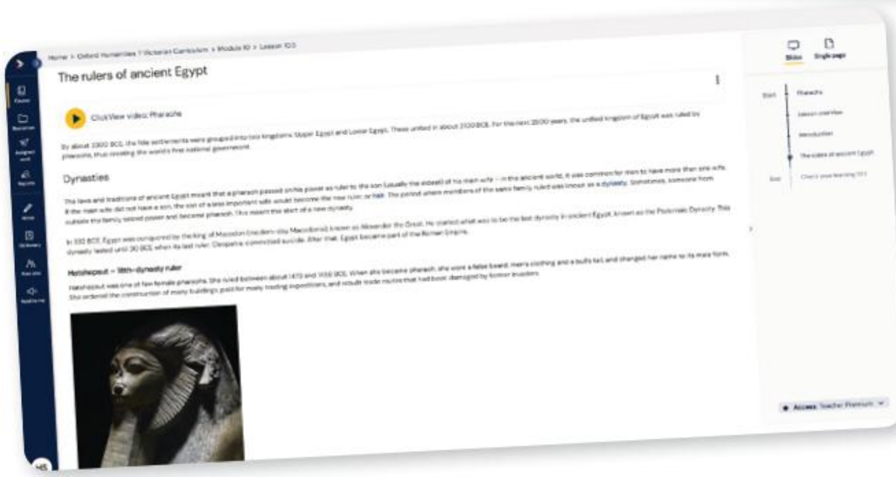
Full digital support

- Each STEAM project is supported by a wealth of digital resources, including student booklets (to scaffold students through the design-thinking process of each project), videos to support key concepts and skills, and implementation and assessment advice for teachers.

Key features of oxforddigital

Oxford Digital has been designed in consultation with Australian teachers for Australian classrooms. The new platform delivers fully accessible, reflowable course content with videos, auto- and teacher-marked activities, interactives and more embedded right where you need them.

There's also a range of unique features designed to improve learning outcomes.



As a student, you can:

> **view** all Student Book content in a **fully accessible**, reflowable format that's delivered in bite-sized chunks so you can work at your own pace

> use the "Read to me" button to have any part of the course read aloud to you

> **highlight, take notes, bookmark pages**, or define words with the built-in **Australian Oxford Dictionary**

> **watch hundreds of concise key content videos** to help you revise anything you don't understand, catch up on things you've missed, or help you with your homework

> **complete** hundreds of interactive questions and quizzes as you work through the content and get the answers and results sent to you.

As a teacher, you can:

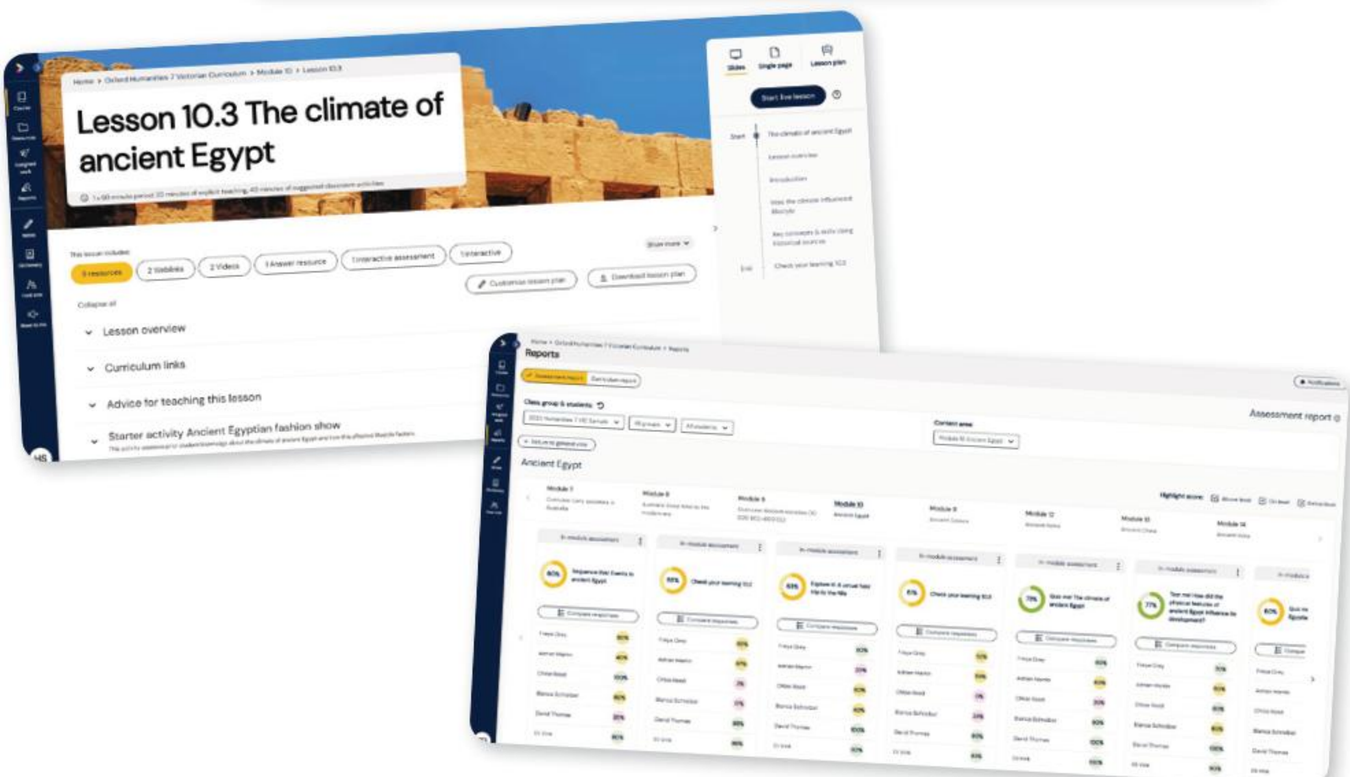
> **elevate** your teaching and **reduce planning and preparation time** with **Live mode.** T**his** is an Australian first that lets you upgrade from traditional print-based plans to fully interact**ive, perfectly sequenced and timed interactive lessons complete with classroom activities that are read**y to go

> **personalise** learning for every student and **differentiate** content based on student strengths and weaknesses. Assign support or extension resources to any student using a range of differentiation resources

> begin every with ready-made learnin**g intentions and su**ccess **criteria**

> **revolutionise** your planning, marking and reporting with powerful analytics on student performance and progress.

- **Assessment report** shows how students are performing in each online interactive assessment, providing feedback for teachers about areas of understanding
- **Curriculum report** summarises student performance against specific curriculum content descriptors and curriculum codes

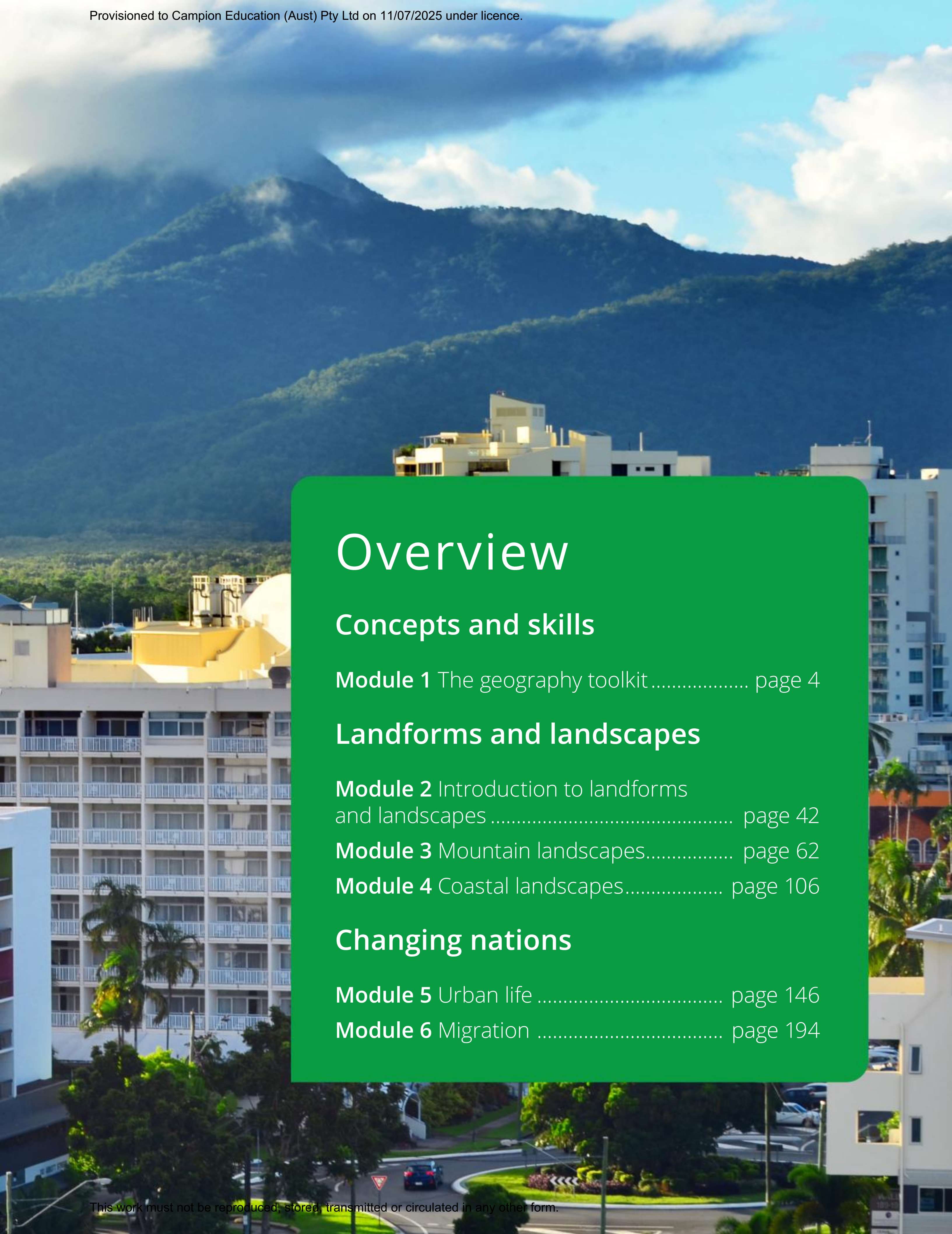


Find out more

For a complete overview of all the features and benefits of Oxford Digital:

> activate your digital access (using the instructions on the inside front cover of this book) and click on "About this course" in the Course menu.

Part 1 Geography



Overview

Concepts and skills

Landforms and landscapes

Changing nations

Module 1

The geography toolkit

Sub-strand: Geographical skills

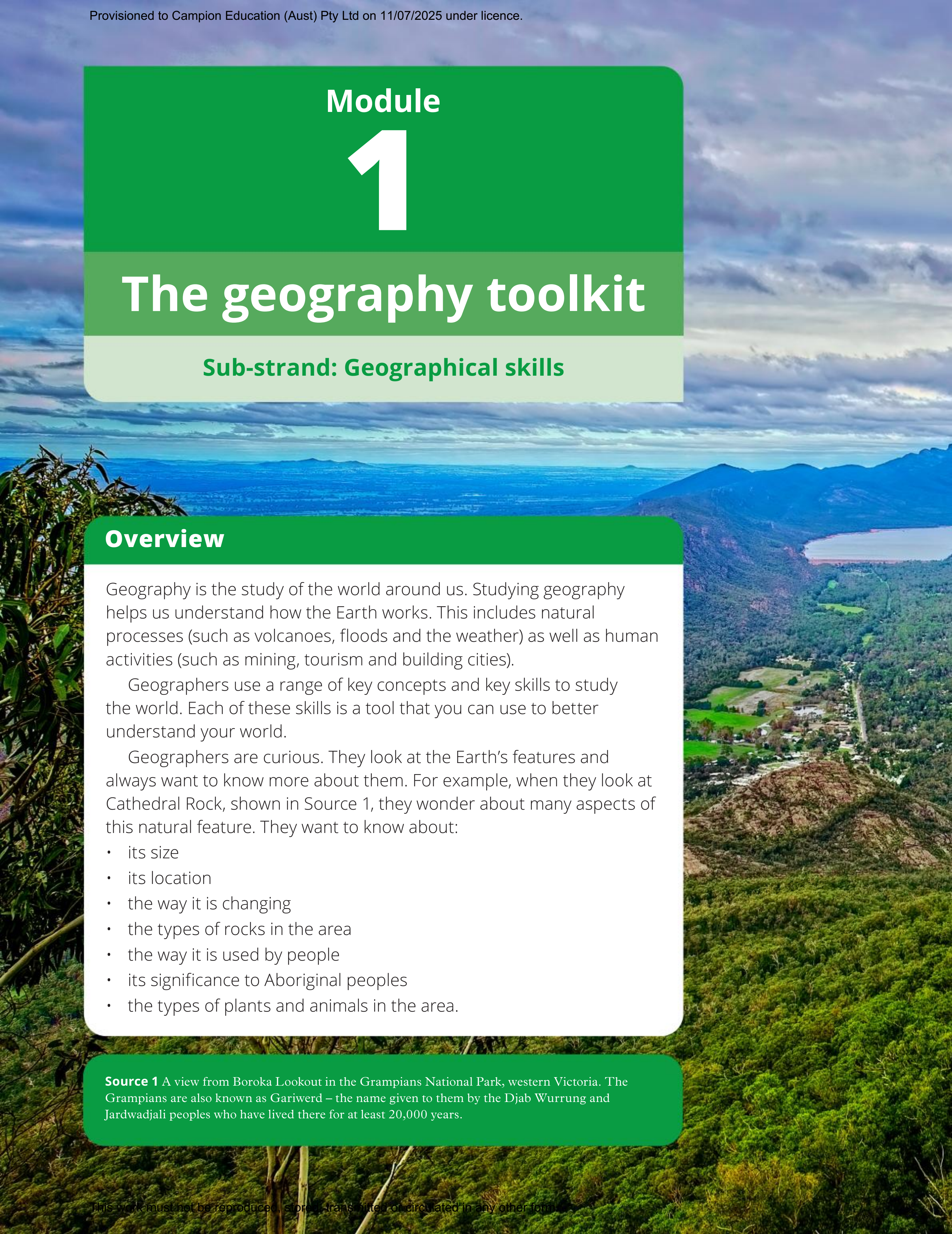
Overview

Geography is the study of the world around us. Studying geography helps us understand how the Earth works. This includes natural processes (such as volcanoes, floods and the weather) as well as human activities (such as mining, tourism and building cities).

Geographers use a range of key concepts and key skills to study the world. Each of these skills is a tool that you can use to better understand your world.

Geographers are curious. They look at the Earth's features and always want to know more about them. For example, when they look at Cathedral Rock, shown in Source 1, they wonder about many aspects of this natural feature. They want to know about:

- its size
- its location
- the way it is changing
- the types of rocks in the area
- the way it is used by people
- its significance to Aboriginal peoples
- the types of plants and animals in the area.



Source 1 A view from Boroka Lookout in the Grampians National Park, western Victoria. The Grampians are also known as Gariwerd – the name given to them by the Djab Wurrung and Jardwadjali peoples who have lived there for at least 20,000 years.

Lessons in this module

Lesson 1.1
Geographical concepts

Introduction

Geographers use seven concepts to help investigate and understand the world. As you learn to use each of the key ideas you will begin to think like a geographer. At times you will use several of these at once, while at other times you may focus on just one.

The seven key concepts in geography are:

1 place
2 space
3 sustainability
4 interconnection
5 environment
6 change
7 scale.

Place

Places are parts of the Earth's surface that are identified and given meaning by people. A place can be as small as your bedroom or as large as the entire planet! The life of every person and animal on Earth is influenced by place. Places can be natural (shaped by the environment and largely unchanged by humans) or built (constructed by humans). Places determine our relationships with one another (for example, our closest relationships are likely to be with people in the same place). The environmental and social qualities of a place also influence the way we live. Climate, landscapes, types of plants and resources, transport networks, entertainment venues and workplaces all have a major impact on the way we live.

For Aboriginal and Torres Strait Islander peoples, Place also has a deeper spiritual meaning. For Aboriginal peoples, Place means the special places within Country. These can include places of ceremony, initiation, birth and learning, as well as places for Sorry Business. They also include landmarks related to the ancestor spirits and creation. For Torres Strait Islander peoples, Place refers to spaces that individuals or groups occupy and regard as their own, and they may have spiritual significance. These spaces include lands, waters and the sky.

Source 1 An aerial view of two settlements in South Africa – a wealthy suburb on the right and an informal settlement on the left. Many of those living in the informal settlement have left their farms, hoping to find a better life in the city. When they do so, they change the characteristics of the places they have settled in and the places they have left behind.

Geographers use the concept of place when conducting any **geographical inquiry**. Just as place influences people, people also influence place. The ways in which we live, and the actions we take, change the places in which we live. Geographers investigate the outcomes of these changes.

geographical inquiry the process that geographers use to guide their investigations of people, places and things

Space

To a geographer, the concept of space is the way that things are arranged on the Earth's surface. Geographers investigate spaces, look for patterns and try to find explanations. The concept of space helps them to do this. It has three main elements:

1. location – where things are located on the Earth's surface
2. spatial distribution – the shapes and patterns in which things are arranged on the Earth's surface
3. organisation – how and why things are arranged and managed by people on the Earth's surface.

Geographers investigate the way that people use and change the space in which they live. They recognise that different groups of people use space in different ways and that this changes over time. They also investigate the ways in which improvements in transport and communication have made links between places quicker and easier and how this is changing the world.

The concepts of place and space can be difficult to separate, but it will help if you remember that places can be divided into spaces. For example, a small place, such as your school, has different spaces. Each of these spaces has its own purpose. There are spaces for learning (such as classrooms and computer rooms), playing (such as playgrounds and playrooms), eating (such as the cafeteria or canteen) and running the school (such as staff rooms and administration buildings).

Source 2 Geographers are interested in the way spaces are arranged on the Earth's surface. In the city of Porto in Portugal, for example, the hilly land surrounding the harbour is used for restaurants, shops and apartment buildings.

Larger places (such as your suburb, town or city) are also organised into different spaces. There are spaces for housing (such as homes for families), businesses (such as shops and offices), industries (such as factories and warehouses), entertainment (such as concert halls and theatres) and sport and recreation (such as stadiums, parks and gardens).

Sustainability

The concept of sustainability relates to the ongoing capacity of Earth to maintain all life. To live sustainably, we must manage the Earth's resources so that they can be used to meet our own needs without depleting these resources for future generations.

Sustainability is an important concept for geographers. They use it to investigate how natural and human systems work, and to understand how resources can be managed in such a way that they will be sustained into the future.

Many of the world's resources (such as oil, coal and natural gas) are non-renewable. This means that if we continue to use them they will run out one day. Other resources (such as wind, forests, solar and water) are renewable. This means that they replace themselves naturally, or can be replaced to meet the needs of society. Sustainability encourages us to think more closely about these different types of resources – the ways in which they are formed and the speed at which they are being used. It also encourages us to look more closely at renewable options and take greater care of the Earth. Actions to improve sustainability can operate at any scale: local, national, international or global.

Source 3 A thermal image of a city. Temperatures in cities are expected to rise more quickly than in rural areas. This presents a challenge for the people who plan cities and for those of us who live in them.

Interconnection

No place or thing on Earth exists in isolation. All environments and every living and non-living thing in them are connected. These connections can be on a local or global level.

Geographers use the concept of interconnection to better understand the complex links between natural and human processes that shape our Earth. Places and people can be linked through many different ways. These can be categorised as:

- natural processes, such as the water cycle and food chain
- human activities, such as the movement of people, the production and trade of goods, and the flow of investment and money linked within and between different countries.

Think of the Earth as a single living organism, much like the human body. Your

Source 4 These amazing landforms, called hoodoos, are formed by the interconnection of natural forces. There are forces that build up the land, such as deposition and mountain building, and those that wear it down, such as erosion by water and ice.

brain, heart, lungs, stomach, arms and legs all work together as a single system to keep you alive and healthy. In much the same way, the Earth's living systems (such as climate, plants, animals, oceans, soils, atmosphere and energy) all function together and are interconnected. Even a slight rise in the Earth's temperature, for example, will affect the oceans (by damaging coral reefs and affecting fish populations and other sea creatures), the land (through failure of crops and drought) and the polar ice caps (by increasing sea levels and forcing millions of people to relocate their homes).

Environment

Our world is made up of many different environments. Some environments are natural (or physical) such as deserts, grasslands, mountains, coral reefs, forests, oceans and ice caps. For an environment to be considered natural, its soils, rocks, climate, plants and animals must remain largely untouched by humans. Today, there are very few truly natural environments left on Earth.

Other environments have been so altered by humans that very few natural features remain. These environments are known as built (or human) environments and include large cities, towns, suburbs and vast areas of farmland. Human environments not only affect the natural features, they also affect the climate. For example, a large city such as New York will often be a few degrees hotter than the surrounding areas because concrete in the buildings traps the Sun's heat. Most environments on Earth are now a combination of natural and human features.

The study of different environments helps geographers to better understand and appreciate natural processes, such as how weather works, how mountains are formed and how rainforests and coral reefs grow. The concept helps geographers to analyse the changes humans make to natural environments and better appreciate their impacts, so they can be managed more wisely.

Source 5 This glacial environment in Antarctica is an example of a natural environment, untouched by humans.

Change

Changes are constantly happening on Earth. Some changes occur very rapidly and are obvious, while others take place over millions of years and are almost undetectable to us. The concept of change helps us to understand what is happening around us and how the Earth has been shaped and changed by natural forces, such as climate, earthquakes, volcanoes, running water and storms. In more recent times, humans have shaped and changed the Earth to suit their own needs, but events such as volcanic eruptions and tsunamis are a reminder that powerful natural forces continue to alter the face of the Earth, regardless of what humans do.

Changes take place on many different levels, from personal and local right through to national and global. Small local changes that happen quickly, such as a tree falling over on your street, are often easy to observe and explain. Larger regional or national changes, such as an earthquake, can happen quickly and their effects can be widespread and have devastating impacts on places and people. Changes that take place on a global scale can take much longer. Global warming, for example, is a long-term change that happens over centuries or decades. Its widespread effects are becoming clearer each year.

Source 6 Volcanic eruptions not only change the landscape close to where they occur but can also change landscapes over a wide area. The country of Indonesia is home to about 76 active volcanoes.

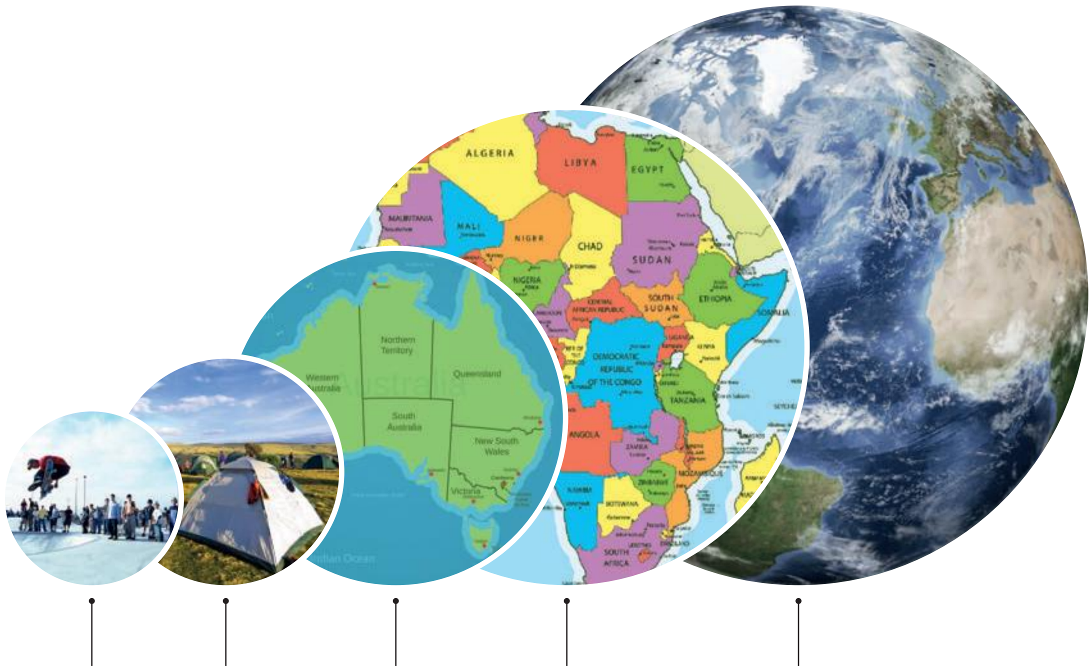
Observing and understanding natural and human-made changes is an important part of any geographical inquiry. Geographers need to look at different types of changes, why they have occurred, over what time period they have occurred and what further changes may take place as a result. Sometimes changes can be positive, such as the conservation of plants and animals in national parks, while other changes can have negative consequences, such as the deforestation of native rainforests. Geographers play an important role in ensuring that change is managed in a sustainable way.

Scale

The concept of scale is used to guide geographical inquiries. Geographers study things that take place on many different spatial levels – from small areas (such as a local park) to very large areas (such as the use of oil and coal all over the world). They use the concept of scale to look for explanations and outcomes at these different levels. A geographical inquiry into the ways that people use parks, for example, may be carried out at a range of scales (from smallest to largest):

- local – such as an inquiry into the number of daily visitors to a neighbourhood skate park
- regional – such as an inquiry into the types of visitors staying at campsites in the Gariwerd (Grampians) region of Victoria
- national – such as an inquiry into the yearly tourist numbers visiting national parks Australia-wide

- international – such as an inquiry into animal poaching in national parks and wild game reserves in different countries across Africa
- global – such as an inquiry into the use of all marine parks around the world and their effectiveness in protecting different species of marine animals.



Source 7 Geographical inquiries can be carried out on a number of different spatial levels: local, regional, national, international and global.

Check your learning 1.1

Lesson 1.2

Geographical skills

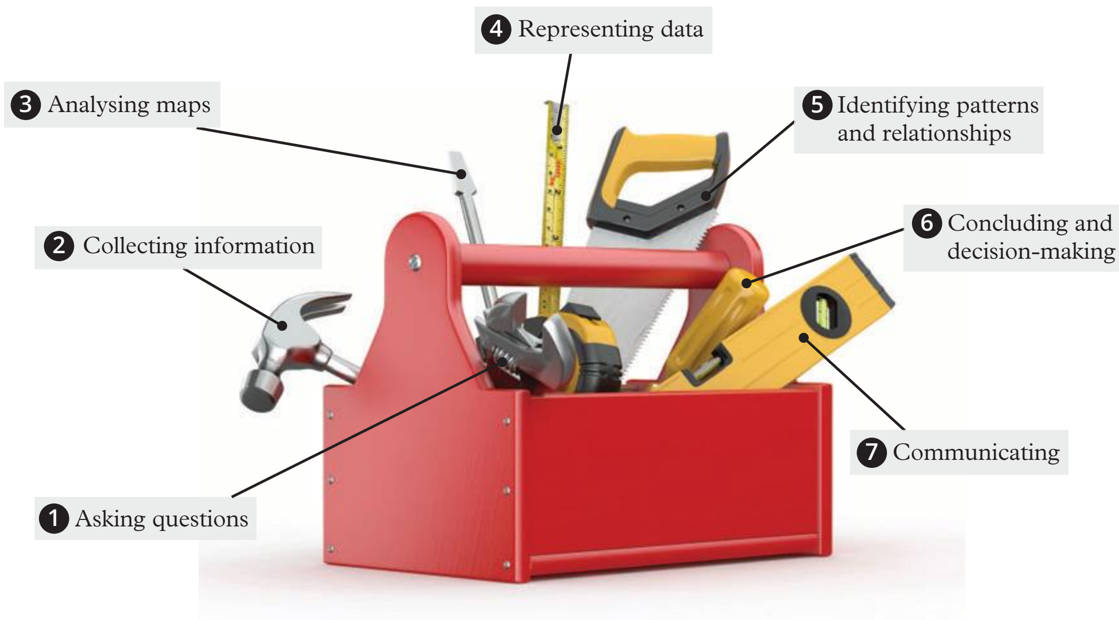
Introduction

Geographers look at the world around them, try to explain what they see, and look for ways to improve it. They aim to shape the world so that it is a better place for people and for the natural environment. To achieve these aims, they may undertake a geographic inquiry to explore an event, issue or challenge.

To solve problems through inquiry, geographers need a wide range of skills. In studying geography, you will gradually master each of these skills. You will find some of them easy to master, while others may take a little longer. As you develop each new skill, you will gain another important tool for explaining the natural processes and human activities that shape our amazing planet. The geographical skills are:

1 Asking questions
2 Collecting information
3 Analysing maps
4 Representing data
5 Identifying patterns and relationships
6 Concluding and decision making
7 Communicating.

Each of the skills you will learn over the course of this year is explained in this section. It might help you to think of each of these skills as individual tools in your toolkit.



Source 1 As you explore geographic problems and ways to respond to them, you will use a range of different skills. Each of these skills is like a tool in a toolkit.

Lesson 1.3
Asking questions

Introduction

The first stage in a geographic inquiry is simple but important. It is to look at an issue, a challenge or an event and to begin to ask questions about it.

For example, imagine that you are watching the news on television and see a report of a cyclone in Bangladesh. As a geographer, you would be interested in finding out more about this event. Your enquiry might start with simple questions such as “What happened?” or “Where is it?”. More complex questions such as “How did people respond to this event?” or “Are cyclones becoming more common?” would give you the opportunity to explore this disaster in more depth.

Source 1 Uluṟu is a place of great spiritual significance to Aboriginal peoples. It is also a popular tourist destination.

The seven geographic concepts (see Lesson 1.1 Geographical concepts, page 6) may be a good starting point for developing your questions. For example, when thinking about the facilities provided for young people in your local area you could use the concept of space to ask if everyone in your area has equal access to these facilities. Or you could use the concept of change and ask why a nearby new housing estate has so few facilities for young people.

Once you have observed your issue, challenge or event and developed your geographical questions, it is time to plan your geographical inquiry.

Key skill Asking questions

Planning a geographical inquiry

Look at the image of Uluṟu in Source 1. As a geographer, no longer will you look at something in your world, such as Uluṟu, and think of it just as an interesting place to visit. Instead, you will begin to ask questions about how it was formed and came to look the way it does. You will also start to ask questions about the area in which it is located, its vegetation, how it is managed and its significance for Aboriginal peoples.

Here is an example of how to begin planning a geographical inquiry into Uluṟu. You can see that this geographer has chosen one key inquiry question to focus on, and made some notes about how they might begin to find answers.

Source 2 A guide for planning the direction of a geographical inquiry into Uluṟu.

Key inquiry question	Data needed	Possible sources of data
Is it a good thing that so many tourists visit Uluṟu?	• Information on the importance and significance of Uluṟu to the An̲angu, who are the Aboriginal people in the area • Information on the management and maintenance of the park • Conduct fieldwork into visitor numbers	• Conduct fieldwork into visitor numbers • Create surveys and questionnaires for visitors to complete • Contact Parks Australia and Uluṟu-Kata Tjuṯa National Park for information on how the park is managed • Download resources from the Parks Australia website; for example, podcasts, maps, visitor guides, geological reports, audio tours and images

Check your learning 1.3

Lesson 1.4
Collecting information

Collecting data

Geographers use a wide variety of tools to collect information. In any geographical inquiry, you will collect data that helps you answer your key question.

Key content video: Types of data

Primary and secondary data

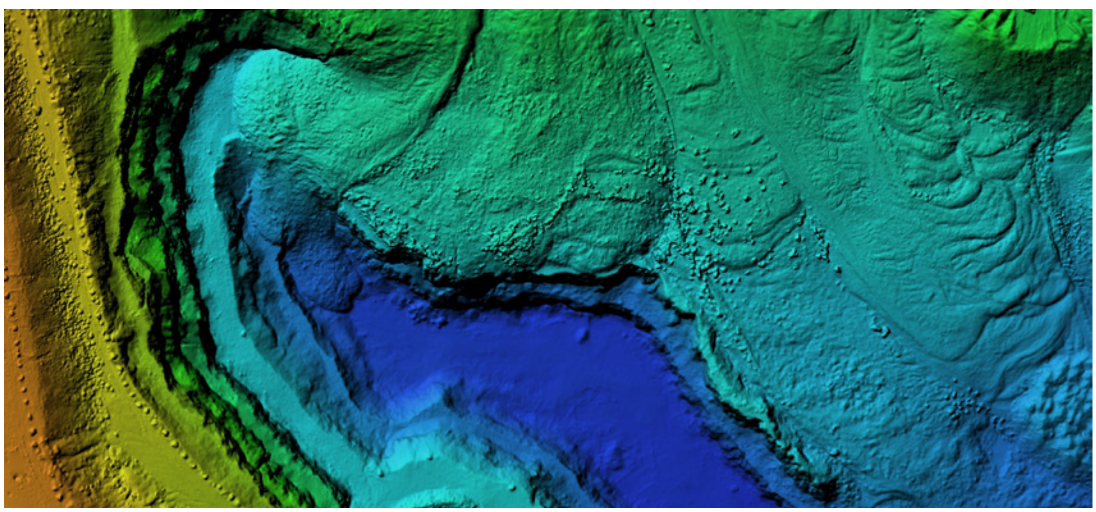
Geographers find answers to their questions in many places. They may collect information themselves by interviewing people, taking photographs, making sketches out in the field or conducting surveys and questionnaires. This kind of information will generally only be relevant to a particular inquiry and is called **primary data**.

Often a geographer collects information that supports their inquiry but has not been specifically collected or designed by the geographer for the inquiry. This type of information is called **secondary data**.

Source 2 shows some examples of primary and secondary data.

primary data data for a geographical inquiry that was collected in the field by the geographer conducting the inquiry (e.g. survey data, hand-drawn maps and photographs)

secondary data data for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases and government websites)



Source 1 This elevation model, made after processing aerial pictures taken from a drone, is an example of a primary resource.

Source 2 Examples of primary and secondary data.

Some examples of primary data	Some examples of secondary data
• Hand-drawn maps and field sketches • Photographs and images taken for the inquiry • Questionnaires and surveys designed and created for the inquiry • Graphs created from data (such as number of visitors, number of cars counted, and temperature and wind statistics) gathered by the geographer for the inquiry	• Information from textbooks, atlases, maps, graphs, reports and websites that were not created specifically for the inquiry • Data that was collected by a government department (such as **census** data), the media, companies and other organisations and was not collected specifically for the inquiry

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Quantitative and qualitative data

Primary and secondary data provide either **quantitative data** or **qualitative data**. Quantitative data includes anything that can be measured and recorded as numbers (for example, Uluru is 3.6 kilometres long and 1.9 kilometres wide and has a circumference of 9.4 kilometres). Qualitative data, on the other hand, includes anything that can be recorded in words (for example, Uluru, one of Australia's best-known natural landmarks, is very large).

quantitative data any information that can be recorded as numbers, e.g. "Uluru is 3.6 kilometres long"

qualitative data any information that can be recorded in words, e.g. "Uluru is very large"

Good geographical inquiries will always be based on a combination of primary and secondary data that is both quantitative and qualitative. Even though qualitative data is an important part of any geographical inquiry, quantitative data is considered more valuable because it is less open to personal interpretations and can be more accurately represented in graphs and charts. Before you move to the next stage of your inquiry, it is important to check that you have recorded all your data without errors and that it is balanced and fair. Your data should not reflect your personal opinions, emotions or attitudes; instead it should present the facts in a clear and concise way.

Source 3 shows some examples of quantitative and qualitative data.

Source 3 Examples of quantitative and qualitative data.

Some examples of quantitative data	Some examples of qualtitative data
• Climate and temperature statistics • Tourist numbers • Population figures (including birth and death rates) • Types and amounts of food grown • Plant and animal species and wildlife in certain areas • Forest clearance rates • Numbers of people killed in natural disasters	• Opinions • Points of view • Personal stories • Likes and dislikes • Feelings

Conducting fieldwork

Fieldwork is any geographical study that takes place outside the classroom or, as geographers say, "in the field". It can be conducted at a number of scales – in your school grounds, within your local community, in another state or even in another country. Fieldwork is an essential part of geography because the world outside the classroom is the geographer's "laboratory".

fieldwork geography study that takes place at the site of inquiry

Fieldwork provides the opportunity for firsthand investigation of both natural and built environments, and to develop skills associated with observing, measuring and recording. Different forms of geographical data can be collected and analysed to find relationships between the natural and human environments. The results of a fieldwork investigation are presented and communicated in a fieldwork report. There is a worksheet available on Oxford Digital to learn the steps to writing a basic fieldwork report.

Fieldwork also involves identifying issues or problems and finding possible solutions. It is a way to engage with the real world and make a contribution to developing more sustainable and fair ways to manage the Earth's resources.

Key skill worksheet: Writing a basic fieldwork report

Different types of fieldwork

Most topics you learn about in class can also be studied during fieldwork. The types of fieldwork you conduct will differ according to your topic and the places you visit, but all these activities will help you to better understand your world. Source 5 provides examples of fieldwork locations and activities for the range of topics you will be studying in Year 8.

Source 4 Field sketching is an important geographic tool.

Source 5 Examples of fieldwork locations and activities for a range of topics in Year 8 geography.

Topic	Possible location	Sample fieldwork activity
Water as a resource	Local river or stream, such as Dandenong Creek or Werribee River	Water sampling, mapping areas of erosion and deposition
Valuing and managing water	Water treatment plant, desalination plant or water storage dam, such as a Melbourne Water dam	Taking geographic photographs, field sketching, mapping land use near dam
Living in Australia	Areas of different land use within a city such as the CBD and residential areas	Observing and describing, surveys of residents, land use mapping
Liveable cities	Urban renewal project, local area	Observations of users and management strategies

Ethical fieldwork

Ethics refers to the correct ways of behaving and thinking. It is important to always act in an ethical way when conducting a geographic inquiry. This is particularly important while on a field trip. You must ensure, for example, that you have minimal impact on the environment. Consider carefully where you walk on fragile environments such as sand dunes and steep slopes and always dispose of your litter in the proper way.

There are also ethical concerns to consider when dealing with other people.

- If you interview or survey members of the public you must inform them of the purpose of your research and allow them to consent or refuse to take part.
- Avoid asking sensitive questions such as a person's age, income or home address.
- Never take photographs of other people without their consent.
- Take a neutral stance when interviewing people rather than stating your own point of view.

Source 6 When conducting fieldwork, always be mindful of the environment you are in and avoid trampling on sensitive or fragile areas.

Using geographical images

Another way to collect information is to take geographical images that depict and present a place or particular feature of the landscape, for the purpose of demonstrating an aspect that is being studied. Just like maps or graphs, geographers use and interpret types of photographs as sources of data. Whether you take a geographical image during a fieldwork study, or collect them from your research online, you need to be able to interpret them.

Landscapes can be photographed from different angles depending on the position of the camera. Each angle has its own special features. You will hear these terms as you study geography. Look at the images to familiarise yourself with the different types of geographical images.

Key content video: Interpreting geographical images

Ground level

The camera is held by someone at the same level as the landscape being photographed.

This angle allows you to clearly see the height of any object and the detail in vertical surfaces.

Source 7 Ground level

Oblique aerial photograph

The camera is positioned above the landscape and angled towards the scene being photographed.

This angle allows you to see both the foreground and the background of the scene. You can also see both the height of an object and its width or area.

Source 8 Oblique aerial photograph

Vertical aerial photograph

The camera is positioned directly above the landscape.

This vertical (or plan) view allows you to see the extent of any feature. However, it is difficult to judge the height of the landscape (e.g. the trees) from this view.

Source 9 Vertical aerial photograph

Satellite images

This image is taken from space. It allows you to see large areas of the Earth's surface.

These images are often used to investigate patterns. It is difficult, however, to see smaller features of the environment.

Source 10 Satellite images

Geographic Information Systems (GIS)

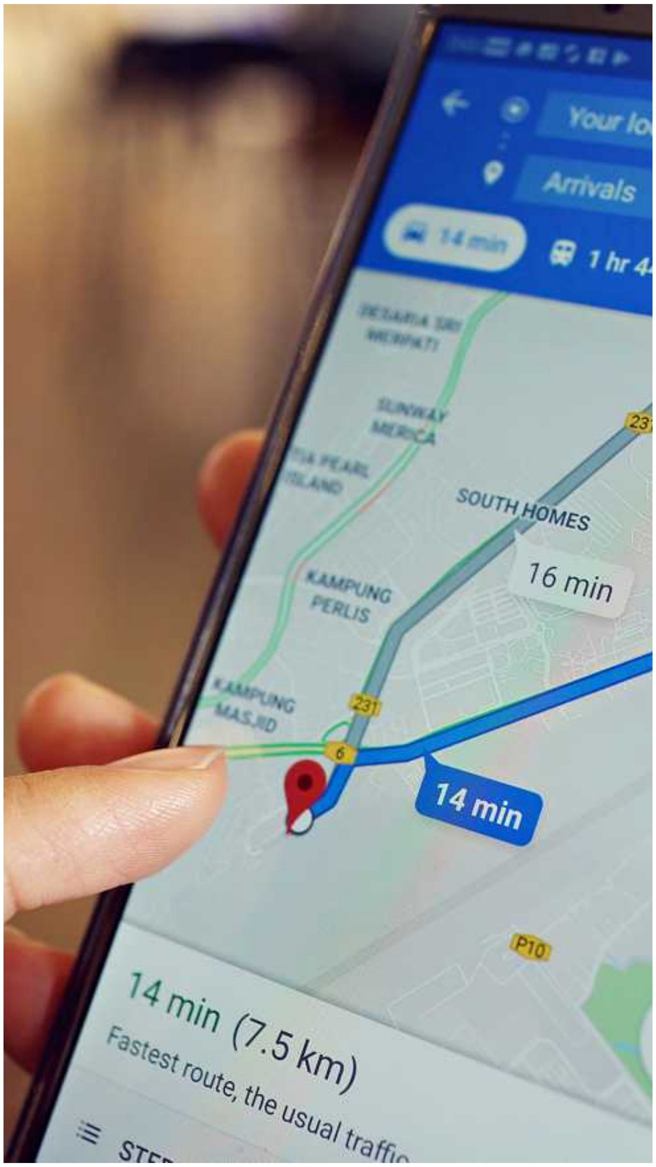
Geographers also use a range of digital tools to collect, process and display information. Many of these are available on your mobile phone and include programs such as Google Earth and the Global Positioning System (GPS) that use satellites to determine the location of objects on the Earth.

Geographic Information Systems (GIS) are a way of creating, viewing, organising and analysing geographical information with the use of a software application. GIS allow geographers to access and share an incredible amount of data and look at the world in new ways. GIS are made up of three elements:

1 digital base maps
2 data that is layered over the base map (such as a chart, overlay or table)
3 a software application or platform that links these elements together and allows the user to interact with all this information.

Geographic Information Systems combine satellite images, graphs and databases to allow you to identify patterns and trends so that you can gain a better understanding of the world around you. They allow you to turn different layers of data on and off in order to isolate exactly what you are looking for. You can even create and share your own maps, look at 3D models of areas and record video simulations, known as flyovers.

These systems are already a part of many people's everyday lives. Governments, companies and individuals all around the world use GIS. There are a number of GIS platforms available today, but one of the most commonly used and free GIS is Google Earth.



Source 11 Today, a GIS can be found on almost every smartphone, in the form of apps such as Google Maps and Google Earth.

Key content video: Geographic Information Systems (GIS)

Check your learning 1.4

Lesson 1.5
Analysing maps

Introduction

An important skill in geography is the ability to identify and explain patterns in the world around you. Often these patterns appear on a **map**. In fact, you will also create your own maps to display data you have found during fieldwork or through research.

map a simplified plan of an area shown from directly above

Before doing so, it is important to develop an understanding of the essential features that appear on maps and how to read them.

Essential features of maps

plan view a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

Maps are drawn in the **plan view** (directly from above) because this ensures the scale will be the same across the entire area. If maps were drawn from an angle some parts of the mapped area would look distorted, and so it would not be an accurate representation of the area. When properly used, maps can reveal a great deal about our planet and the ways in which we use it.

Key content video: Essential features of maps

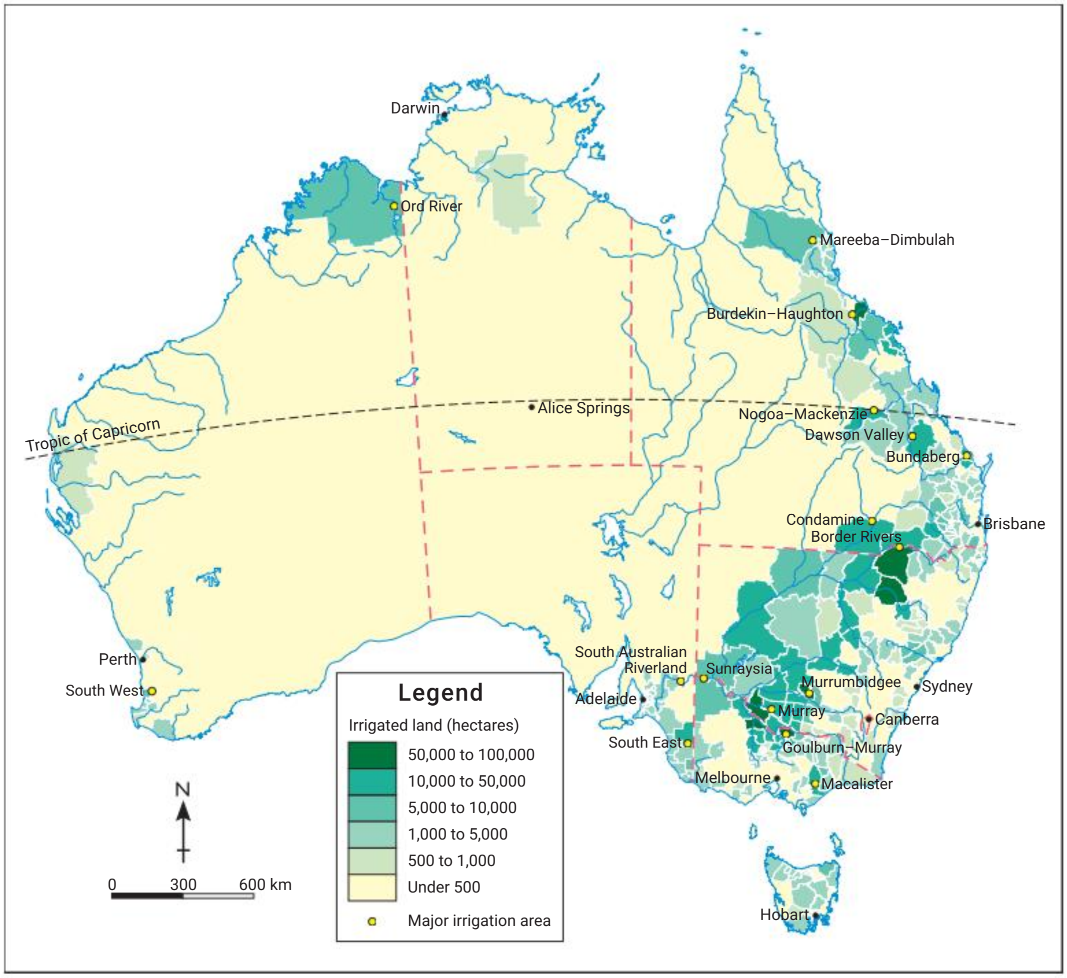
BOLTSS

Regardless of the type of maps you are creating or analysing, all will share some common features. There are six features that ensure every map is drawn in a clear, concise and accurate way. To help you remember these features, you can use a mnemonic (memory aid) that consists of the first letter of each of the features: border, orientation, legend, title, scale and source. Together, these six letters make up the word BOLTSS.

Source 1 These are the six features of BOLTSS.

Map feature	Description
B- Border	An outline or box drawn around the map
O - Orientation	An indication of direction, usually shown with a north arrow or compass rose
L - Legend	An explanation of the symbols, colours and patterns used on the map (also known as a key)
T - Title	A heading that describes the map and what it is showing
S - Scale	A way of indicating what distances on the map represent in the real world. Scale can be shown in three different ways: as a written scale, a line scale or a ratio. Source 4 represents the three ways a scale can be represented on a map.
S- Source	Where the information used to create the map came from. If these details are not known, simply write "Source: unknown". If you have created the map from your own data, simply write "Source: own map" or "Source: [add your name]".

Australia: Irrigated land



Enlarged map: Australia: Irrigated land

Source: Oxford University Press

Source 2 A map of Australia showing all the features of BOLTSS.

Direction

Direction must always be shown on maps because it enables the user to work out the location of features shown. Direction is shown on maps using compass points. A **compass** is an instrument with a magnetised needle that will always point to the Earth's magnetic field near the North Pole (known as magnetic north). The face of a compass shows a circle made up of 360 degrees (see Source 3).

The four main directions on a compass are north, south, east and west. These are known as **cardinal points**. Most maps are oriented to north. Once north has been established, you can find the other points of the compass. Using compass points is an accurate way of giving directions because the compass always points to magnetic north, no matter which direction you are facing.

Source 3 A compass face showing cardinal points and compass bearings.

compass an instrument with a magnetic needle that points to the north; used for navigation

cardinal points the four main directions: north, south, east and west

compass bearings a precise way of giving compass directions, such as "135° south-east"

Compass bearings provide an even more precise way to give directions. A bearing is an angle that is measured clockwise from magnetic north. The bearing of magnetic north can be either 0 degrees or 360 degrees, the bearing of south is 180 degrees, the bearing of east is 90 degrees and the bearing of west is 270 degrees. These bearings are also shown in Source 3.

Key content video: Direction

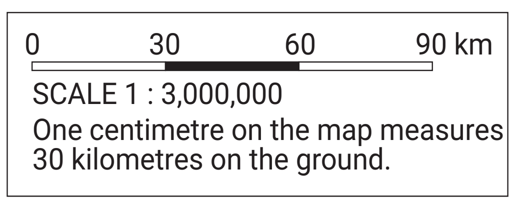
Scale

distance the amount of space between two objects or places, generally measured by using the scale on a map

Maps are scaled representations of real areas. These representations have been designed to fit on a piece of paper or on a computer screen. Maps look the same as the real areas they are representing, just reduced to a size you can work with. Scale on maps allows you to work out the **distances** in the real world.

Look at Source 4. It shows the three types of scale that can be used on maps and how they work.

- Written scale – a written scale tells you how much a distance on the map represents on the ground. The written scale on Source 4 is "One centimetre on the map measures 30 kilometres on the ground". Using this information we can easily work out that 5 centimetres on the map would be equal to 150 kilometres on the ground, and so on.
- Line scale – a line scale is a numbered line that acts like a ruler. You can use it to measure distances on the map. The Source 4 line scale shows that 1 centimetre is equal to 30 kilometres.
- Ratio scale – a ratio scale shows scale in numbers. The ratio scale for Source 4 is 1:3 000 000, so 1 unit (that is, 1 centimetre) on the map represents 3,000,000 centimetres on the ground. Of course, 3,000,000 centimetres is equal to 30 kilometres.



Source 4 An example of the different types of map scales.

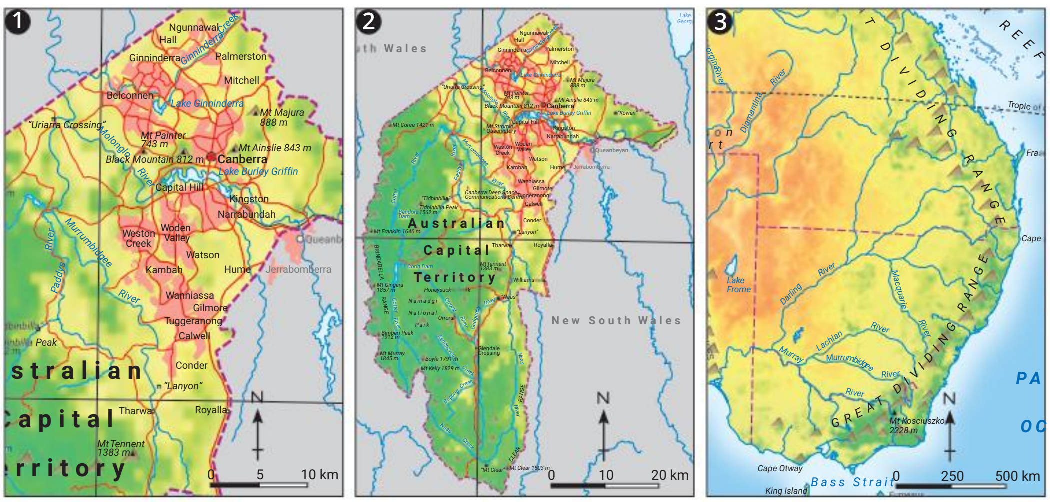
Key content video: Scale

Comparing map scales

Maps are often shown at different scales depending on the amount of detail they need to show. Source 5 shows three maps at different scales.

- Map 1 is a large-scale map. It shows a large amount of detail but only a small area. You can see the city area (in pink) and Lake Burley Griffin.
- Map 2 is a medium-scale map. It shows a medium amount of detail and a medium area. You can see the whole of the Australian Capital Territory (ACT).
- Map 3 is a small-scale map. It shows a small amount of detail but a large area. You can only just see the border of the ACT.

ACT and Eastern Australia



Large-scale maps show detailed information about a small area.

Small-scale maps show general information about a large area.

Source: Oxford University Press

Source 5

Locating places on maps

Maps are used for many different purposes, but the most commonly used maps help us to find things we are looking for. These maps are often overlaid with a set of lines that form a grid. These gridlines divide the map into smaller areas and help us find places more easily. There are several ways in which you can locate things on maps and methods you can use to help other people find these places. Some of these methods will give you a general idea of where something is, while others can help you pinpoint the exact location of something.

Key content video: Locating places on maps

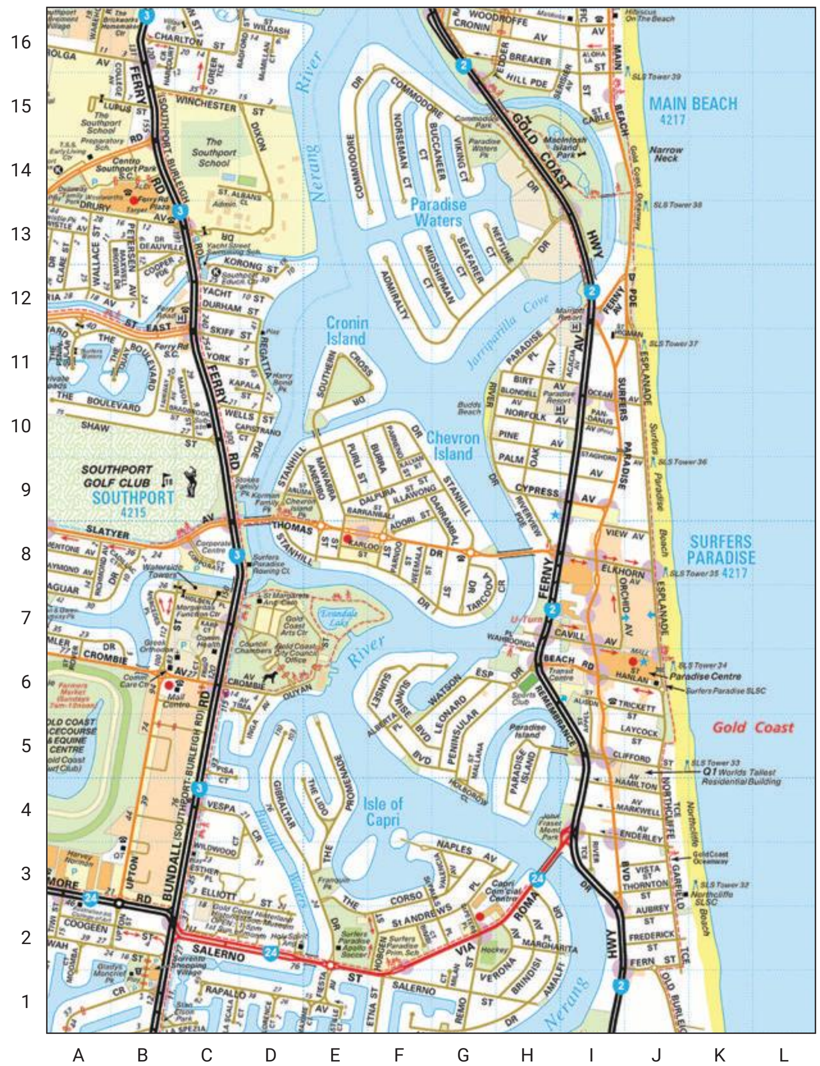
Grid and area referencing

Alphanumeric grid referencing

alphanumeric grid referencing a coordinate system on a grid in which each cell is identified by a combination of a letter and number; using this system makes it easy to locate a specific position on a map

In maps that use **alphanumeric grid referencing**, the spaces between gridlines are labelled with letters and numbers. The letters appear along the bottom (or top and bottom) of the map, while the numbers appear down the left-hand side (or both sides) of the map. For example, in Source 6 the grid reference for the Paradise Centre is J6.

Surfers Paradise street map



Source: *Brisway*

Source 6

Area referencing (AR)

eastings the gridlines that run vertically on a topographic map

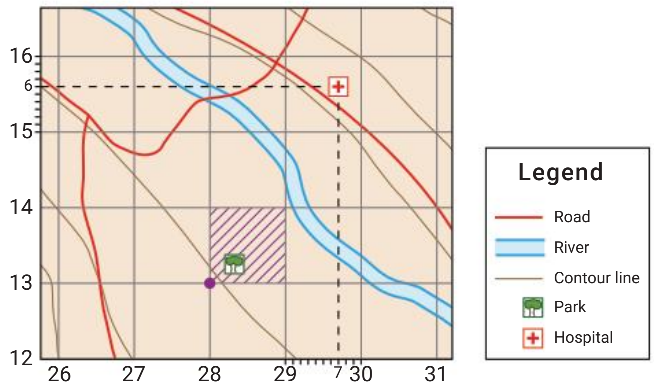
northings the gridlines that run horizontally on a topographic map

The area referencing (AR) method is used on topographic maps that have gridlines. Each line is given a two-digit number. The lines that run up and down the map are known as **eastings** (because the numbers increase as you move east). The lines that run across the map are known as **northings** (because the numbers increase as you move north). A four-figure area reference will pinpoint the bottom left-hand corner of the grid square in which you will find the feature. The eastings are given first, then the northings. For example, in Source 7 the park is located in AR2813.

Six-figure grid referencing (GR)

Six-figure grid references (GR) help locate exact points on a topographic map. The area between each easting is divided into ten further parts (tenths), as is the area between each northing. This is just like adding a finer set of gridlines over the existing gridlines, allowing you to be very specific about where things are within each grid square. As with area referencing, the eastings are given first then the northings. The difference is that one more figure is added to the easting and one more figure is added to the northing. This makes six figures in total. For example, in Source 7 the hospital is located in GR297156.

Topographic map extract showing AR and GR



Source: Oxford University Press

Source 7

Latitude and longitude

Maps that show large areas of the Earth's surface (such as world maps) use a set of imaginary lines that form a grid. These gridlines, known as **latitude** and **longitude**, help us to locate places accurately.

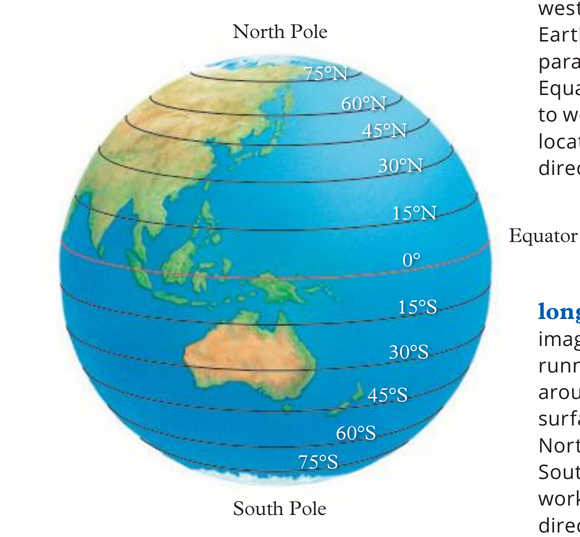
Lines that run from east to west are known as lines (or parallels) of latitude. Lines that run from north to south are known as lines (or meridians) of longitude. Each of the lines is separated by degrees rather than distance because the world is round, not flat.

The line of latitude midway between the North Pole (90 degrees north) and South Pole (90 degrees south) is known as the **Equator** (see Source 8), which is located at 0 degrees latitude. It divides the Earth into the northern hemisphere and southern hemisphere.

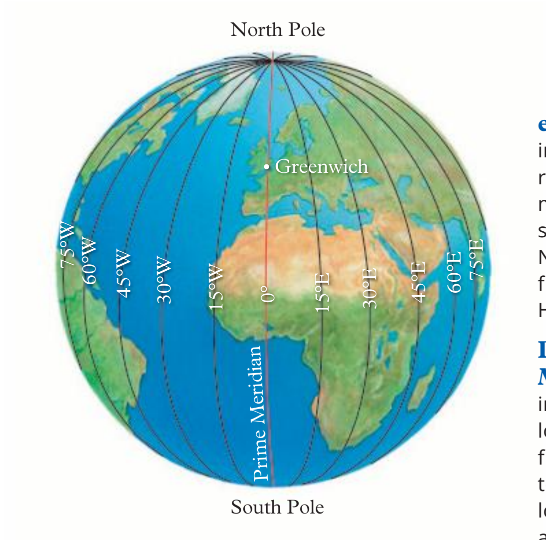
Lines of latitude are measured in degrees north and south of the Equator.

Lines of longitude are measured east and west of the Greenwich meridian (also known as the **Prime Meridian**), which is located at 0 degrees longitude (see Source 8).

Key content video: Latitude and longitude



Source 8 Lines (or parallels) of latitude



Source 9 Lines (or meridians) of longitude

latitude imaginary lines running east–west around the Earth's surface, parallel to the Equator, used to work out location and direction

longitude imaginary lines running north–south around the Earth's surface, from the North Pole to the South Pole, used to work out location and direction

equator an imaginary line that runs around the middle of the Earth, separating the Northern Hemisphere from the Southern Hemisphere

Prime Meridian an imaginary line of longitude that runs from the North Pole to the South Pole; longitude is defined as 0 degrees at the prime meridian

Simple maps

Geographers use different types of maps to show a whole range of different natural and built features, and to analyse the connect

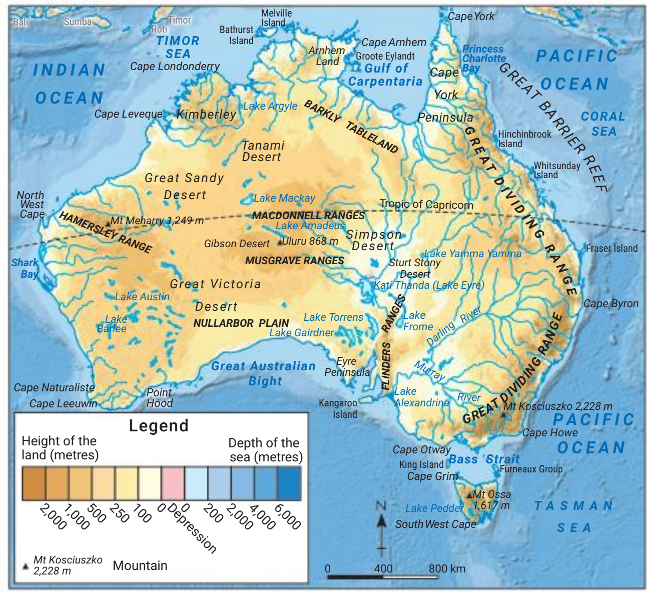
Physical maps

Physical maps show the locations and names of natural features of the Earth. These may include deserts, mountains, rivers, plains, oceans, reefs, volcanoes and lakes.

Enlarged map: Physical map of Australia

Key content video: Physical and political maps

Physical map of Australia showing oceans and major mountain ranges, rivers, lakes and deserts



Source: Oxford University Press

Source 10

Political maps

Political maps show the locations and names of built features of the Earth. These may include country borders, state and territory borders, cities and towns.

Enlarged map: Political map of Australia

Political map of Australia showing state and territory borders, cities and towns

Source: Oxford University Press

Source 11

Dot distribution maps

Dot distribution maps use dots (or shapes) to represent (and sometimes compare) a range of different features. The dots show the location of the chosen feature. The size and colour of the dots on the map can show different characteristics of that feature. For example, in Source 12, small towns are shown as small green dots and big cities are shown as big purple squares. Other dot distribution maps show the location of a single feature, such as litter. Dot distribution maps help to show patterns and links between features – geographers refer to this as spatial distribution.

Enlarged map: Dot distribution map of Australia

Key content video: Dot distribution maps

Dot distribution map of Australia showing population

Source: Oxford University Press

Source 12

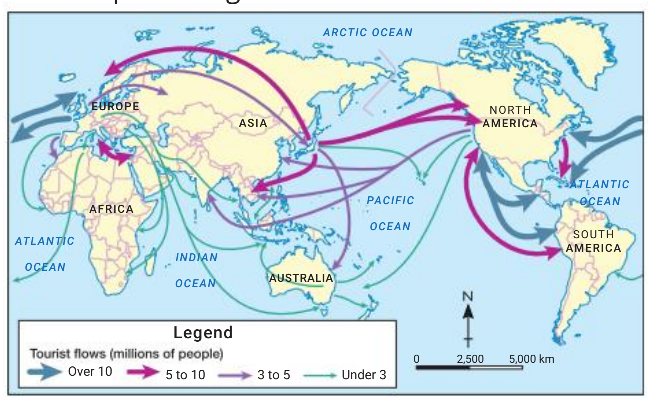
Flow maps

Flow maps show movement from one place to another. Arrows of different thicknesses or colours are used to show where different things (such as people or goods) are moving to and from, and compare the numbers involved in the movement.

Enlarged map: Flow map

Key content video: Flow maps

Flow map showing the flow of tourists worldwide



Source: Oxford University Press

Source 13

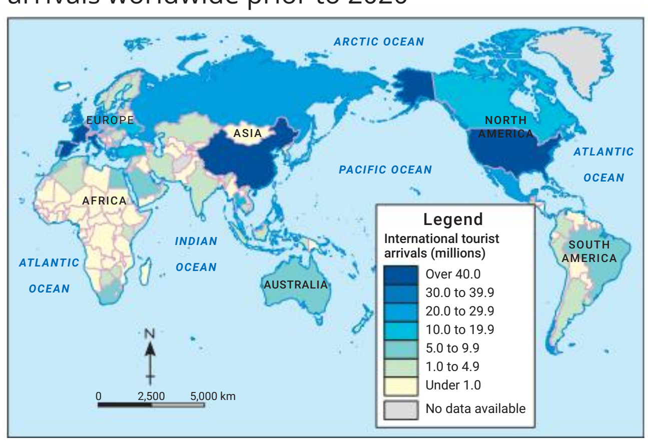
Choropleth maps

Choropleth maps use different shades of the same colour to give a quick impression of the pattern formed by the data being shown. Darker shades show the highest values or the greatest amounts, while lighter shades show the lowest values or the least amounts.

Enlarged map: Choropleth map

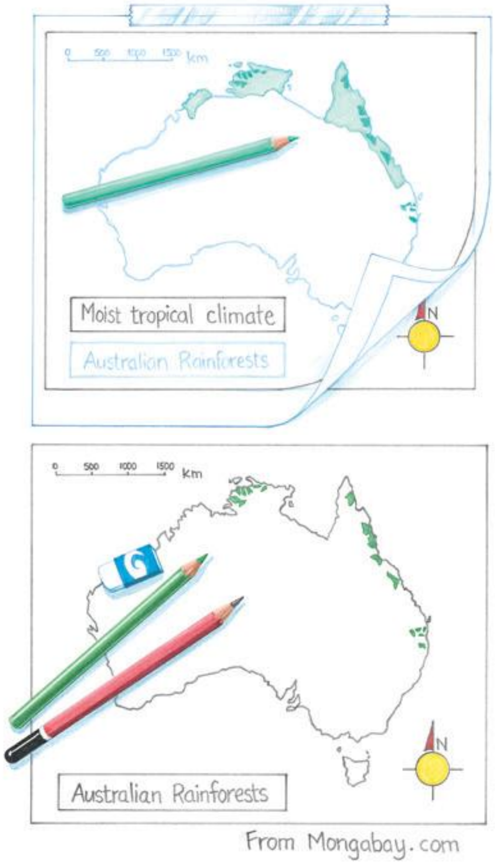
Key content video: Choropleth maps

Choropleth map showing international tourist arrivals worldwide prior to 2020



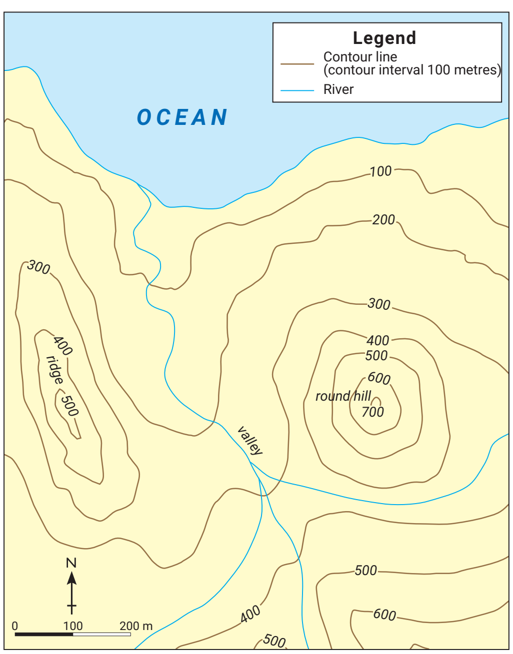
Source: Oxford University Press

Source 14



Source 15 An overlay map showing the location of Australian rainforests on a base map (top) and areas with a moist tropical climate on an overlay (bottom).

Topographic map showing a round hill, a valley and ridge



Source: Oxford University Press

Source 16

Overlay maps

Overlay maps show how features on the Earth's surface may be related to each other. To create an overlay map, you first need to produce a base map showing one feature (such as the location of Australian rainforests) and then place a piece of tracing paper or plastic sheet over this base map showing the other feature you are investigating (such as areas with a moist tropical climate).

Key content video: Overlay maps

Key content video: Thematic maps

More complex maps

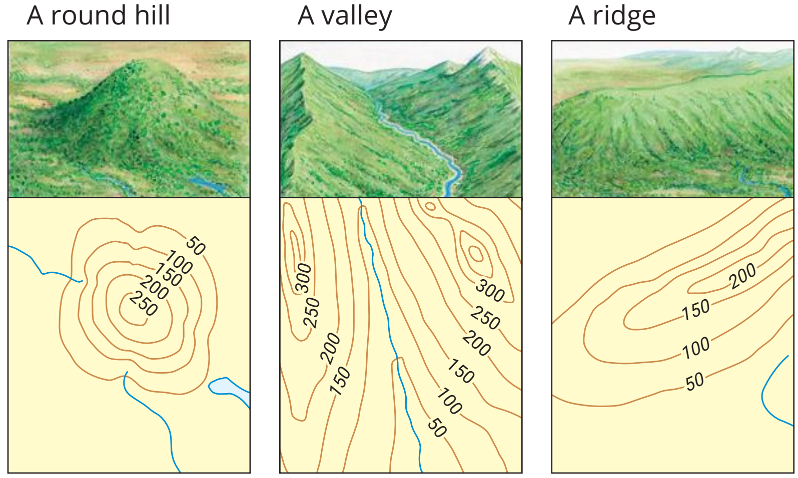
Geographers also use a number of more complex maps to represent information.

Topographic maps

Topographic maps show the shape of the land (such as the shapes formed by valleys, hills and ridges) by using **contour lines**. Numbers on some of the contour lines show the height of the land above sea level. The closer together the contour lines are, the steeper the land. Symbols and colours are also used on topographic maps to show other natural features (such as forests, rivers and lakes) and built features (such as towns, roads and mines). The contour patterns of three common features are shown below the topographic map in Source 16 and Source 17.

Key content video: Topographic maps

A round hill | A valley | A ridge



Source 17

Weather maps

Weather maps show conditions in the atmosphere, such as air pressure, wind speed and wind direction. They also show the size and location of warm and cold fronts. Weather maps are also known as synoptic charts. They are most commonly seen on the nightly news.

Key content video: Weather maps

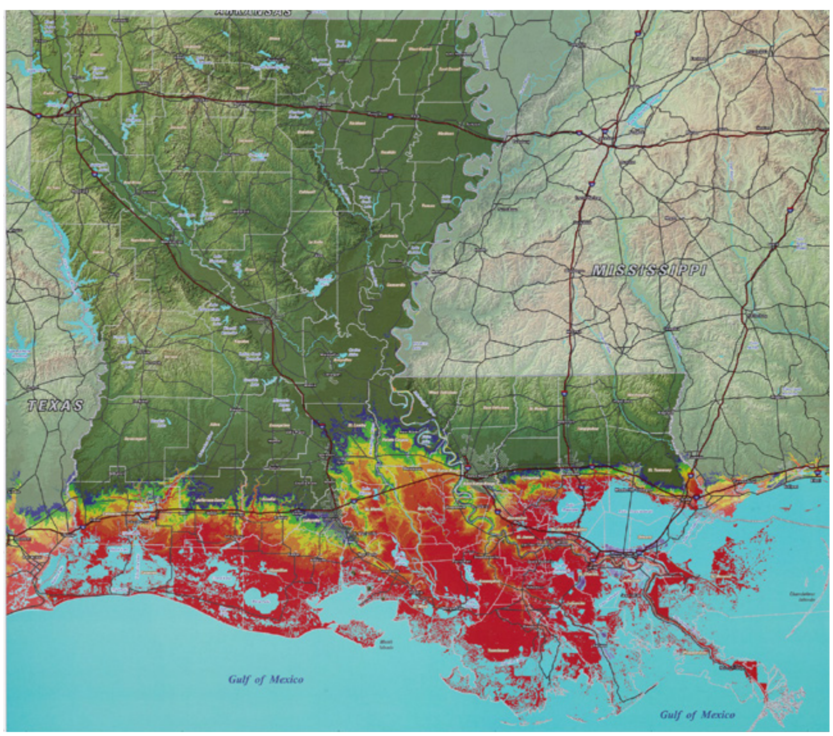
Source 18 Weather maps feature in the nightly news on television.

Digital maps

Most geographic data is collected and stored digitally. Geographers then access this data to create their own maps. This allows them to select particular features of the natural or human landscapes to focus on. In Source 19, for example, the data for height above sea level has been added to a base map showing towns and roads. This allows the geographer to explore the possible effects of a flood or a rise in sea level.

contour lines lines drawn on a map that connect points at the same height to show the height and steepness of land

Topographic map showing a round hill, a valley and ridge



Source: Oxford University Presss

Source 19 Data from the United States Geological Survey (USGS) added to a digital base map allows geographers to see what the effects of a flood or a rise in sea level might be on low-lying areas. The red areas are the lowest-lying areas and are 0 to 5 metres above sea level.

Check your learning 1.5

Lesson 1.6
Representing data

Introduction

In addition to maps, geographers use a range of other visual representations to communicate information they have collected.

- Tables allow geographers to present and compare data by organising it under different headings (see Source 1).
- Graphs allow geographers to compare data and present it in an interesting and attractive way. There are a number of different types of graphs used by geographers for different purposes. The most common of these are explained in this lesson.
- Diagrams allow geographers to show the features or characteristics of some places or things much more effectively than describing them in words. A concept map is a handy tool that you might use to show a complex idea, such as strategies for sustainability (see Source 9).

Source 1 A table showing the populations of Australian states and territories in 2023.

State/Territory	Population (2023)	Percentage of Australia's population
New South Wales	8,434,800	31.2%
Victoria	6,906,000	25.6%
Queensland	5,528,300	20.4%
Western Australia	2,927,900	10.8%
South Australia	1,866,300	6.9%
Tasmania	541,100	2.1%
Australian Capital Territory	470,200	1.7%
Northern Territory	253,600	0.9%
Australia	26,966,800	100.0%

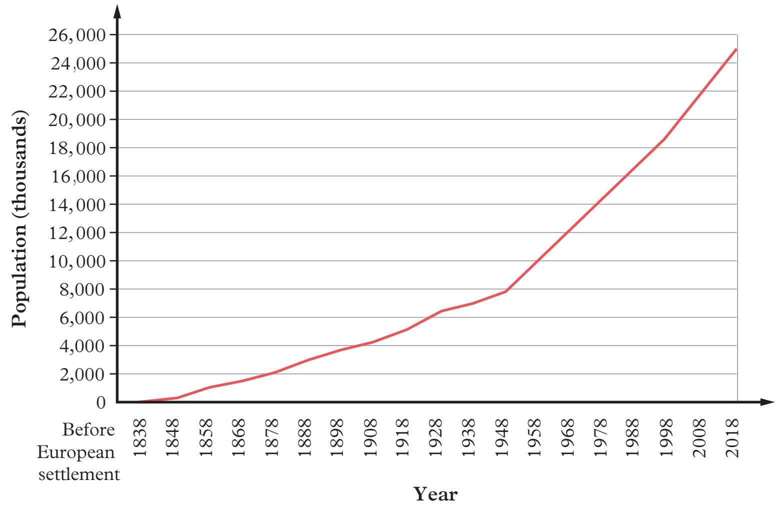
Simple graphs

Graphs are among the most effective visual representations when it comes to showing numerical (or quantitative) data. Some graphs are simple, while others are more complex. This year, you will be learning how to create different types of graphs and interpreting the information that they provide. Some of these graphs are described below.

Key content video: Simple graphs

Line graphs

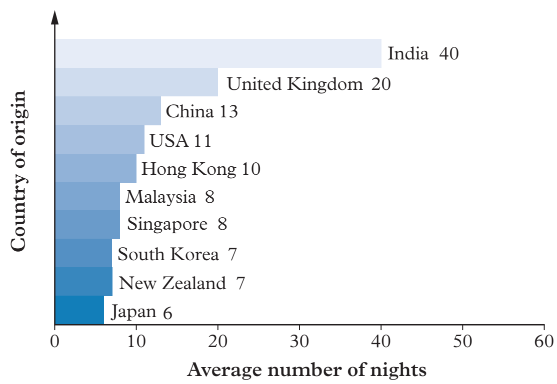
Line graphs show information as a series of points that are joined up to form a line. The line shows a trend or change over time. The horizontal axis (x) will usually show units of time and the vertical axis (y) will usually show amounts.



Source 2 A line graph showing the increase in Australia's population, 1838–2018.

Bar graphs

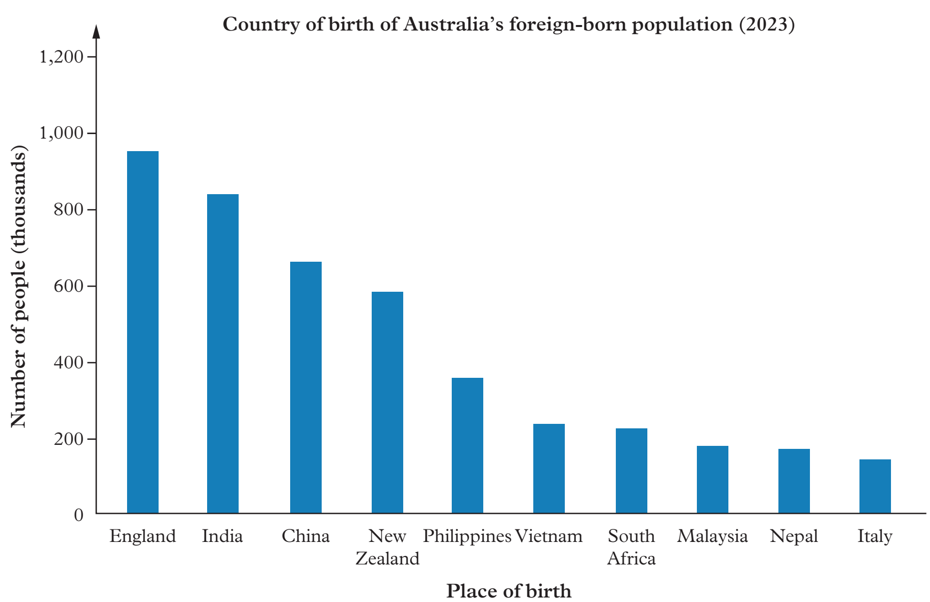
Bar graphs show information as a series of bars that run in a horizontal direction and are stacked one on top of the other. They are usually used to compare quantities.



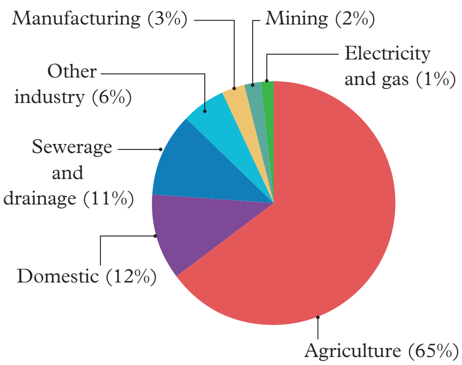
Source 3 A bar graph showing the average number of nights spent in Australia by tourists from different countries, 2009

Column graphs

Column graphs are similar to bar graphs, but they show information as a series of vertical columns that are arranged side by side. They are also usually used to compare quantities.



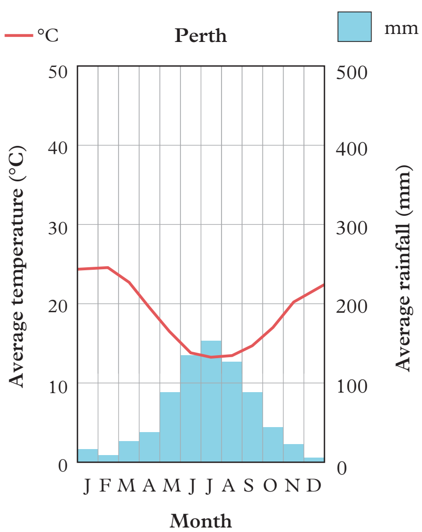
Source 4 A column graph showing the top ten countries of birth for Australia's foreign-born population in 2023.



Source 5 A pie graph showing the different uses for water throughout Australia.

Pie graphs

Pie graphs are shaped like a circle and are divided up so that the information being shown represents the slices of a pie. The circle of 360 degrees represents 100% and each of the slices is a percentage of that total. The slices of the pie are organised from largest to smallest in a clockwise direction starting from 12 o'clock.



Source 6 A climate graph showing the average monthly temperature and rainfall in Perth.

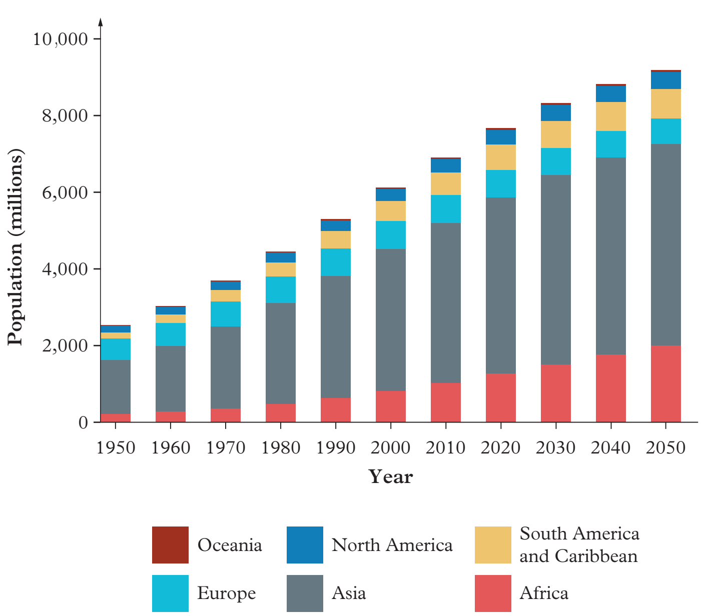
More complex graphs

Over the course of the year you will also be working with other more complex graphs. You will not necessarily be creating these yourself, but you will be learning how to make sense of the information they provide. Some of these graphs are described below.

Climate graphs

Climate graphs show the average monthly temperature and rainfall for a place over a year. Climate graphs combine line and column graphs. Temperature is recorded as a line graph and rainfall is recorded as a column graph.

Key content video: Climate graphs



Source 7 A compound column graph showing the increase in world population by region, 1950–2050.

Compound column graphs

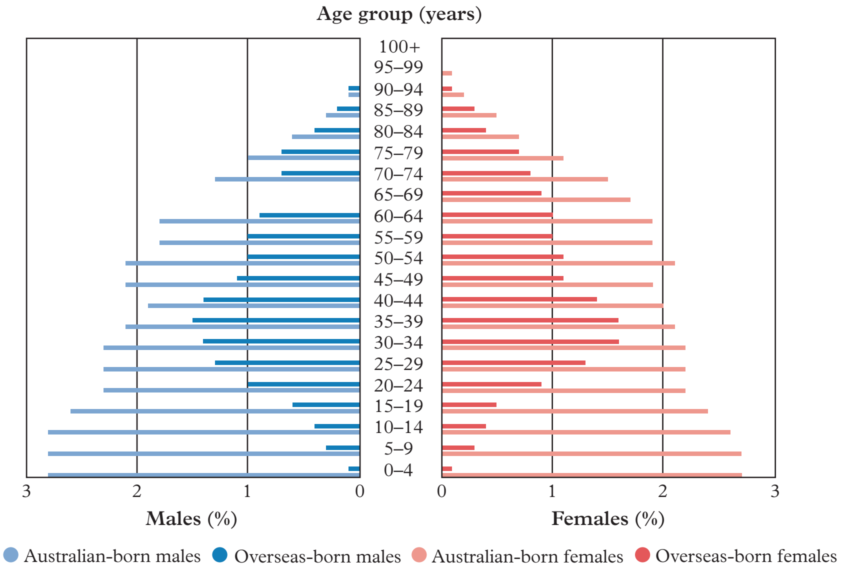
Compound column graphs are a more complex type of column graph in which each column is split into sections so results can be more easily compared.

Key content video: Compound column graphs

Population pyramids

Population pyramids are bar graphs that show the percentage of males and females in different age groups in a population. They help geographers identify trends in population growth in a country. Population pyramids are organised so that younger age groups are at the bottom and older age groups are at the top. Percentages of males are placed on the left-hand side and percentages of females are placed on the right-hand side.

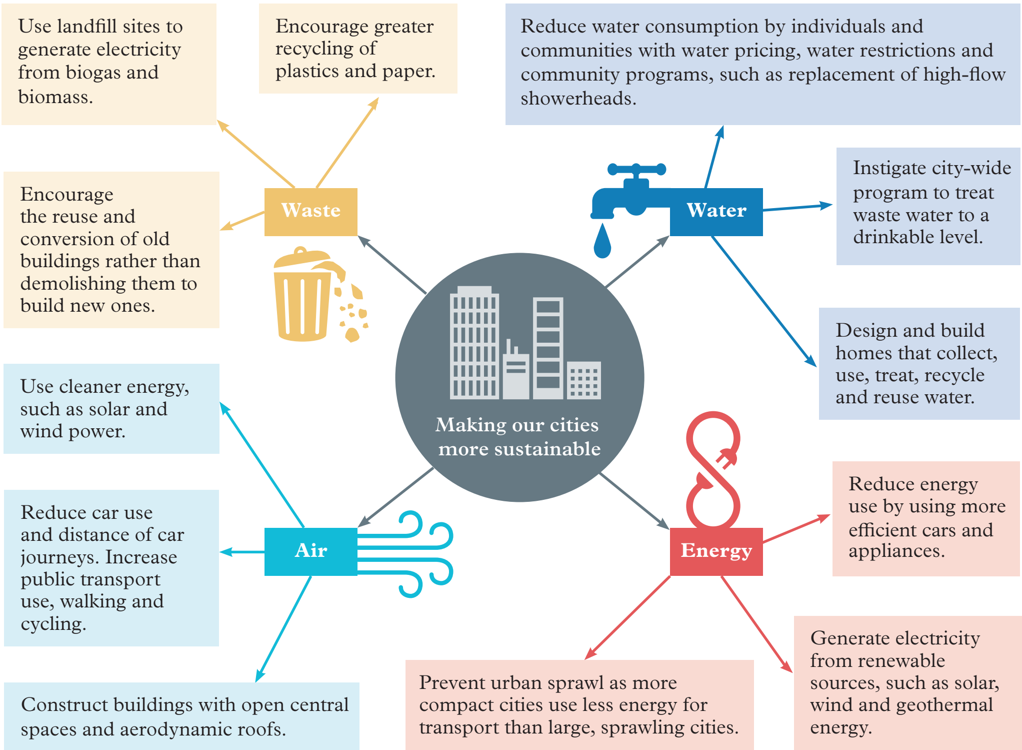
Key content video: Population pyramids



Source 8 A population pyramid for Australia in 2023, showing the percentages of Australian-born males and females, and the percentages of overseas-born males and females. For example, in the 10–14 age group, you can see that Australian-born males make up 2.8% of the population and overseas-born males make up 0.4%.

Diagrams and other graphic representations

Geographers create diagrams and other graphic representations to help them look for patterns in the data they have gathered. These tools also help people who were not involved in the inquiry (such as the general public, the government or people in the media) understand the work that has been done.



Source 9 A concept map showing strategies for a more sustainable city.

Check your learning 1.6

Lesson 1.7
Identifying patterns and relationships

Introduction

In geography, an important skill to master is that of identifying trends, patterns and relationships in the information you are looking at. You can do this by looking at the information to identify any possible links and relationships and then drawing conclusions. There are two main ways to do this:

1 the SHEEPT method
2 the PQE method.

Using the SHEEPT method

SHEEPT is a tool used by geographers to help them consider the many factors that may contribute to the patterns identified in their data. When you are examining issues related to your inquiry, it is useful to think about them in terms of these six factors and rank them in order of importance. This will help you reach your conclusions. Source 1 explains what the letters SHEEPT stand for.

Source 1 These are the six factors of the SHEEPT method.

Factor	Description
S - Social	Factors relating to culture and people
H - Historical	Factors relating to past events
E - Environmental	Factors relating to the natural environment (including climate, landforms and vegetation)
E - Economic	Factors relating to the earning or spending of money (including income earned from industry and tourism, and the cost of building a dam or highway)
P - Political	Factors relating to governments (including laws, regulations and policies)
T - Technological	Factors relating to the availability and use of different types of technology (including the development of greener technologies, alternative energy sources and GIS)

Using the PQE method

PQE is a tool used by geographers to analyse the data they have gathered (such as maps, tables, graphs and diagrams) and reach conclusions. The letters PQE stand for:

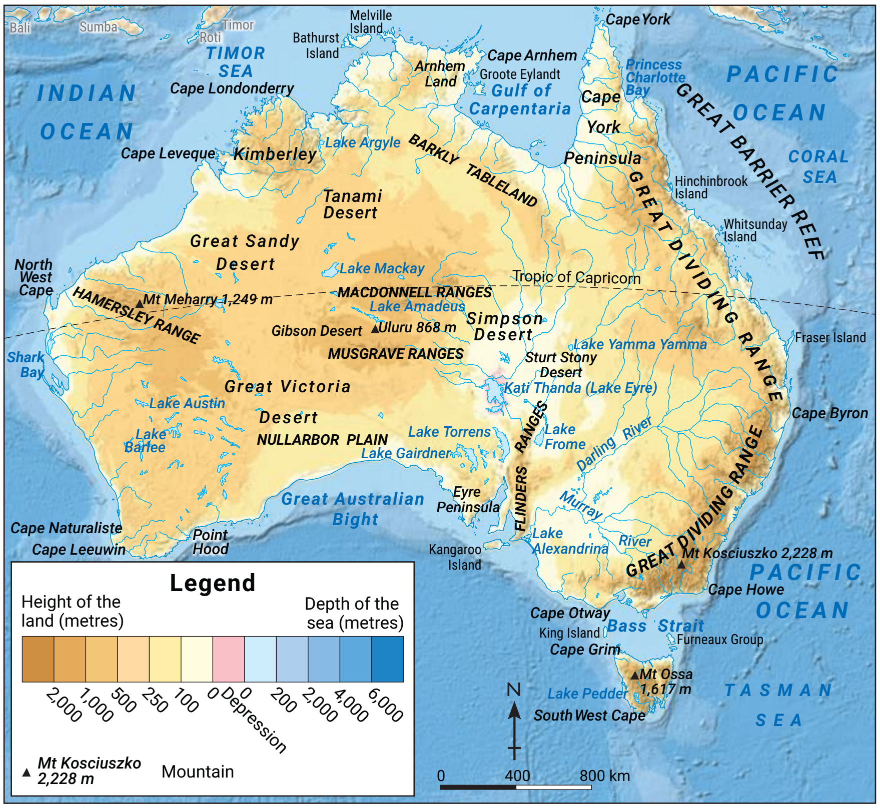
- **Pattern (P)** – when looking at data, you look for things that stand out or form patterns. A pattern may be a group of similar features on a diagram, a concentration of a particular feature on a map, or a particular shape that is created by data on a column graph.
- **Quantify (Q)** – in this step, read the map closely to try and quantify (i.e. measure) statistics, amounts, sizes and locations to find a pattern (or patterns).
- **Exceptions (E)** – often you may find that there are things in your data that do not fit into a pattern you have identified. These are called **exceptions**. They also need to be identified and quantified.

PQE sample

Source 3 is a sample response that has been written using the PQE method to describe the **distribution** of lakes in the physical map of Australia. Read the highlighted sections closely. These are sentence starters that can be used to structure your response whenever using the PQE method.

distribution the way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places ae distributed across a space

Physical map of Australia showing oceans and major mountain ranges, rivers, lakes and deserts



Enlarged map: Physical map of Australia

Source: Oxford University Press

Source 2

If you can identify the type of map that you are looking at, make sure that you name it. Refer to Lesson 1.5 for an overview of different types of maps.

The uneven pattern of this physical map shows Australia's largest lakes are situated in central and south-central Australia.

Pattern – in this step, you need to give a general overview of any patterns you may identify.

The evidence that quantifies this pattern is the location of the lakes on the continent. They stretch from the McDonnell Ranges in the north (near the Tropic of Capricorn) to the Flinders Ranges in the south. These lakes include Lake Amadeus, Lake Mackay, Lake Eyre, Lake Frome, Lake Torrens and Lake Gairdner.

Quantify – in this step, you need to add specific and accurate information to define and explain the patterns.

The exception to this pattern is a few smaller lakes located in Western Australia, including Lake Argyle near the Kimberly region and many scattered lakes, near Lake Austin and Lake Barlee in the south.

Exception – in this step, you need to identify anything that does not fit your patterns.

Check your learning 1.7

Source 3 This sample PQE method analysis includes sentence starters you can use to structure your response.

Lesson 1.8
Concluding and decision making

Drawing conclusions

As you have learnt, geographers undertake inquiries into issues and challenges. They begin by asking questions and then collecting data. The data is then described, analysed and evaluated so that a conclusion can be reached. You can think of reaching a conclusion as making a judgment.

Valid conclusions share similar characteristics:

- **They are based on evidence.** While it might be fine to decide on the colour of a new hoodie based on a whim or vibe, it is not fine to draw conclusions in geography in the same way. You need to be able to defend your conclusions by referring to the evidence you used to reach that conclusion. In the same way, you and others can test your conclusion by using opposing evidence.
- **They consider ethics.** This means that your conclusion needs to be fair, just and unbiased. You also need to be open and transparent when you share your conclusions. This might mean revealing any uncertainties or biases you could have. For example, if you conclude that your local council needs to provide a new bus route to make it more liveable and you happen to live on your proposed route, you should disclose that information.
- **They use geographical concepts.** The best way to do this is to consider concepts such as space, change, interconnection and environment as organisers to respond to a geographic question. For example, use the concept of space to reach a conclusion about the distribution of water resources in drought-prone regions. In the same way, you could use the concept of interconnection to reach a conclusion about liveability in a new suburb.

Key content video: Concluding and decision making

Source 1 A geographer might use the concepts of space and interconnection to reach a conclusion about the location of services in this new suburb. They would be interested in the impacts of these services on the liveability of this region.

Taking action

After reflecting on what you have learnt, you may discover that action is needed to respond to the issue you have been investigating. For example, you may have concluded that water is being wasted in a particular place or that some people are being denied access to important services in your local area. While it may be tempting to propose a simple solution, you must also take into account the potential impacts of your strategy. There are many examples around the world where a response to one issue has created other issues.

It is important to always consider the ethics of your recommended response. This means taking into account the fairness of your proposal on those affected and respecting the range of views that others may have.

There are a number of different ways that geographers can take action to make a change. These include:

- creating a fact sheet or multimedia presentation to inform your school or community about the actions they can take in response to a particular issue. For example, you might propose a series of steps that people could take to reduce the amount of water they use
- emailing your local government representative or Member of Parliament about the issue
- developing a management plan for a particular place that proposes both individual and collective actions. For example, the geographical inquiry into Uluru (see Key skill Asking questions in Lesson 1.3 Asking questions, page 12) based around the key inquiry question "Is it a good thing that so many tourists visit Uluṟu?" may lead you to actively campaign for tourism at Uluru to be managed in a more sustainable way so that this important landmark can be enjoyed by future generations.

Check your learning 1.8

Lesson 1.9
Communicating

Introduction

The ability to put your thoughts and findings into words is an important skill that you will develop as you study geography.

Use correct geographical terminology

An important part of communicating your findings in geography is using geographical terminology. Source 1 lists and defines some commonly used geographical terms. Additional geographical terms can also be found in the glossary at the end of this book.

Source 1 Some useful geographical terms

Term	Definition
BOLTSS	The six essential features that should be included on every map: border, orientation, legend, title, scale and source
direction	A way of orienting a map, usually shown by compass points, such as north
distance	The amount of space between two objects or places, generally measured by using the scale on a map
distribution	The way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places are distributed across a space
exception	A feature that falls outside a usual pattern or does not follow an observed pattern
geographical inquiry	The stages that geographers follow to guide their investigations
key inquiry question	A question that helps geographers to plan and focus their geographical inquiries
primary data	Data collected for a geographical inquiry by a person conducting an inquiry, such as survey data, hand-drawn maps or photographs
region	An area of the Earth's surface with a feature that makes it different from surrounding areas
scale	A line that indicates the distances on a map as represented in the real world
secondary data	Data collected for a geographical inquiry from another source, such as textbooks, atlases and government websites
spatial pattern	The distribution of features on the Earth's surface that may form particular patterns, such as linear (in lines), clustered or radial (like spokes on a wheel)
trend	A general direction in which something is developing or changing (e.g. the trend in population in Australia is positive because the population is growing)

Present findings using a range of communication forms and digital technologies

Geographers use a wide range of methods to inform other people about what they have found over the course of a geographical inquiry.

Some of the methods that geographers use to communicate their findings include:

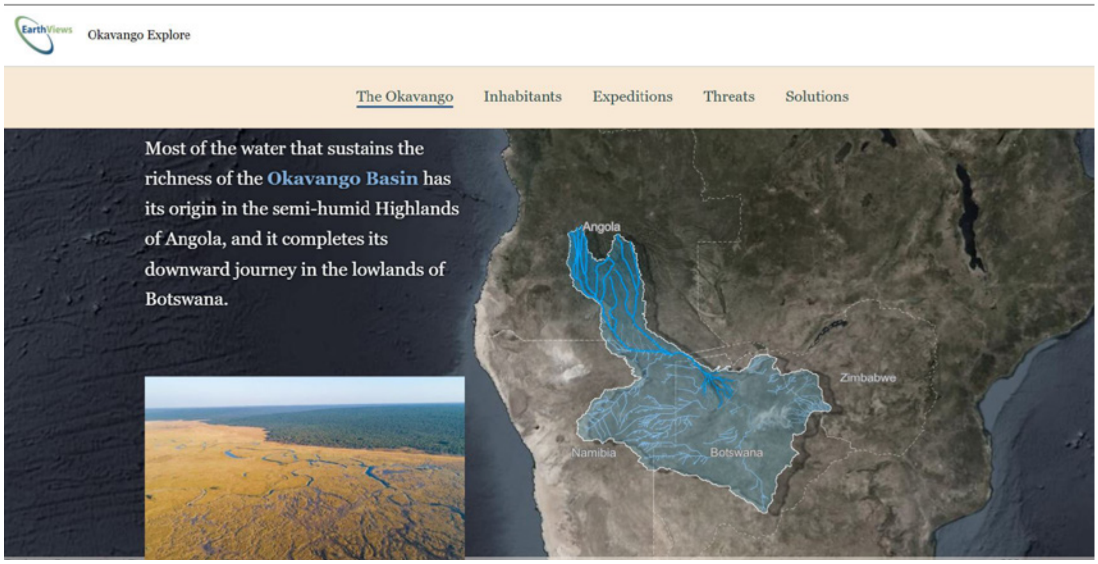
- written methods, such as essays or reports
- oral forms, such as oral reports, presentations, discussions and debates
- graphic forms, such as maps, graphs and diagrams
- visual forms, such as **annotated visual displays (AVDs)**, photographs, sketches, satellite images and posters
- digital forms, such as Wikis, Geographic Information Systems (GIS), databases, story maps, 3D models and simulations, and multimedia presentations.

annotated visual display (avd) a way of presenting the final results of a research project, incorporating images, graphs, notes and explanations in a poster-style format

Key content video: Communicating in Geography

Story maps

Story maps are becoming one of a geographer's most useful communication tools. They combine a range of communication tools such as maps, videos, written content and sketches into a single digital presentation that invites the audience to interact with the content. There are many steps to creating a story map and these are outlined in the ArcGIS StoryMaps link.



Source 2 A screenshot of a story map focusing on Africa's Okavango Delta. You can see a satellite image overlaid with a transparent map along with an image and some text. With practice, you will be able to create your own story map with all of these elements.

Weblink: ArcGIS StoryMaps

Reflect on what you have learnt

An important geographical skill is the ability to reflect on what you have learnt and decide whether any action needs to be taken. Reflecting involves not only looking at what you have learnt but also at how it has been learnt. It involves asking critical questions about the way in which your geographical inquiry was conducted and your role in it. One of the best ways to reflect on your progress is to complete a self-evaluation checklist, rating your performance at each stage and adding comments.

Source 3 A self-evaluation checklist

The title of my geographical inquiry is:		
My geographical inquiry set out to investigate:		
GENERAL POINTS	MY RATING	COMMENTS
I was able to complete all stages of my geographical inquiry.	1 2 3 4 5	
I was able to answer all my key inquiry questions.	1 2 3 4 5	
I was able to plan my inquiry effectively.	1 2 3 4 5	
My maps, graphs, tables and diagrams were clear and accurate.	1 2 3 4 5	
I was able to analyse my data and reach a conclusion.	1 2 3 4 5	
I was able to communicate my findings in an interesting and appropriate way.	1 2 3 4 5	
AREAS OF STRENGTH	COMMENTS	
My areas of strength are:		
I'm getting much better at:		
AREAS NEEDING IMPROVEMENT	COMMENTS	
The part I found most difficult was:		
I need the most help with:		

Check your learning 1.9

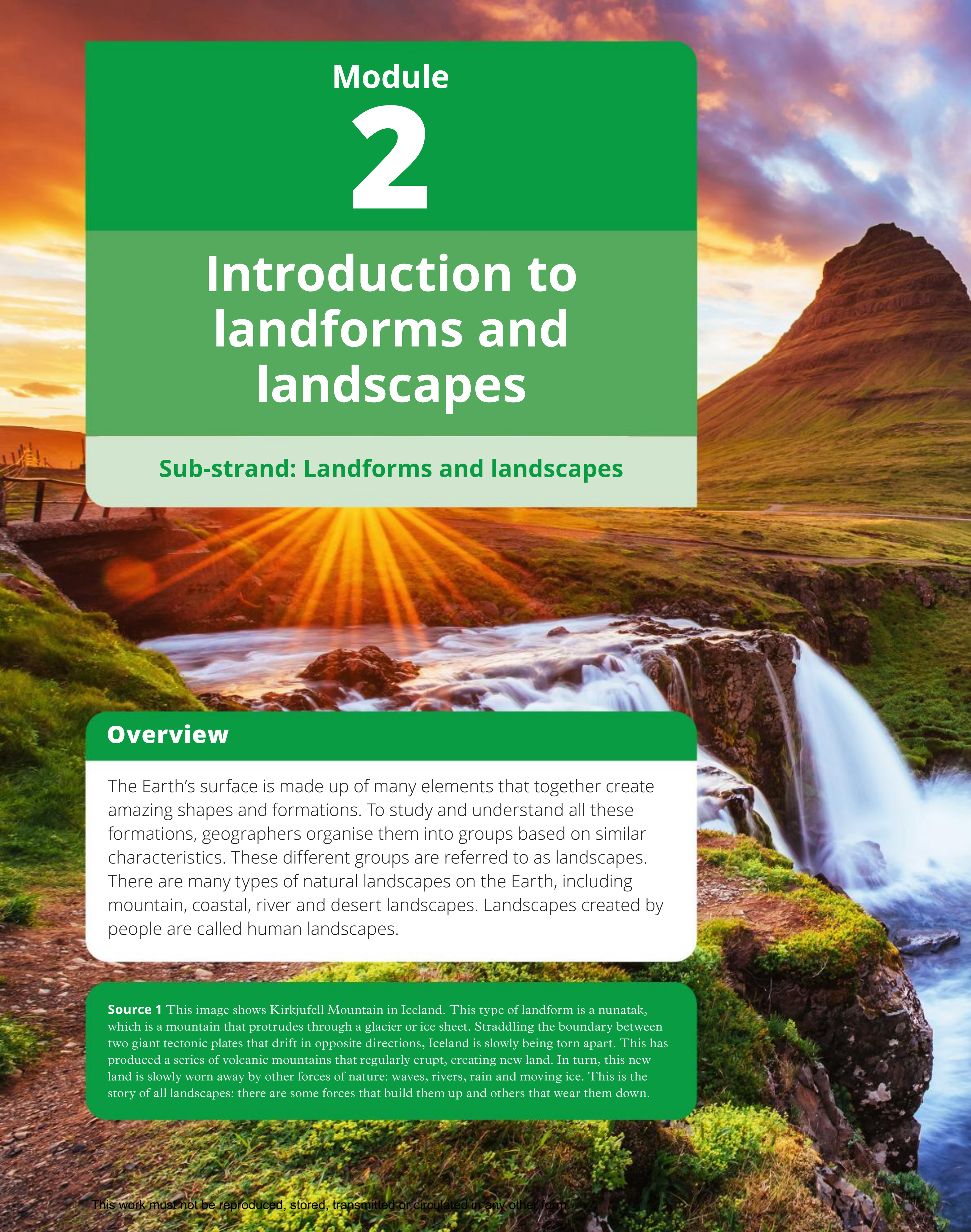
Module 2

Introduction to landforms and landscapes

Sub-strand: Landforms and landscapes

Overview

The Earth's surface is made up of many elements that together create amazing shapes and formations. To study and understand all these formations, geographers organise them into groups based on similar characteristics. These different groups are referred to as landscapes. There are many types of natural landscapes on the Earth, including mountain, coastal, river and desert landscapes. Landscapes created by people are called human landscapes.



Source 1 This image shows Kirkjufell Mountain in Iceland. This type of landform is a nunatak, which is a mountain that protrudes through a glacier or ice sheet. Straddling the boundary between two giant tectonic plates that drift in opposite directions, Iceland is slowly being torn apart. This has produced a series of volcanic mountains that regularly erupt, creating new land. In turn, this new land is slowly worn away by other forces of nature: waves, rivers, rain and moving ice. This is the story of all landscapes: there are some forces that build them up and others that wear them down.

Lessons in this module

Lesson 2.1
The Earth's landscapes

Learning intentions and success criteria

Introduction

A **landscape** is a part of the Earth's surface. It consists of a variety of geographical features that are distinct from other parts of the Earth. Each landscape has been created by a variety of factors, including natural processes and human activities. Landscapes are divided into two main categories: natural and human. Natural landscapes (for example, mountains and deserts) are mainly unaffected by human activity. However, human landscapes (for example, cities and farms) have been created and modified by people. Some different types of landscapes are described below.

landscape
a section of the Earth's surface made up of a variety of geographical features (known as landforms) that define and characterise it; landscapes can be natural (e.g. coastal and mountain landscapes) or human (e.g. neighbourhoods and cities)

tectonic plates
immense, slowly moving pieces that make up the Earth's surface (or crust)

mountain ranges
series of mountains or hills ranged in lines and connected by high ground

Mountain landscapes

Mountain landscapes are formed by movement of the **tectonic plates** that make up the Earth's surface. As they move, they push against each other and force land upwards, forming **mountain ranges**. These mountain ranges are made up of ridges and valleys. In some places, the hot rock below the plates is forced upwards, creating volcanic mountains. Their eruptions create distinct landscapes, such as those that exist in much of Iceland (see Source 1 in Module 2 Introduction to landforms and landscapes, page 42).

Coastal landscapes

The coast is where a land mass meets the sea. Coastal landscapes are constantly shaped by the natural forces of the wind and waves. These geographical forces erode (wear away) or construct (build up) the natural environment, constantly changing its shape. Features of coastal landscapes include beaches, dunes, bays, cliffs, platforms, spits and lagoons.

Source 1 The Himalayas are the world's highest mountain range. They were formed by the collision of two of the Earth's tectonic plates. The range includes Mount Everest, the highest mountain on the Earth, which rises almost 9 kilometres above sea level.

Source 2 The sea cliffs of Ireland are under constant attack from storms in the Irish Sea, which produce large waves.

River landscapes

Rivers shape the land over which they flow. Fast-flowing rivers wear away rocks and soil, and carry them downstream. In slower-moving parts of the river, these rocks and soil are deposited and create distinctive **landforms**. River landscapes (or riverscapes) are often excellent for agricultural uses such as farming because the land is rich and fertile. They are valuable locations for growing food and often support large human populations in cities and towns.

landform a natural geographic feature or shape that appears on the Earth's surface (e.g. dune, hill, valley, beach or cave)

Source 3 The Li River in China flows through a distinctive landscape of limestone formations. The river supports many farming communities.

Desert landscapes

glacier a river of ice in mountain and polar landscapes

ice sheet a layer of ice covering a large area of land for a long period of time

A desert is an area of land that receives no more than 250 millimetres of rain per year. Deserts cover about one-third of the Earth's surface and contain some of the most uninhabitable regions on the planet. There are two types of deserts: hot deserts and cold deserts. Hot deserts are located along the Tropics of Cancer and Capricorn (the latitude lines to the north and south of the Equator) and are shaped by heat and wind. Cold deserts are located closer to the Earth's poles and are shaped by the movement of ice in large **glaciers** and **ice sheets**.

erosion the wearing away of the Earth's surface by wind, water or ice

Source 4 Uluṟu is located in a desert region of the Northern Territory. Its distinctive shape is the result of different rates of **erosion** on hard and soft rocks.

Explore it! A virtual field trip to the Himalayas

Check your learning 2.1

Check your learning 2.1

Review and understand

1 In your own words, **define** "landscape".

2 **Identify** the type of landscape that is typically found along the Tropics of Cancer and Capricorn.

Apply and analyse

3 For each of the four landscapes pictured, **describe** the forces responsible for creating or changing them.

4 Researchers have recently added almost a metre to the official height of Mount Everest. **Explain** how it is possible for a mountain to grow taller.

5 **Distinguish between** a natural and human landscape. Remember, when you distinguish between two things you should talk about how they are different.

Evaluate and create

6 **Research** one landscape that interests you. Your chosen landscape might be on the United Nations World Heritage List (such as the Uluru–Kata Tjuta National Park) or in your local area. Find out what makes this landscape unique, and provide information about how it is used. Present your research in the form of a brochure, poster or webpage.

Lesson 2.2
Australia's landscapes

Learning intentions and success criteria

Geography

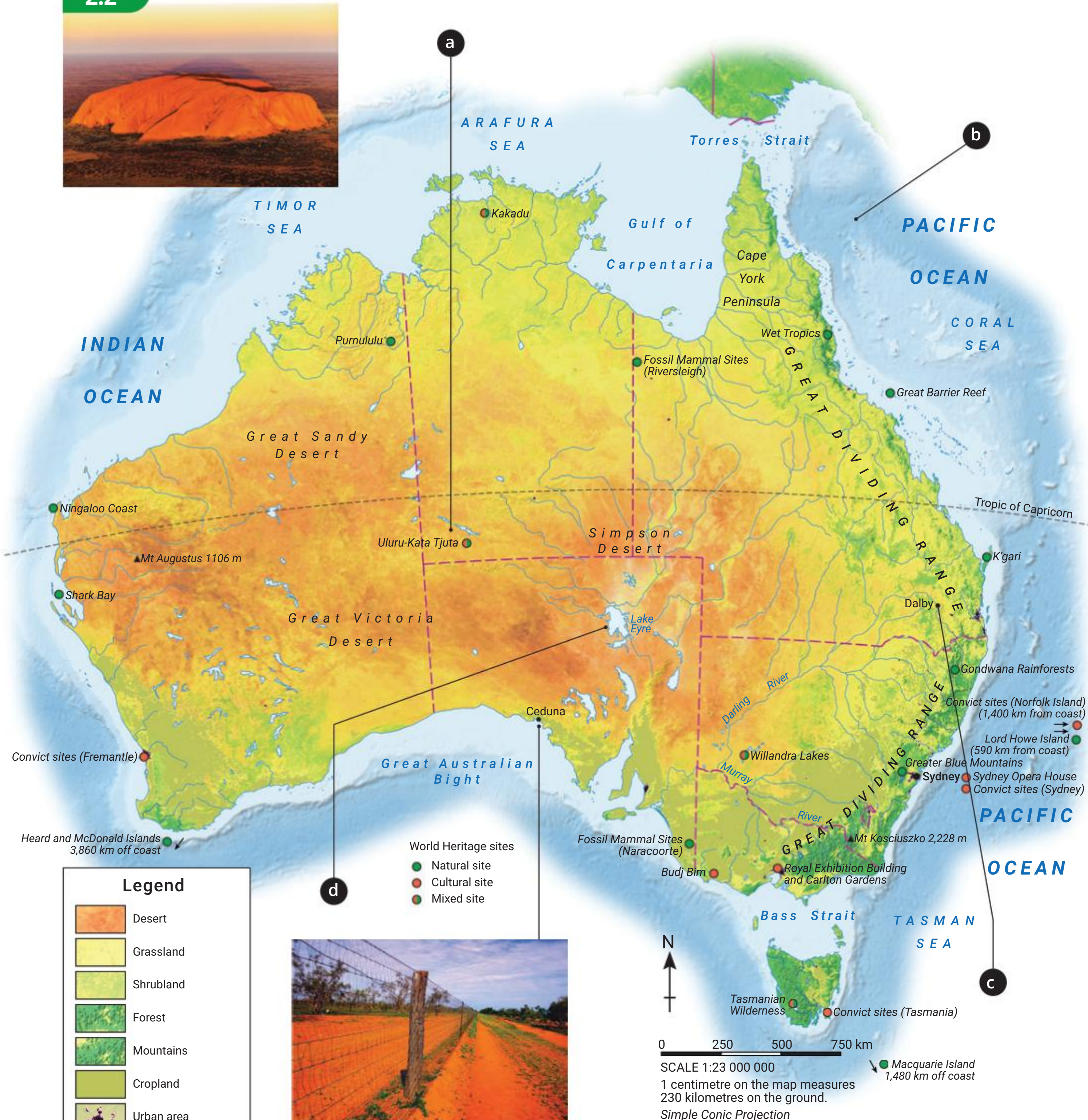
Introduction

Of the Earth's seven continents, Australia is the smallest and flattest. It is also the world's driest inhabited continent and has a larger proportion of desert than any other continent. Because of its age, size and isolation, Australia is home to a wide range of landscapes and distinctive landforms. Some of these landscapes, such as deserts and rainforests, exist because of variations in climate in the country's vast land mass. Others, such as mountains and islands, are products of the geologic forces that have shaped the continent.

Australia's iconic landforms

Australia is home to some of the world's most well-known landforms. Many of these have been placed on the United Nations World Heritage List, which identifies places around the world "considered to be of outstanding value to humanity". Some of these sites have been chosen because of their natural value, some for their cultural value and some for both.

Source 1 Kakadu National Park in the Northern Territory is recognised for both its natural and cultural value, making it one of Australia's most iconic landscapes. Jim Jim Falls, which plunges 200 metres, is a distinctive landform in the Kakadu region.



Legend

- Desert
- Grassland
- Shrubland
- Forest
- Mountains
- Cropland
- Urban area
- Sea floor relief
- Country border
- State/territory border
- Largest city
- Town
- Mountain

a Uluru rises 348 metres above the surrounding desert. It is the world's second largest monolith (single rock). The largest monolith is Mount Augustus in Western Australia.

b The Great Barrier Reef is the largest coral reef system in the world. It stretches for more than 2,000 kilometres along the coast of Queensland.

c The world's longest fence, Australia's dingo fence, runs for over 5,000 kilometres from Ceduna in South Australia to Dalby in Queensland. It was originally constructed to stop the spread of rabbits, but was rebuilt in the 1920s to keep dingoes away from sheep herds in the south-east of Australia.

d Kati Thanda (Lake Eyre) is Australia's largest lake (when full). Three or four times each century the lake fills with water, but most of the time much of the lake is a crust of salt left from evaporated water.

Source 2

Check your learning 2.2

Check your learning 2.2

Review and understand

1 **Explain** why places are included on the World Heritage List.

2 Using the information from Source 2, **explain** why Australia has such diverse landscapes.

Apply and analyse

3 How many World Heritage listed sites are shown on the map in Source 2? **List** all of the sites located in Victoria.

4 Use the PQE method to describe the distribution of Australia's forest landscapes.

Evaluate and create

5 A landscape that does not feature on Source 2 is Australia's "karst landscape".

a **Research** karst landscapes and **explain** why they are not usually shown on landscape maps.

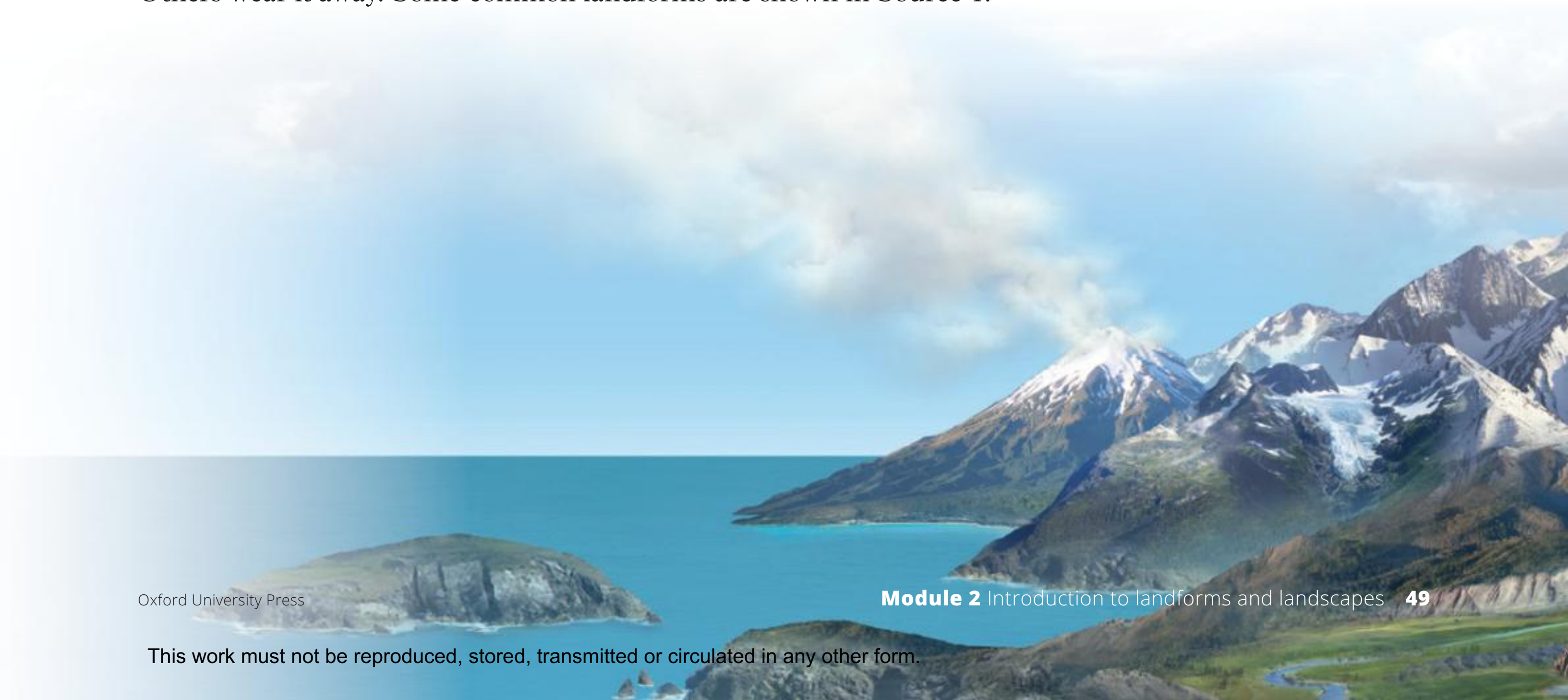
b **Create** a PowerPoint presentation that shows some of the landforms of Australia's karst landscapes.

Lesson 2.3
The Earth's landforms

Introduction

Learning intentions and success criteria

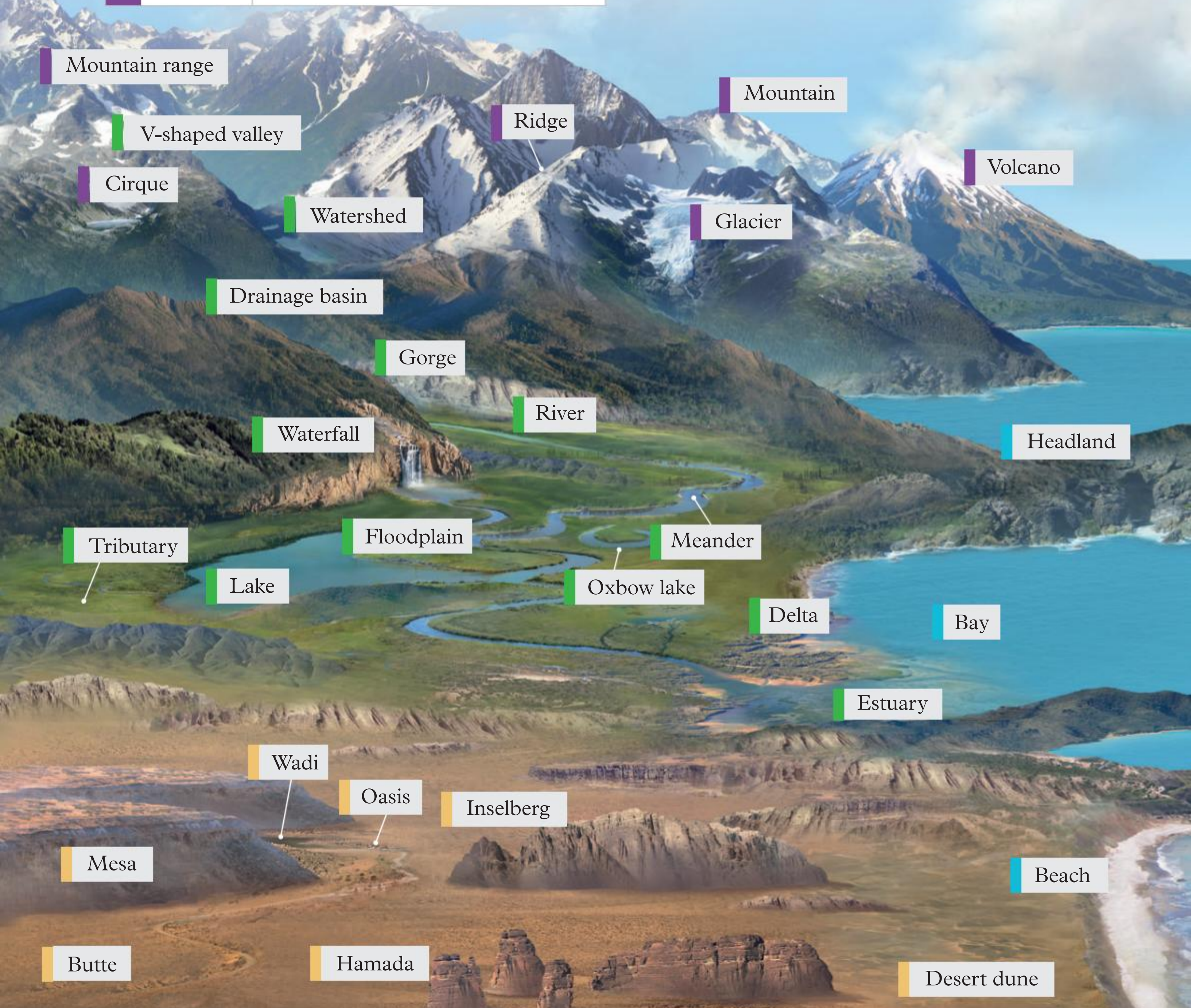
You have already discovered that the Earth has a great range of natural landscapes, including mountain, coastal, river and desert landscapes. Within these landscapes, distinctive landform features can be found. A landform is a specific shape or physical feature of the Earth's surface that has been produced by geomorphic processes. These are natural processes that shape the Earth's surface. Some of these processes, such as volcanic eruptions and plate movements, build up the Earth's surface. Others wear it away. Some common landforms are shown in Source 1.



Source 1 Some common landforms found in different natural landscapes.

	Feature	Definition
Mountain landscapes	Cirque	Bowl-shaped hollow at the head of a valley or on a mountainside, formed by glacial erosion
	Glacier	Large frozen river of ice that slowly moves down a valley in response to gravity
	Mountain	Steep-sided, lone peak rising over 600 metres above the surrounding land
	Mountain range	Chain of connected mountains
	Ridge	Long, narrow elevation of land
	Volcano	Opening in the Earth's crust where molten rock, ash and gas can escape

	Feature	Definition
Desert landscapes	Butte	Flat-topped hill
	Desert dune	Wind-blown particle formation
	Hamada	Area covered in boulders and large stones
	Inselberg	Isolated, steep-sided hill of resistant rock on a plain
	Mesa	Flat-topped, steep-sided plateau
	Oasis	Desert area with a water supply provided by groundwater
	Wadi	Dry watercourse in a narrow valley that divides a plateau



	Feature	Definition
River landscapes	Delta	Fan-shaped, low-lying area of deposits at the mouth of a river
	Drainage basin	Area providing water to a river system
	Estuary	River mouth broadening into the sea
	Floodplain	Flat area over which water spreads in times of flood
	Gorge	Deep, narrow, steep-sided valley
	Lake	Large body of water surrounded by land
	Meander	Bend in a river
	Oxbow lake	Crescent-shaped lake on a river floodplain
	River	Natural waterway that takes water downhill by gravity to the sea
	Tributary	Small river that joins a larger river
	V-shaped valley	Narrow, steep-sided valley carved out by the upper reaches of a river
	Waterfall	River-water spill over resistant rock
	Watershed	High point from which water flows into a drainage basin

	Feature	Definition
Coastal landscapes	Archipelago	Group or chain of islands
	Atoll	Ring-shaped coral reef or a string of closely spaced small coral islands encircling a shallow lagoon
	Bay	Broad, curved indentation in the coastline
	Beach	Deposited rock particles – such as sand, gravel or pebbles – along the coastline
	Cliff	Steep rock face formed by the action of the waves
	Coral reef	Underwater ridge formed by the growth and deposit of coral
	Headland	Narrow, high land jutting out from a coastal cliff into the sea
	Island	Area of land surrounded by water
	Isthmus	Narrow strip of land or sand that connects an island to the mainland
	Spit	Narrow strip of sand protruding into the sea
	Stack	Tall pillar of rock formed by wave action eroding a cliff

Quiz me! The Earth's landforms

Check your learning 2.3

Check your learning 2.3

Review and understand

1 **Identify** three landforms that you could find in desert landscapes.

2 **Identify** the landscape where you could find a delta, an estuary and a gorge.

Apply and analyse

3 **Examine** Source 1. What type of landscape is shown in this source?

4 **Identify** three landforms you can see in this source.

Evaluate and create

5 **Create** a travel brochure for the Victorian Government tourism agency promoting one Victorian landform. Your brochure should point out the special features of the landform that would encourage people to visit.

Lesson 2.4
How we value landscapes and landforms

Learning intentions and success criteria

Country
the physical environment that a particular Aboriginal and Torres Strait Islander peoples' group has a spiritual relationship with; this includes lands, waters and the sky. For Aboriginal and Torres Strait peoples, Country both owns and is owned by the people

Dreaming
the belief system central to many Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future

Introduction

Landscapes and landforms around the world are valued by many different people for many different reasons. In general, geographers divide the ways in which people value landforms and landscapes into four categories:

- spiritual value
- cultural value
- aesthetic value
- economic value.

Spiritual value

For Aboriginal and Torres Strait Islander peoples, the spiritual value of land is expressed through the concept of **Country** (known as "Ailan Kustom" for Torres Strait Islander peoples). Aboriginal and Torres Strait Islander peoples believe that the stories of their **Dreaming** bind them to the land. They also believe that their ancestors live on through the land and ensure their (the current inhabitants') continued connection with it.

As a result, Australian landscapes contain many sacred sites of spiritual importance for Aboriginal and Torres Strait Islander peoples. For example, the Adnyamathanha people believe that the walls of Wilpena Pound (see Source 1) were formed by two large serpents.

Cultural value

Cultural value is linked to the importance of landforms and landscapes as expressed by people through creative means, such as literature, art and films. Australia's landscapes and landforms have shaped Australian culture and identity.

Source 1 Wilpena Pound is a landform in the Flinders Ranges mountain landscape of South Australia. The traditional landowners, the Adnyamathanha people, regard it as an important part of their creation story. In contrast, many tourists visit this landform on sightseeing trips.

Many films, such as *Tracks* (see Source 2), were filmed in the Flinders Ranges. In *Tracks*, as in many Australian films, the landscape has a profound impact on the characters.

Aboriginal and Torres Strait Islander peoples express the importance of the land to them through Dreaming stories, song and dance, and art. Their art often relates to important landscapes, landforms and totems, which can include nature and animals.

Aesthetic value

The aesthetic value of a landscape is closely linked to its beauty and uniqueness. It is always subjective (personal). People are drawn to places for many reasons. Being surrounded by the beauty of different landscapes may give someone a sense of freedom and well-being.

Source 2 An image from the 2013 film *Tracks*, which tells the true story of a young woman who trekked across the Australian outback with camels.

Source 3 The view across Wilpena Pound, from near the top of St Mary Peak (Ngarri Mudlanha).

Hundreds of thousands of tourists visit Wilpena Pound each year, where they can view the highest nearby mountain, St Mary Peak (Ngarri Mudlanha) (see Source 3).

Economic value

Economic value is a measurement of how financially important landscapes and landforms are. Income can be generated from landscapes in many ways. The mining industry, for example, attaches economic value to landscapes that contain sought-after metals and minerals, such as coal and gold.

Tourism is an important industry in the Flinders Ranges. More than 700,000 people visit the region each year, contributing $450 million to the local economy. Businesses such as tour operators, hotel owners and service stations all benefit from this income.

Competing values

The same landscape can be valued differently by people for different reasons. To a mining corporation, the economic value of a landscape might be the most important factor in determining its value. However, to an Aboriginal or Torres Strait Islander community, the spiritual value of the land is likely to be more important. Contrastingly, an artist might appreciate the aesthetic value of a landform. All these values are important to consider when deciding on how a landscape is best used.

Quiz me! How we value landscapes and landforms

Check your learning 2.4

Check your learning 2.4

Review and understand

1 **Identify** what type of landscape the Flinders Ranges is.

2 Using Source 1 in Lesson 2.3 The Earth's landforms (page 50) as a guide, **identify** the landscape where the landform in Source 1 in this lesson is found.

Apply and analyse

3 **Explain** the difference between economic value and cultural value.

4 There is a sign near the top of St Mary Peak (Ngarri Mudlanha) at Wilpena Pound put up by the Adnyamathanha people requesting that visitors do not climb to the top.

a Why do you think this request has been made?

b Many visitors ignore the sign and climb to the top. **Explain** how this is an example of competing values.

Evaluate and create

5 **Research** a book, poem, movie or website that has cultural value for Australia, or a country or place that you feel connected to. **Create** a poster to present your findings. Include the title of the work, its creator, a blurb about it and an image to represent it. Provide three reasons why you feel it has particular cultural significance.

Lesson 2.5
Spiritual value in Australia

Learning intentions and success criteria

Introduction

For Aboriginal and Torres Strait Islander peoples, land is much more than soil, rocks and ridges. Each person belongs to a piece of land in the same way each of us belongs to a family. As such, Aboriginal and Torres Strait Islander peoples care for the land in a way that is known as "Caring for Country". In doing so, they look after the stories, places, resources and culture of their land, and pass on rich histories through generations.

Case study The Glasshouse Mountains

Spiritual significance of the Glasshouse Mountains in ancient Australia

The Glasshouse Mountains in south-east Queensland have been home to the Jinibara, Gubbi Gubbi and Kabi Kabi peoples for thousands of years. We know this from their **oral history** and songs, in addition to physical evidence, such as axe-grinding grooves and rock art sites.

The Gubbi Gubbi creation story of the Glasshouse Mountains

Mount Tibrogargan (the father) and Mount Beerwah (the mother) had many children, the eldest of whom was Mount Coonowrin. One day, Tibrogargan saw a great wave approaching from the sea. He called on Coonowrin to help Beerwah, who was pregnant at the time.

In the meantime, Tibrogargan gathered up his other children and ran towards higher land. Tibrogargan looked back to see that Coonowrin was not helping his mother, but running off alone. He chased his son and hit him in a great rage.

When the floods had dried up, Coonowrin begged Tibrogargan for forgiveness, but instead Tibrogargan wept in shame. By crying, Tibrogargan created the streams that still run in the region today. He asked Coonowrin why he had not helped his mother. Not knowing his mother was pregnant, Coonowrin replied that Beerwah was the biggest of all of them and could look after herself. As a result, Tibrogargan turned his back and vowed never to look at his son again.

oral history
a mix of oral traditions and written history – allowing people to share their memories and ensure their stories are never forgotten

Source 1 The Glasshouse Mountains – the large broad mountain on the left is Tibrogargan (the father), to the right of centre is the pyramid-shaped Beerwah (the mother), and Coonowrin (the son) is the tall, narrow mountain on the right.

Today, Tibrogargan gazes out to sea, while Coonowrin hangs his head and cries, his tears running off to the sea. His mother Beerwah is still pregnant, as it takes a long time to birth a mountain.

Spiritual significance today

The Glasshouse Mountains continue to be a place of strong spiritual value for the local Aboriginal peoples (see Source 1). As Mount Beerwah is a mother mountain, she holds particular significance.

Jinibara Elder Ken Murphy details why Beerwah needs to be respected by the tourists who visit the mountain: "It is a sacred site. It's where the birthing places were, that's the main thing, not for people to climb and take videos up."

Elders have asked that climbing Beerwah be banned out of respect for its spiritual significance. The Queensland Government, however, has no plans to do so. In fact, it has recently upgraded walking tracks in the area.

Key concept Place

Meanings of place

It is important to remember that not all people think about place in the same way. Geographers see mountains as places to be studied so that they can learn more about how they are formed. For many Aboriginal and Torres Strait Islander peoples, however, mountains are much more than rocks to be studied.

Aboriginal and Torres Strait Islander peoples believe that the mountains were alive in the time before humans walked the Earth, and that the shapes and locations of mountains can tell us about the ancient events that have led to us being here today. Learning these stories helps non-Indigenous geographers to appreciate that we do not all see the same places in the same ways. It also prompts us to ask questions about which perspective should be considered as most important, and why.

For more information on Place, see Lesson 1.1 Geographical concepts (page 6).

I used to think, now I think

Reflect on the spiritual value of the natural landscape in Source 1 and Source 2, and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Quiz me! Spiritual value in Australia

Source 2 Members of the Gubbi Gubbi clan lead a group of Aboriginal and Torres Strait Islander rugby league players on a cultural retreat in the Glasshouse Mountains.

Check your learning 2.5

Check your learning 2.5

Review and understand

1 **Identify** three pieces of evidence that tell us that the Glasshouse Mountains have been inhabited for tens of thousands of years.

2 **Define** the term "oral history".

Apply and analyse

3 **Explain** how Case study The Glasshouse Mountains shows us the different ways in which people value landscapes.

4 Indigenous peoples in many countries have stories to explain the creation of landscapes. Why do you think this is the case?

Evaluate and create

5 "Mount Beerwah should be open to anyone who wants to climb it." **To what extent** (how much) do you agree with this statement, and why?

6 In October 2019, Uluru was permanently closed to climbers. **Research** why this decision was made. What were the differing points of view about this decision?

2A Skills in context
Landscape tourism

Introduction

Many local and international tourists visit Australia's unique landscapes and landforms. These include the Great Ocean Road in Victoria, Sydney Harbour in New South Wales, Uluru in the Northern Territory and the Bungle Bungle Range in Western Australia.

These places not only have cultural, spiritual and aesthetic value, but also economic value to Australia. This is because of the money brought in by tourism. Each year, tourism generates more than $78 billion for the Australian economy. Tourism provides jobs for many people, such as travel agents and tour guides. When tourists visit sites, they also spend money on food and souvenirs, as well as public transport and accommodation.

Source 1 Reefworld at Hardy Reef, where tourists can snorkel, dive or even stay the night

One of Australia's most famous landscapes is the Great Barrier Reef. It is the world's largest reef system, made up of 2,000 individual reefs and islands, and stretches 2,300 kilometres along the Queensland coast. It is estimated that just over 2 million people visit the reef each year, although it is difficult to know the exact number. Most of these visitors are Australians who stay at least one night in towns and cities nearby, such as Cairns. Visitors generate around $6 billion a year in the region. The reef is also responsible for more than 60,000 jobs in many different industries.

Source 2 The Regal Princess cruise ship off the Queensland coast

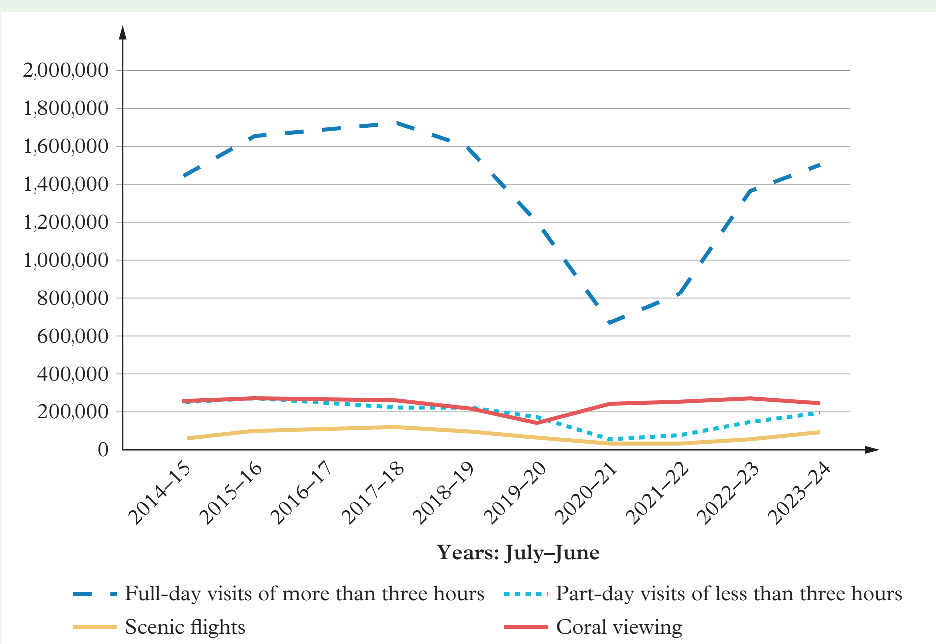
Key skill Collecting & representing data

Reading multiple-line graphs

Line graphs are used to show changes in data so that we can readily identify trends. In order to compare trends in different sets of data, geographers use multiple-line graphs (that is, line graphs with more than two lines), like the one shown in Source 3.

To interpret these types of graphs, follow the steps below.

- **Step 1:** Read the title of the graph in Source 3 carefully so that you understand what type of data is being shown.
- **Step 2:** Look closely at each scale. In Source 3, you will notice that the vertical axis shows the numbers of visitors of each type, while the horizontal axis shows the years from 2014 to 2023.
- **Step 3:** Look closely at the legend and colours so that you can understand the different sets of data being graphed.
- **Step 4:** Look for major patterns. In Source 3, there was an obvious decline in all types of tourism to the Great Barrier Reef in 2020.



Source 3 Visitation data, Great Barrier Reef, 2014–2023

For more information on collecting and representing data, see Lesson 1.4 Collecting and representing data (page 14).

Practise the skill

1 Identify the type of graph used in Source 3 and **describe** its purpose.
2 **Describe** the trend over time in full-day visits as shown in Source 3.
3 **Compare** the trends in the number of visitors to the landscape who listed "coral viewing" as their main activity to the number of visitors who undertook a scenic flight. Remember, when you compare two things you must talk about how they are similar and different.
4 Give reasons for the decline in tourist numbers in 2020. What events were happening at this time that might have discouraged tourism?
5 **Imagine** a friend visiting from overseas has asked your opinion on how they should see the Great Barrier Reef. Although you might not have been to the reef yourself, you can use the data from Source 3 to give recommendations. **Determine** (decide) how they should visit the reef and **explain** how you found your answer.

Source 4 Cruise ship passengers to the Townsville and Cairns areas, 2014–2023. Source: Great Barrier Reef Marine Park Authority, Australian Government

Year	Cruise ship visitors to the Townsville/ Whitsunday area	Cruise ship visitors to the Cairns/ Cooktown area
2014	81,838	1,476
2015	87,046	580
2016	97,727	6,392
2017	102,088	5,673
2018	132,598	1,843
2019	126,297	10,257
2020	25,699	4,337
2021	179	112
2022	83,776	1,284
2023	131,062	108

Extend your understanding

1 Using the data provided in Source 4, **create** a multiple-line graph of your own.
   a Plot the number of cruise ship passengers on the vertical axis and the years on the horizontal axis.
   b Use different-coloured lines to represent the different sets of data.
   c Give your graph a title and legend.
2 Now that you have created your graph, answer the following questions to interpret the data:
   a **Identify** the number of cruise ship passengers to the Great Barrier Reef in 2019.
   b **Calculate** the difference between the number of cruise ship passengers to the Great Barrier Reef in 2019 and 2021.
   c In a paragraph (around 200 words), **discuss** the impact of the COVID-19 pandemic on tourism in Australia. In your paragraph, talk about one economic impact, one social impact and one environmental impact that the pandemic had on tourism in Australia. These can be either positive or negative impacts. Remember, the best discussions always include more than one point of view.

Review: Introduction to landforms and landscapes

Review activity

Examine the photos and answer the questions below.

Geographical photos

Geographical photos are taken at a specific angle to show the geography of a particular landscape. As Source 1, Source 2, Source 3, Source 4 show, there are many different types of geographical photos, including vertical (bird's-eye) and oblique photos.

1 For Source 1, Source 2, Source 3, **identify** two landforms in each image. (2 marks)
2 **Identify** the type of landscapes shown in Source 1, Source 2, Source 3, Source 4. (4 marks)
3 **Compare** Source 1 with Source 3. How are they similar and how are they different? (4 marks)
4 Look closely at Source 4.
   a **Identify** two ways that human activities have changed this landscape. (2 marks)
   b **Explain** why these changes have taken place. (3 marks)
5 Landscapes and landforms are changed in many ways by human activities.
   Suggest two types of changes that would happen to the landscape shown in Source 4 if all the forest were cleared. What type of impact do you think this would have on the natural environment? (5 marks)

(Total: 20 marks)

Module checklist: Introduction to landforms and landscapes

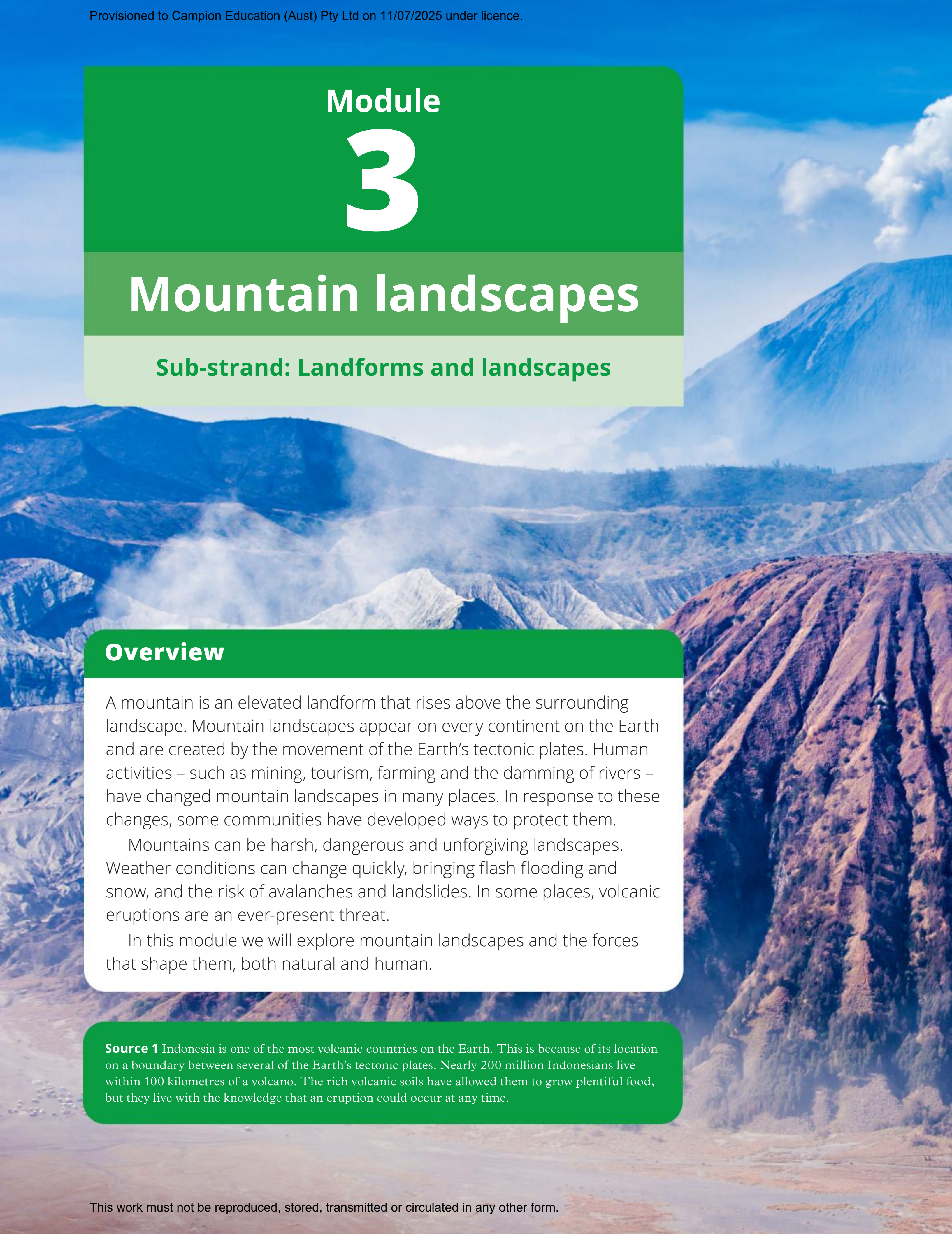
Module review quiz: Introduction to landforms and landscapes

Source 1 Landscape A

Source 2 Landscape B

Source 3 Landscape C

Source 4 Landscape D



Module 3

Mountain landscapes

Sub-strand: Landforms and landscapes

Overview

A mountain is an elevated landform that rises above the surrounding landscape. Mountain landscapes appear on every continent on the Earth and are created by the movement of the Earth's tectonic plates. Human activities – such as mining, tourism, farming and the damming of rivers – have changed mountain landscapes in many places. In response to these changes, some communities have developed ways to protect them.

Mountains can be harsh, dangerous and unforgiving landscapes. Weather conditions can change quickly, bringing flash flooding and snow, and the risk of avalanches and landslides. In some places, volcanic eruptions are an ever-present threat.

In this module we will explore mountain landscapes and the forces that shape them, both natural and human.

Source 1 Indonesia is one of the most volcanic countries on the Earth. This is because of its location on a boundary between several of the Earth's tectonic plates. Nearly 200 million Indonesians live within 100 kilometres of a volcano. The rich volcanic soils have allowed them to grow plentiful food, but they live with the knowledge that an eruption could occur at any time.

Lessons in this module

Lesson 3.1
Tectonic plates

Learning intentions and success criteria

magma the hot, liquid (molten) rock beneath the surface of the Earth

plate boundaries the edges where two tectonic plates meet; most geologic activities take place here, including volcanoes and earthquakes

converge come together from different directions

diverge move apart in different directions

subduction when two tectonic plates meet, and one is forced under the other

transform boundary when two tectonic plates scrape sideways past each other, often causing an earthquake

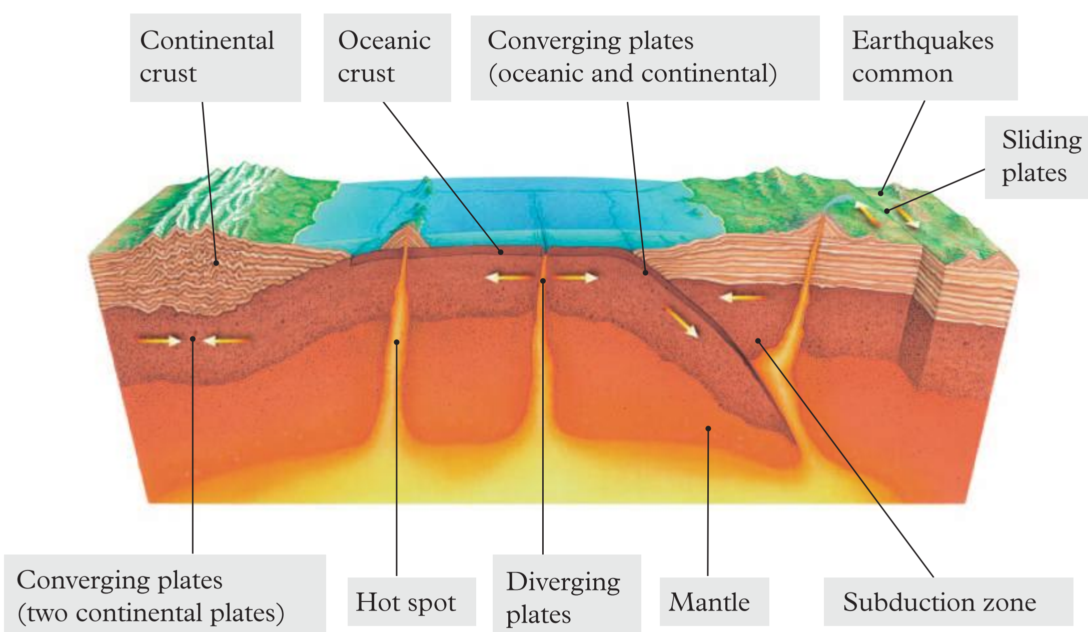
Introduction

The outer layer of the Earth's surface (known as the crust) is broken into large pieces called tectonic plates. These plates are around 100 kilometres thick and fit together like enormous pieces of a jigsaw puzzle. Currents in the red-hot molten material (**magma**) under these tectonic plates cause them to move around. The places where tectonic plates meet are known as **plate boundaries**. Here, plates will do one of three things: collide (**converge**) with, separate (**diverge**) from or slide past each other (see Source 1).

When plates converge, the edge of the lighter plate is usually forced below the other in a process called **subduction**. Plates beneath oceans are denser than plates beneath land, so they tend to be pushed downwards in the collision. This creates a line of mountains along the crumpled edge. Volcanoes can also be created in this way, as hot magma rises through cracks in the crust created in the plate collision (see Source 8 in Lesson 3.2 How mountains are formed, page 66).

When plates diverge, magma rises to fill the space. This can also create a line of mountains, as magma spreads upwards into a ridge.

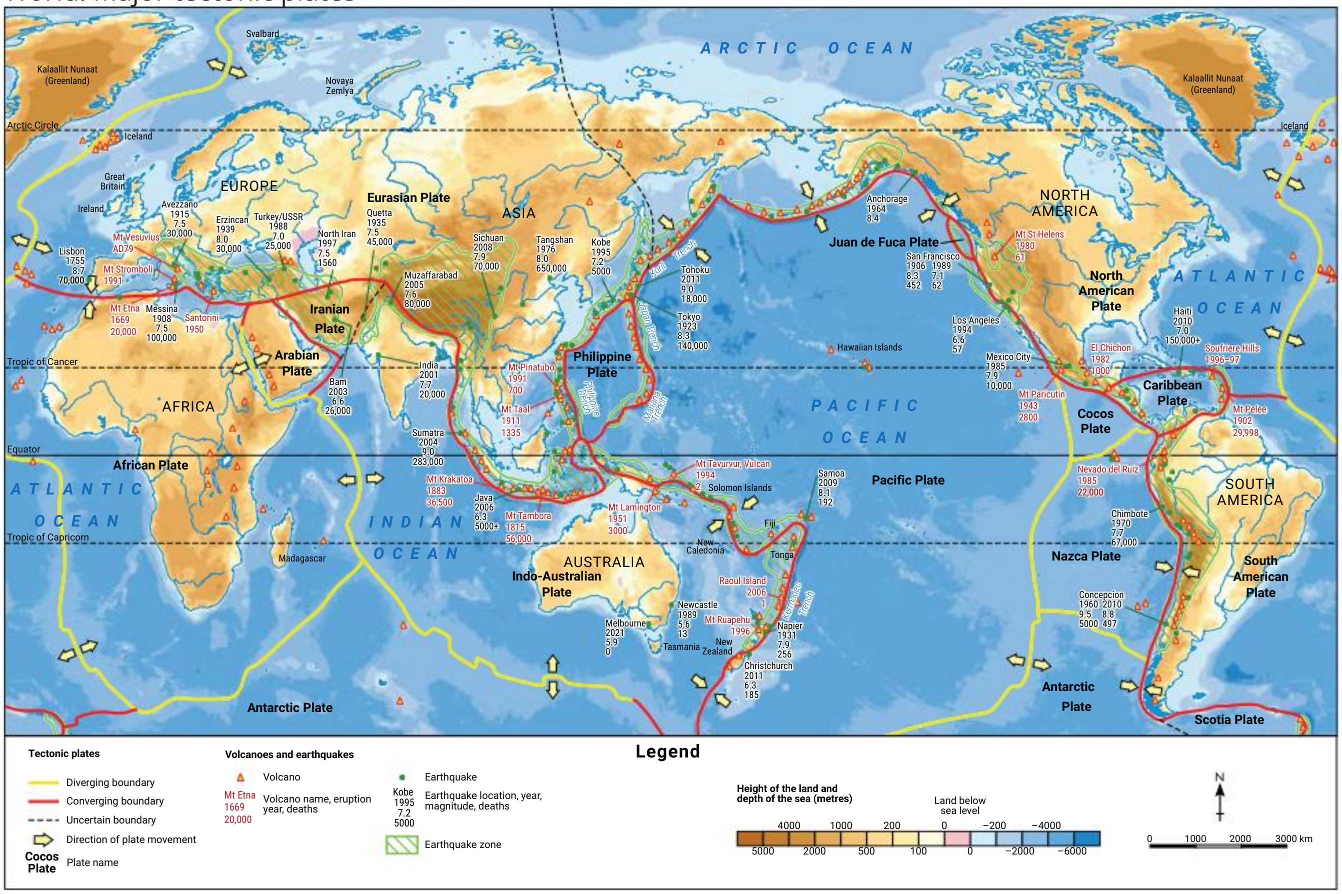
Where plates slide past each other, this is known as a **transform boundary**. By sliding past, these plates do not create any new land. However, they can scrape against each other and, in doing so, often cause earthquakes.



Source 1 Tectonic plate movement

Watch it! Tectonic plates

World: Major tectonic plates



Source: Oxford University Press

Source 2

Interactive map: World: Major tectonic plates

Check your learning 3.1

Check your learning 3.1

Review and understand

1. In your own words, **describe** three ways that the Earth's tectonic plates move.

Apply and analyse

2. **Explain** why most of the world's mountains are located on converging plate boundaries.
3. **Examine** Source 2.
   a. **Identify** the links (also known as the "spatial association") you can see between plate boundaries and mountain ranges.
   b. Australia is the flattest continent on Earth. Use evidence from the map to **explain** why this is the case.

Evaluate and create

4. **Research** tectonic plates to explain the difference between "continental" and "oceanic" plates.

Lesson 3.2

How mountains are formed

Learning intentions and success criteria

Introduction

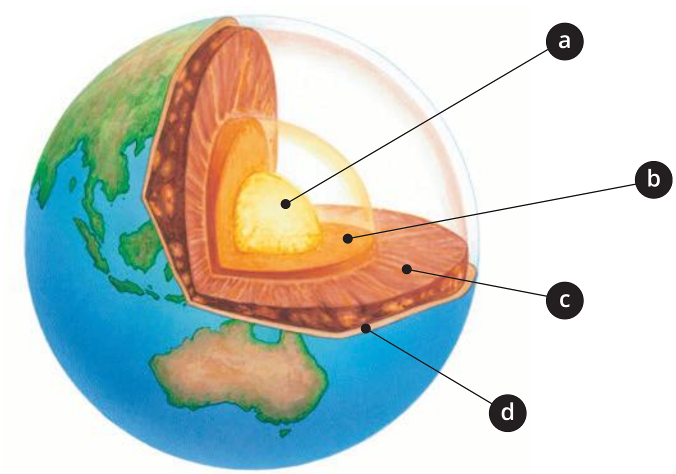
Mountains are formed where the surface of the Earth has been pushed upwards. Tremendous forces inside the Earth can crumple the surface into long mountain chains, such as the Himalayas in Asia. These forces can also punch through the Earth's surface to create volcanoes, such as Mauna Kea on the island of Hawaii. To understand how this happens, you need to know about the world beneath your feet.

You may be used to thinking of the Earth as a solid ball, like a giant shot-put, but this is not accurate. The Earth is more like a giant peach, with a thin skin and a core at the centre that is surrounded by soft flesh. Scientists believe that the Earth is made up of four layers (see Source 1).

erosion the wearing away of the Earth's surface by wind, water or ice

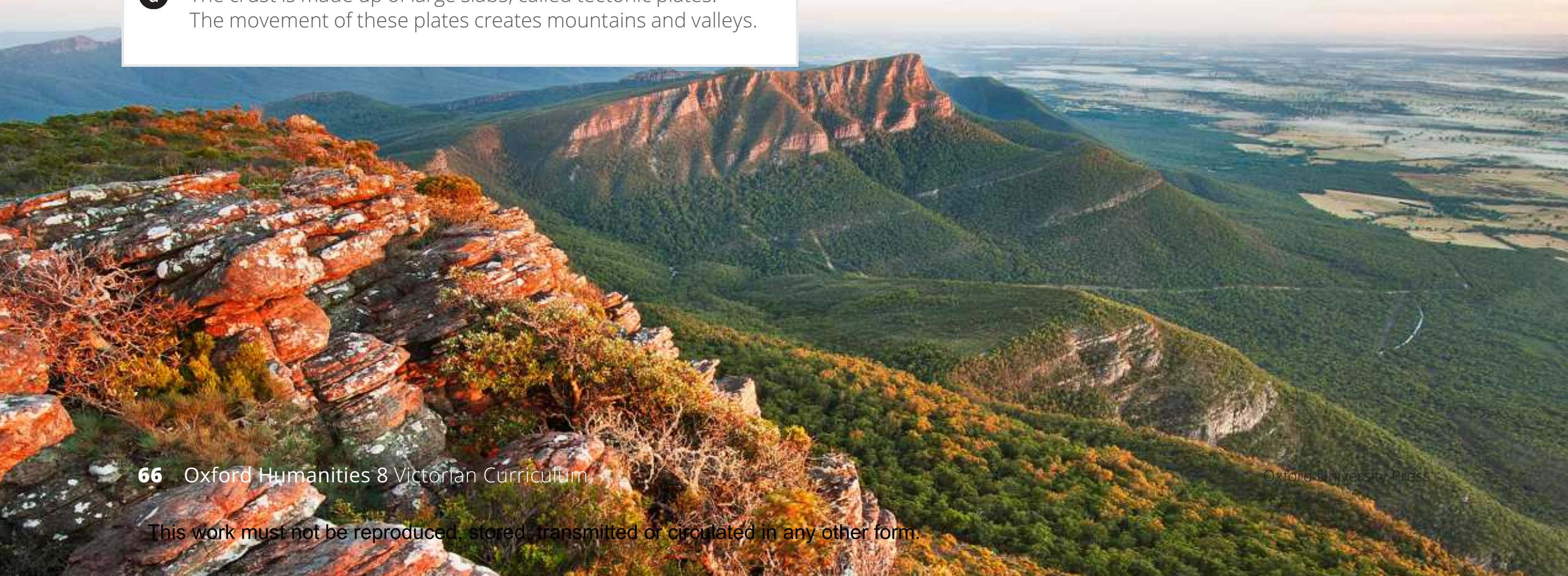
Each of the Earth's landforms is made by a complex set of processes. Some of these processes, such as mountain building and volcanic eruptions, build the land up, making new land or making existing land larger. Other processes, such as moving ice, moving water, and wind, wear away the land. Geographers refer to these processes as the agents of **erosion**.

Each landform is therefore the result of this interplay between the forces that build it up and those that wear it away. This also means that the size and shape of every landform are constantly being changed. The change might be very slow, but it is still happening.



Source 1 The Earth's layers

- **a** At the centre of the Earth is the inner core. This is a place of extreme temperatures (up to 10,000°C) and pressure – as the rest of the Earth pushes down on it.
- **b** The outer core is mainly made up of liquid metals, such as iron. It is very hot (up to 6,000°C).
- **c** Most of the Earth's interior is in the mantle. It is so hot in the mantle that rocks melt and move slowly in.
- **d** The crust is made up of large slabs, called tectonic plates. The movement of these plates creates mountains and valleys.



Source 2 The sediments that make up the rocks of the Grampians mountains of Victoria were laid down by rivers about 400 million years ago and then tilted into the range we see today. For now, the tilting process has ended, and the mountains are being slowly worn down to the fine sediments they once were.

Types of mountains

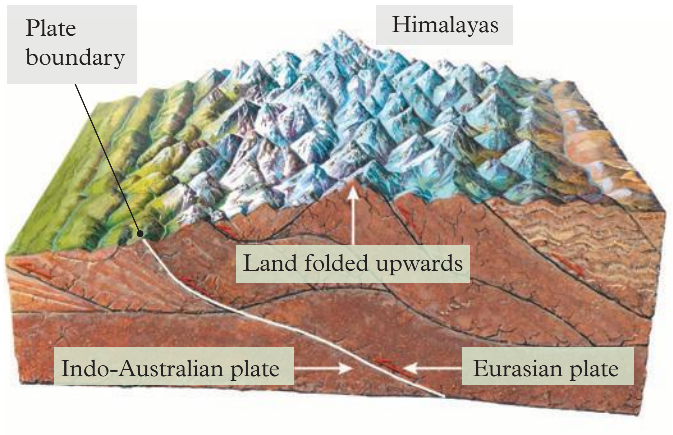
Mountains are classified according to how they were formed. There are three main types of mountains:

- fold mountains
- fault mountains
- volcanic mountains.

Fold mountains

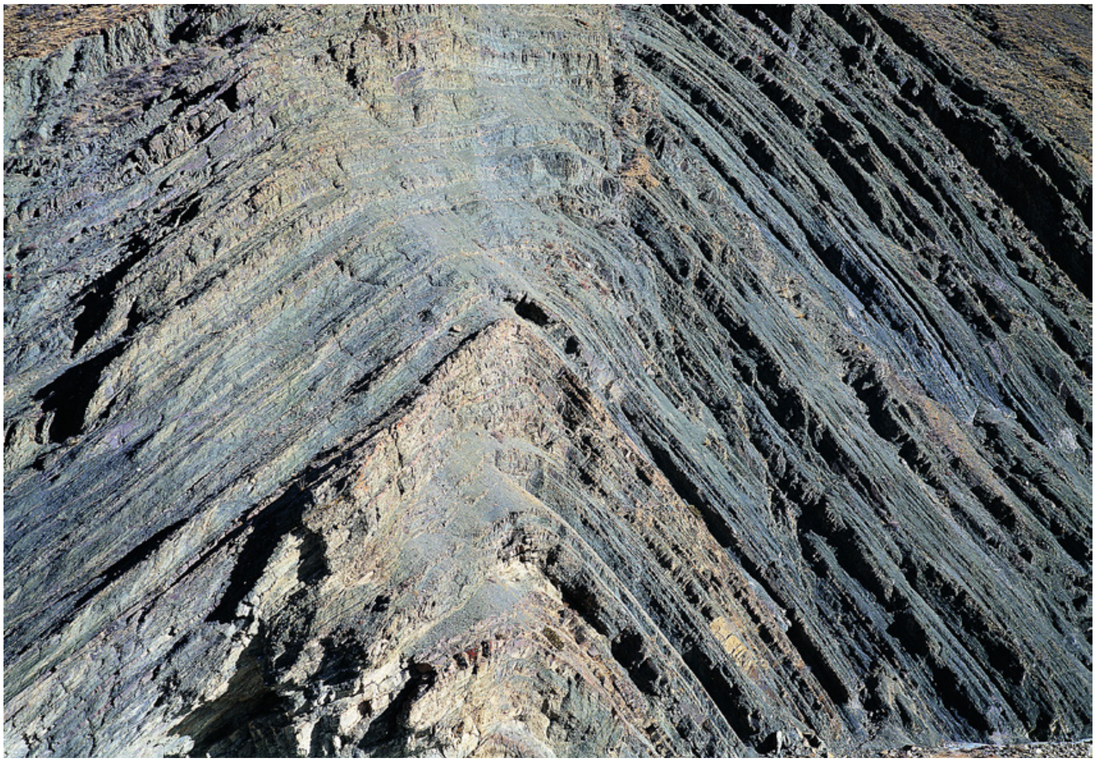
Fold mountains are created by upward pressure where two tectonic plates collide. As the plates converge, layers of rock are buckled and pushed upwards, creating fold mountains (see Source 3 and Source 4).

The world's largest fold mountains are the Himalayas, which separate southern Asia from central Asia, and include the world's highest mountain, Mount Everest (see Source 4). The Himalayas have been formed by the collision between the Indo-Australian Plate and the Eurasian Plate over the last 55 million years. Currents within the **mantle** are moving the Indo-Australian Plate northwards, and its front edge is bulldozing into the Eurasian Plate, folding the edges of both plates upwards.



Source 3 The collision of tectonic plates caused the formation of the Himalayas. This diagram demonstrates how fold mountains are created.

mantle the soft layer of hot rock between the crust and the core of the Earth

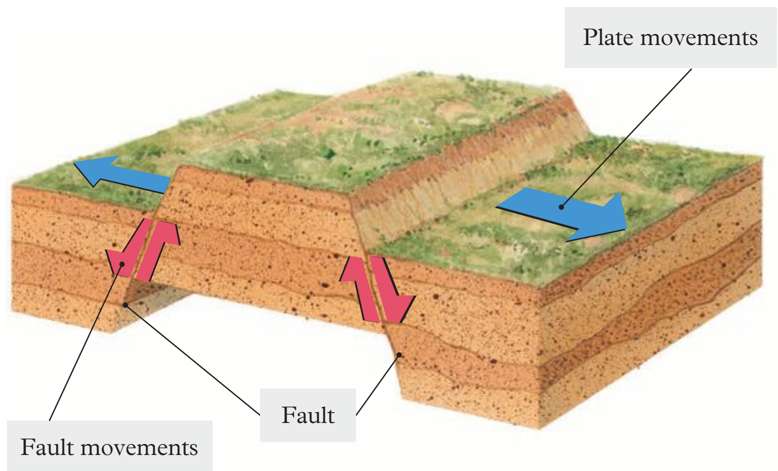


Source 4 The folded rocks of the Himalayas are clearly visible in this view of a mountain in Tibet.

Fault mountains

Fault mountains are created when cracks in the Earth's crust – known as faults – force blocks of land upwards (see Source 5 and Source 6).

Unlike fold mountains, which tend to have gently sloping sides, fault mountains usually have steep sides and spectacular jagged peaks. Some of the best-known examples are the Swiss Alps in Europe, the Grampians in Victoria and the Teton Range in the United States.



Source 5 Creation of a fault mountain

Volcanic mountains

There are two ways volcanic mountains can form. The first is through the process of subduction, where plates collide, and the lighter plate is forced downwards into the mantle (see Source 1 in Lesson 3.1 Tectonic plates, page 64). This is how most of the world's volcanoes are formed and explains why most volcanoes are

Source 6 Steens Mountain in the state of Oregon, United States, is an example of a fault mountain.

located on or near plate boundaries. Volcanoes also form in **hot spots**, which are areas far from the plate where the mantle is particularly hot.

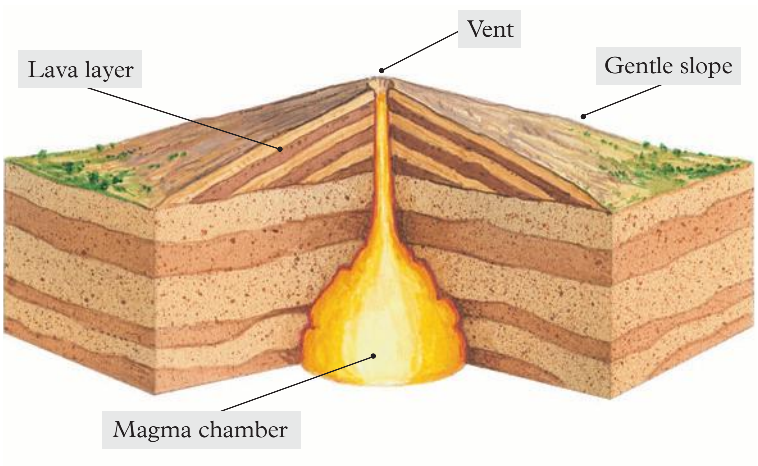
Volcanoes are prone to eruption. An eruption occurs when pressure sends hot magma upwards and it forces its way out through a weakness in the crust. Each eruption brings new material to the surface, such as **ash** or **lava** or both. As lava flows across the surface, it covers the rocks from previous eruptions and builds up the height of the land in layers. Runny lava can travel many kilometres from the crater and leave behind a shallow layer of new rocks over a wide area. These types of volcanoes are known as **shield volcanoes** (see Source 7 and Source 9). The Hawaiian volcanoes and Mount Kilimanjaro in Tanzania are examples of shield volcanoes.

hot spots points where there is volcanic activity, but the hot spots are not on a plate boundary

ash very fine rock and mineral particles, less than 2 millimetres in diameter

lava the molten material that flows from a volcano

shield volcanoes a volcano characterised by gentle eruptions that emit runny lava over a wide area

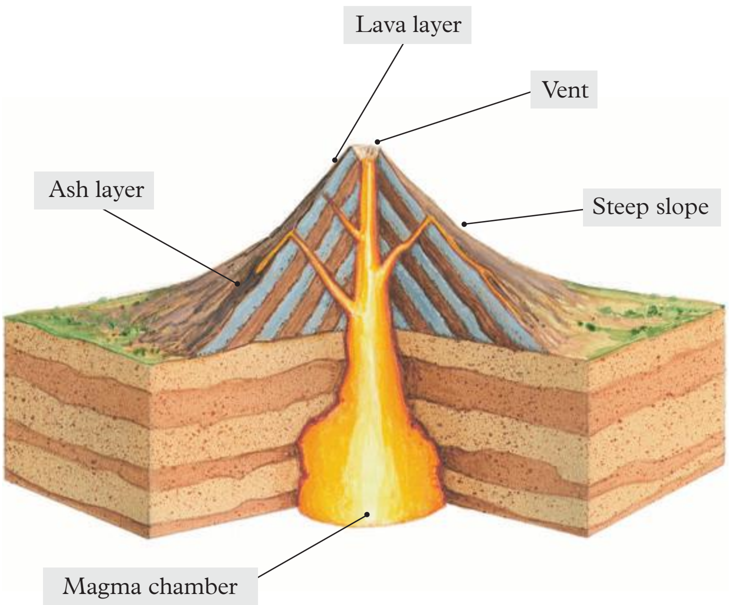


Source 7 A cutaway diagram of a shield volcano

volcanic cone a triangle-shaped mountain formed as material from volcanic eruptions piles up around the volcanic vent or opening in the Earth's crust

The more familiar steep-sided **volcanic cones** (see Source 8 and Source 10), such as New Zealand's Mount Taranaki and Japan's Mount Fuji, are formed when lava and ash do not travel far from the crater. These materials are then left as a new layer on the sides of the cone, building it higher.

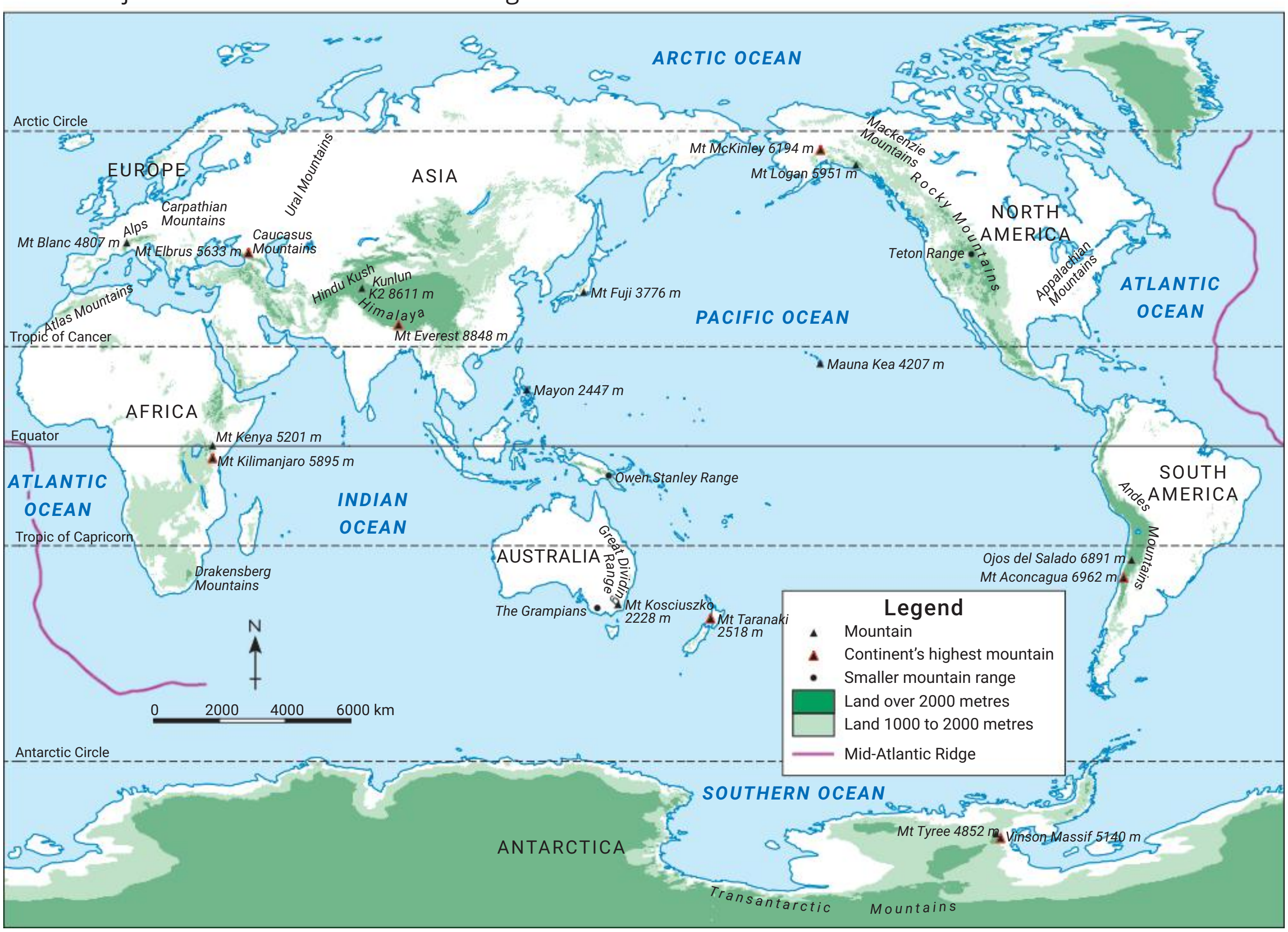
The Hawaiian Islands have been formed above a hot spot. As the Pacific Plate moves over the hot spot, a line of volcanoes has been created. The oldest volcanoes have been eroded so that little remains above sea level. The newest island, Hawaii, has many active volcanoes and increases in size every year.



Source 8 A cutaway diagram of a volcanic cone

Source 9 Mauna Kea on the island of Hawaii is an example of a shield volcano.

World: Major mountains and mountain ranges



Source 11 This choropleth map shows land over 1,000 metres and 2,000 metres.

Source: Oxford University Press

Source 10 The Mayon Volcano in the Philippines is an example of a volcanic cone.

Enlarged map: World: Major mountains and mountain ranges

Quiz me! How mountains are formed

Check your learning 3.2

Check your learning 3.2

Review and understand

1. **Identify** the three main types of mountains.
2. **List** the four layers of the Earth and write a brief description for each.
3. Why do some volcanoes have steep sides while others have gently sloping sides?

Apply and analyse

4. There are four mountain landforms shown in the photos in this lesson. **Explain** how the shape of each landform is a result of the way it is created.
5. **Examine** Source 11.
   a. What type of scale has been used on this map?
   b. Use the legend to find the highest mountain on each continent. **Rank** these mountains from highest to lowest.
   c. Use the PQE method to **describe** the distribution of mountains in Asia. You can find sentence starters to help get you started in the PQE method section of Lesson 1.7 Identifying patterns and relationships (page 34).

Evaluate and create

6. Select the highest mountains from one of the continents and **research** how it was formed. Is it a fold, fault or volcanic mountain? **Explain** how the mountain is being worn away by the agents of erosion.

Lesson 3.3
Mountains of the world

Learning intentions and success criteria

glacier a river of ice in mountain and polar landscapes

Introduction

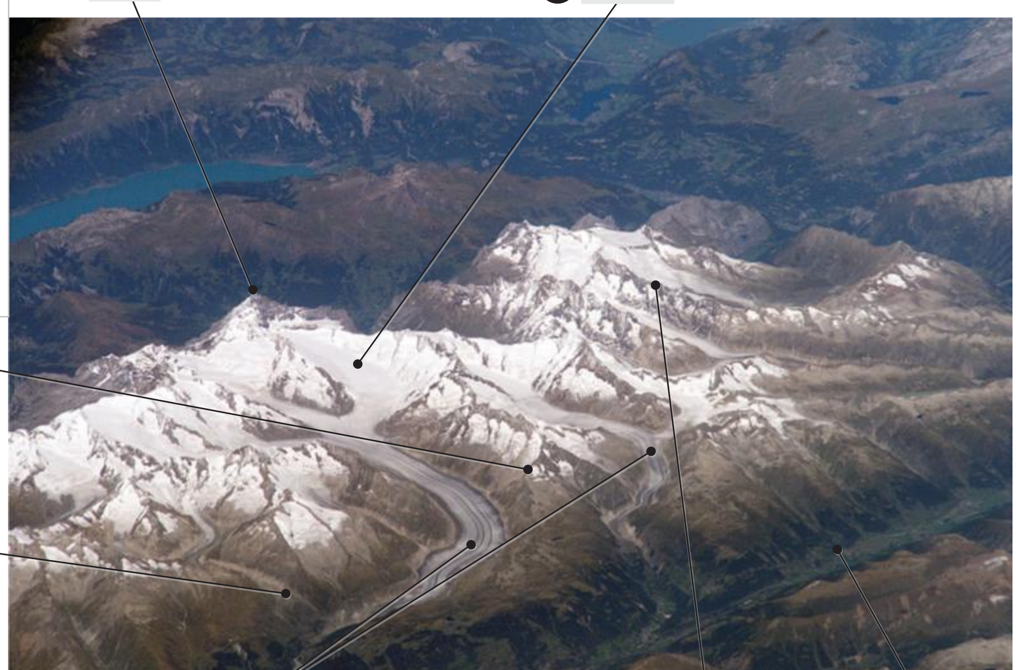
Like all landforms, mountains are worn down by the forces of erosion, including wind, water and ice. In high mountain landscapes or in cold places near the poles, ice is the key agent of erosion. Ice and snow collect in large rivers of ice known as **glaciers**.

As glaciers move downhill, they grind rocks into small pieces and carry them away. Harder rocks take longer to erode than soft rocks, so they remain longer as distinctive landforms in the mountains. Glaciers melt when temperatures rise, leaving behind a changed landscape.

The Alps (see Source 1) are a mountain range in Europe that stretches across France, Switzerland, Germany, Liechtenstein, Italy, Austria and Slovenia. They are most commonly referred to as "the Swiss Alps", as the section in Switzerland includes the highest peaks in the entire mountain range.

The image in Source 1 was taken by an astronaut on board the International Space Station. It shows many of the key features of a mountain landscape shaped by glaciers and includes the iconic Mount Eiger.

- a **Horn**: This is the horn of Mount Eiger. As glaciers wear away the sides of mountains, steep-sided pyramid-shaped peaks of harder rocks remain.
- b **Cirque**: This is a deep, rounded area that has been hollowed out by a glacier.
- c **Truncated spur**: This is a mountain ridge that has been cut off by a glacier.
- d **Hanging valley**: As a glacier moves, it cuts off existing landforms such as river valleys. This often creates spectacular waterfalls.
- e **Glaciers**: The stripes seen on the surfaces of glaciers are the rocks being carried downhill. This eroded material is called moraine.
- f **Arete**: This is a sharp ridge formed as two glaciers erode a mountain on each side.
- g **U-shaped valley**: This is a massive valley carved by the glacier. It is revealed when the glacier melts.



Source 1 Glacial landforms of the Swiss Alps.

Cradle Mountain: An iconic Australian mountain

Today, the temperature near the top of Australia's mountains is not cold enough to support large glaciers. However, this was not always the case. Over thousands of years, the Earth's temperature has changed. During the **ice ages**, for example, it was cold enough for large glaciers to cover much of the mountain landscapes of mainland Australia and Tasmania.

Cradle Mountain is located in the central highlands of Tasmania. It has many of the same glacial formations as the Swiss Alps, including cirques and u-shaped valleys. During the last of the ice ages, about 20,000 years ago, Cradle Mountain was covered by a large **ice cap** that geographers estimate was about 6 kilometres deep. Glaciers flowed from its edge, shaping the landscape into what we see today.

Dove Lake, which sits at the base of Cradle Mountain, is a glacial lake (see Source 2). Its formation is the result of moving glaciers which eroded the soil and sediment around them. This created grooves in the land, which the melted water from the glacier filled.

ice age a cooler period in the Earth's history when ice covered much of the northern hemisphere and sea levels were much lower than they are today

ice cap a covering of ice over a large area, especially on the polar region of a planet

Explore it! A virtual field trip to Mount Eiger

Source 2 Cradle Mountain and Dove Lake (on the left)

Check your learning 3.3

Check your learning 3.3

Review and understand

1 What type of landform is Mount Eiger?
2 **Outline** the role glaciers play in eroding high mountains.
3 In your own words, **define** "glacial lake".

Apply and analyse

4 **Examine** Source 1.
 a **Identify** as many aretes as you can. **Describe** their position.
 b **Identify** as many horns as you can. **Describe** their position.
 c What evidence is there that there were once many more, larger glaciers in this region? **Explain** your answer.
5 **Examine** Source 2.
 a What glacial landforms can you identify in this landscape?
 b **Predict** two ways human activities have altered this landscape.
6 **Compare** the geographical features of the Swiss Alps with those of Cradle Mountain. What are the similarities and what are the differences?

Evaluate and create

7 Use Google Earth to explore Mount Eiger and each of its faces. Which side do you think would be the most challenging to climb? Why?
8 Download an image of Mount Eiger or Cradle Mountain from ground level. Label and annotate the landform features you can identify.

Lesson 3.4
Victoria's volcanoes

Learning intentions and success criteria

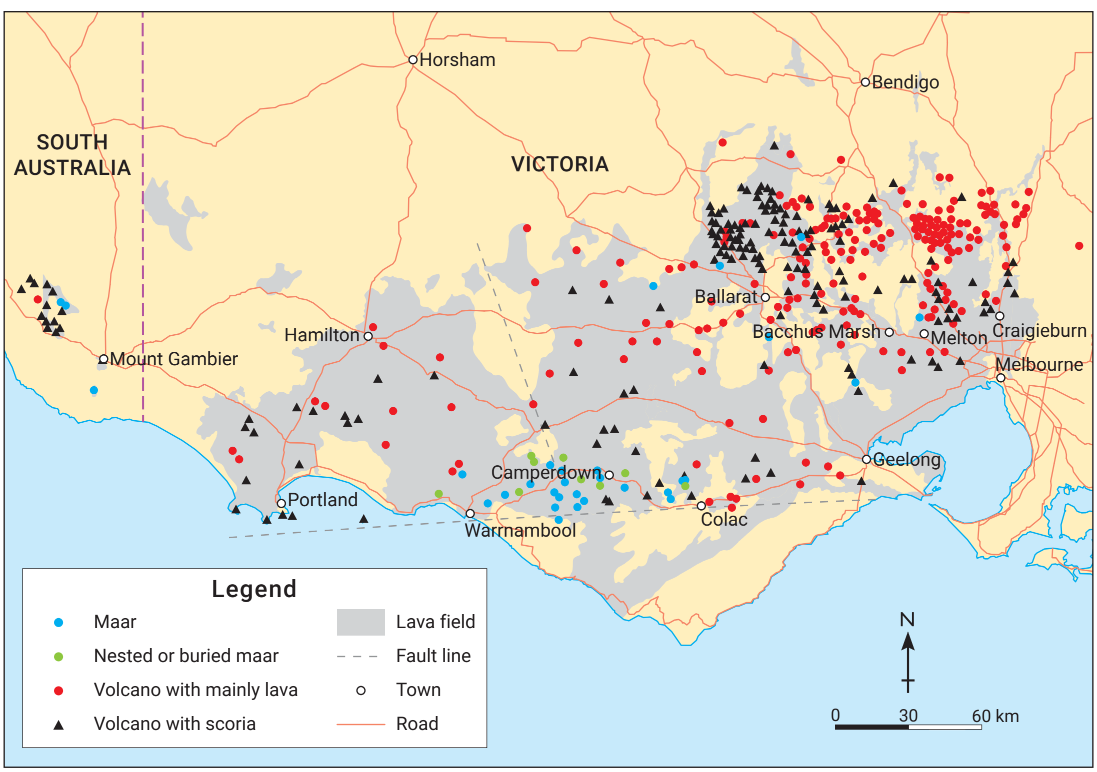
Introduction

Australia is one of the world's most geologically stable land masses. The forces that lifted our mountains are no longer active and the last volcanic eruption on the mainland occurred more than 5,000 years ago. However, there is much evidence that the Western Plains of Victoria were once much more volcanically active. Across the region are hundreds of volcanic landforms, including cones, lava flows, lava tubes, craters and volcanic lakes.

There are three main types of volcanoes in Victoria that point to a violent volcanic past.

- Maar volcanoes are the result of massive explosions that occur when hot magma from the mantle mixes with groundwater from above. Most of the world's maar craters are only 500 metres in diameter. However, two of Victoria's, Tower Hill and Lake Purrumbete, are more than 3 kilometres wide, making them among the largest in the world.
- Scoria cones form the classic steep-sided hills and mountains that people often associate with volcanoes. They are usually formed when an explosive lava fountain pulverises rocks into small fragments that pile up around a central vent. The largest of Victoria's scoria cones is Mount Elephant, which rises almost 200 metres above the lava plain north of Camperdown.

Victoria's volcanoes



Source 1

- Less explosive volcanoes produced lava that flowed across the landscape, rather than emerging in fountains or as explosions. As the basalt flowed, the cooler air made it less runny, slowing it. Once it stopped, it formed rows of stony rises. In a few places, the outside of the lava flow became solid rock as a result of cooling. However, lava continued to flow internally for months. This formed some amazing caves, tunnels and tubes beneath Victoria's farming landscape. Among the lava flows of the Budj Bim volcano (previously called Mount Eccles), the local Gunditjmara people created the world's oldest known aquaculture system, using the volcanic rocks to create a complex system for farming eels.

Source 2 A disused quarry at the base of Mount Elephant allows geographers to study the layers of scoria that make up this distinctive cone.

Source 3 The basalt rocks formed in Victoria's eruptions have shaped much of modern Melbourne. Used for roads and laneways, stately homes and towering churches, these reminders of our volcanic past are all around us.

Check your learning 3.4

Check your learning 3.4

Review and understand

1 **Identify** the three main types of volcanoes that occur in Victoria.

Apply and analyse

2 **Explain** how these types of volcanoes in Victoria have been used by different groups of people.

3 **Examine** the map showing Victoria's volcanoes (Source 1).

  a Which of the three types of volcanoes are most numerous?

  b Use the scale to **estimate** the area of the lava field. This is done by multiplying its average width (east to west) by its average height (north to south).

Evaluate and create

4 **Create** a sketch to show how volcanic tubes are formed.

5 **Research** the Western Plains volcanic field and locate images of each of the main volcanic types. Use these images to create an annotated visual display (AVD) or PowerPoint presentation on Victoria's volcanic past.

3A Skills in context

Tower Hill

Introduction

Tower Hill is a distinctive volcanic landform near Koroit in south-western Victoria. It was formed by a violent eruption about 32,000 years ago. Its human history is even older, as the local Gunditjmara people have called the region home for tens of thousands of years. An ancient axe head found beneath the layers of Tower Hill ash suggests the Gunditjmara people almost certainly witnessed the vast lava fountains that formed Tower Hill.

Key skill Conducting fieldwork

Using images from the past

When geographers conduct fieldwork at an extinct volcano, they must search for clues about an event that occurred thousands of years ago. Some of these clues can be found in photographs and artworks from the past that can detail how landscapes have changed over time.

Follow the steps below to analyse images from the past when conducting fieldwork.

- **Step 1:** Using your research skills, locate an image or piece of writing from the past about the landscape you are exploring. If you are looking for historic aerial photographs for a landform in Australia, Geoscience Australia is a good place to start.

Weblink: Historical aerial photography

- **Step 2:** Develop some geographic questions about the historic image. There is a guide to this skill in Lesson 1.4 Collecting information (page 14).
- **Step 3:** Label the parts of the image that are of interest in your study. For example, in a photograph of a volcanic landscape you might label landforms such as a crater lake, scoria cone and lava plains.
- **Step 4:** Zoom into the image and select a smaller area for analysis. This could be done by moving four blank pieces of paper so that they hide most of the image but leave one part uncovered. Repeat steps 2 and 3 for this smaller part of the main image.

Source 1 In 1855, the artist Eugene von Guerard painted this panaroma view of Tower Hill while travelling through Victoria. Over a century later it was used to help guide the replanting of trees and other plants to restore the area.

- **Step 5:** If you are visiting the location shown in your photograph on a fieldtrip, try to find the exact location where the historic image was created. Alternatively, find a recent photograph taken at the same place as the historic image. You can use Google Earth for this task; turn on the "Photos" layer before zooming into your location.
- **Step 6:** Compare the two images and list the features that have changed and those that have remained the same. This technique is called "repeat photography". Take note of the dates when these images were created.
- **Step 7:** Write a carefully worded paragraph describing the extent of any changes you noticed. You must use evidence from the images in your paragraph. For example: "In 1855, there was a small Aboriginal settlement beside the lake comprising several huts made from vegetation. However, there is no evidence of this settlement in the photograph taken recently from the same vantage point."

For more information on conducting fieldwork, see Lesson 1.4 Collecting information (page 14).

Practise the skill

1 Complete steps 1 to 7 to compare the 1855 painting of Tower Hill with the 2023 photograph sourced from Google Earth.

2 Follow the steps in the 4C Skills in context The Twelve Apostles (page 142) to construct a field sketch of the Google Earth photograph.

3 Photographer George Rose took thousands of photographs of Victorian landforms and landscapes in the 1920s and 1930s, many of which were used in postcards. Use the website at Victorian collections to access many of these. Complete the steps above to compare images taken years apart of a landscape of Victoria in which you are interested.

Weblink: Victorian collections – Rose series

Extend your understanding

Another interesting source of repeat photographs are those taken by people at the same place and posted online. Australian scientist Dr Martin Fluker developed a system that encouraged ordinary people to take and post these photographs. Almost 200 wooden posts throughout Australia, known as "Fluker posts", have seen more than 17,000 images posted since 2009.

1 Access these images at Fluker post.

Weblink: Fluker post

2 Using the interactive map, locate a Fluker post in a mountainous region and access the images. Find three images from this location that demonstrate the geographic concept of "change".

3 Describe the changes that have occurred in this landscape over time by adding labels to one of your selected images.

4 Account for the changes that you have described.

Lesson 3.5
Mountain resources

Learning intentions and success criteria

Introduction

Like many of the world's landscapes, mountains are used by people as a resource. Billions of people rely on mountains to satisfy specific needs and wants. Some of the ways we use mountains do not change them at all, while others can affect them dramatically.

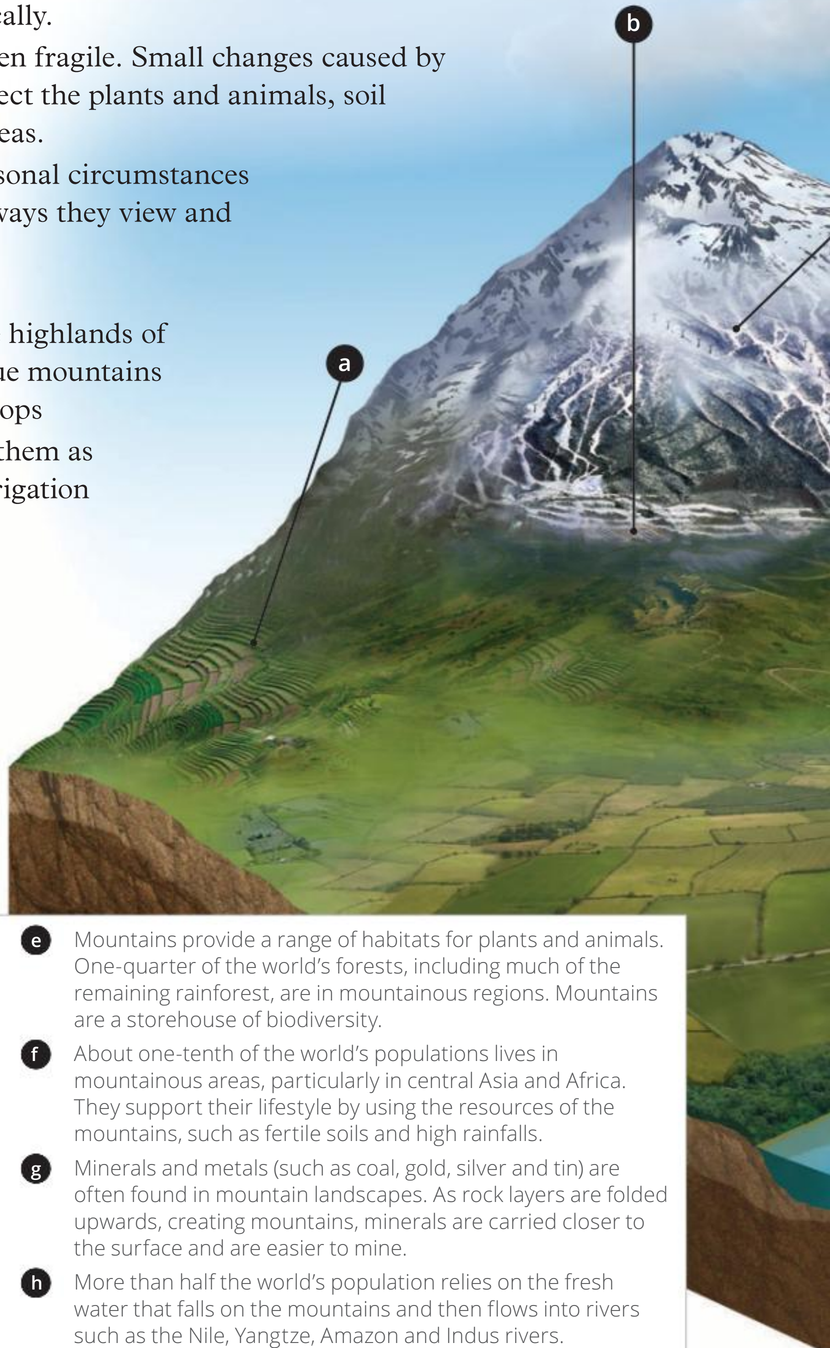
Mountain landscapes are often fragile. Small changes caused by human activities can greatly affect the plants and animals, soil and even the climate in these areas.

The society, culture and personal circumstances people are born into affect the ways they view and value mountain landscapes.

For example:

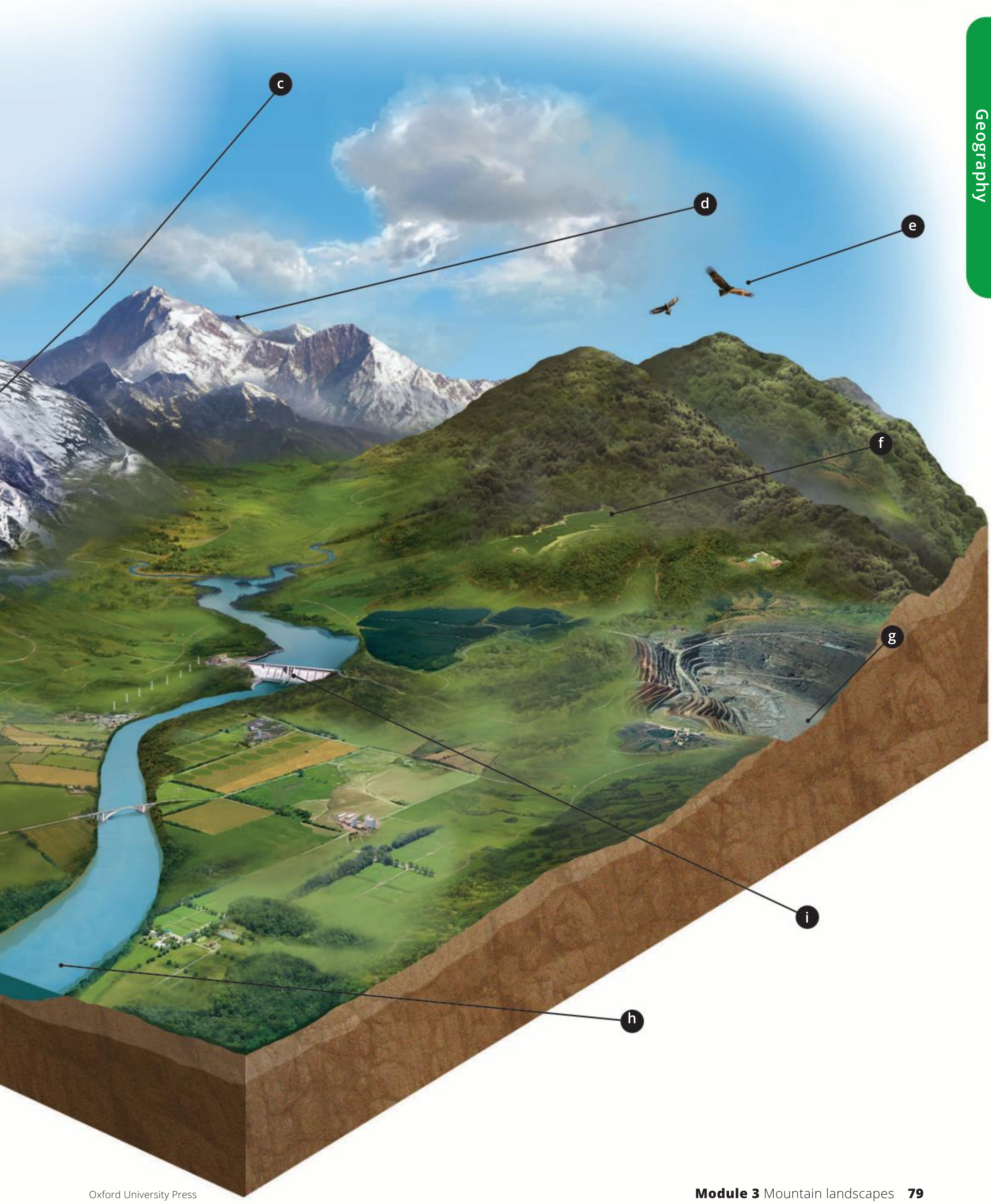
- a member of a tribe from the highlands of Papua New Guinea may value mountains as a place to live and grow crops
- an Indian farmer may value them as a source of fresh water for irrigation
- an Australian city-dweller may value them as a holiday destination for skiing and snowboarding.

Quiz me! Mountain resources



Source 1 Mountain landscapes provide many resources.

- **a** As rainfall is often higher in mountain areas, they make ideal places for some types of farming. In many places, particularly in Asia, terraces have been built into the mountainsides to provide flat land for farming and to capture the water flowing down the slope.
- **b** Important sources of food originated in the mountains. These include maize, potatoes, barley, sorghum, quinoa, tomatoes and apples. They are among the most important sources of nutrition for the majority of the world's people.
- **c** Mountains are popular tourist destinations and generate large incomes for many mountainous countries. Tourists enjoy the scenery, landscapes and wildlife as well as the clean air and cooler climate. Many people use the mountains for sports such as skiing, climbing and mountain biking.
- **d** Many Indigenous people consider mountains to have special significance. Communities that have lived in the mountains for generations have developed special land-use systems and have much knowledge about adapting to changes in climate.
- **e** Mountains provide a range of habitats for plants and animals. One-quarter of the world's forests, including much of the remaining rainforest, are in mountainous regions. Mountains are a storehouse of biodiversity.
- **f** About one-tenth of the world's populations lives in mountainous areas, particularly in central Asia and Africa. They support their lifestyle by using the resources of the mountains, such as fertile soils and high rainfalls.
- **g** Minerals and metals (such as coal, gold, silver and tin) are often found in mountain landscapes. As rock layers are folded upwards, creating mountains, minerals are carried closer to the surface and are easier to mine.
- **h** More than half the world's population relies on the fresh water that falls on the mountains and then flows into rivers such as the Nile, Yangtze, Amazon and Indus rivers.
- **i** Fast-flowing mountain rivers provide a source of power. They are dammed to capture their energy and the water is fed through turbines in a power station to generate electricity.


c
d
e
f
g
i
h

Check your learning 3.5

Check your learning 3.5

Review and understand

1 **Describe** three ways people use mountains.
2 **Classify** your answers from question 1 as being social, economic or environmental use.

Apply and analyse

3 **Examine** the impact of tourism in mountainous places. What are some advantages and disadvantages of tourism?
4 **Examine** the different mountain landscapes and their resources in Source 1.
   a **Classify** the uses of mountains as either harmful to the natural environment or not harmful.
   b Which of these uses is likely to cause the most change to the natural environment and why?

Evaluate and create

5 Which of the mountain uses shown in Source 1 is the most important? **Justify** (give reasons for) your answer.
6 As the Earth's climate warms, there is less snow and ice on high mountains.
   a **List** the mountain uses that are likely to be impacted by these changes.
   b **Explain** how you think two of them will be impacted.
   c Climate change is caused by many things, including traffic on the roads, raising cattle for meat and burning fossil fuels for electricity. **Propose** (put forward) one strategy that you could use in your daily life to help reduce the impact of climate change.

Lesson 3.6
The impacts of farming on mountains

Learning intentions and success criteria

Introduction

Mountainous landscapes can be great places for farming. They receive reliable rainfall and often contain large areas of fertile soil. However, farming on mountains brings many challenges. The greatest of these is a lack of flat land.

Flat land allows farmers to irrigate their fields without the water draining away. In many places, including South America, Europe and Asia, mountain landscapes have been **terraced** to create flat land and allow farmers to trap and control the flow of water (see Source 1). Flat land also makes it easier to use animals or tractors for tasks such as ploughing.

terraced formed a flat area on a sloping piece of land (such as a mountain face)

Terraces have provided food security in many countries for hundreds of years. However, geographers are beginning to understand that the way they are being used is having major impacts on the environment.

Abandoning the land

To stop terraces collapsing, they need to be continually maintained. This takes a lot of time and a large number of people. In the past 30 years, however, the movement of people from small farming areas to large cities has started impacting how well these terraces are maintained. In **developing countries**, young people in particular have moved to large cities in search of a different life.

As a result, an increasing number of terraces have been abandoned and are no longer being maintained (see Source 2). These terraces are now collapsing, as centuries-old farming knowledge has left the area and is no longer being passed down. Collapsing terraces cause an increase in soil erosion, as rainwater flows more quickly down the slope and washes away the precious topsoil.

developing countries
less economically developed countries that have some difficulties in supporting the needs of their people

Source 1 Farming terraces in Nepal

Changes in farming practices

As the number of workers in remote farming areas declines, farmers are forced to move away from traditional farming methods and adopt more automated practices. One example of this is farmers swapping traditional ploughing methods (using a plough pulled by water buffalos or oxen) for tractors.

Heavy tractors compact the soil. This means water is no longer able to soak through, making the soil less fertile. As the terraces become less fertile and produce fewer crops, they are abandoned.

Source 2 Abandoned terraces in the mountains of Portugal

Changes in land use

Even though soil becomes less fertile and produces fewer crops, the demand for food remains as high as ever. This forces farmers to look elsewhere. As a result, many farmers are moving into areas once considered unsuitable for farming. These areas include bare landscapes, such as rocky and sandy areas, as well as forests.

To make forests suitable for farming, they must be cleared (a process known as **deforestation**). Deforestation has many negative impacts on the environment. For example, soil erosion increases dramatically when the trees that usually protect soil from the rain are cleared (especially in tropical areas).

deforestation the action of clearing a wide area of trees

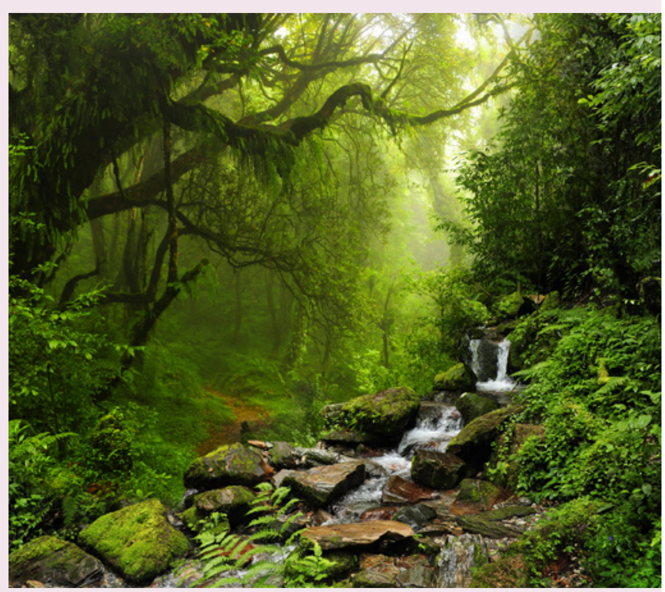
Case study Nepal

Nepal is one of the most mountainous countries on Earth. As a result, only one-fifth of the country's land is suitable for farming. Despite this, most Nepalese people are farmers. The main crops produced throughout the country are rice and corn. Both require flat land, so most Nepalese farms are terraced into steep hillsides.

However, in recent years, as many people have moved to the cities, farms have spread to forested areas and bare land throughout the country. As a result, there has been a significant increase in soil erosion. This has led to a loss of soil fertility in these areas and pushed farmers onto even more marginal land. Source 3, Source 4 and Source 5 detail the amount of soil eroded per year for different types of land use in Nepal.

Source 3 On land dedicated to agricultural (farming) use, 21.5 tonnes of topsoil are eroded per hectare per year.

Source 4 On bare land, 8.9 tonnes of topsoil are eroded per hectare per year.



Source 5 In forests, 0.3 tonnes of topsoil are eroded per hectare per year.

Key concept Sustainability

Case study: Regenerative farming

Farmers must be careful to use soil sustainably. If they grow too many crops or graze too many animals, the soil will lose its fertility and become unsuitable for farming.

Canadian farmers Cody Straza and Allison Squires own a farm in the province of Wood Mountain, Saskatchewan. They use the five principles of regenerative farming to improve the health of the farm's soil: good water management, minimal use of machinery, crop diversity (the use of different types of crops rather than just one), livestock and cover crops. A cover crop is a crop grown for the protection and enrichment of the soil. This practice dates all the way back to the Roman Empire.

As a result, Cody and Allison have seen huge improvements in the quantity and quality of their soil. This practice should ensure the sustainability of their farm into the future.

Source 6 Managing livestock in a way which mimics more natural grazing patterns helps conserve the natural environment and improve the quality of the soil.

For more information on this concept, see Lesson 1.1 Geographical concepts (page 6).

Quiz me! The impacts of farming on mountains

Check your learning 3.6

Check your learning 3.6

Review and understand

1 **Identify** two reasons why mountains are good places for farming.
2 **Identify** how replacing animal labour (such as water buffalos and oxen) with machines changes the soil in mountain areas.
3 **Identify** and **describe** the impact of farming on mountain landscapes. Use evidence from one of the sources in this lesson in your description.

Apply and analyse

4 Using data from Source 3, Source 4 and Source 5, **explain** what happens to soil if forests and bare land are replaced with farms.
5 Read the Key concept in this lesson. **Analyse** the impact (effectiveness) of using regenerative farming to achieve sustainability. Remember, when you analyse something, you need to break it down into smaller parts and talk about how those parts relate to each other.

Evaluate and create

6 **Create** a flow diagram with labelled boxes and arrows to show how young people leaving farming areas leads to other problems.
7 "Soil erosion is a human impact on mountain landscapes." **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? **Write** a short paragraph explaining your position. Use evidence from this lesson to support your answer.

Lesson 3.7
The impacts of climate change on mountains

Learning intentions and success criteria

Introduction

The Earth's average temperature has risen by about 1°C in the past hundred years. It is expected to rise by another 1.5°C in the next 80 years. While this might not seem like a large rise, it has led to dramatic changes in many landscapes, including mountains. The most obvious change is the melting of ice.

Virtually all the world's mountain glaciers are melting and becoming shorter and thinner. This is known as **glacial retreat**. Some glaciers have disappeared completely. Glacial retreat is a serious threat to people living in areas where it is taking place, notably developing countries such as Bangladesh, India and Pakistan.

glacial retreat where the lowest point of a glacier does not extend as far down the mountain as it did previously; this is happening more often because of climate change

More than 1 billion people around the world rely on the water stored in glaciers. Typically, glaciers melt a little bit each year, producing water that irrigates terraces and fills rivers. The water in these rivers is also used to generate electricity in hydroelectric power stations. In places such as Japan, where there is a huge tourism industry for skiing, glacial retreat threatens the economy as well as the environment.

Key skill Interpreting geographical images

Using historical imagery

Source 1 provides an insight into how the Trient Glacier in Switzerland has changed over time. The geographer in the picture is holding up a photograph of the Trient Glacier from 1891 to compare what it looked like then with what it looks like in recent years.

Using Google Earth, you can investigate this change at a more advanced and precise level with the "Historical imagery" tool. Complete the following steps to investigate change at the Trient Glacier:

- **Step 1:** Make sure you have Google Earth Pro installed on your device.
- **Step 2:** Search for the Trient Glacier in Google Earth. It will automatically display the image of what the glacier looks like today.

Source 1 A photograph of the Trient Glacier in Switzerland taken in 1891, held up at the same location in 2019

- **Step 3:** On the toolbar at the top of your screen, click the small clock icon. This icon represents the "Historical imagery" tool and when clicked, a sliding scale will appear in the top left-hand corner of your screen.
- **Step 4:** Investigate the change over time by sliding your cursor up and down the scale.

Practise the skill

1 Write a paragraph that describes the change of the Trient Glacier over time. Refer to three specific points in time to support your answer.

Climate-related hazards

Climate change has made mountain landscapes more dangerous for visitors and locals. Source 2 shows some of the hazards in mountainous places that have become more severe due to rising temperatures and changes to rainfall and snow patterns.

Avalanches

Floods and flash floods

Heavy snow and cold extremes

Wildfires

Melting glaciers and glacial lake outburst floods

Landslides

Source 2 Hazards in mountain areas have been heightened by climate change.

Key concept Interconnection

The escalator to extinction

Source 3 The endangered snow leopard of central Asia

As temperatures rise, plants and animals that thrive in cold temperatures are forced to move further up the mountain slopes. On mountain tops and ridges where the snow and ice are disappearing, many species face extinction. Scientists have called this the "escalator to extinction", as species are packed together into shrinking spaces and brought into conflict with each other.

One of these animals is the snow leopard of central Asia, whose home is in the Himalayas (see Source 3). The snow leopard has been threatened for a long time by poaching and habitat loss. Climate change has brought new threats to this endangered species. As temperatures rise in the Himalayas, plant species (such as trees) adapt and grow further up the slopes. Snow leopards prefer rocky places, which means they are displaced by these trees and forced further up the escalator to extinction.

As temperatures rise, farmers bring their livestock into higher areas of the mountain (which were once uninhabitable for livestock) for summer grazing. In order to protect their herds, farmers may kill the leopards.

Once widespread throughout the region, as few as 3,000 mature snow leopards may now be left in the wild. This demonstrates the geographic concept of interconnection as it shows that one change can lead to many others.

See, think, wonder

There are more than 600 snow leopards in zoos, including in some Australian zoos. Some people believe this helps to ensure their survival as a species, but others feel that animals requiring large spaces should not be kept in zoos.

- Think about whether animals such as these should be kept in zoos.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Quiz me!
The impacts of climate change on mountains

Check your learning 3.7

Check your learning 3.7

Review and understand

1 Why are the world's mountain glaciers shrinking?

2 **Describe** one impact of climate change on each of the following:
   a the land in mountain landscapes
   b the people in mountain landscapes
   c the plants and animals in mountain landscapes.

3 In your own words, **outline** the process known as the "escalator to extinction".

Apply and analyse

4 Source 2 shows that floods are becoming more common in mountain areas. **Explain** why this is the case.

Evaluate and create

5 "The temperature is only changing by 1 degree every hundred years. So what?" **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position. Use evidence from this topic to support your answer.

6 There are several Australian animals on the escalator to extinction. Using the internet, **research** the dangers faced by the white lemuroid ringtail possum and the mountain pygmy possum in Australia.

Lesson 3.8

Managing change in the mountains

Learning intentions and success criteria

Introduction

Some countries protect their mountains by declaring them to be national parks or nature reserves. Some of these locations are given further protection by being included on the United Nations World Heritage List.

The Tasmanian Wilderness World Heritage Area

The Tasmanian Wilderness World Heritage Area (TWWHA) in south-west Tasmania (see Source 1) is one of the special places included on the United Nations World Heritage List. This protected area makes up one-fifth of Tasmania's entire area. The Tasmanian Parks and Wildlife Service claims that the area "protects one of the last true wilderness regions on Earth and encompasses a greater range of natural and cultural values than any other region on Earth".

Tasmania: Tasmanian wilderness world heritage area

Source 1 The TWWHA is made up of several national parks. Source: Oxford University Press

While fold mountains dominate in the east of the TWWHA, rugged fault mountains dominate the west. A large part of the area has been eroded by glaciers, and this has led to some spectacular landforms. Most of the TWWHA is blanketed by rainforest, but there are also areas of mountain vegetation and wetlands. Nineteen endangered animal species are found in the TWWHA, including the Tasmanian devil (see Source 2).

Source 2 The Tasmanian devil is one of the 19 endangered animal species found in the TWWHA.

Cultural significance

The TWWHA is included on the United Nations World Heritage List not only for its natural beauty, but also for its cultural importance. It contains evidence of Aboriginal peoples living in the area dating back more than 42,000 years. This evidence includes rock shelters and caves where these peoples lived. At the time, these Aboriginal peoples were the southernmost-located group of humans living during the last Ice Age.

Researchers have found more than 1,000 Aboriginal sites in the TWWHA, including Kutikina Cave (see Source 3). In 2006, geographers conducted research on this cave, which uncovered a great deal about the way of life of the Aboriginal peoples who lived there thousands of years ago. They found animal bones on the floor of the cave, proving that the Aboriginal peoples hunted and ate wallaby, wombat and emu.

The Tasmanian Parks and Wildlife Service works closely with Aboriginal rangers today to ensure that the Kutikina Cave and other sites in the TWWHA are protected from human activity.

Source 3 Archaeologists explore Kutikina Cave. Discoveries made at this site helped to stop a plan to dam the nearby Franklin River in the 1980s. The cave would have been submerged beneath the dammed river.

Source 4 Needwonnee Walk contains interpretive installations that help visitors to the TWWHA understand the way of life of the Needwonnee people of south-west Tasmania.

Quiz me! Managing change in the mountains

Check your learning 3.8

Check your learning 3.8

Review and understand

1 How do some countries manage change in their mountains?
2 **Describe** some of the natural features that make Tasmania's mountain landscapes special.
3 **Outline** why Kutikina Cave is a significant place in Australian history.

Apply and analyse

4 **Examine** Source 1 and answer the following:
   a **Identify** how many national parks are shown on this map.
   b Using the scale provided, measure the distance from:
      i Mount Wellington to Cradle Mountain
      ii Mount Field National Park to Mount William National Park
      iii Kutikina Cave to the nearest coast.
5 **Explain** why it is important to consult Aboriginal and Torres Strait Islander peoples when protecting our landscapes.

Evaluate and create

6 Other significant mountain landscapes on the United Nations World Heritage List include the Virunga Mountains, the Himalayas, Mount Kilimanjaro and Macchu Picchu.
   a **Research** one of these places and the threats that it faces.
   b Do you think the TWWHA faces the same threats? **Justify** (give reasons for) your response.

3B Skills in context

The mountains of the Kokoda Track

Source 1 Steps on the Kokoda Track

Introduction

Papua New Guinea lies on the converging plate boundary between the Pacific and Indo-Australian Plates (see Source 2 in Lesson 3.1 Tectonic plates, page 64). As a result, Papua New Guinea is a very mountainous country. Its highest mountain, Mount Wilhelm, is more than twice the height of Australia's highest mountain, Mount Kosciuszko.

In 1942, during World War II, the Australian and Japanese armies fought a series of battles along the Kokoda Track in Papua New Guinea. The track crosses a high mountain range, the Owen Stanley Range (see Source 1). The rugged mountains and heavy tropical rainfall made movement along the track very difficult.

Key skill Identifying patterns and relationships

Interpreting a cross-section

Maps are useful tools for showing where places are located. However, they do not usually show the height of the land. This is because they show a view from above, rather than from the side. Some maps, such as the one in Source 3, show the height of the land through contour lines. These lines help us to visualise the shape of the land and to identify patterns and relationships.

One of the most useful tools that geographers use to see a landscape from the side is a cross-section (see Source 2). This shows the landscape as a view from the side, as if it had been cut along a line.

- **Step 1:** Look at the topographic map of the Owen Stanley Range in Source 3. Find the Kokoda Track, which runs from Ower's Corner to Kokoda on the map. This identifies the section of land shown as a cross-section in Source 2.
- **Step 2:** Look at the cross-section of the Kokoda Track in Source 2.
- **Step 3:** Use the cross-section to estimate the height of the mountains in the Owen Stanley Range.

For more information on identifying patterns and relationships, see Lesson 1.7 Identifying patterns and relationships (page 34).

Practise the skill

1 **Identify** the highest point on the Kokoda Track.

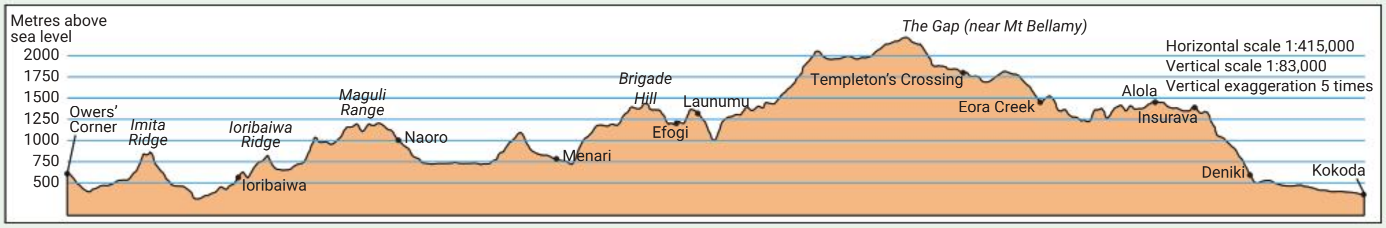
2 How high above sea level is this point?

3 **Explain** why walking the Kokoda Track between Owers' Corner and Naoro would be challenging.

4 **Identify** which part of the Kokoda Track is steepest. Use evidence from the cross-section in Source 2 to support your answer.

   a **Record** the grid reference for this area on the topographic map.

   b **Record** your observations about the contour lines in this part of the map.



Source 2 Cross-section: Kokoda Track

Extend your understanding

1 Use your understanding of the forces that create mountains to **explain** the formation of the Owen Stanley Range.

2 What are two difficulties that the people who live in the small villages in this area might experience? **Explain** your answer.

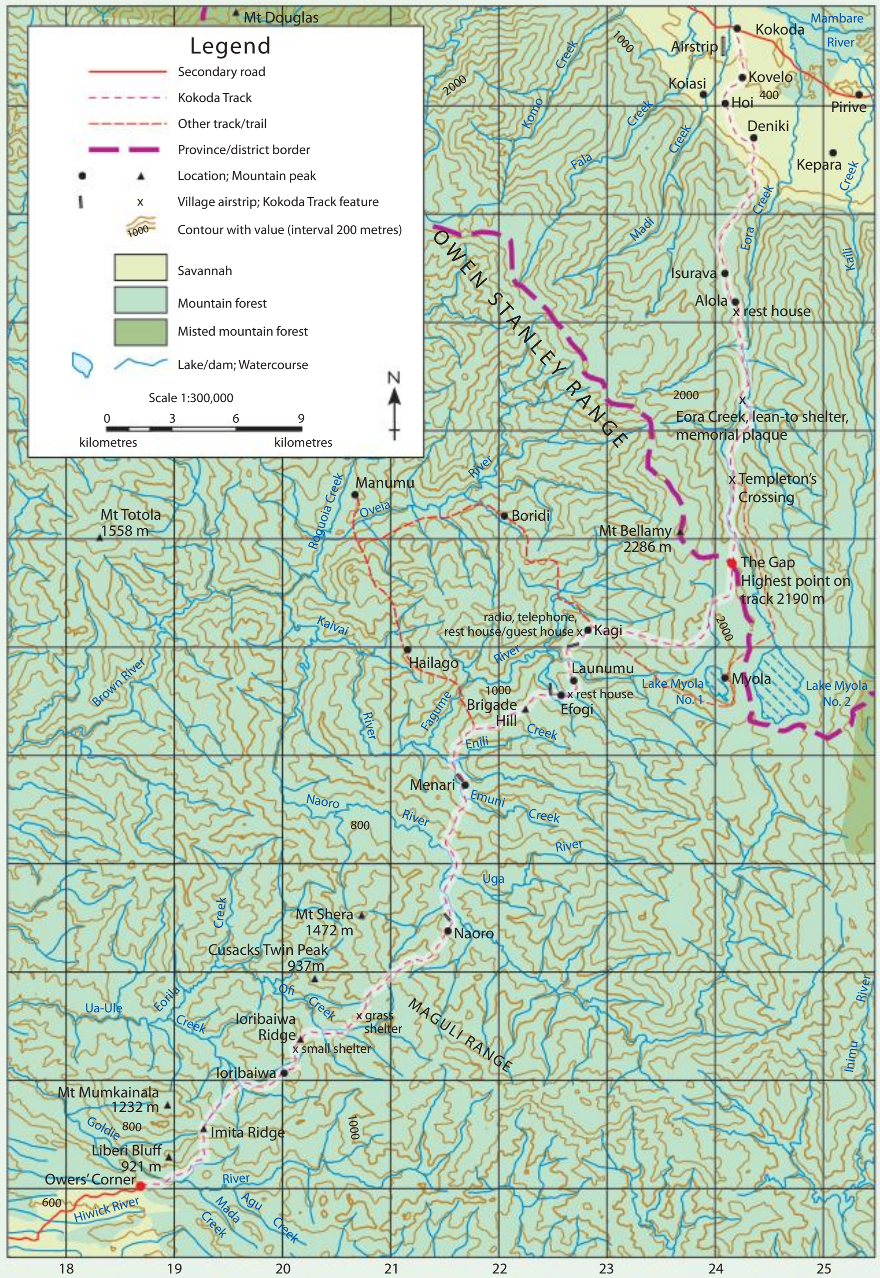
3 **Research** the Kokoda Track campaign. Write a short report that includes:

a who was involved in the battles

b how the landscape influenced the fighting that took place.

Enlarged map: Topographic map of the Owen Stanley Range

Topographic map of the Owen Stanley Range, Papua New Guinea



Source 3

Source: Oxford University Press

Lesson 3.9
Volcanoes

How volcanoes erupt

Inside a volcano, magma (liquid rock) under the Earth's surface is stored in the magma chamber. From here, several complex steps take place in order for the volcano to erupt.

1 Magma rises through the volcanic vent (an opening in the Earth's crust).
2 As magma travels upwards, gases start to expand, which creates pressure.
3 When the pressure can no longer be contained, the volcano erupts through the main volcanic vent and other vents (known as branch pipes).
4 From here, lava can flow like a molten river or rain down in **volcanic bombs** many kilometres from the eruption site.
5 Ash can cover the sky and blanket the landscape in a cloud that can kill people and animals.
6 Mudslides, floods and **tsunamis** can also be caused by eruptions.

volcanic bombs masses of liquid rock that explode from a volcano and harden before reaching the ground

tsunamis giant ocean waves, often caused by underwater earthquakes

The dangers of volcanic eruptions

Humans are generally powerless in the face of the hazards created by volcanic eruptions. Volcanic eruptions can produce huge, dangerous clouds of volcanic ash. These clouds are created from the sudden release of the enormous pressure from within the Earth's mantle and crust. The ash can travel straight up (vertically) and then fall on the surrounding landscape, or it can travel sideways (horizontally). Horizontal eruptions are perhaps the most dangerous, as the ash – along with rocks, boulders and gases – can travel at speeds of 700 kilometres per hour and carry material heated to 1,000°C. These are called **pyroclastic flows** and are responsible for much of the devastation caused by many of the world's worst volcanic eruptions.

The sudden melting of the snow and ice on the sides of the volcano is also dangerous. This can cause huge mudslides up to 50 metres thick, called **lahars**, to sweep down the sides of mountains. The eruption of Colombia's Nevado del Ruiz volcano in 1985 covered whole villages with thick mud and ash, killing 23,000 people. This makes it the deadliest volcanic eruption of the past 100 years.

pyroclastic flows fast-moving and dangerous mixtures of hot gas and rock that are ejected from volcanoes

lahars destructive flows of mud or debris on the slopes of volcanoes

Responding to eruptions

Volcanic eruptions can occur with little warning and cause massive damage. This makes them difficult to prepare for, but there are some things people can do to reduce their chances of being affected by a volcanic eruption.

The first of these is to avoid active volcanoes. People living on the slopes of Mount Vesuvius (near Naples, in Italy), for example, have each been offered 30,000 euros (about $48,000 in Australian dollars) to relocate to safer areas. The Italian Government has rezoned the area, so that the upper slopes of the mountain are now a national park where no one can live. Visitors should also avoid active volcanoes.

Source 1 Pyroclastic flows sweep down the slopes of the Mayon Volcano in The Philippines.

See, think, wonder

Look at Source 2

- What do you see?
- What do you think?
- What do you wonder?

volcanologists scientists who study and monitor volcanoes

We can also monitor volcanoes very carefully for signs of an eruption. These signs include small earthquakes, which cause lava to move upwards and create a bulge in the side of the volcano as pressure builds. **Volcanologists** can pass on information about changes like these to local authorities, who may evacuate an area at risk.

Scientists studying Mount Etna in Sicily, Italy, have recently discovered that the volcano's internal sounds change before an eruption. By using sensors that can detect sounds that humans cannot, the scientists have been able to successfully predict 57 eruptions in eight years. The system is now automated, and sends a message to scientists one hour prior to an eruption.

Watch it! Volcanoes

Source 2 A volcanologist observing an eruption of Mount Etna on the island of Sicily, which is Europe's most active volcano

Check your learning 3.9

Check your learning 3.9

Review and understand

1 **Identify** two mountain hazards other than volcanic eruptions.

2 **Define** the following terms in your own words:
  a tsunami
  b lahar
  c pyroclastic flow.

3 Think about the people who live in close proximity to a volcano face – for example, the people who live on the slopes of Mount Vesuvius.
  a **Outline** some of the dangers these people face, based on where they live.
  b How can they reduce these dangers?

Apply and analyse

4 In your own words, **explain** the process that causes a volcanic eruption.

5 How could a volcanic eruption impact on people who live hundreds of kilometres away from the volcano? Use evidence from this lesson to support your answer.

6 Brainstorm 10 impacts of a volcanic eruption. **Classify** these impacts as being environmental, social or economic.

Evaluate and create

7 **Evaluate** how useful the remote sensing system for Mount Etna is by answering these questions:
  a What are its strengths?
  b What are its weaknesses?
  c What is your overall opinion of this system?

8 Mount Ruapehu in the centre of New Zealand's North Island is an active volcano. **Research** the lahar warning system in place on this mountain and record 10 interesting facts. Write a bibliography from your research.

Lesson 3.10
Indonesia: Home of the volcano

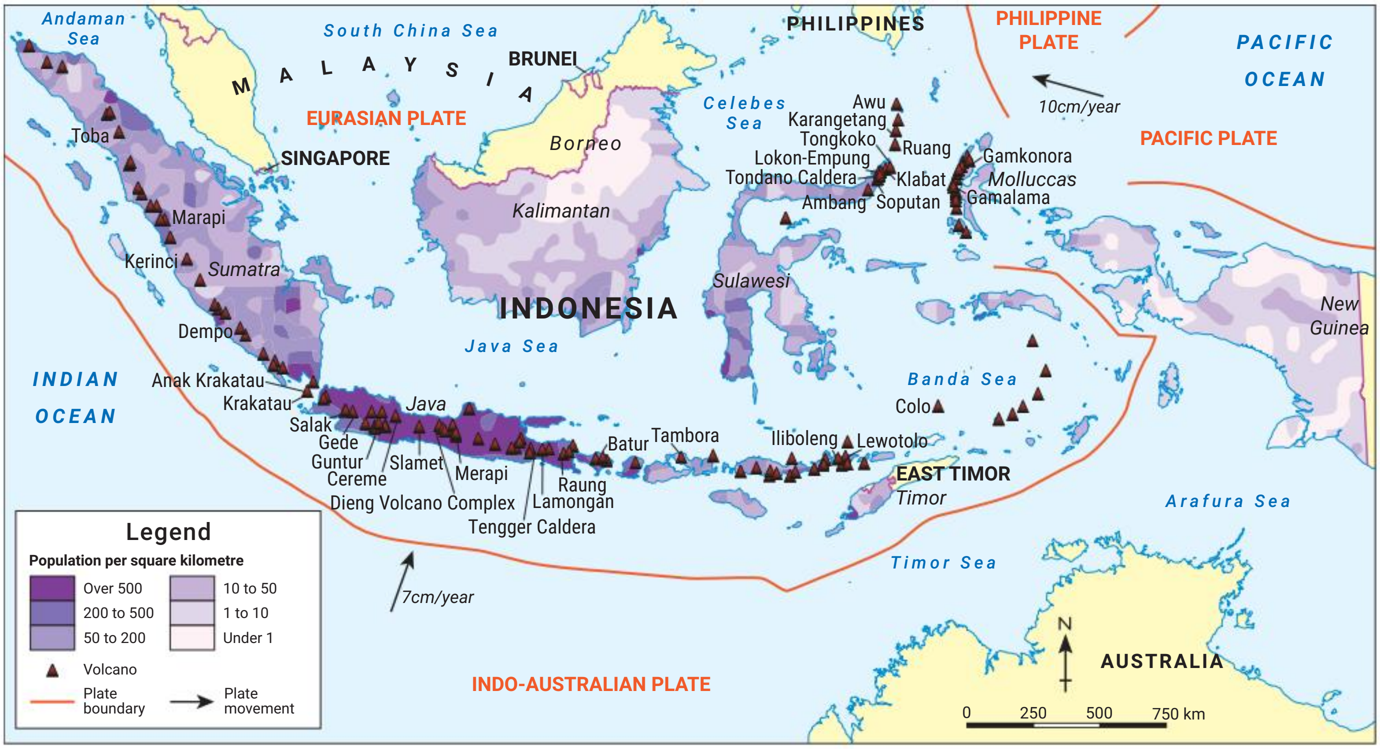
Learning intentions and success criteria

Introduction

Indonesia is one of the most volcanic countries on Earth. It is home to almost 150 volcanoes, half of which are considered active. This is due to its location on the boundary between four tectonic plates. In the south, the Indo-Australian Plate moves northwards and is forced beneath the Eurasian Plate, creating a long arc of volcanic islands (see Source 1). In the north, the collision of the Philippine and Pacific Plates has created a second cluster of volcanoes.

This volcanic activity is typical of many countries on the edge of the Pacific Plate. About 90 per cent of the world's earthquakes and volcanoes occur on this plate boundary, earning it the nickname of the "ring of fire".

Volcanoes, tectonic plates and population density of Indonesia



Source: Oxford University Press

Source 1

Enlarged map: Volcanoes, tectonic plates and population density of Indonesia

Deadly volcanic eruptions

It is estimated that about 5 million Indonesians live in volcanic danger zones and that there is a major eruption in the country about once a year. While most of the eruptions occur away from populated areas, that is not always the case. In the past 100 years, there have been 11 extremely deadly volcanic eruptions, the most recent being the 2018 eruption of Anak Krakatau, which killed 437 people.

The deadliest volcanic eruption of all time took place in Indonesia in 1815, when Mount Tambora erupted (see Source 5). About 92,000 people were killed by the pyroclastic flow from the eruption and the tsunami it triggered. More than 100 cubic kilometres of new material (ash and lava) was produced by the eruption and deposited on the Earth's surface. So much ash was released into the atmosphere it changed the climate of the planet. In Europe, 1816 was called the "year without a summer", as ash from Tambora blocked the sun for many months. Volcanologists have labelled the Mount Tambora eruption as a "super-colossal eruption", meaning it released more than 100 cubic kilometres of material at one point in time. It is the only super-colossal eruption to have occurred in the past 750 years.

Volcanic gifts

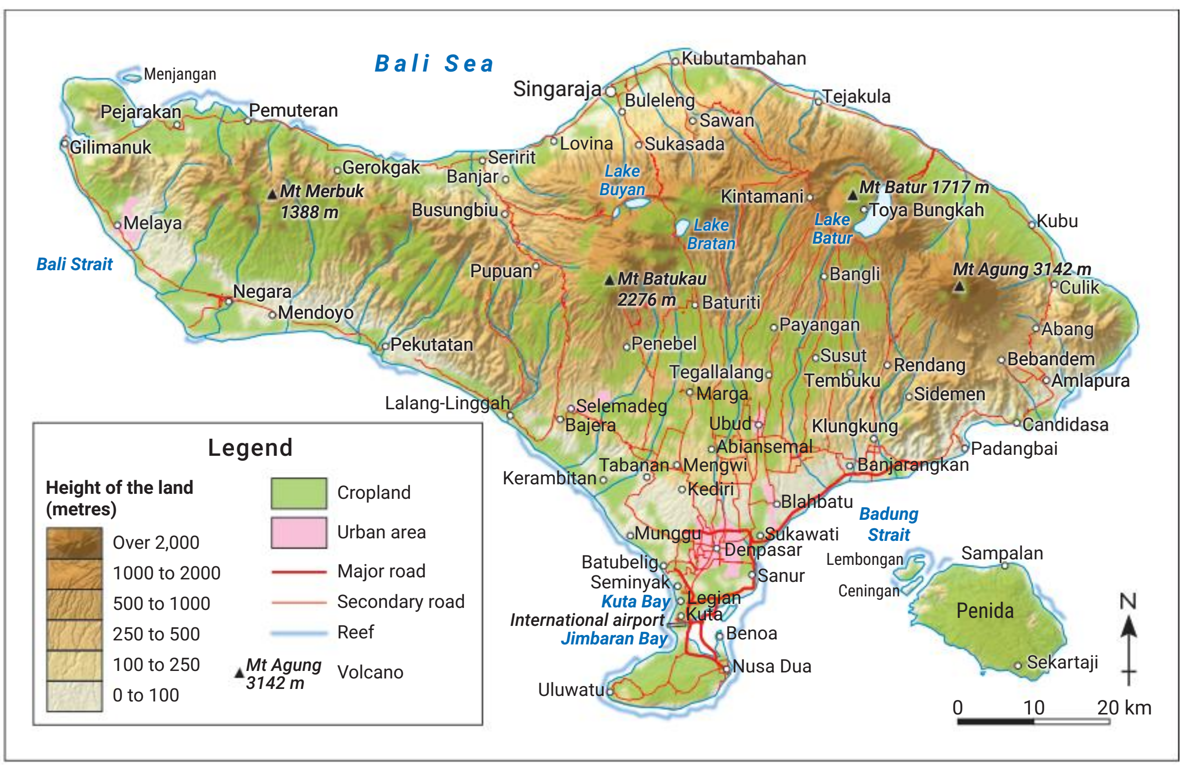
While living near a volcano is very risky, volcanoes do produce some benefits. Many precious stones and minerals are formed by volcanic activity. Examples include the following:

- In South Africa, diamonds are produced deep below the Earth's crust and carried to the surface by volcanic eruptions.
- In the United States, copper deposits are created by volcanic activity.
- In some places like New Zealand and Iceland, volcanic hot springs are used to produce electricity.

Perhaps the greatest gift from volcanoes is the soil they produce. Both lava and ash contain minerals that help plants grow. When they break down, these minerals are released into the soil. People can then use this soil to grow crops and raise livestock.

For this reason, places with volcanic soils – such as the island of Java, which has 76 active volcanoes – are among the most densely populated on the Earth. Java's rich volcanic soils support more than half of Indonesia's population. The island of Bali also has very fertile soils (see Source 2). The Balinese people have terraced the slopes of the island's volcanoes for thousands of years, resulting in some spectacular landscapes (see Source 3).

Bali



Source: Oxford University Press

Source 2

Enlarged map: Bali

Source 3 Rice terraces in Bali

I used to think, now I think

Reflect on your learning about the dangers and benefits of volcanoes and complete the following sentences.

- I used to think ...?
- Now I think ...

What has changed in your understanding?

Source 4 This photograph shows a real example of an ash and gas cloud caused by a volcanic eruption. It was taken during the 2018 eruption of Anak Krakatau.

The steps in Mount Tambora's 1815 eruption

Quiz me! Indonesia: Home of the volcano

Check your learning 3.10

Check your learning 3.10

Review and understand

1 **Identify** the features of the eruption of Mount Tambora that made it the deadliest of all time.

2 How have volcanoes impacted the landscape and people of Indonesia?

Apply and analyse

3 **Examine** Source 2 in Lesson 3.1 Tectonic plates (page 64).

  a **Explain** why the "ring of fire" has its name and **identify** one country from each continent that surrounds it.

  b Using the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 34), **describe** the distribution of volcanoes around the world.

4 **Examine** Source 2 in this lesson.

  a How many volcanoes are there on the island of Bali?

  b What evidence is there on this map that these volcanoes have helped to produce good soil for farming?

  c Using the scale provided, **calculate** the distance from Mount Batukau to Mount Merbuk.

Evaluate and create

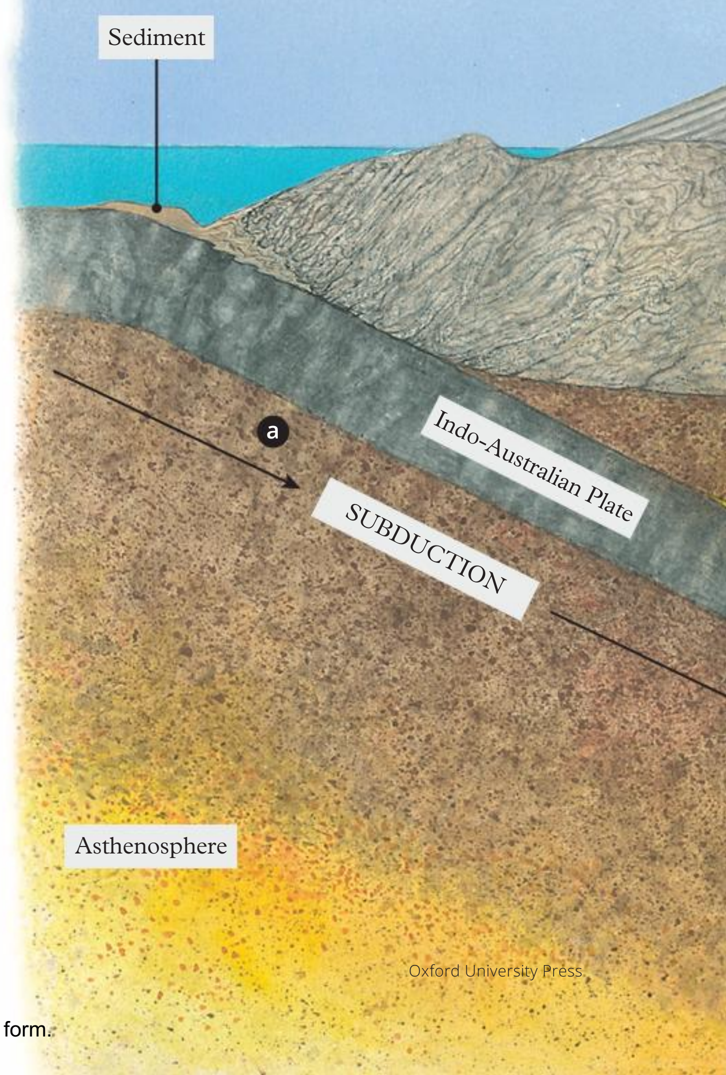
5 Write a paragraph using five terms shown in Source 5 to demonstrate your knowledge of volcanoes.

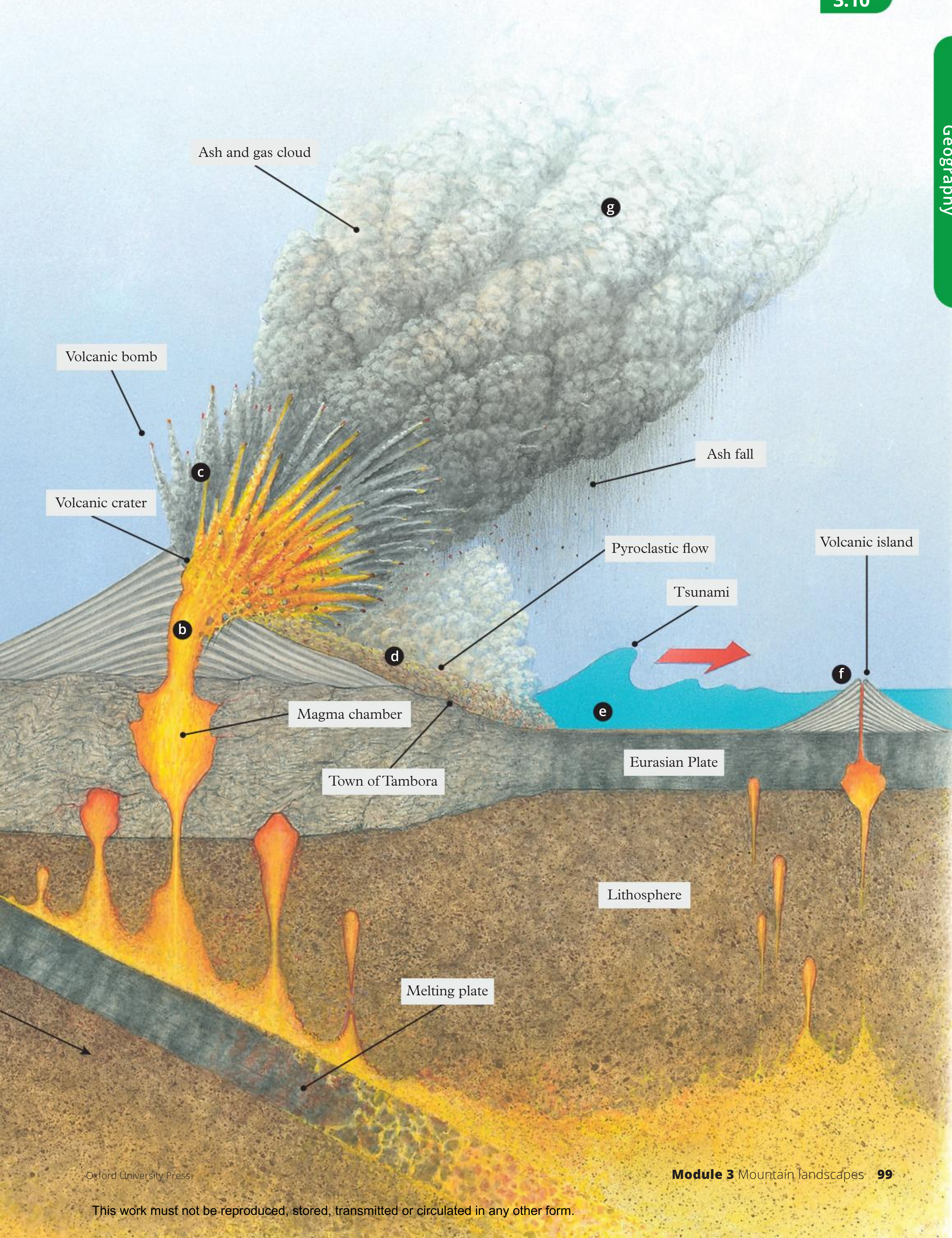
6 With a partner, **discuss** the link between volcanoes and population density in Indonesia, using Source 1. Share your answers with the class.

7 **Research** one of the other places on Earth where many people live near volcanoes, such as Italy, Mexico, Costa Rica and Honduras. What are the volcanic gifts in this place, and what are the dangers?

Source 5 The 1815 eruption of Mount Tambora

- a Driven by currents in the mantle, the Indo-Australian Plate subducts below the Eurasian Plate and melts.
- b Heat and friction cause a body of magma to rise to the surface and erupt. Much of the blast is sideways (horizontal).
- c The volcano collapses, losing 1,200 metres of height.
- d A massive fast-flowing avalanche of mud, lava and ash (pyroclastic flow) hurtles down the mountain, burying the town of Tambora.
- e As the material tumbles into the sea, it creates a tsunami wave that travels at high speeds to distant, volcanic islands.
- f The tsunami swamps islands, killing 90,000 people.
- g The ash and gas cloud reaches 43 kilometres into the upper atmosphere.




Ash and gas cloud
g
Volcanic bomb
c
Ash fall
Volcanic crater
Pyroclastic flow
Volcanic island
Tsunami
b
d
f
e
Magma chamber
Eurasian Plate
Town of Tambora
Lithosphere
Melting plate

Lesson 3.11
Landslides

Learning intentions and success criteria

Introduction

Landslides are one of the most common and dangerous types of hazards that affect mountain landscapes. The term “landslide” is used to describe any type of large-scale movement of soil, mud, rocks or snow carried by the force of gravity downhill. The movement can be as slow as a few centimetres per year, or very rapid. Large, rapid landslides can destroy towns, roads and bridges, block rivers and take lives (see Source 1).

Landslides are often caused by a combination of natural processes and human factors. Natural factors include heavy rain, unstable slopes, an earthquake or volcanic eruption, and erosion by rivers or waves. The likelihood of a landslide happening is often increased by human activities, such as:

- deforestation
- road or mine construction that requires cutting into a slope
- leaking pipes
- vibrations caused by rock blasting or heavy traffic.

Preparing for landslides

People who live in areas prone to landslides should be aware of the dangers and develop an evacuation plan in case one occurs. Landslides are most likely to occur during heavy rainfall, in areas where debris flows and rock falls are common. They are also likely to occur during an eruption in an area prone to mudflows.

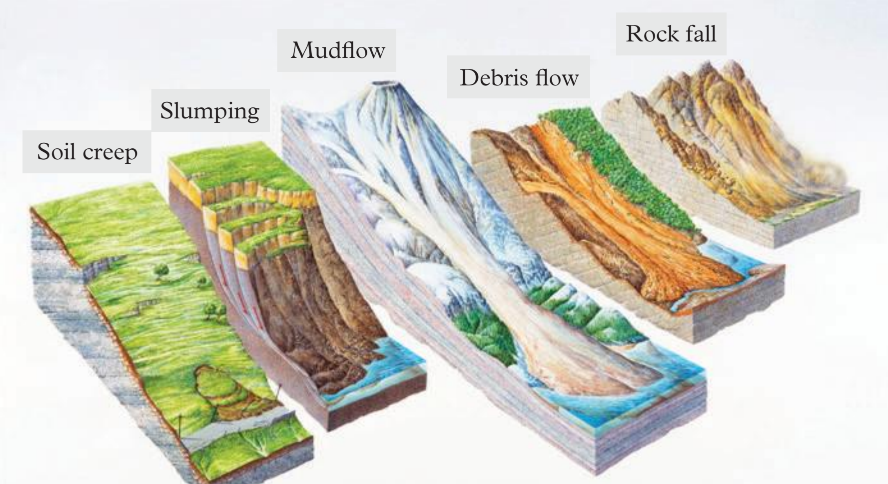
The best defence against a landslide is to reduce the chance of it occurring. While there will always be natural forces at play, humans can protect themselves against landslides by minimising their interference with sloped environments. This includes leaving hillsides forested and avoiding cutting into hillsides to create flat land for farming, roads or buildings.

As with many natural disasters, people in developing countries are most at risk of being negatively impacted by landslides. In such countries, buildings in mountainous areas are often poorly made, and hillsides are deforested to collect timber.

Source 1 In 2024, a massive landslide in Papua New Guinea buried a village, resulting in hundreds of fatalities.

Types of landslides

Five of the most common types of landslides are described below.



Source 2 Types of landslides

Soil creep

Soil creep is the gradual movement of soil, rocks and earth down a gentle slope. This is the slowest-moving type of landslide and can take place over many years. As a result, it is often unnoticeable to people living in the area. Areas affected by soil creep can be identified by features such as leaning telegraph poles and fences, cracked walls and bowed trees.

Slumping

Slumping is the movement of larger sections of soil and rocks down a steep slope. These sections slip down the surface of the slope to different degrees, often creating several different levels (called scarps). Slumping is usually triggered by earthquakes, excessive rain, or freezing and thawing of the soil.

Mudflow

Mudflows are often triggered by heavy rain, quick-thawing earth, earthquakes or volcanic activity. For example, snow on the sides of active volcanoes melts quickly and combines with soil and rocks to create mud slurry that travels downhill. The mud can be up to 50 metres thick and can travel at speeds of up to 80 kilometres per hour, burying entire villages and killing many people.

Debris flow

Debris flow is characterised by the sudden collapse of a slope. In Source 2, you can see how debris flow has been triggered by the removal of trees from the slope, which has exposed the soils to heavy rainfall.

Map it! Landslides

Rock fall

Rock falls are usually triggered by heavy rain or earthquakes. Human activities, such as cutting into slopes to build roads, can greatly increase the likelihood of rock falls occurring.

Check your learning 3.11

Check your learning 3.11

Review and understand

1 **List** four human activities that can contribute to landslides.
2 **Outline** one way that people living in mountain communities can prepare for landslides.

Apply and analyse

3 **Examine** Source 1.
  a Using Source 2, **identify** which type of landslide has occurred in this image.
  b Write a paragraph analysing the human and natural causes of such a landslide. Remember, when you analyse something, you need to break it down into smaller parts and talk about how they relate to each other. In this case, think about which causes would have had the most impact on this type of landslide.
4 **Distinguish between** soil creep and mudflow. Remember, when you distinguish between two things, you should talk about how they are different.

Evaluate and create

5 Rank the five types of landslides from the one you consider to be the least dangerous to the one you consider to be the most dangerous. **Justify** (give reasons for) your ranking.

3C Skills in context
Avalanches

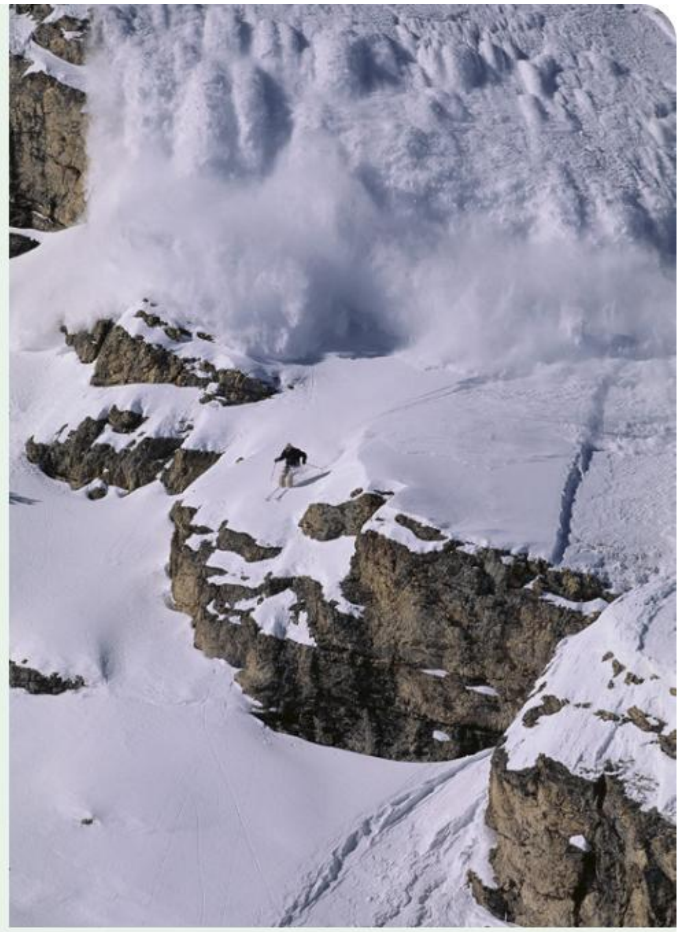
Introduction

More than 150 people a year, mostly skiers and snowboarders, are killed by avalanches.

Avalanches are a type of landslide. They involve the rapid movement of snow down mountain slopes. Some steep slopes are more likely to produce an avalanche than others – snow resting on a layer of slippery ice on a steep slope can easily collapse. The resulting avalanche can reach speeds of up to 130 kilometres per hour.

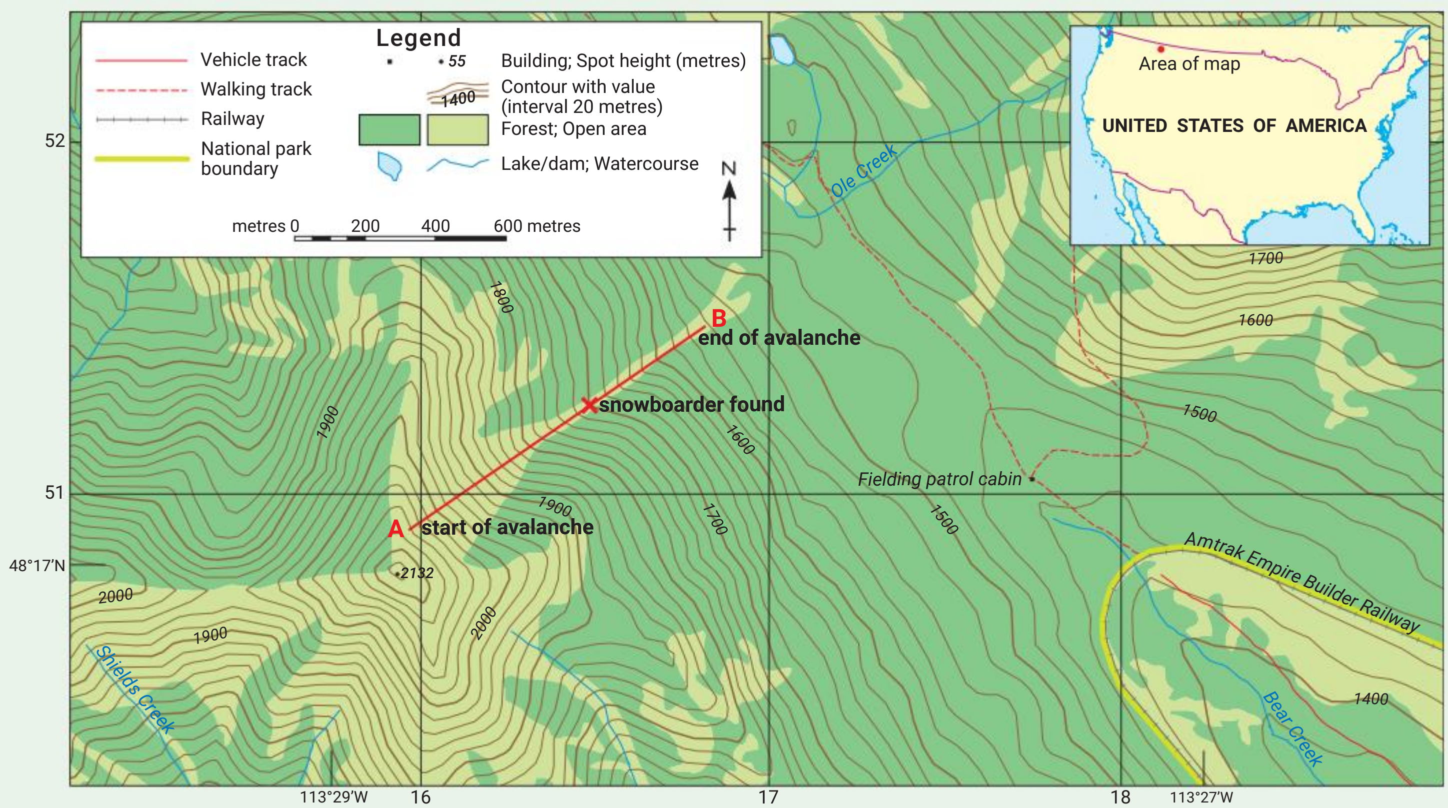
In 2010, a lone snowboarder was killed by an avalanche in Glacier National Park in Montana in the United States. The site of the avalanche is shown in Source 2.

Enlarged map: Glacier National Park, Montana, United States



Source 1 A skier in the path of an avalanche

Glacier National Park, Montana, United States



Source: Oxford University Press

Source 2 Glacier National Park was the site of an avalanche in 2010.

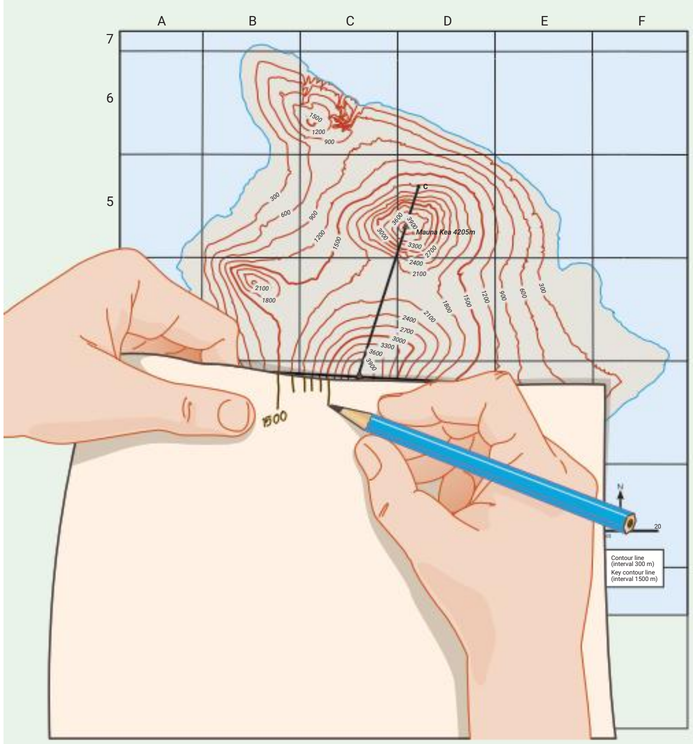
Key skill Collecting & representing data

Constructing a cross-section

Cross-sections show the landscape as a view from the side. To construct a cross-section from a topographic map, such as Source 2, follow the steps below.

- **Step 1:** Identify the cross-section: Find the two points on the map that will form the outer edges of your cross-section. In Source 2, these points are labelled A and B.
- **Step 2:** Mark the outer edges: Place a straight-edged piece of paper across the map so that it crosses both points A and B. Mark these two points on your piece of paper. Be careful not to draw on the map.
- **Step 3:** Mark the contour lines: Working from left to right, put a small mark on your piece of paper at every point where it crosses a contour line. You need to know the height of each line, so jot this down on the piece of paper as well (see Source 3).
- **Step 4:** Draw the axes: On another piece of paper, draw a set of axes for your cross-section. The horizontal axis is the same width as the distance between points A and B on the map. The vertical scale must begin below the lowest height on your cross-section and extend above your highest point. Put a vertical scale on both the left-hand side and right-hand side of your cross-section.
- **Step 5:** Transfer the contour line heights: Lay your first piece of paper along your horizontal axis. For each contour height shown, you must place a dot on your cross-section at the correct height according to your vertical scale.
- **Step 6:** Join the dots: Join the points with a smooth line. Use a graphite pencil and take care to make your sketched line as "natural" as possible. It should not be a series of short, straight lines, but one long, smooth, curved line.
- **Step 7:** Add the finishing touches: Lightly shade the area below your line to show that this is solid land. Label both axes with their correct scales and give your cross-section a title.

For more information on this key skill, refer to 1.6 Representing data (page 30).



Source 3 Marking the contour lines

Practise the skill

1 Construct a cross-section of the avalanche site along the line marked A–B on Source 2.

Extend your understanding

1 Study Source 2. On this map, the beginning of the avalanche is labelled A and the point at which it stopped is B.
   a **Identify** the direction that the avalanche travelled.
   b Using your cross-section as a guide, **describe** the steepness of the slope at this place.

2 Rangers at Glacier National Park monitor snow conditions carefully and sometimes close dangerous areas. What do you think they look for when they examine the snow conditions?

Review: Mountain landscapes

Review activity

Examine the sources and answer the questions that follow.

Disappearing glaciers

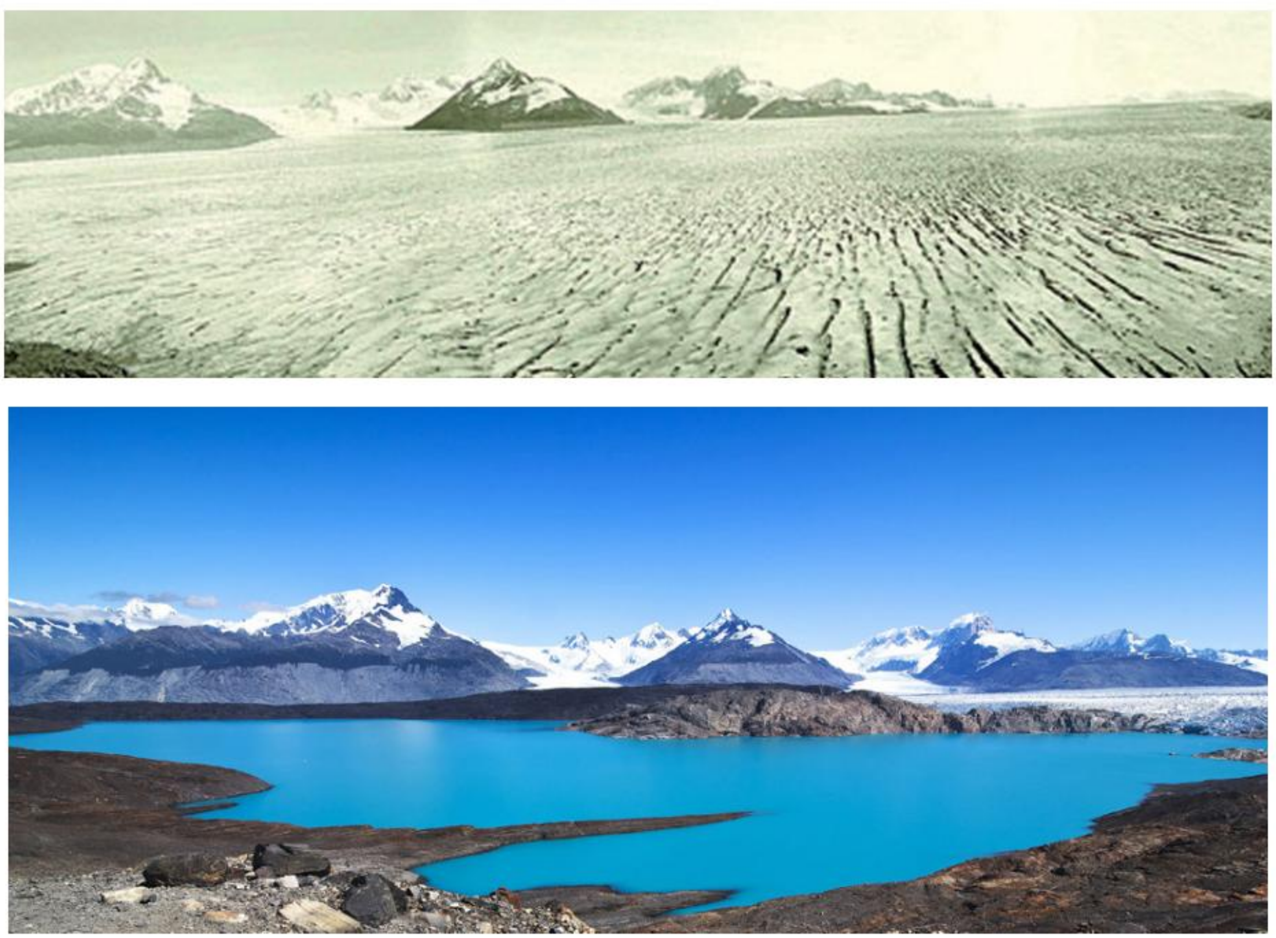
There are thousands of glaciers in the Andes Mountains of South America. They contain vital supplies of water for people in many parts of the continent. However, as temperatures rise, the glaciers are shrinking. This has the potential to change the lives of millions of people as water becomes scarce.

1 **Examine** Source 1.

   a **Identify** the type of geographical photograph shown here: ground-level or aerial. (1 mark)

   b **Describe** the change in the Upsala Glacier between 1928 and 2004. (2 marks)

   c Why are geographical photos useful tools? (2 marks)



Source 1 The Upsala Glacier in Argentina in 1928 and 2004

2 Using Source 2, **describe** the trend in the change in size of the world's glaciers since 1950. (2 marks)

3 **Determine** (decide) if the glaciers in the Southern Andes followed this same trend. Use evidence from both sources to support your answer. (3 marks)

4 Climate change is one of the major factors contributing to the change in the size of glaciers around the world. In a 200- to 300-word response:

– **define** the term "glacial retreat"

– **explain** how glacial retreat impacts mountain landscapes

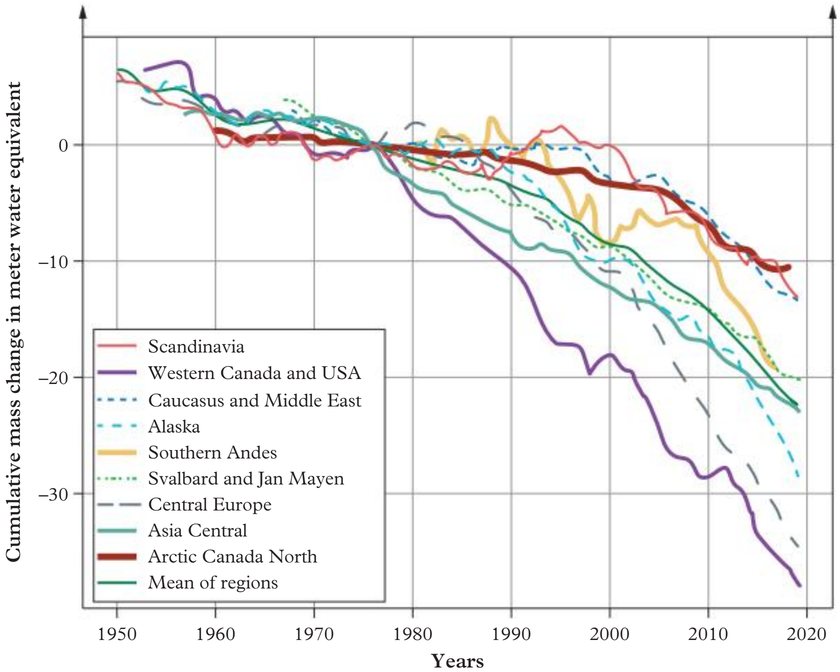
– **explain** the consequences of glacial retreat for different species (including humans)

– **propose** (put forward) ideas about what could be done to stop the effects of climate change on glaciers. (10 marks)

(Total: 20 marks)

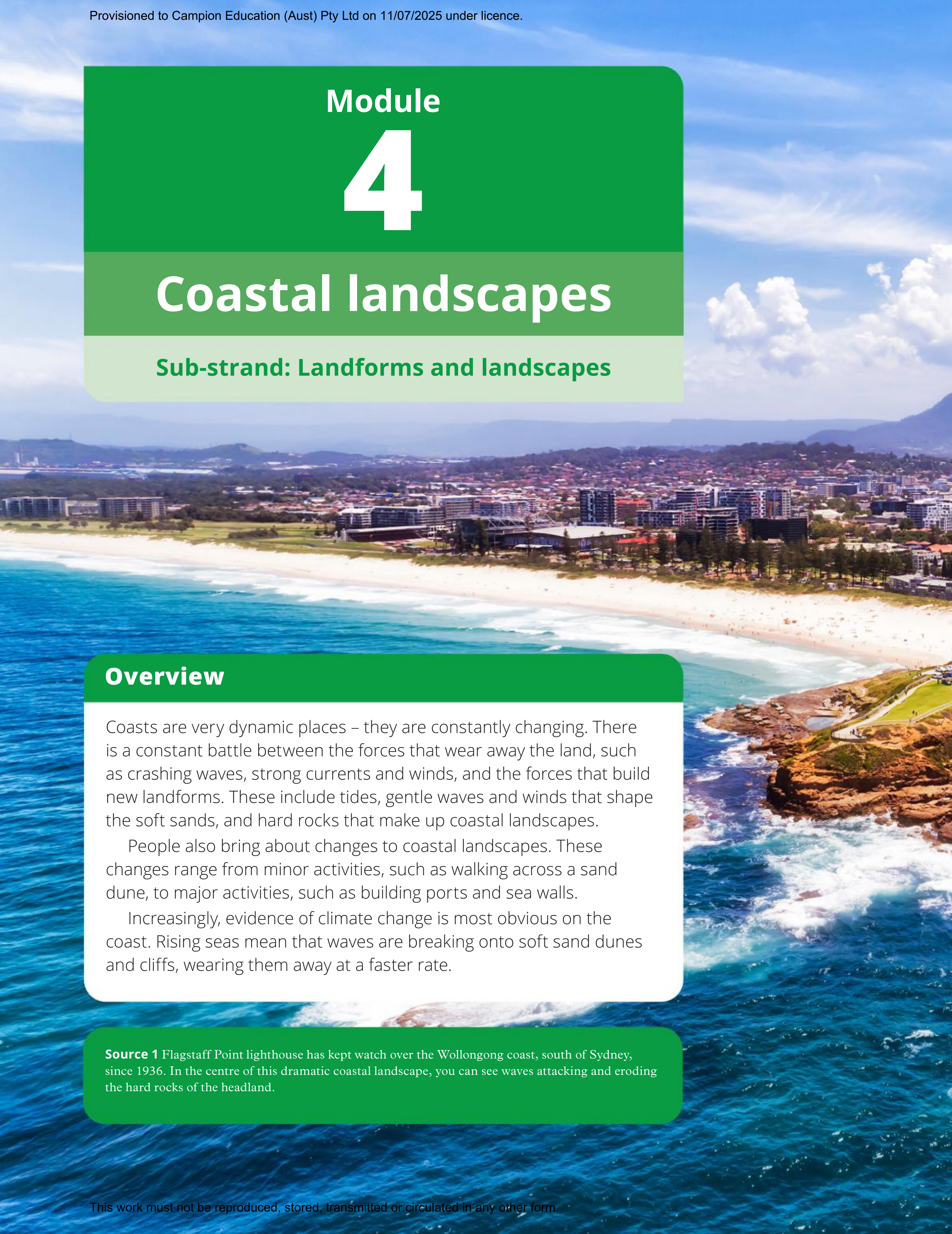
Module checklist: Mountain landscapes

Module review quiz: Mountain landscapes



Source 2 Change in the size of glaciers in selected regions, 1950–2019

Note: "Cumulative mass change in meter water equivalent" in Source 2 refers to the change in the amount of ice on the glacier assuming that it had melted and become water.



Module 4

Coastal landscapes

Sub-strand: Landforms and landscapes

Overview

Coasts are very dynamic places – they are constantly changing. There is a constant battle between the forces that wear away the land, such as crashing waves, strong currents and winds, and the forces that build new landforms. These include tides, gentle waves and winds that shape the soft sands, and hard rocks that make up coastal landscapes.

People also bring about changes to coastal landscapes. These changes range from minor activities, such as walking across a sand dune, to major activities, such as building ports and sea walls.

Increasingly, evidence of climate change is most obvious on the coast. Rising seas mean that waves are breaking onto soft sand dunes and cliffs, wearing them away at a faster rate.

Source 1 Flagstaff Point lighthouse has kept watch over the Wollongong coast, south of Sydney, since 1936. In the centre of this dramatic coastal landscape, you can see waves attacking and eroding the hard rocks of the headland.

Lessons in this module

Lesson 4.1
How coastal landscapes are formed

Learning intentions and success criteria

Introduction

Constant movements of water and wind carve coastal landscapes into an incredible range of shapes. Geographers, who refer to these shapes as landforms, are particularly interested in exploring the forces that create them. To begin your own investigation into coastal landscapes, start by finding out the names of the most common coastal landforms, shown in Source 1. Some of them you may have heard before, but others may be new to you.

Coastal landforms can be formed in two different ways – by **erosion** or by **deposition**. Because of these processes, there is no "typical" or "average" coastal landform: every **arch**, **stack**, **cave** or **headland** will be unique. There are, however, common features for each type of landform. Geographers examine and describe the similarities and differences of these features and use them to explain how they were formed. For example, Source 3 and Source 4 show two coastal landforms. Geographers would describe both landforms as stacks, even though they look quite different.

erosion the wearing away of the Earth's surface by wind, water or ice

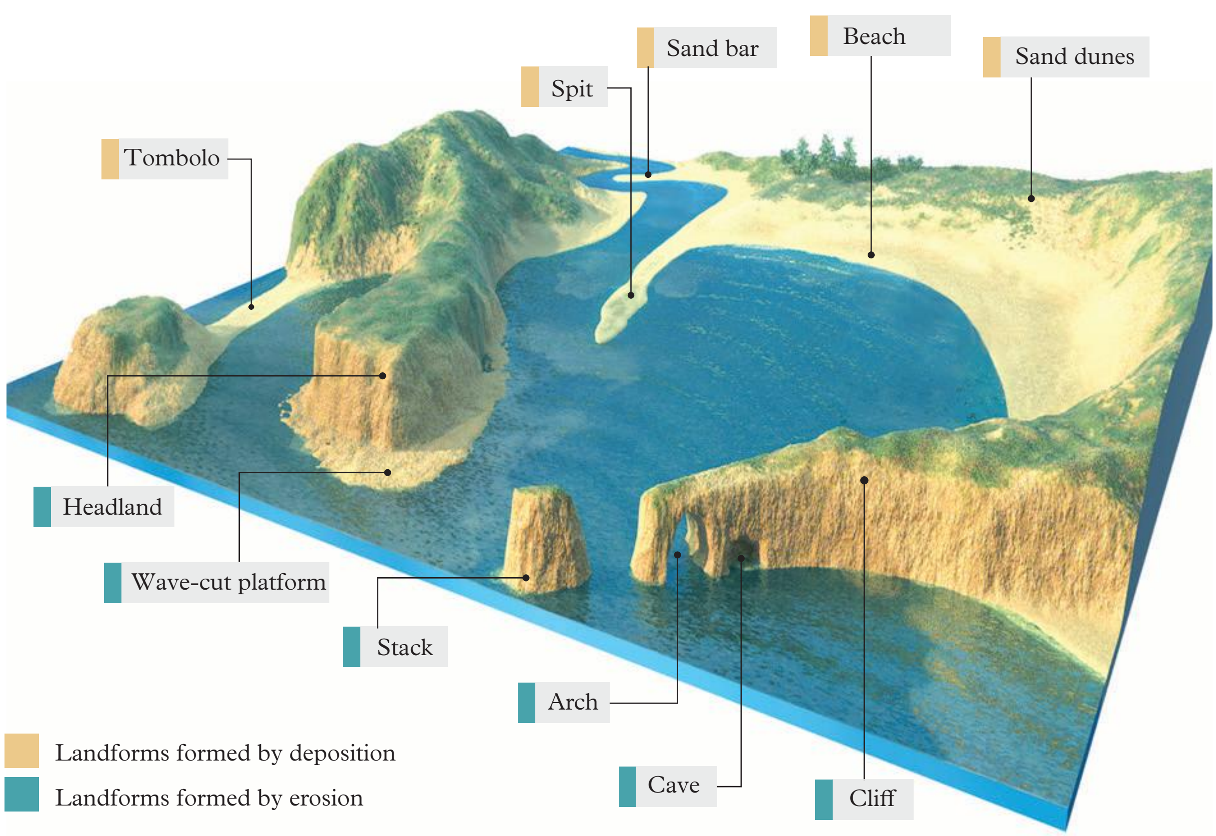
deposition the building up of land through deposits of sand and other materials

arch a natural feature, usually rock, that forms a bridge-like arc as a result of erosion

stack a part of a cliff that has separated from the mainland as a result of the erosive effect of the waves

cave a hollow space along the coast produced by the action of waves

headland a piece of land jutting out into the sea



Source 1 Some common coastal landforms

Source 2 Whitehaven Beach in Queensland's Whitsunday Islands is often voted the world's most beautiful beach. The sand was carried to this location by ocean currents millions of years ago and deposited around the bays and headlands of the island.

Key concept Change

A day at the beach

Like all landscapes, coasts are constantly changing. In a five-hour period, about 2,500 waves hit the shore. Each wave picks up millions of grains of sand and moves them. Some grains are moved further inland, some along the beach, some out to sea and some are put back in the same place. The wind also picks up millions of grains of dry sand and blows them onto the sand dunes, which are hills or mounds of sand formed by wind deposition on the landward side of a beach. People walk through the dunes, trampling the plants and creating a wind tunnel that speeds up erosion. During the day, the sea level rises and falls about 2 metres, as the Moon's gravity pulls the oceans towards shore and away from it, creating tides.

What makes a beach perfect for geographers to study is the rapid rate of change that takes place there. This is mainly because:

- one wave breaks on the beach about every 8–10 seconds, and each of them changes the coast
- sand is easily eroded and deposited
- people use the coast in many ways, constantly changing it.

For more information on Change, see Lesson 1.1 Geographical concepts (page 6).

The power of waves

Waves are the main force that shapes coastal landscapes. They form as wind blows across the surface of the water, and their energy builds as the wind continues to blow them towards the coastline. This energy is then released as the wave breaks on the coast.

Source 3 Stacks at Port Campbell, Victoria

Source 4 The iconic serpent's head stack in Malaysia collapsed beneath the waves in early 2024.

destructive waves strong waves that wear away coasts and remove material

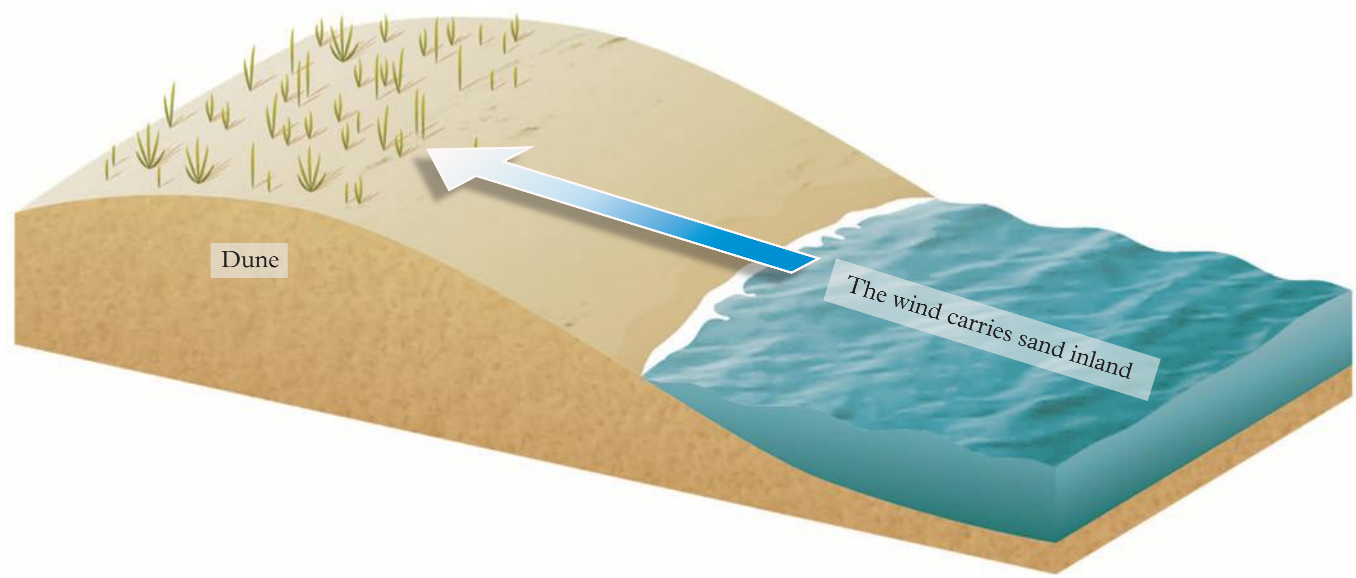
constructive waves gentle waves that deposit material and build up beaches

In places where the waves have travelled large distances or have been pushed by powerful winds, they can break with great force on the coast. These **destructive waves** break rocks apart and smash them into fine pieces of sand. By contrast, waves that have only travelled a short distance, such as in a bay, break with much less force. These **constructive waves** carry sand up onto the coast where it gathers in piles.

Source 5 The difference between constructive waves and destructive waves can be seen on the Mornington Peninsula near Melbourne. On the right-hand side of this photograph is the Southern Ocean. Waves generated on this side of the peninsula have travelled thousands of kilometres and are large, destructive waves. On the left-hand side of the photograph is Port Phillip Bay. As a bay, it has produced much smaller, constructive waves.

The power of wind

The other important force that shapes the coast is wind. Waves themselves are created by wind. Wind picks up sand and moves it inland, away from the waves (see Source 6). Over time, this wind-blown sand collects in large piles or dunes. As plants grow on the dunes, they become a permanent feature of many coastal landscapes. In some places, the wind-blown sand acts like sandpaper – eroding rocks and carving them into remarkable shapes.



Source 6 The wind is a creative force that helps shape the coast.

Quiz me! How coastal landscapes are formed

Check your learning 4.1

Check your learning 4.1

Review and understand

1 **Identify** the two competing forces that shape coastal landscapes.
2 **Outline** how wind shapes coastal landforms.

Apply and analyse

3 Think carefully about the important role that waves play in shaping the coast.
   a Why are some waves more powerful than others?
   b How do the size and force of the wave affect its impact on the coastline?
4 Look at Source 1. **List** four landforms created by erosion and four created by deposition.
5 **Examine** Source 1.
   a **Describe** what each of these landforms look like: arch, spit and tombolo.
   b **Suggest** how each of these has been formed.
6 **Describe** the differences between the two sides of the peninsula in Source 5.

Evaluate and create

7 **Compare** the stacks in Source 3 and Source 4.
   a **Describe** how they look different to each other.
   b In pairs, **generate** three geographical questions you would ask to explore why these stacks are different.
   c **Research** these stacks to answer your questions from question b.

Lesson 4.2
Erosional landforms

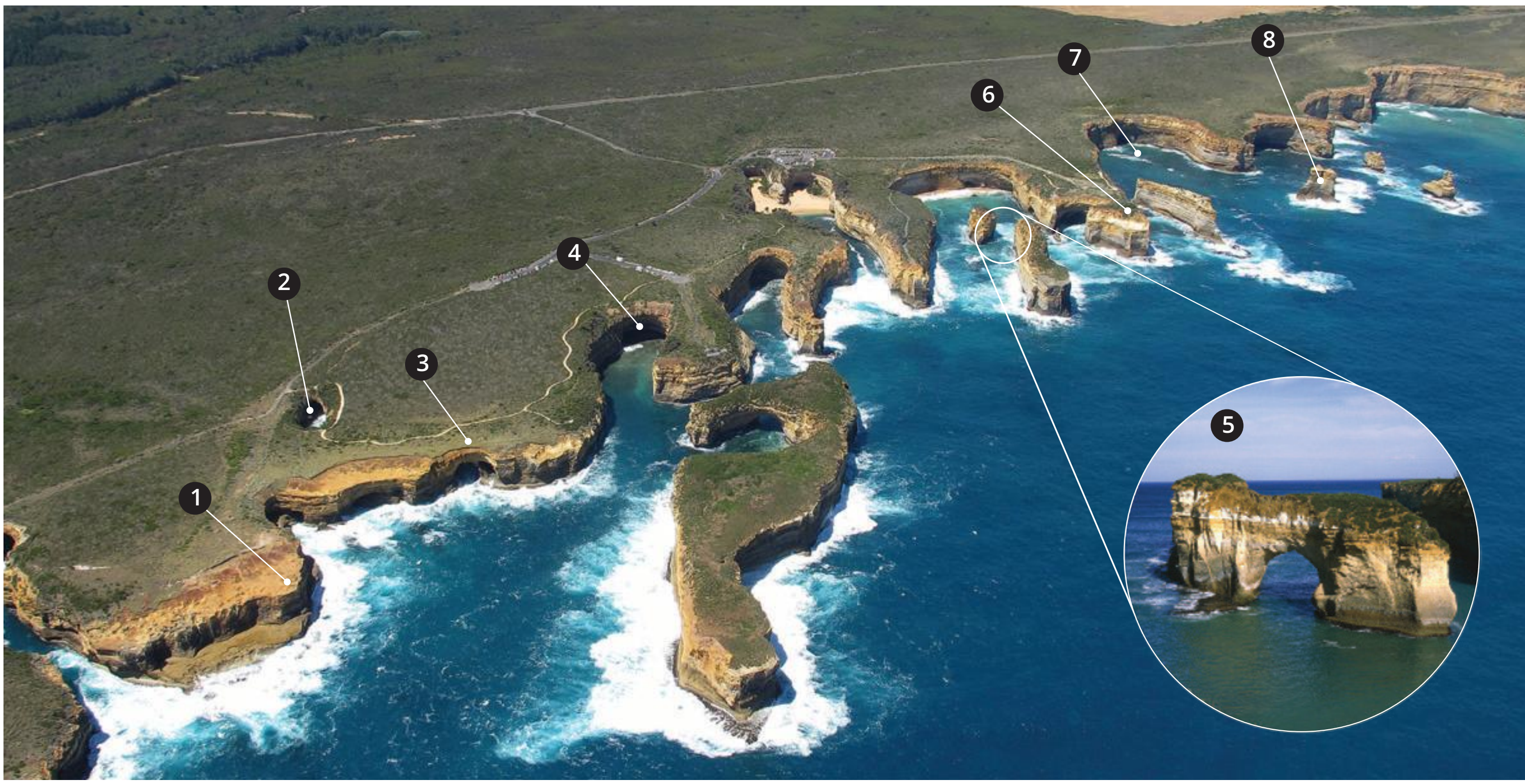
Learning intentions and success criteria

refraction the process by which the direction of a wave is changed when moving into shallow water

Introduction

As we saw in Lesson 4.1 How coastal landscapes are formed (page 108), coastal landforms are created in two main ways: erosion and deposition. This is because when waves hit the shoreline, their effects can be varied.

Destructive waves are those that erode and destroy sections of coast. Such waves are tall and frequent, which means they crash into the shoreline, digging out large chunks of land and eroding the coast.



Source 1 A section of coastline near the town of Port Campbell in Victoria.

1. **Cliff**: Cliffs along coasts are formed by the action of waves on rock. The power of the waves erodes softer rock, leaving the more durable rock behind.
2. **Blowhole**: waves entering a cave have eroded the back of the cave, causing it to collapse.
3. **Cave**: As waves approach the coast they tend to bend around headlands and islands and attack them from the side in a process known as **refraction**. When waves encounter a weak spot in the cliff (such as a section of soft limestone) they wear away the rock. They create a small opening, which is soon enlarged into a cave. The waves can now enter the cave and erode the sides and top.
4. **Gorge**: Some caves can be hundreds of metres long. Waves entering long caves can wear away the roof, causing it to collapse and forming a deep gorge.
5. **Arch**: As waves erode the back of a cave they may penetrate right through the headland and produce an arch, eroding the sides and top. The arch shown (inset) has since eroded and fallen into the sea, creating two stacks.
6. **Headland**: Some sections of the coastline are made up of harder rock than other sections. These can resist the energy of the destructive waves longer than the softer parts and remain as headlands – high, rocky outcrops of land.
7. **Bay**: The softer parts of a coastline wear away more quickly than headlands and become bays.
8. **Stack**: As the soft rock of arches is eroded by the destructive waves, the rock above the arches eventually falls into the sea leaving behind stacks – vertical columns – of rock.

Destructive waves usually begin in a large, stormy ocean. The waves travel thousands of kilometres, building up energy that is unleashed onto the rocks and sands of the coast. These waves carve the coastline into amazing shapes, in much the same way that a sculptor carves shapes from a piece of marble. This process of wearing away is known as erosion, and therefore the landforms created this way are called erosional landforms.

A stretch of coastline close to the town of Port Campbell in southern Victoria provides a good example of erosional landforms (see Source 1). The coastline is made up of limestone, which is a relatively soft rock. This part of Australia's coast is constantly being battered by destructive waves from the Southern Ocean. As a result, the limestone cliffs in the area are being slowly eroded, creating an ever-changing coast.

See, think, wonder

Reflect on your learning about how coastal landforms are created and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Watch it! Erosional landforms

Check your learning 4.2

Check your learning 4.2

Review and understand

1 **Identify** two features of the Port Campbell coast that make it vulnerable to erosion.

2 **Outline** how an arch becomes a stack.

Apply and analyse

3 **Examine** Source 1.

- a How many caves, arches and stacks can you identify?
- b Describe the waves in this landscape. What evidence is there that they are destructive waves?

4 **Distinguish between** a bay and a headland. Remember, when you distinguish between two things, you should talk about how they are different.

Evaluate and create

5 **Predict** what changes might occur in the next few thousand years in the landscape shown in Source 1 by following these instructions: On a drawing or copy of the photograph (available on Oxford Digital), sketch and label the following features of a future landscape:

- – a collapsed stack
- – a new arch
- – a new stack
- – the shape of the new coastline
- – a new gorge.

6 This coastline is moving inland at the rate of about 2 centimetres a year. The Great Ocean Road, which you can see in the background, is about 200 metres from the coast at present.

- a Based on this information, estimate what year you think the Great Ocean Road will fall into the sea.
- b Brainstorm a list of other features of the human environment in this region that you think might also change by then.

Additional resource: The coastline near Port Campbell

Lesson 4.3
Depositional landforms

Learning intentions and success criteria

Introduction

Coasts shaped by smaller, constructive waves are quite different from those shaped by destructive waves. Over time, smaller waves carry sand along the coast, and wind carries it inland. This sand and other material is deposited up onto the coast. This process is called deposition. It shapes the coast and creates distinctive depositional landforms, including beaches, dunes, spits, lagoons and tombolos.

Longshore drift

Although some waves hit the shoreline directly, most do so at an angle. From there, they pick up the sand and carry it along the beach, rather than just dumping it directly forward onto the shore. The next wave that comes along will also move the sand along the beach until eventually, after hundreds of small zigzags, millions of grains of sand are moved to one end of the beach. This movement of sand along a coast is called **longshore drift**. It is a major contributor to the shape of the coastline.

longshore drift the process that moves sediment in a zigzag pattern along a beach by the wash and backwash of waves approaching the shore at an angle

Beaches and dunes

The most common depositional landforms are beaches. A beach is formed when constructive waves carry sand, pebbles and broken shells and deposit them on the shore (see Source 1). These small waves do not have enough energy to take this material back to sea, so it remains as a beach. Storms may bring destructive waves several times a year and wash away parts of the beach, but the slow, gradual process of beach building repairs this damage.

As the tide goes out, the sand dries out. The wind can then pick up individual grains and blow them inland. As the grains move, they may become trapped by plants or collected in areas sheltered from the wind. These collections of sand pile high,

Source 1 The formation of beaches and dunes

forming sand dunes. Plants grow on these dunes and hold them together. However, if the plants are removed, entire dunes can move further inland, covering roads, car parks, paddocks and plants. These are called **blowout dunes**.

blowout dunes horseshoe-shaped disturbances in a sand dune system

Other coastal landforms

As sand is deposited along coasts in longshore drift, other landforms can be created by the forces of water and wind. These include spits, lagoons and tombolos.

Spits

A spit is a long, curved landform created from the build-up of eroded material at the mouth of a river, where it enters the sea. A river carries soil and rocks from upstream in its swiftly moving water. This material is dumped at the river mouth, forming a spit. Over time, the spit stabilises as plants grow on top of it and hold it together.

Lagoons

Some spits grow so large that a river may be forced to change its course to reach the sea. Over thousands of years, the river mouth may move hundreds of metres along the coast and a stretch of calm, shallow water behind the spit, known as a lagoon, is formed. Lagoons are therefore partly or completely separated from the sea by a narrow strip of land.

Tombolos

A tombolo is formed when constructive waves deposit sand or other sediment between an island and the mainland (or another island). Eventually, enough material builds up that a permanent connection, or tombolo, is made between the island and the mainland.

Source 2 The formation of spits and a tombolo at Port Stephens, New South Wales

Quiz me! Depositional landforms

Check your learning 4.3

Check your learning 4.3

Review and understand

1 In your own words, **describe** how smaller waves shape the coast.
2 **Outline** how longshore drift shapes coastlines.

Apply and analyse

3 **Distinguish between** constructive waves and destructive waves. Remember, when you distinguish between two things, you should talk about how they are different.
4 How many spits can you identify in Source 2? **Explain** how spits form.
5 **Explain** the important role that plants play in constructive coastlines.

Evaluate and create

6 **Compare** the beach in Source 1 with Wollongong Beach, which is on the left in Source 1 in the opening of Module 4 Coastal landscapes (page 106). In what ways are these beaches the same and in what ways are they different?
7 Using the internet, locate an oblique photograph of a beach. Using what you have learnt so far, label and annotate as many features of the coastline as you can see.

Lesson 4.4
Coastal landforms of the world

Learning intentions and success criteria

Introduction

Geographers study landforms in different parts of the world to learn more about how they are formed. By examining the same type of landform in two different locations, geographers can learn a great deal more about the forces that shape them, including the climate, geology, and forces of erosion.

In the case studies below, we will do as geographers do and compare the same type of landform in two different areas on the Earth.

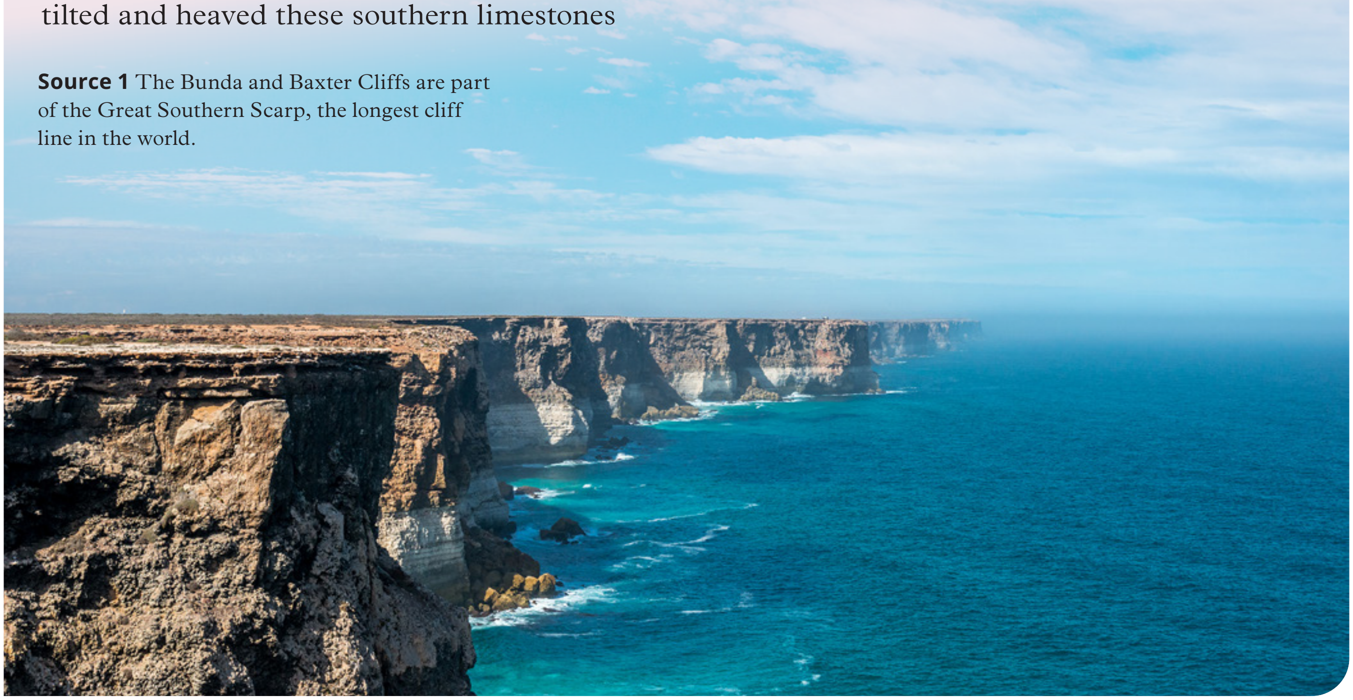
Case study The Bunda and Baxter Cliffs – the edge of the world?

A remarkable coastal landscape can be found along Australia's southern edge. The Bunda and Baxter Cliffs stand nearly 100 metres high, facing into the rough waters of the Southern Ocean (see Source 1). The cliffs are part of the Great Southern Scarp, which is 820 kilometres long and extends over the border between South Australia and Western Australia. Geographers believe it is probably the world's longest unbroken cliff line.

As this region receives little rainfall, there is very little erosion at the top of the cliffs from streams and rivers. By contrast, powerful, destructive waves crash against the limestone at the base of the cliffs. These waves cause dramatic rock collapses, which keep the cliff face steep. Each year, the base of the cliff is cut back by about 30 millimetres due to the power of these destructive waves.

The limestones that form the cliffs are made up of the compressed fossils from millions of tiny marine organisms that lived and died in an ancient shallow sea. As the Australian continent changed over time, it tilted and heaved these southern limestones out of the sea and formed the 820-kilometre-long coastal cliffs we see today. Later, another smaller tectonic movement lifted parts of the seabed just a little, forming sections of low coastal plains along the scarp.

Today, two sections of the Great Southern Scarp look out over low coastal plains, while the rest is made up of spectacular coastal cliffs. The area is also famous for caves and marsupial fossils.



Source 1 The Bunda and Baxter Cliffs are part of the Great Southern Scarp, the longest cliff line in the world.

Case study The White Cliffs of Dover

On the south-east coast of England, facing towards France, are the iconic White Cliffs of Dover (see Source 2). The cliffs are more than 100 metres high and stretch for 13 kilometres along the coast of the English Channel.

Their formation began around 70 million years ago, when Britain and a great deal of Europe lay beneath the sea. Over the course of millions of years, white mud and the skeletons of tiny algae collected on the seabed, to a depth of 500 metres. As they became compressed, these deposits formed chalk. Gradually, tectonic movements lifted much of Britain and Europe above sea level, forming many of Europe's mountain ranges. Glaciers then carved the mountains and eroded away the land between Britain and mainland Europe.

The White Cliffs of Dover are now being eroded slowly by the waves of the English Channel from below and the rain from above. For thousands of years, the cliffs have only retreated 5 centimetres per year. However, this rate has increased dramatically in the past 150 years, with the cliffs now being eroded at a rate of around 30 centimetres per year. Scientists believe this increase has been caused by two factors: first, the changing climate has caused larger, more destructive waves; and second, sand has been removed from the base of the cliffs in an attempt to control longshore drift.

Source 2 The White Cliffs of Dover

Explore it! A virtual field trip to the White Cliffs of Dover

Check your learning 4.4

Check your learning 4.4

Review and understand

1 What is the name of the coastal process that forms cliffs?

2 **Identify** two reasons why the Bunda and Baxter Cliffs are iconic places.

Apply and analyse

3 Compare Source 1 and Source 2 by answering the following questions.

   a **List** the ways in which these two landforms appear similar, and the ways they appear different.

   b **Explain** why these landforms are similar.

   c **Explain** why these landforms are different.

4 **Summarise** why the rate of erosion has changed at the White Cliffs of Dover.

Evaluate and create

5 In pairs, sketch the two landforms. Use labels to show the following features:
- layers of rock
- waves
- evidence of erosion.

4A Skills in context
Hampton Beach

Introduction

Hampton Beach is located in Melbourne, 14 kilometres south of the Central Business District. Like many beaches on Port Phillip Bay, it is struggling to hold onto its sand.

A series of decisions made over the past 100 years have gradually robbed the beach of its sand. These include building a wall between the beach and the low cliffs behind it, and constructing a marina at one end of the beach. Both of these strategies have stopped sand moved by longshore drift from being deposited on the beach.

There have also been many attempts to repair the beach. Most notable of these has been the building of a series of rock walls that jut out into the bay and trap sand moving along the shore. Sand has also been pumped from the bay onto the beach.

Source 1 The fieldwork site at Hampton Beach

Key skill Conducting fieldwork

Measuring longshore drift

The coast is a popular place for geography field trips because it is possible to see and measure many of the changes taking place there. There are several ways to measure the forces responsible for longshore drift. You will need some equipment to do this, and you will need to record your findings to process the data back in the classroom and present your findings.

- **Step 1: Measuring wind direction.** Stand on the beach. In which direction is the wind blowing? You may need to pick up and drop a few grains of dry sand to help you find out. Use a magnetic compass or a compass app to determine the wind direction. Draw a line in the sand showing this direction.

Source 2 There are many free compass apps you can install on your phone.

- **Step 2: Measuring wind speed.** The device for measuring wind speed is called an anemometer. Your school's sports department may have one. Set up the anemometer and take regular readings of the wind speed every 5 minutes over a 20-minute period. This will allow you to work out the average wind speed.

Source 3 An anemometer

- **Step 3: Measuring longshore drift.** Measure and mark out a set distance of 10 metres on the beach near the water's edge. Stand at the upwind end of your marked-out area and throw a tennis ball into the water from that point. Record the time taken in seconds for the ball to move 10

Year 8 Fieldwork: Hampton Beach

Date: 9 August 2024
Location: Hampton Beach, Port Phillip Bay
Weather: Cloudy and windy
Waves: Small choppy waves, about 40 cm hih
Wind Direction: Northwesterly
Wind speed observation

Time	Wind speed
10.00	18 km/hr
10.15	16 km/hr
10.30	23 km/hr
10.45	21 km/hr

Longshore drift observation

Test no.	Approximate distance from shore line	Time (in seconds) taken to travel 10 metres
1	5 metres	182
2	4 metres	140
3	12 metres	228
4	20 metres	425
5	10 metres	212

Direction of movement:
Southwards

Evidence of sand movement:
There was lot of sand built up on the north side of the groynes but hardly any on the south side. I think this is because sand gets trapped by the groynes. There was also sand being blown along the beach. I could feel this on my legs, and my bag that i left on the beach for about 10 mintes had a lot of sand on it.

Source 4 Student fieldwork recorded at Hampton Beach metres along the coast. Divide this number by 10 to find out the rate of longshore drift in metres per second. Try this at a few different places along the beach and a few different distances from the shoreline to work out the average speed of longshore drift. Use your compass to work out the direction of this drift.

For more information on conducting fieldwork, see Lesson 1.4 Collecting information (page 14).

Practise the skill

1 **List** the equipment you would need to complete the fieldwork activities described.

2 **Explain** why measuring wind direction is important in understanding longshore drift.

3 Source 4 shows a student's notes from a field trip to Hampton Beach. Read them carefully and then answer these questions.

  a **Calculate** the average wind speed by adding together all the recorded speeds and dividing the total by four.

  b **Describe** the other evidence provided that tells you it was windy on the day of the field trip.

  c **Calculate** the average rate of longshore drift. Add together the five observations and then divide the total by five.

  d Why was the sand moving southwards on the day of the field trip?

  e What type of data has been collected? How reliable is it?

Extend your understanding

1 Work with your teacher and geography class to plan a fieldwork trip to another coastal area in Melbourne.

Lesson 4.5
The many uses of coastal landscapes

Introduction

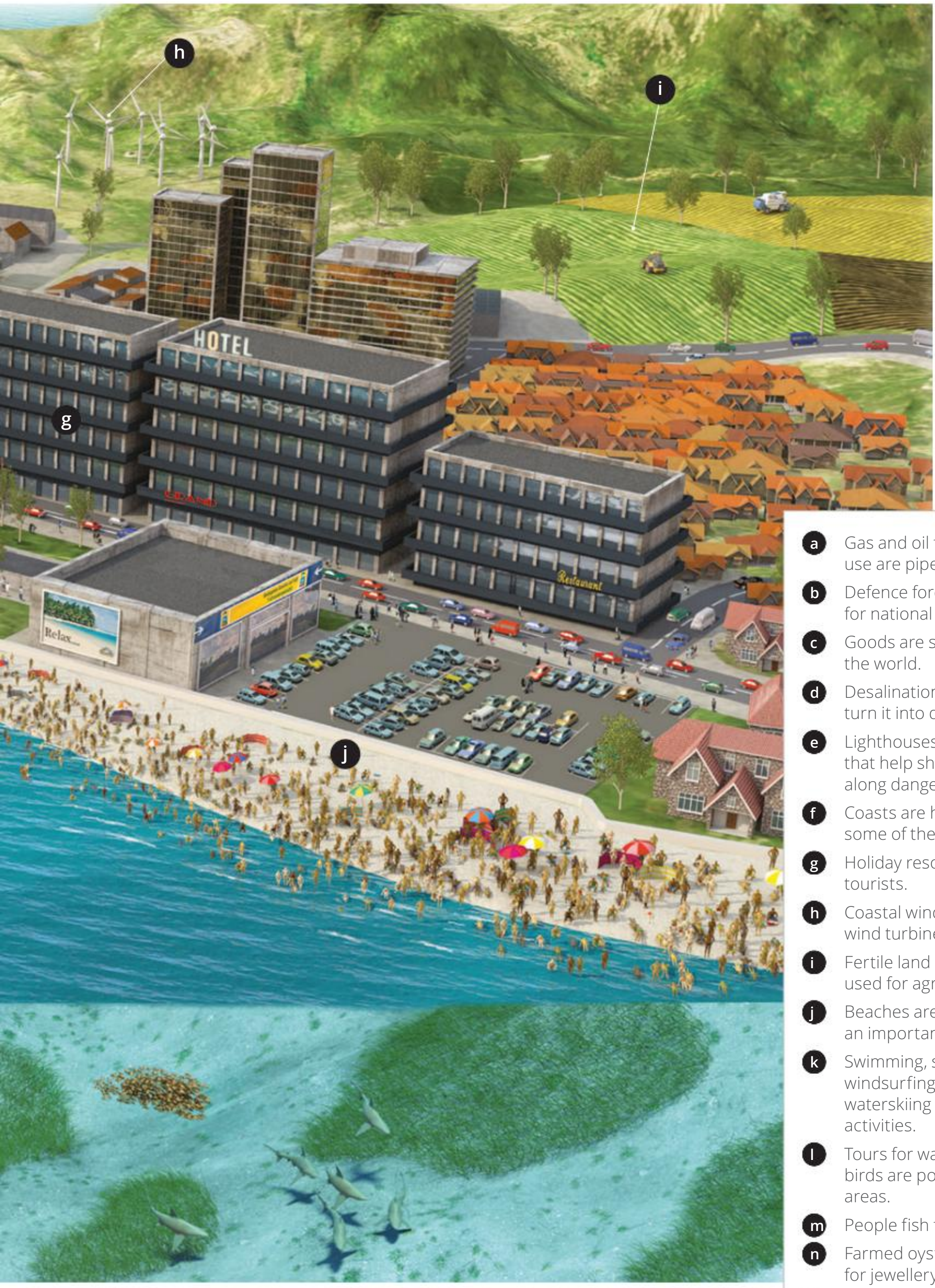
Learning intentions and success criteria

Coastal landscapes are some of the most highly populated areas on Earth. About half of the world's population live on or near a coast. Some geographers estimate this number will double over the next 15 years.

In Australia, this figure is already much higher – 85 per cent of us live within 50 kilometres of the sea. Many coastal towns and cities are currently experiencing rapid population growth, increasing this figure even more.

As shown in Source 1, coastal areas are used for much more than places to live. Some of these uses of coastal landscapes conflict with each other. This means that one use may cause problems for another area. On the other hand, some uses complement each other – they can both occur without causing problems for each other. Some uses of the coast have little or no impact on the natural environment, while others can have a significant impact.

Source 1 How and why people use coastlines



- **a** Gas and oil for personal and industrial use are piped onshore from wells at sea.
- **b** Defence forces monitor coastal regions for national security.
- **c** Goods are shipped to sites throughout the world.
- **d** Desalination plants take in sea water and turn it into drinkable water.
- **e** Lighthouses are important landmarks that help ships navigate their way safely along dangerous stretches of coastline.
- **f** Coasts are home to billions of people and some of the world's largest cities.
- **g** Holiday resorts are built to accommodate tourists.
- **h** Coastal winds can be harnessed with wind turbines to produce clean energy.
- **i** Fertile land near coastal areas is often used for agriculture.
- **j** Beaches are used for recreation and are an important tourist drawcard.
- **k** Swimming, surfing, jetskiing, snorkelling, windsurfing, paragliding, kayaking and waterskiing are some popular coastal activities.
- **l** Tours for watching dolphins, whales and birds are popular with visitors to coastal areas.
- **m** People fish for both work and pleasure.
- **n** Farmed oyster beds can provide pearls for jewellery and oyster meat for food.
- **o** Treated sewage is disposed of in the ocean. Stormwater is collected and diverted into the sea, often carrying with it pollutants

Quiz me! The many uses of coastal landscapes

Check your learning 4.5

Check your learning 4.5

Review and understand

1 **List** three ways that people use coastlines.

Apply and analyse

2 **Suggest** two reasons why coasts are among the most popular places to live.

3 **Explain** the impact of tourism on coastal places.

4 **Examine** Source 1 and **list**:
- an example of a social resource
- an example of an economic resource
- an example of a recreational resource.

5 **Distinguish between** the use of the coastal area in the top left-hand corner of Source 1, and the bottom right-hand corner. Remember, when you distinguish between two things, you should talk about how they are different.

Evaluate and create

6 Which of these uses of the coast do you believe has the potential to cause the greatest environmental change? **Discuss** this with a partner and then with the class.

Lesson 4.6
Reclaimed land

Learning intentions and success criteria

Introduction

Many of the world's biggest cities are located on coastal landscapes, and this can place great pressure on the natural environment. In some places, natural features such as sand dunes and mangroves have been replaced by human landscapes, including ports, factories and new homes. As the number of people in these coastal cities grows, new land is needed. Most cities expand outwards onto existing land but, in some places, cities expand into areas that were once part of the sea.

There are several ways to create this new land. The simplest is to drain mangroves, marshes and estuaries by building canals and ditches. Communities often build rock walls on the edge of these drained areas to protect them from tides and waves. As technology has improved, many cities have created new land by building walls in the ocean and then filling in the space between the wall and the existing land with soil, rocks, sand and even rubbish. Source 1 shows this process, known as land reclamation, underway.

Source 1 Land being reclaimed for a new shipping port

Case study Tokyo Bay

More than 25 million people live on or near the shores of Tokyo Bay in Japan. This area is home to one of the world's largest areas of reclaimed land. About 250 square kilometres of land has been created from the seabed, making the bay approximately 20 per cent smaller. This land is now home to some of the world's most expensive real estate and includes an airport and Tokyo Disneyland.

While land reclamation has provided many benefits for people, it has significantly changed the natural environment. The majority of the tidal flats in Tokyo Bay have disappeared and many important fish species, such as the mantis shrimp, have greatly declined in number. The growth of industries on the reclaimed land in the 1970s led to an increase in water pollution and decreased oxygen in the water. So many marine species suffered that Tokyo Bay was nicknamed the "Sea of Death". In response to this issue, stricter controls on pollution were put into place and this has led to a gradual improvement.

The sea floor has also changed as seagrass beds have become covered in sludge, reducing the areas where many fish species breed and lay eggs. Some studies have also shown that the impacts of earthquakes are greater on land that has been reclaimed, as the shaking of the ground causes water and sand to mix together, making the ground less stable.

Source 2 The Kawasaki–Ukishima freeway interchange has been built on reclaimed land in Tokyo Bay.

Check your learning 4.6

Check your learning 4.6

Review and understand

1. What is land reclamation and why is it used?
2. **List** the ways in which land reclamation changes the natural environment.

Apply and analyse

3. Source 1 in Lesson 5.2 The rise of the megacity (page 151) shows the locations of the world's megacities (cities with over 10 million people). How many of these cities are on the coast?
4. Use Google Earth to explore the coastline of Tokyo Bay.
   a. Make a list of 10 different land uses that you can **identify**.
   b. Find the freeway interchange shown in Source 2 of this lesson. How can you tell that this has been built on reclaimed land?

Evaluate and create

5. Use the description of land reclamation and the sources provided in this lesson to **create** a series of sketches showing how land is reclaimed from the sea.
6. Has the rate of land reclamation sped up or slowed down since the sixteenth to nineteenth centuries?

Lesson 4.7
Pollution

Learning intentions and success criteria

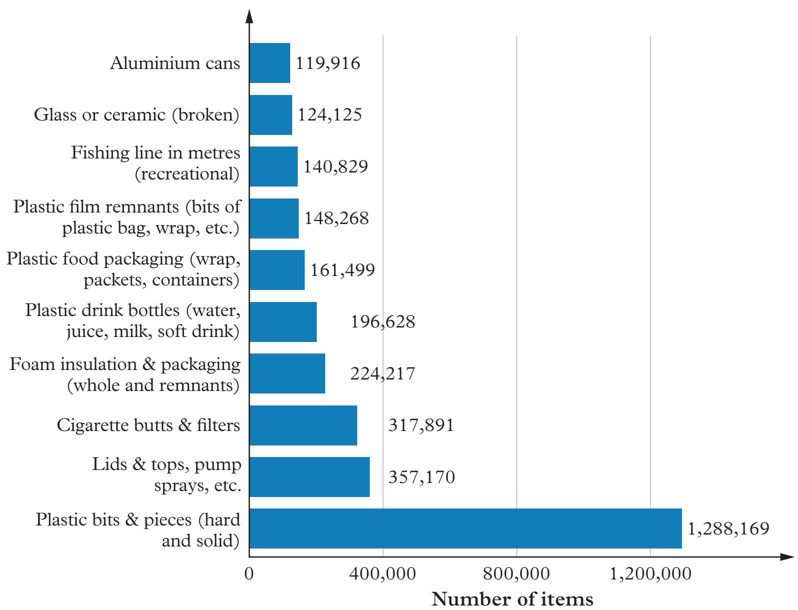
Introduction

Although it may be hard to imagine, many of the activities that humans carry out on land can have serious consequences for coastal landscapes. The world's oceans and coasts are being **polluted** by human activities, including farming, shopping and travel.

polluted when harmful materials have been introduced into the environment

For example, streams and rivers carry farming chemicals and fertilisers to the ocean, where they can cause a growth in some plants that smother ecosystems, such as coral reefs. Dredging of the sea floor also adds extra sediment to the ocean waters. This can smother habitats, such as seagrass, and block the sunlight that plants need to grow.

Pollution from urban areas, such as streets and rubbish dumps, can be carried into drains and streams. From there, they flow through to the sea. Plastics are the most visible of these pollutants as they float easily and are often washed onto coastal landscapes. Source 1 shows the top 10 items found on Australian beaches and waterways.



Source 1 Top 10 items: Beach and waterway clean-ups, Australia, 2004–15. Data sourced from Tangaroa Blue Foundation

Source 2 Despite being hundreds of kilometres from the nearest land mass, many of Christmas Island's beaches are covered in plastic rubbish. Most of this has been carried by ocean currents from the countries that surround the Indian Ocean.

Key concept Interconnection

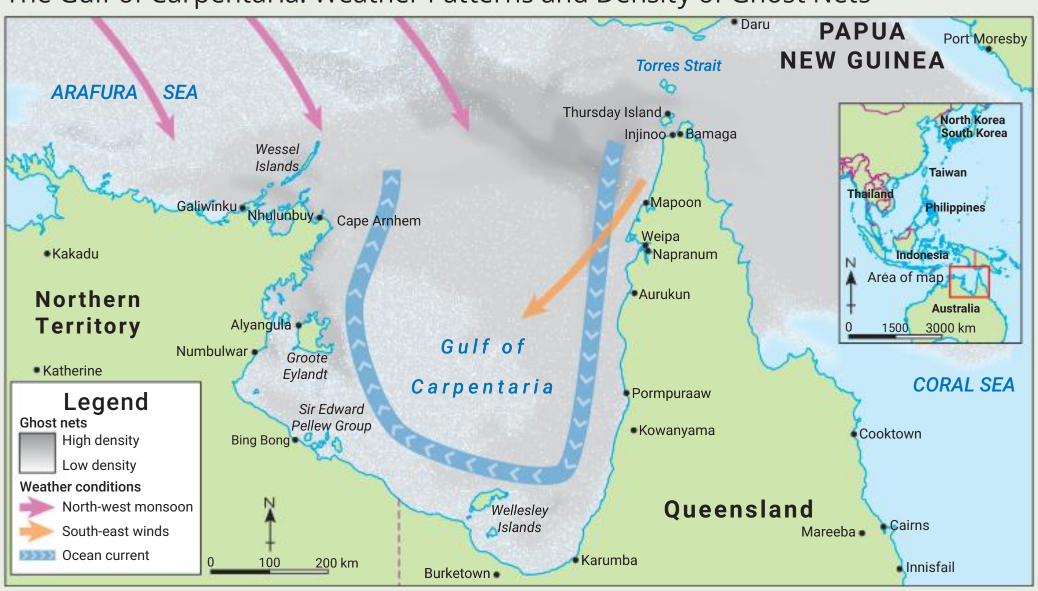
Ghost nets

Every year, about 640,000 tonnes of fishing gear (nets and tackle) is lost in the world's oceans. Most of this is made up of abandoned fishing nets that have drifted free from boats in extreme weather conditions, or have been cut free because they became entangled. In many cases it is cheaper and easier for fishermen working in waters to the north of Australia to cut these tangled nets free rather than to haul them in and untangle them. The nets – which are still afloat because they are plastic – are carried south on ocean currents and continue to entangle fish and other marine species, such as turtles, dugongs, and even sharks and crocodiles. They are referred to as "ghost nets", and there are thousands of them in the oceans.

About 100,000 marine animals are killed by ghost nets every year. These include endangered mammals, such as whales and Australian sea lions. Reptiles such as turtles can also become entangled (see Source 3). In northern Australia, ocean currents and winds carry ghost nets into the Gulf of Carpentaria where they can remain for years, trapped by circulating currents (see Source 4). Tides and storms wash them onto the shore and then drag them back to sea or bury them in the sand.

Source 3 Rescue came just in time for this turtle who was found trapped in a ghost net in the Indian Ocean.

The Gulf of Carpentaria: Weather Patterns and Density of Ghost Nets



Source: Oxford University Press

Source 4

See, think, wonder

Look at Source 3.

- What do you see?
- What do you think?
- What do you wonder?

Enlarged map: The Gulf of Carpentaria – Weather patterns and density of ghost nets

Quiz me! Pollution

Check your learning 4.7

Check your learning 4.7

Review and understand

1 **List** the main types of plastic pollution on Australian beaches and waterways.

2 **Identify** some of the main sources of marine pollution.

3 In your own words, **define** "ghost nets". In what parts of Australia are they a problem?

Apply and analyse

4 **Explain** how the plastic on Christmas Island's beaches demonstrates the geographical concept of interconnection.

5 **Examine**Source 4. How do ocean currents and winds affect the movement of ghost nets? Refer to specific winds and places in your answer.

Evaluate and create

6 **Consider** the issue of ghost nets in our oceans.

a **Propose** (put forward) one strategy that might help reduce the number of ghost nets in the oceans in order to improve sustainability. Be sure to **explain** your strategy and why it would be helpful.

b Why do you think ghost nets are such a hard problem to solve?

Lesson 4.8
Managing coastal landscapes

Learning intentions and success criteria

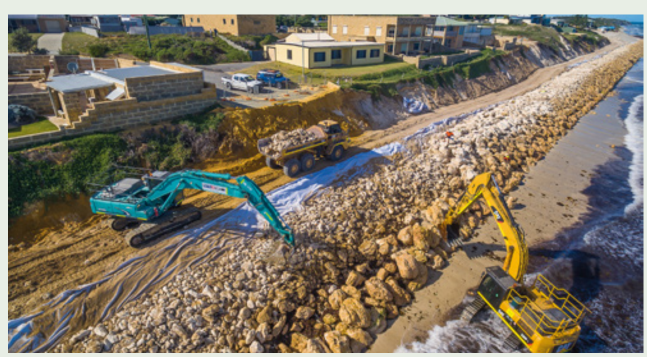
Introduction

Coasts are difficult landscapes to manage because they are such dynamic places. They are constantly changing because of the natural and human activities taking place around them.

Natural processes such as erosion and deposition cause spits, cliffs, beaches and many other landforms to change. This can cause problems for communities such as those in Hampton Beach (see 4A Skills in context Hampton Beach, page 119, or the case study on Inverloch in Lesson 4.9 Coastal erosion, page 133).

Key concept Scale

Human activities can alter coastal landscapes in many ways. This may be a large-scale change, such as the one taking place at Tokyo Bay (see the Case study in Lesson 4.6 Reclaimed land, page 124), or a small-scale change, such as plastic rubbish on a beach (see Lesson 4.7 Pollution, page 126).



Source 1 Many coastal communities have built sea walls to protect homes and roads from eroding waves.

Because every coastal landscape is different, each change requires its own response. Geographers and scientists must consider conditions at the local scale to address change effectively. What works in one place may not work in another.

training walls walls, banks or jetties built to confine and direct the flow of a river or tide

Source 2 Other coastal communities use walls, known as **training walls**, to keep river mouths clear of sand moving along the coast.

Case study Managing ghost nets

GhostNets Australia is an organisation dedicated to removing ghost nets from the waters and beaches of northern Australia. Formed in 2004, it is an alliance of 31 different coastal Aboriginal communities from Queensland, the Northern Territory and Western Australia. Since GhostNets Australia was formed, its rangers have retrieved about 14,000 nets from Australian waters. This represents more than 100 kilometres of netting, retrieved from over 3,000 kilometres of coastline. As well as removing the nets, these rangers free trapped wildlife, map the location of the nets using GPS systems, and try to identify the origin of the nets using resources supplied by the World Wildlife Fund.

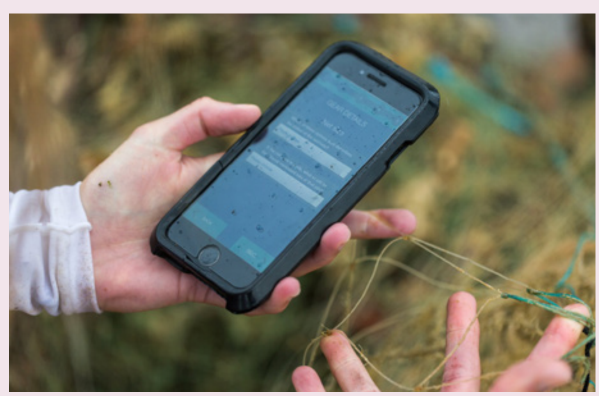
Collecting spatial information

One of the biggest problems in removing ghost nets is locating them in millions of square kilometres of open ocean and thousands of kilometres of coastline. Scientists are working on several tools to help in this fight.

One of these tools is a small, inexpensive tracking device fishers can attach to their nets so they can be located if they are discarded. The devices can also be placed onto nets found by fishers at sea, who may find it difficult to bring the nets onto their boats.

There are several global databases that monitor these tracking devices. They can then send location information to organisations such as GhostNets Australia, which can retrieve them.

Source 3 Wik and Kugu rangers removing a ghost net from the shore at western Cape York



Source 4 The Ghost Gear Reporter app lets anyone with a smartphone record and report the location of abandoned fishing gear.

Quiz me! Managing coastal landscapes

Check your learning 4.8

Check your learning 4.8

Review and understand

1 **Identify** two natural processes that cause coastal landscapes to change.

2 **Outline** how coastal communities respond to wave erosion.

Apply and analyse

3 **Identify** one method the community has used to respond to an environmental problem in the following sources:
   a Source 1 in the opening of Module 4 Coastal landscapes (page 106)
   b Source 1 in 4A Skills in context Hampton Beach (page 119).

4 **Examine** Source 1 in the opening of Module 4 Coastal landscapes (page 106) and Source 1 in 4A Skills in context Hampton Beach (page 119).
   a **Compare** these sources. Remember, when you compare two things, you should talk about their similarities and their differences.
   b Each community shown in the photos has built walls to protect its coastline; however, each community is facing a different problem. **Explain** how each of these problems is different.

5 **Explain** how spatial technology allows rangers to find the absolute location of ghost nets, and why this is important.

Evaluate and create

6 Install the Ghost Gear Reporter app on your phone or smart device. In a short paragraph, **summarise** the type of information that the app collects.

7 Using Google Earth, locate one coastal community in your state.
   a **Record** the absolute location (that is, latitude and longitude).
   b **Identify** at least one structure that has been built in response to coastal erosion or deposition.
   c **Analyse** the strengths and weaknesses of the structure you identified in question 7b.

4B Skills in context
Tweed Heads sand bypassing

Introduction

Tweed Heads is located on the border of New South Wales and Queensland (see Source 1). It is home to the Tweed River, where coastal management can be seen in action at the mouth of the river.

Over centuries, northward sand movement has caused the mouth of the Tweed River to be clogged with sand, and a large dangerous sandbar to form. In order to address this problem, large walls were built to trap the sand. While this largely solved the problem of sand building up, it caused a different problem. The sand trapped by the walls was no longer able to flow through the river and nourish the beaches of southern Queensland, including tourist beaches on the Gold Coast.

To solve this problem, sand is now pumped from a sand-collection jetty on the south side of the river. From there, it is transported through a system of pipes across the headland to the

Source 1 A vertical aerial photograph of Tweed Heads in 2021

northern beaches. The system is designed to mimic the natural movement of sand along the coast. When there is a large volume of sand moving, more pumps automatically switch on to move it. The strategy of sand pumping has proven to be effective at keeping sand from clogging up the river mouth, while still supplying sand to the beach north of the river.

Key skill Conducting fieldwork

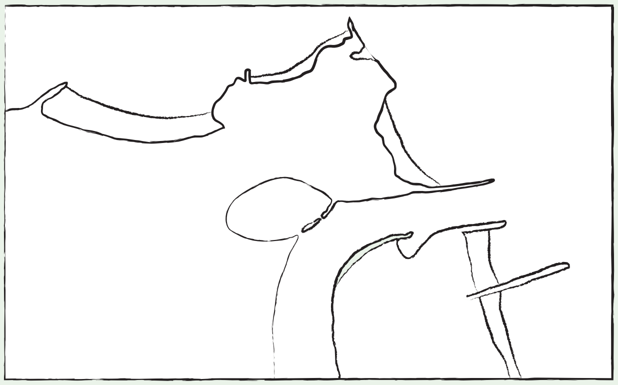
Drawing sketch maps

One of the most useful skills a geographer can master is the drawing of sketch maps. Sketch maps show the main features of the landscape you are studying, but do not contain the details you would be expected to include on a formal map.

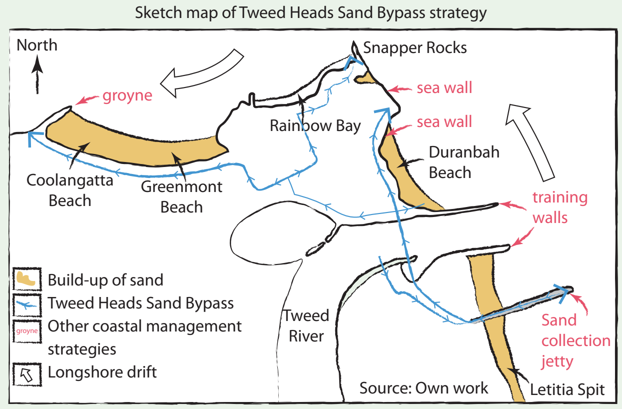
The steps listed here are for a sketch map that you would complete as part of your fieldwork.

While conducting fieldwork, you will likely start with a basic outline map of the main features of the location you are studying, such as a coastline, as shown in Source 2.

- **Step 1:** Look closely at the outline map you have been given to see if you can recognise some of the features around you. Orient your map by turning it around so that it is facing the right way.



Source 2 An outline map of the Tweed Heads region



Source 3 A completed sketch map of the Tweed Heads Sand Bypass strategy

- **Step 2:** Decide on the focus of your fieldwork. If you are studying the ways that people have managed a coastal landscape, for example, you will mark on your map features such as training walls and a sand collection jetty.
- **Step 3:** Label the features that you recognise. Keep your writing neat and level across the page.
- **Step 4:** Look around the area you are studying in your fieldwork and find other examples of ways that people have managed the coast. Locate and label these on your sketch map. You may find it best to shade large areas, such as training walls, and to add a legend to explain the shading and any other symbols you use.
- **Step 5:** Add carefully labelled arrows to show examples of movement. For example, in the sketch map of the Tweed Heads Sand Bypass strategy (Source 3), arrows show the direction in which sand is moving. Other examples may include the movement of people, cars and water.
- **Step 6:** Add any examples you can find of change over time. A build-up of sand on one side of a groyne (a barrier built into the water from a beach to prevent erosion), for example, shows that sand is moving along a beach. A collapsed stack or a pile of rocks at the base of a cliff is evidence of erosion.
- **Step 7:** Add a title that includes the date, and a north arrow. (You may need to use a compass or an app.)

Practise the skill

1 **Create** a sketch map of a coastline. Remember to use all BOLTSS features. On your sketch map, show how people have managed the coast.

Extend your understanding

1 **Explain** why training walls were built at the mouth of the Tweed River.

2 What effect did the training walls have on the beaches north of the river?

3 **Identify** the coastal process that the training walls and groynes were designed to manage.

4 How successful has the Tweed Heads Sand Bypass strategy been? Use some evidence from the vertical aerial photograph in Source 1 to support your answer.

5 **Identify** and **describe** two pieces of evidence in Source 1 that show sand is moving down the Tweed River.

Lesson 4.9
Coastal erosion

Geography

Introduction

Learning intentions and success criteria

In some places, wave action erodes beaches and cliffs, which can create many problems for people who live in coastal communities. Many built features (such as caravan park facilities, roads, houses, walls and playgrounds) on or near an eroding coastline face the constant threat of collapsing into the sea. Most at risk are communities built on sandy coastlines, as these landforms can change very rapidly – with devastating consequences.

As the climate changes and causes sea levels to rise around the world, this issue is getting worse. Sea level is rising at about 3 millimetres per year and has been doing so since reliable measuring began about 30 years ago. Waves now break further up the beach than before, eroding dunes and cliffs. This is most noticeable during storm events and high tides.

Case study Inverloch's disappearing beach

Inverloch Beach on Victoria's Gippsland coast is a dynamic coastal environment. Longshore drift carries sand to the beach during calm weather, particularly in spring and summer. During winter storms, some of this sand is eroded and carried away. Historically, the beach at Inverloch maintained a balance between sand gained and lost. The beach changed shape each year but remained largely intact. However, in recent years this has changed.

The volume of sand lost in storms now exceeds the amount gained during calm weather. This is because the sea levels have resulted in stronger, larger waves breaking at the foot of the dunes. Between 2012 and 2020, the beach in front of the surf lifesaving club receded by 33 metres. Nearby Bunurong Road is also in danger of collapsing into the sea.

Source 1 The surf lifesaving club sits on top of the rapidly eroding dunes. Two lifesaving towers on the beach have been lost to erosion since 2012.

Attempts have been made to control the erosion. These include measures such as building wet fences that allow waves to pass through but trap the sand; moving sand onto the beach; and building walls from textile bags and rocks. Some locals are worried, however, that these attempts destroy the aesthetic value of their beach.

Meanwhile, the sea continues to rise, further eroding the beach.

Source 2 Bunurong Road is now within 6 metres of the eroding waves at high tide.

Source 3 The beach at Inverloch is eroding from wind and waves (see Source 1 and Source 2).

Explore it! A virtual field trip to Inverloch beach

Check your learning 4.9

Check your learning 4.9

Review and understand

1 **Identify** two causes of coastal erosion.

Apply and analyse

2 **Explain** how rising sea levels are changing the coast at Inverloch.

3 **Examine** Source 3 and refer to Module 1 The geography toolkit (page 4) to help you answer the following questions.

a There are different types of geographical images, including ground-level, oblique aerial, vertical aerial and satellite. **Identify** which type of geographical photo this is, and explain why.

b **Identify** the year in which erosion was the greatest at Inverloch Beach.

c Use the scale to measure the distance from the 2015 erosion line to Bunurong Road and the surf lifesaving club.

d There is a small stream that enters the sea 100 metres west of the surf lifesaving club. How do you think this landscape feature impacts the extent of erosion in this area?

Evaluate and create

4 Many other Victorian beaches are also under threat from rising seas, including Apollo Bay, Portsea Ocean Beach, Indented Head and Venus Bay. **Research** one of these beaches to write your own case study like the one on Inverloch.

5 **Imagine** you are a teacher planning a field trip to Inverloch to study erosion. What activities would you ask your students to complete to help them understand how this coast is changing?

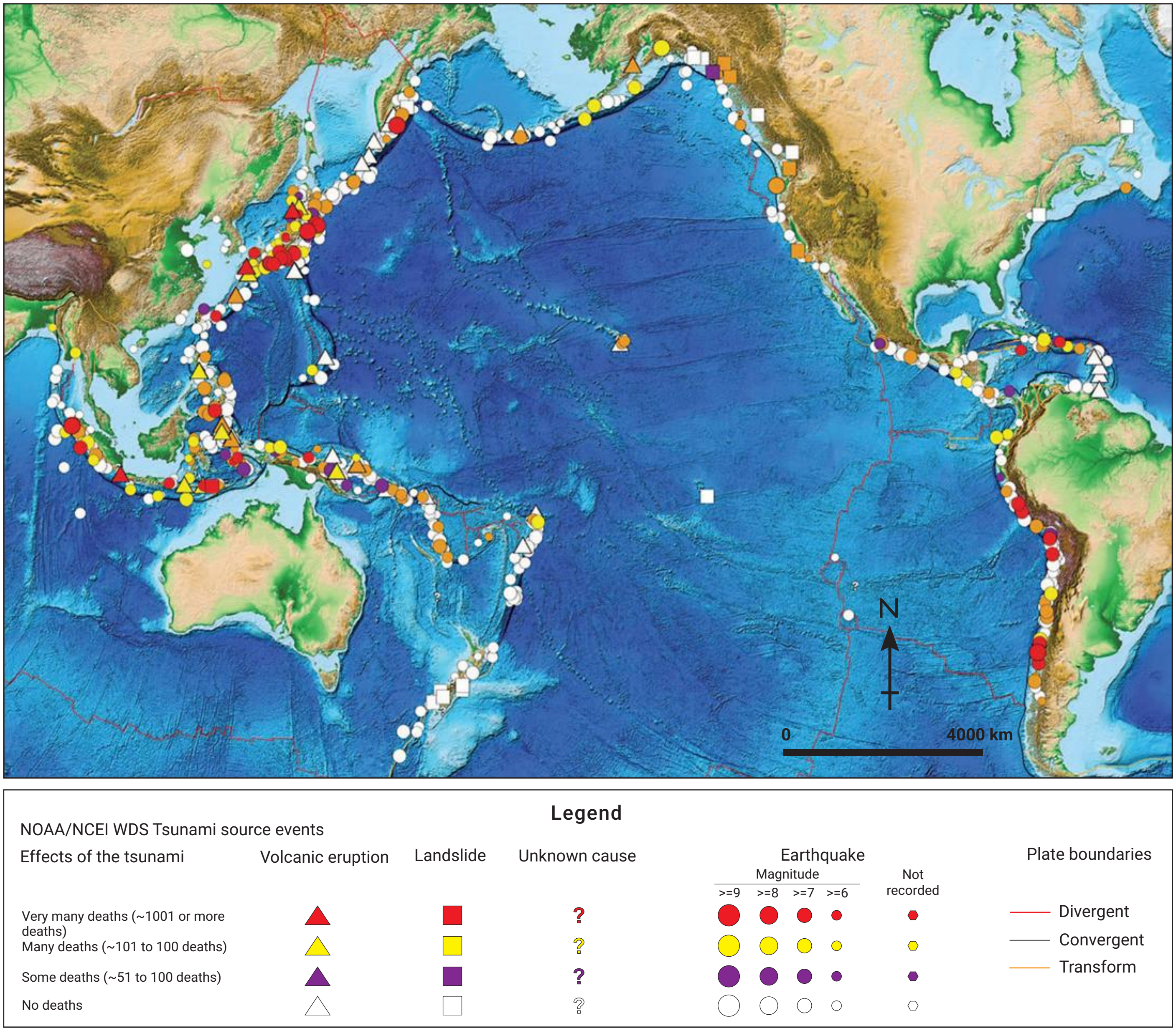
Lesson 4.10
Tsunamis

Introduction

Giant waves called tsunamis (a Japanese word meaning “harbour wave”) are perhaps the most terrifying coastal hazard. A tsunami is created when natural events move a huge amount of water in a short period of time. The largest and most common tsunamis are created when the sea floor moves upwards during an earthquake. This causes a series of high, very broad waves to be generated. Other events that can cause tsunamis include underwater volcanic eruptions and landslides. Smaller tsunamis can be created when a large landslide reaches the sea or when large sheets of ice break off glaciers.

Learning intentions and success criteria

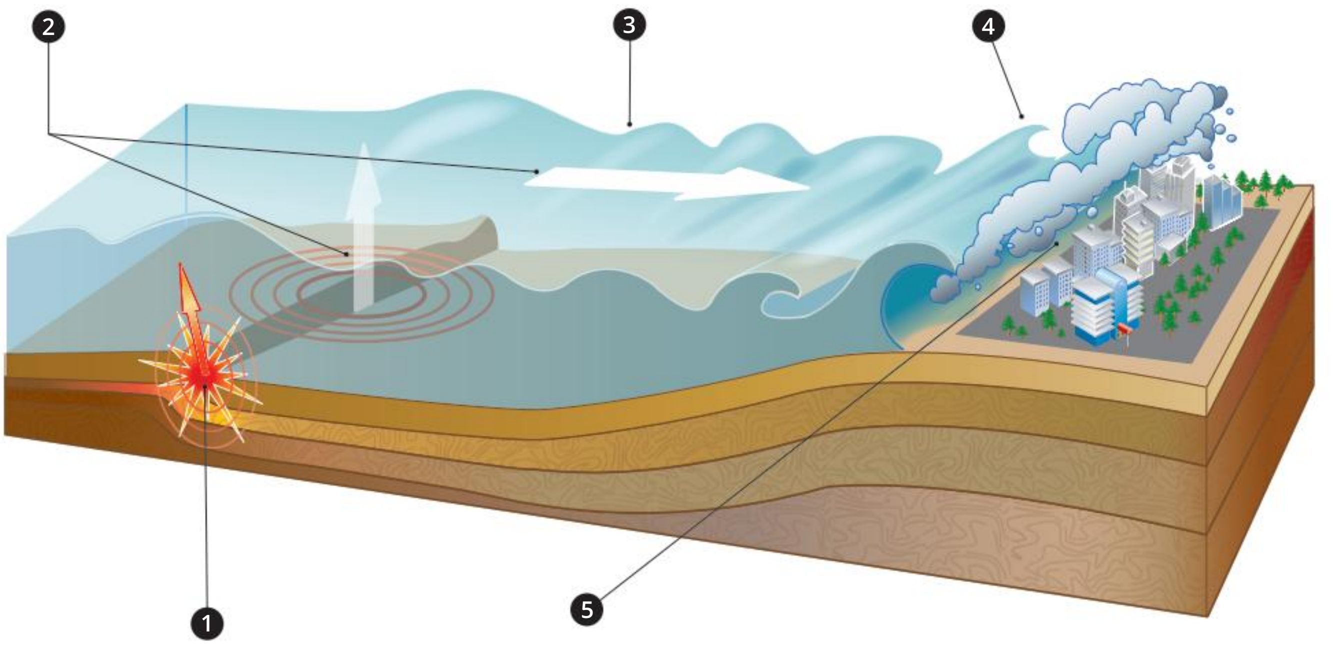
Pacific Region: Tsunamis from 1610 BC to 2016 CE, showing their origin and source



Source: National Oceanic and Atmospheric Administration/National Centers for Environmental Information World Data Service

Source 1

Enlarged map: Pacific region – Tsunamis from 1610 BC to 2016 CE



Source 2 The life cycle of a tsunami

1. Origin: The movement of the sea floor causes the water above to be displaced (moved), generating massive amounts of energy.
2. Build: The energy from the movement of the sea floor causes ripples in the ocean to move outwards at speeds of up to 800 kilometres per hour.
3. Travel: As the waves travel across the ocean, they increase in length.
4. Approach: As the waves approach the coast, they slow dramatically but they grow in height. Waves that were barely noticeable at sea may suddenly become 5 or 10 metres high.
5. Impact: The giant waves collide with the shore, causing massive damage. In low-lying areas and river estuaries they may run several kilometres inland. As the water flows back to the sea the destruction continues as people and properties are washed away.

Key concept Space

Where do tsunamis occur?

Geographers have noticed that some coastal areas are much more at risk from tsunamis than others. By comparing the spatial distribution of tectonic plate boundaries, earthquakes and tsunamis, they found that coastal areas facing a region where undersea earthquakes occur are most at risk from tsunamis. Japan is the world's most tsunami-prone country, as its east coast lies within 100 kilometres of a very active plate boundary.

Most of the world's most destructive tsunamis have occurred on the margin of the Pacific Plate (see Source 2 in Lesson 3.1 Tectonic plates, page 64). As other plates push against the Pacific Plate or slide beside it, they trigger earthquakes that are often the source of tsunamis. This region is also associated with volcanic eruptions and has therefore earned the nickname of the "ring of fire". Other active regions include the margins of the Caribbean Plate and the islands of Indonesia.

For more information on space, see Lesson 1.1 Geographical concepts (page 6).

Source 3 A tsunami warning buoy

Japan earthquake and tsunami (2011)

On 11 March 2011, one of the largest earthquakes ever recorded sent massive tsunami waves racing towards Japan and eastward across the Pacific Ocean. Within an hour, tsunami waves up to 7 metres high reached Japan's east coast and caused immediate devastation.

The waves in some places pushed several kilometres inland. The water washed away buildings, cars, roads and people.

The damage was the worst in areas closest to the **epicentre** of the earthquake. In these areas, entire towns were destroyed or washed away. The movement of the tsunami waves was strongly influenced by the shape of the land, as the water tended to be funnelled into estuaries and bays. In one location, researchers found fishing equipment that had been carried 30 metres up a cliff face, making these waves among the highest ever recorded in Japan.

epicentre the place on the Earth's surface directly above where an earthquake occurs

Nuclear reactors at the Fukushima Daiichi Power Plant were damaged, releasing high levels of radiation into the atmosphere. In response to the disaster, all people living within 20 kilometres of the damaged power plant were ordered to evacuate their homes.

An estimated 20,000 people were killed in this double disaster, and half a million people lost their homes.

Source 4 A view from a helicopter of the town of Minamisanriku, moments after the tsunami receded

Quiz me! Tsunamis

Check your learning 4.10

Check your learning 4.10

Review and understand

1 Reflect on what you have learnt about tsunamis in this lesson.
   - a **Identify** the most common cause of a tsunami.
   - b **Identify** two other causes of tsunamis.

2 Why does Japan experience so many tsunamis?

Apply and analyse

3 **Explain** why the 2011 Japanese event is referred to as a "double disaster".

4 **Examine** Source 1.
   - a Using a world map, such as the one at the back of the Student Book, **list** the countries in the Pacific region that have experienced tsunamis resulting in "very many deaths".
   - b **Explain** how the legend of this map tells you how the tsunamis shown were caused.
   - c Use the legend to **determine** what causes the most tsunamis: earthquakes, volcanoes or landslides. Explain your working out.
   - d **Explain** the relationship between plate boundaries and tsunamis.

5 **Describe** the scene in Source 4 as if you were a news reporter in the helicopter.

Evaluate and create

6 In small groups, **propose** three strategies that people could use to prepare for a tsunami.
   - a **Evaluate** each of your strategies by thinking carefully about their strengths and weaknesses.
   - b **Share** your ideas with the class.

Lesson 4.11
Indian Ocean earthquake and tsunami (2004)

Learning intentions and success criteria

Introduction

On Boxing Day 2004, a natural disaster of epic scale and force struck many of the countries surrounding the Indian Ocean. A massive earthquake along the Great Sumatran Fault, south of the Indonesian island of Sumatra, set off a huge landslide on an undersea mountain range. The waves – some up to 30 metres high and travelling at 800 kilometres per hour – slammed into the coast of Indonesia, flooding towns and villages such as Banda Aceh, which were already in ruins from the earthquake.

The tsunami then travelled across the Indian Ocean, sending huge amounts of water inland with tremendous force wherever it encountered low-lying coastal areas. Indonesia, Sri Lanka, India, Thailand and Burma were most affected, but deaths were recorded as far away as Somalia, Tanzania and even South

Source 1 The Indonesian city of Banda Aceh was closest to the centre of the earthquake. Around 60 per cent of the city's buildings were destroyed.

Africa. By the time the tsunami had run its course, much of coastal Asia lay in ruins.

More than 280,000 lives were lost in the disaster, making it the world's deadliest tsunami on record. Twenty-six Australians were killed, most of whom were holidaying in Thailand.

Many of the towns, cities and tourist resorts have now been rebuilt, but the risk of another tsunami is always present.

Key skill Interpreting geographical images

Analysing change using satellite images

By examining satellite images closely, you can describe changes that have occurred over time and suggest explanations for these changes.

When studying the same area at two different times, find a key feature as a reference point on both sources. In Source 2 and Source 3, the road in the bottom right-hand corner of each image is a feature that we can examine to see how the landscape has changed.

Practise the skill

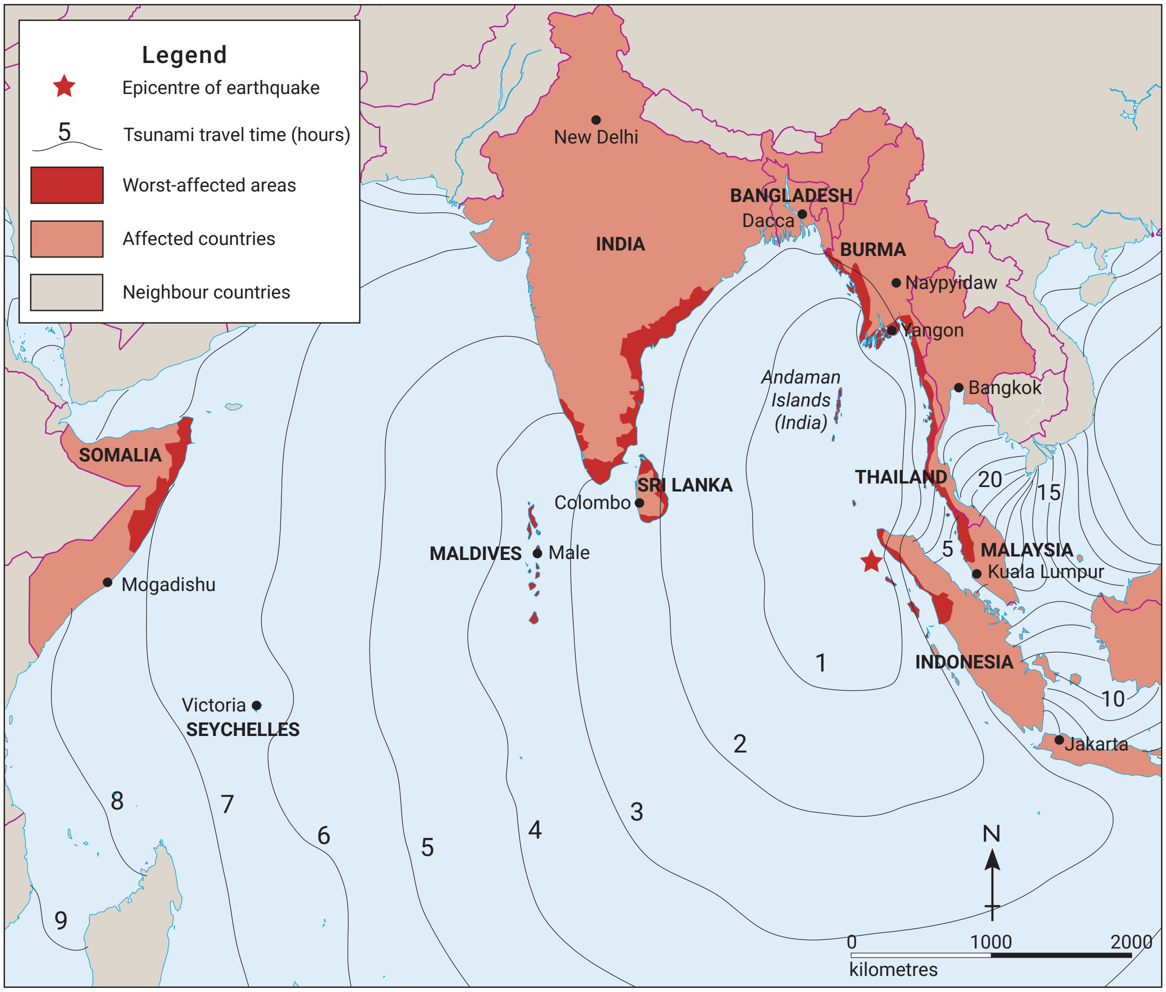
1 List the differences between Source 2 (before the tsunami) and Source 3 (after the tsunami).
2 Find three key features in Source 2.
3 Describe how these have changed since the tsunami, as shown in Source 3.
4 In a carefully worded paragraph, analyse the change that resulted from this tsunami by:
   a stating when and where the tsunami took place
   b identifying the cause of the tsunami
   c describing the effects of the tsunami, using evidence from the images in Source 2 and Source 3
   d suggesting one extra piece of evidence (that you cannot see in these images) that could be helpful for understanding how this tsunami changed the landscape.

For more information on this key skill, refer to Lesson 1.4 Collecting information (page 14).

Source 2 Banda Aceh, Indonesia, before the tsunami struck: 23 June 2004

Source 3 Banda Aceh, Indonesia, after the tsunami struck: 28 December 2004

The 2004 tsunami



Source: Oxford University Press

Source 4

Enlarged map: The 2004 tsunami

Map it! The 2004 tsunami

Check your learning 4.11

Check your learning 4.11

Review and understand

1 **Identify** what triggered the 2004 tsunami.

2 **Outline** why the Indonesian city of Banda Aceh was the most severely impacted by the tsunami.

3 Use Source 1 to **describe** the impacts of the tsunami on Banda Aceh in your own words.

Apply and analyse

4 Although the tsunami began in Indonesia, countries as far away as Somalia in Africa, and Sri Lanka were severely impacted. Why do you think this was the case?

5 **Examine** Source 4.

   a Using the scale, measure the distance between the earthquake epicentre and Mogadishu.

   b **Identify** how long it took the tsunami waves to cross the Indian Ocean.

   c Using the PQE method (see Lesson 1.7 Identifying patterns and relationships (page 34)), **describe** the pattern of affected areas of the 2004 tsunami. Make sure you use the correct sentence starters.

Evaluate and create

6 Sketch the outline of the Banda Aceh coast as shown in Source 2. On your sketch, label five changes caused by the 2004 tsunami.

7 Design a tsunami warning sign to be placed on beaches in Thailand, Indonesia and Sri Lanka. Because locals and tourists speak many different languages your sign needs to communicate its warning in pictures only.

4C Skills in context
The Twelve Apostles

Introduction

Victoria's south-western coastline is under constant attack from the water. Large, destructive waves from the Southern Ocean are eroding the soft limestone. Softer rocks are being eroded more quickly, while harder rocks are withstanding the attack a little longer. These harder rocks remain as stacks, arches and headlands, producing one of the world's most spectacular coasts.

Almost 3 million visitors a year are drawn to the Port Campbell coast, many of whom are secondary school students who come to see and study coastal erosion in action.

Key skill Conducting fieldwork

Creating a field sketch

Field sketching is an important skill for all geographers. It is used to show the different geographic features of a landscape in a simple visual form. Being able to sketch the features of an environment is useful, as it can provide the geographer with a visual record of their observations while in the field. Outlines, shading and annotations and labels are used by the geographer to capture all relevant details of the environment being observed in their sketch.

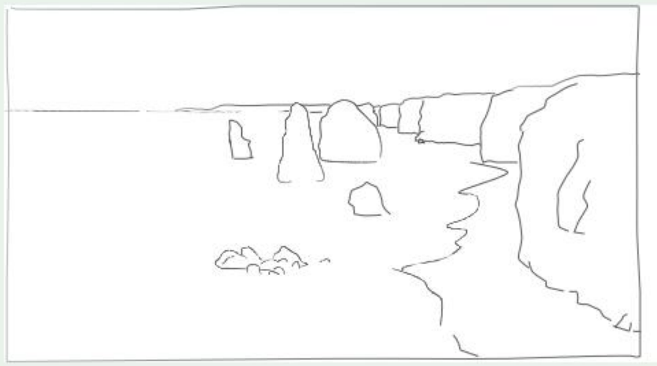
For example, imagine you are standing on the viewing platform looking at the Twelve Apostles while on a geography field trip. You have been asked to complete a field sketch with a focus on the ways in which this coast is changing. Source 2 to Source 4 demonstrate how to build up a field sketch.

Follow the steps below to complete a field sketch.

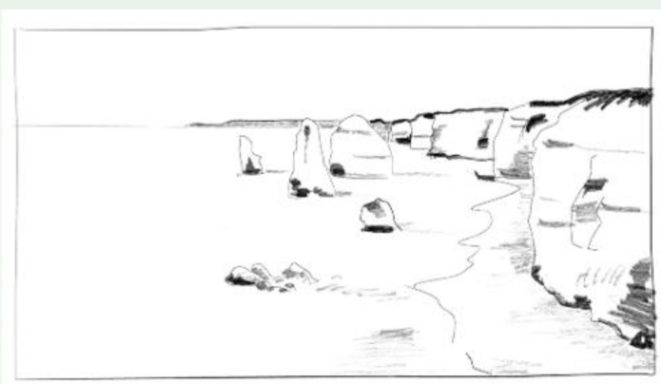
- **Step 1:** Establish the boundaries of your landscape and draw a border of the correct shape.
- **Step 2:** With a pencil, lightly sketch the main landscape lines. If there is a horizon in the scene, put this about one-third from the top of the frame.
- **Step 3:** Keeping in mind the features that you want to focus on, add detail to your sketch.
- **Step 4:** Add shading. Shading helps to establish depth in your sketch and helps to show the shape of objects.

Source 1 The Twelve Apostles, seen from the visitors' viewing platform

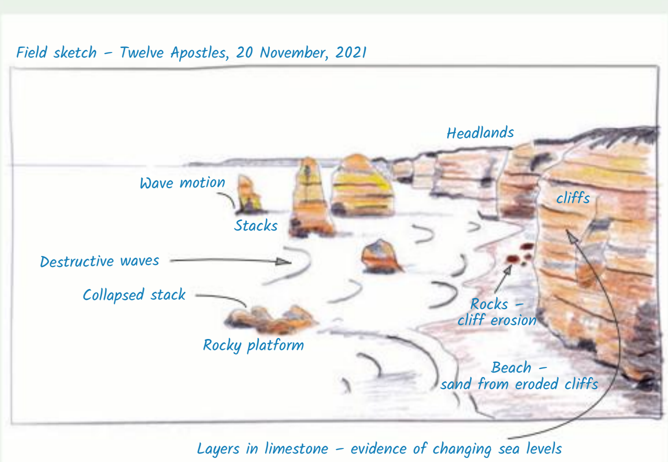
- **Step 5:** Add some colour if you wish. Do not try to copy every subtle colour of nature; just give a hint of the right colour. Label those parts of the scene that you consider most important.



Source 2 Steps 1–2 in completing a field sketch of the Twelve Apostles



Source 3 Steps 3–4 in completing a field sketch of the Twelve Apostles



Source 4 Steps 5–6 in completing a field sketch of the Twelve Apostles

- **Step 6:** Label your sketch with the location and date.

For more information on conducting fieldwork, see Lesson 1.4 Collecting information (page 14).

Practise the skill

1 Complete a field sketch of the Wollongong coast, using Source 1 in the opening of Module 4 Coastal landscapes (page 106).

2 On your sketch, label the following features:

a beach

b headland

c marina

d wave-cut platform

e destructive waves

f groyne.

3 Use arrows to show the likely direction of longshore drift.

Extend your understanding

1 What evidence is there in Source 1 that this coast is changing over time? **Justify** (give reasons for) your answer.

2 **Describe** the natural forces bringing about these changes.

3 **Distinguish between** this and the coastal landscape shown in Source 1 in the opening of Module 4 Coastal landscapes (page 106). Remember, when you distinguish between two things, you should talk about how they are different.

4 **Explain** why you think these differences occur.

5 **Suggest** two management strategies that could protect this coastline. Remember there are a number of factors that impact on natural environments, including erosion, deposition and human activities.

6 **Predict** which natural hazards might occur if the coastline in this task sat along a tectonic plate boundary.

Lesson 4.12

Review: Coastal landscapes

Review activity

Stockton Beach

Stockton Beach is located at the mouth of the Hunter River in New South Wales. Across the river lies the large city of Newcastle. Boats entering the port of Newcastle pass Stockton Beach. It has long been renowned as a holiday destination and is home to the Stockton Dunes, an area of large sand dunes loved by four-wheel drivers, quad bikers and campers. In recent years, however, Stockton Beach is being washed away. A childcare centre was demolished before it fell into the sea. Now, roads, homes, a caravan park, a surf lifesaving club and a football oval are all under threat.

Source 1 Stockton Beach

1 **Identify** the type of landform shown in Source 1. (1 mark)

2 What is the likely direction of longshore drift on Stockton Beach? (1 mark)

3 Is this a constructive or destructive beach landscape? Give two reasons for your answer. (3 marks)

4 **Examine** Source 1.

a **Identify** two structures that have been built to change natural coastal processes. (2 marks)

b **Outline** what these structures are designed to do. (2 marks)

c **Predict** whether these structures may have contributed to the problem of coastal erosion. (3 marks)

5 As well as impacting the coastline, the increased erosion of Stockton Beach has impacted the community. **Propose** one strategy that the community could use to slow or stop the erosion in this area. In your response:

– **suggest** two ways the economy is impacted by erosion

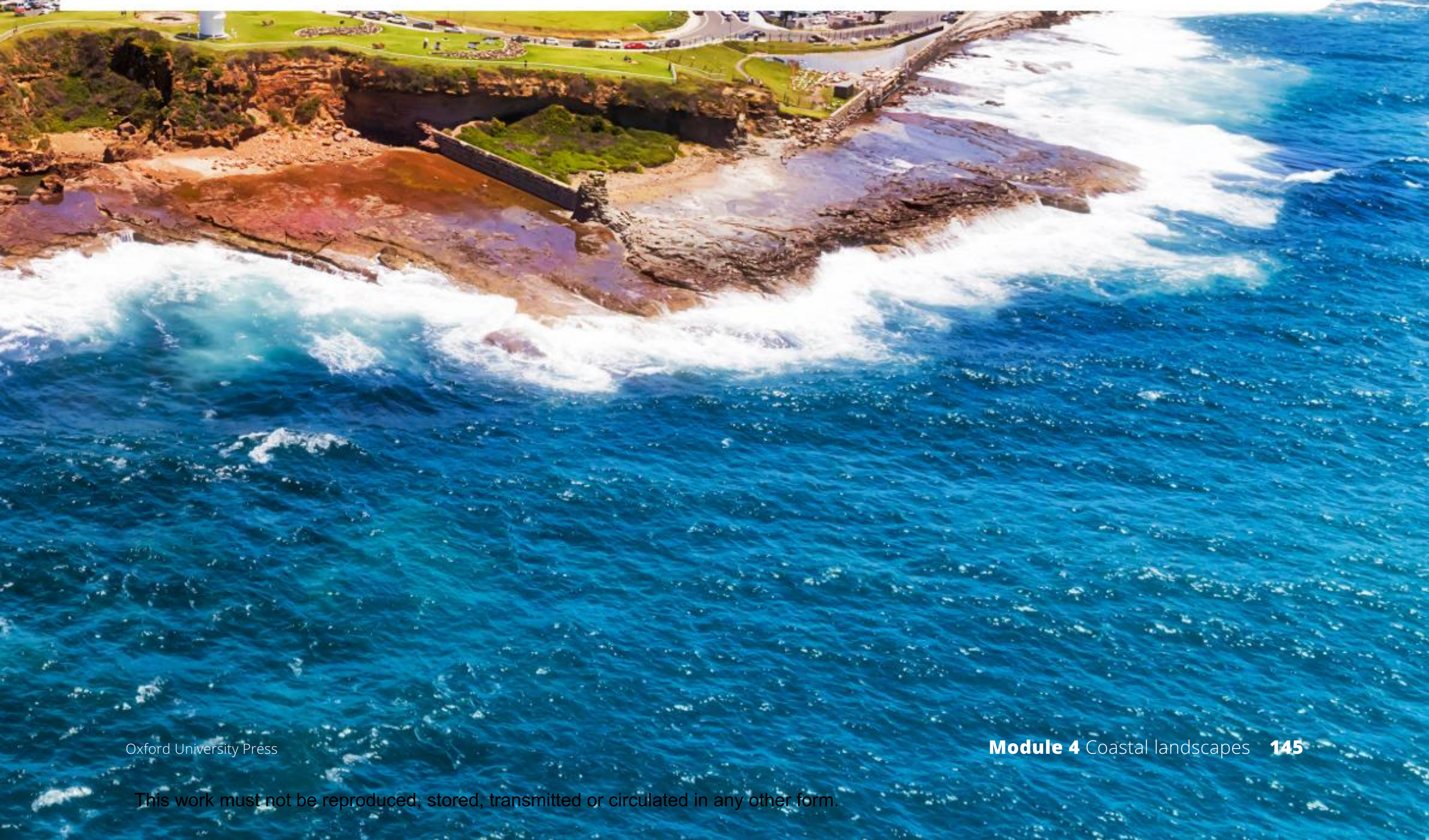
– **describe** how your strategy will address the erosion of the dunes

– think carefully about your strategy. **Identify** one strength and one weakness of putting it into place. (8 marks)

(Total: 20 marks)

Module checklist: Coastal landscapes

Module review quiz: Coastal landscapes



Module 5

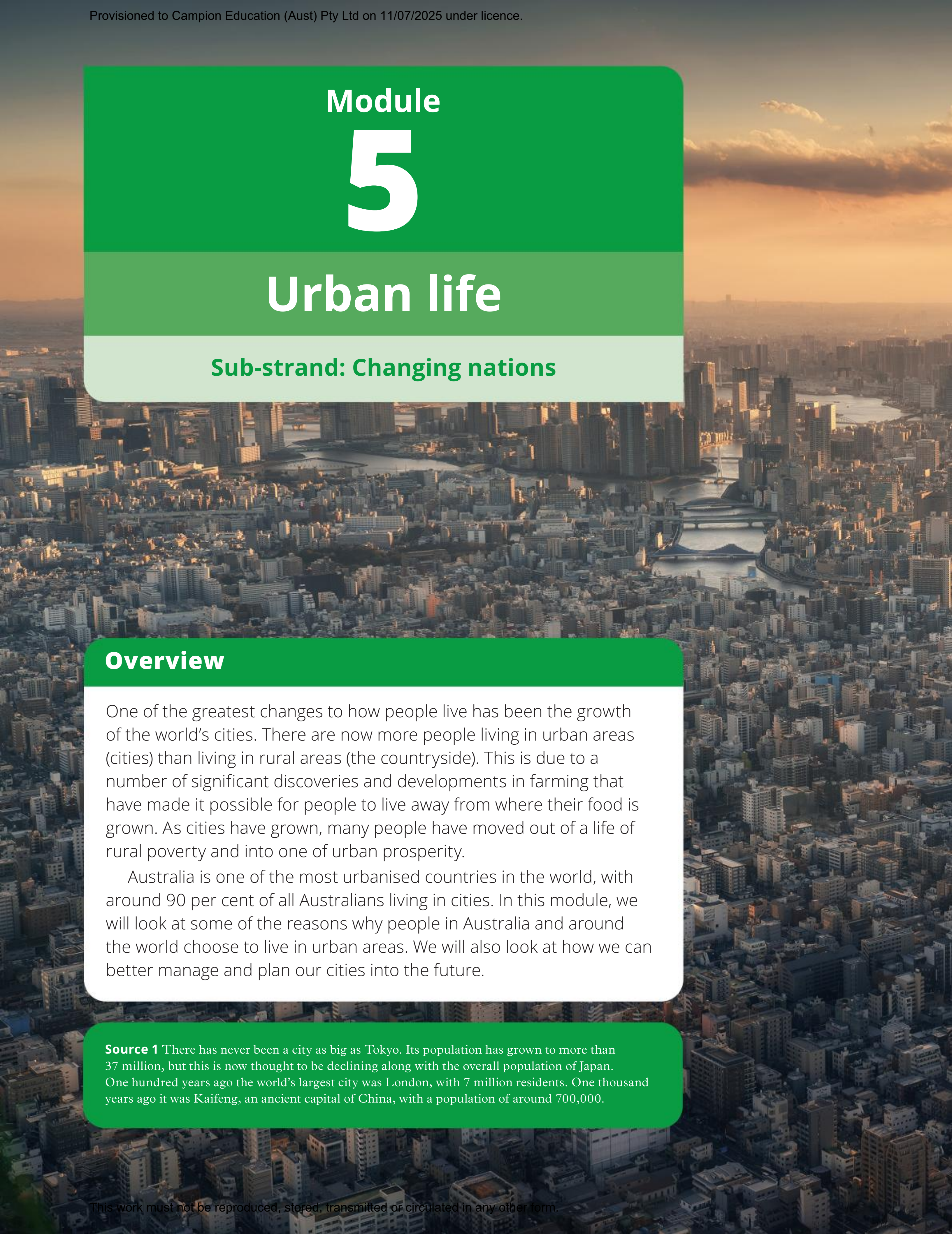
Urban life

Sub-strand: Changing nations

Overview

One of the greatest changes to how people live has been the growth of the world's cities. There are now more people living in urban areas (cities) than living in rural areas (the countryside). This is due to a number of significant discoveries and developments in farming that have made it possible for people to live away from where their food is grown. As cities have grown, many people have moved out of a life of rural poverty and into one of urban prosperity.

Australia is one of the most urbanised countries in the world, with around 90 per cent of all Australians living in cities. In this module, we will look at some of the reasons why people in Australia and around the world choose to live in urban areas. We will also look at how we can better manage and plan our cities into the future.



Source 1 There has never been a city as big as Tokyo. Its population has grown to more than 37 million, but this is now thought to be declining along with the overall population of Japan. One hundred years ago the world's largest city was London, with 7 million residents. One thousand years ago it was Kaifeng, an ancient capital of China, with a population of around 700,000.

Lessons in this module

Lesson 5.1
The urban explosion

Introduction

Learning intentions and success criteria

industrial age
a period of history that began around 1760; it saw huge social and economic changes in society due to the widespread use of machinery, factories and automatic labour

infrastructure
the facilities and services necessary for any community, city or country to function

It is almost impossible to imagine the world today without huge cities. However, up until around 250 years ago, most people lived in small family groups or rural communities. There, they farmed land and raised animals to meet their own needs. Of course, there were large cities in ancient times, such as Rome and Athens, but these were the exception rather than the rule.

This all changed with the arrival of the **industrial age**. New, improved farming methods and machinery meant fewer people were needed to grow and produce larger amounts of food. In the cities, new inventions created jobs for many people.

Less work in rural areas caused people to flood into cities looking for work. This trend quickly changed the economies of many countries, and cities became centres of industry and business. The social and economic change brought about by the increase in urban populations is known as urbanisation (see Lesson 5.4 Urbanisation in Indonesia, page 156, for a discussion on urbanisation in Indonesia).

Cities around the world have grown rapidly in the last 60 years. In 1960, the world's population was around 3 billion and only one-third of these people lived in cities. Today, there are more than 8 billion people on Earth and more than half of them live in cities. While many of these cities have populations under 1 million, there has been an explosion in the number and size of the world's very large cities. Cities with a population greater than 10 million are called megacities.

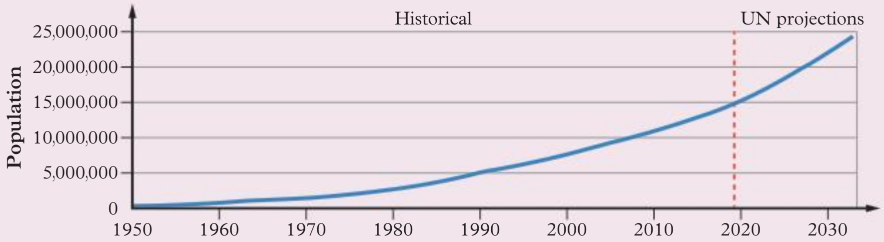
Geographers refer to the rapid growth of the world's cities in the last 20 years as an urban explosion.

Case study Lagos, Nigeria

In 1960, fewer than 200,000 people lived in Lagos, Nigeria. This is about the size of Townsville today. The **infrastructure** of the city reflected its small population. For example, there were few paved roads and hardly any buildings over six storeys high. In just 65 years, Lagos has become a megacity with more than 17 million inhabitants.

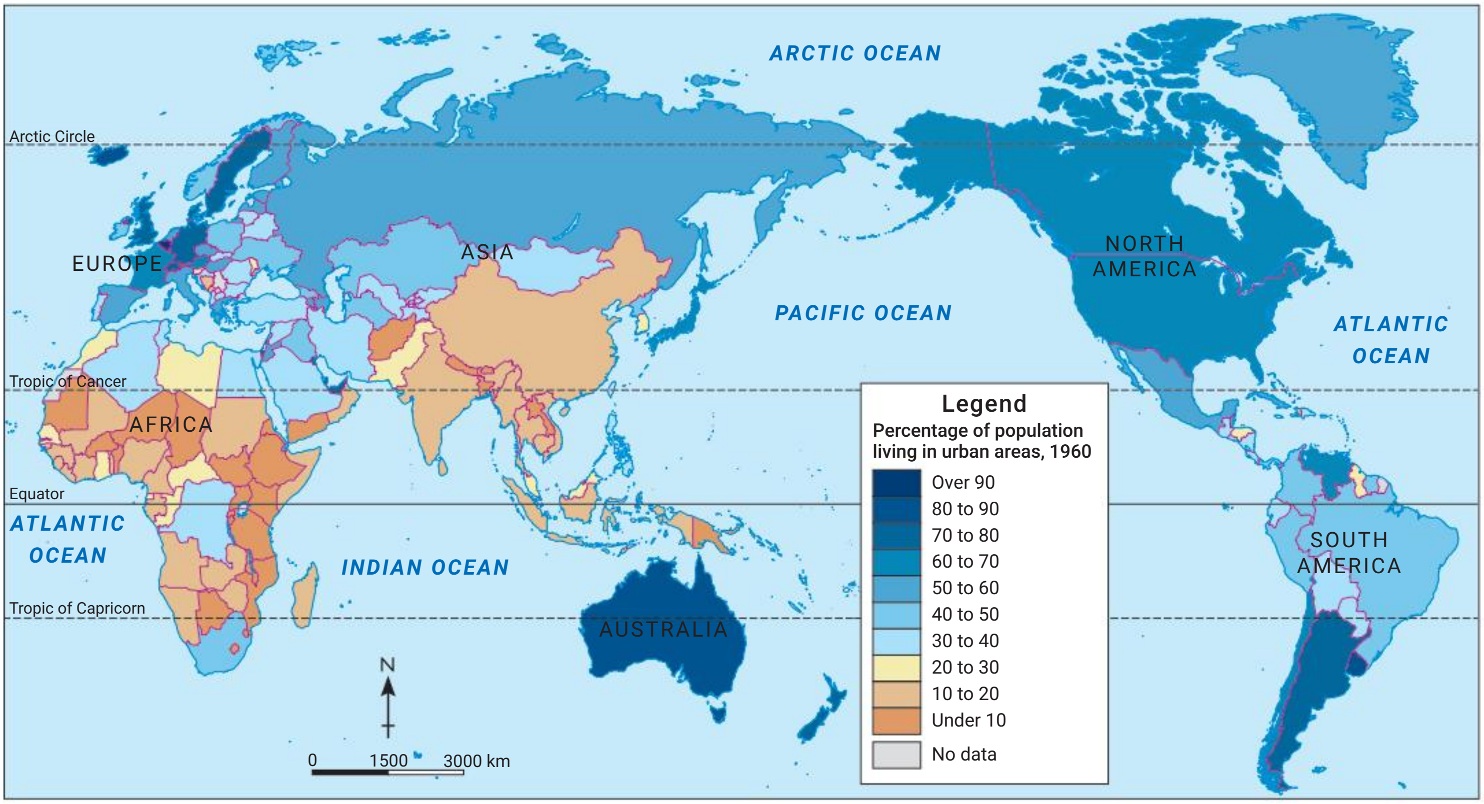
Source 1 Makako was once a small fishing village on a lagoon. It has now been swallowed by the population explosion of Lagos and has become a slum.

People from the countryside have flooded into Lagos seeking a better life. For many of these new arrivals, life in their new city is tough. The population boomed so quickly that the infrastructure of the city could not keep up. Most people live in slums, where very few homes are connected to basic services such as water, sanitation and electricity.



Source 2 The growth of the population of Lagos, 1960–2030

Percentage of the world's population living in urban areas in 1960

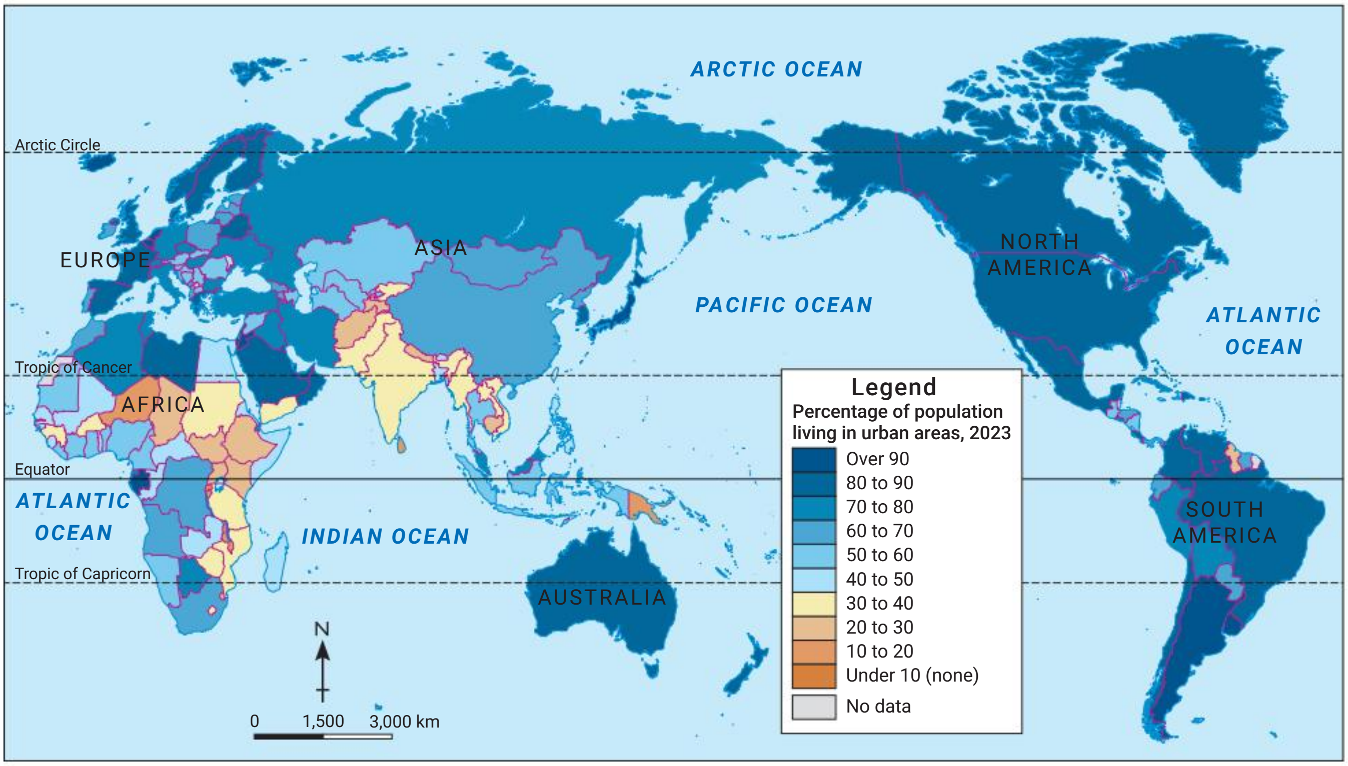


Source: Oxford University Press/Our World in Data

Source 3

Interactive map: Percentage of the world's population living in urban areas in 1960

Percentage of the world's population living in urban areas in 2023



Source: Oxford University Press/Our World in Data

Source 4

Interactive map: Percentage of the world's population living in urban areas in 2023

Map it! Percentage of the world's population living in urban areas

Check your learning 5.1

Check your learning 5.1

Review and understand

1 In your own words, **define** the following terms:
- urbanisation
- megacity
- infrastructure.

2 What has happened to the world's cities in the past 60 years?

Apply and analyse

3 **Examine** Source 3 and Source 4.

a Using the PQE method (see Module 1 The geography toolkit, page 4), **describe** the distribution of countries that had more than 60 per cent of their population in urban areas in 2023.

b How does this compare to the distribution of countries that had more than 60 per cent of their population in urban areas in 1960?

4 Using data from Source 2, **describe** the growth of the population of Lagos.

Evaluate and create

5 **Imagine** that you visited Makako in 1960. Sketch the scene in Source 1 as it might have appeared then or write about your visit. A larger version of Source 1 is available on Oxford Digital.

Additional resource: Source 1 – Makako

Lesson 5.2
The rise of the megacity

Introduction

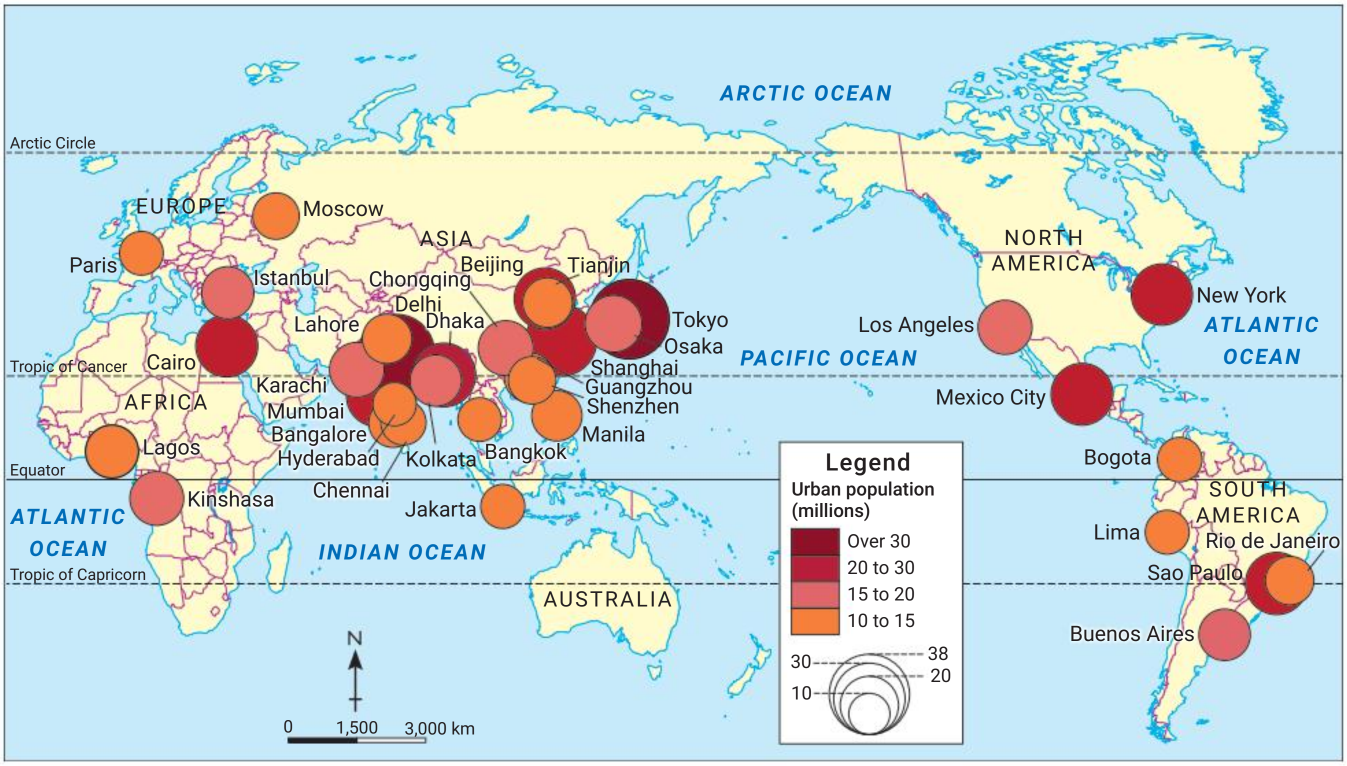
Learning intentions and success criteria

A century ago, only about 15 in every 100 people lived in cities. Today, that number is more than 50 in every 100. This increase has resulted in the creation and growth of many cities worldwide, and an explosion in the number of very large cities, known as megacities.

In addition to the increase in the number of megacities over the past century, there has been a change in where these cities are found. No longer do the megacities of Europe and North America dominate – instead, the megacities of Asia, South America and Africa are becoming the world's largest.

Some of the world's megacities are explored briefly in this lesson. Although they are in different parts of the world and have many unique characteristics, they also face a lot of the same challenges and have more in common than you might first think.

World: Megacities



Source: Oxford University Press

Source 1

Interactive map: World – Megacities

Istanbul: The megacity of two continents

One part of Istanbul lies in Europe and one part lies in Asia, making it the only city in the world to straddle two continents. It has been one of the most significant cities in history, located at an important crossroads for these two continents. It is also a popular tourist destination. Traffic congestion and pollution from cars are major problems in Istanbul, as they are in many large cities.

Source 2 Istanbul

Source 3 Kinshasa

Kinshasa: The world's fastest growing megacity

Fifty years ago, the population of Kinshasa, the capital city of the Democratic Republic of Congo, was about 1.3 million people. Today it is more than 17 million and is expected to be more than 25 million in a decade. To put this growth another way, that is an extra 81 people a day. Originally established as a trading post and crossing point on the Congo River, the city flourished because of its reliable supply of water. Kinshasa struggles to meet the demands of a rapidly growing population, with water, electricity, police and transport networks all under strain.

New York: The first megacity

In 1950, New York was the world's largest city and its only megacity. New York's outward growth has seen it take over many other cities on its fringes, making the region one of the world's largest cities in terms of land area. New York's location made it the first place to land for waves of migrants arriving in the United States from Europe for hundreds of years. Living in a city in a developed country, New Yorkers do not suffer the same levels of poverty and pollution as those living in other countries. In a recent survey, they listed the cost of living, availability of housing and crime rate as three issues they face.

Source 4 New York

Source 5 Seoul

Seoul: The newest megacity

It is difficult to know exactly when a rapidly growing city reaches a milestone, but geographers believe Seoul's population passed the 10 million mark in about 2024. An economic powerhouse, Seoul is considered to be one of the most liveable cities in Asia. It is also one of the world's most wired cities, enjoying high rates of internet connection and wi-fi access. Like residents of many of the world's megacities, Seoul residents often face air pollution and a lack of affordable housing.

Quiz me! The rise of the megacity

Check your learning 5.2

Check your learning 5.2

Review and understand

1 **Identify** the number of megacities in the world.

2 **Identify** how many megacities there are in each of these continents: Asia, South America and Africa.

Apply and analyse

3 **Examine** Source 1. Using the PQE method (see Module 1 The geography toolkit, page 4), **describe** the distribution of megacities throughout the world.

4 Reflect on what you have learnt about megacities in this lesson.

a **Describe** three problems faced by people living in megacities.

b **Predict** which of these problems will become worse as the megacities grow.

Evaluate and create

5 Select one of the megacities shown on the map in Source 1 that has not been described in this lesson. Using the internet, **research** this city. Find out about its location, history and any issues faced by the people who live there. Write a paragraph about this city, similar to those in this lesson. Include a picture.

Lesson 5.3
Jakarta: Our closest megacity

Introduction

Learning intentions and success criteria

Indonesia's capital is a vast, sprawling megacity called Jakarta. The official population of Jakarta is over 11 million, but if all the surrounding cities and settlements are included, the true population is closer to 36 million.

Jakarta is a very old city, having begun as a trading settlement over 1,500 years ago. As the capital of Indonesia, Jakarta plays an important role in uniting the more than 280 million people of the country, which is the fourth most populous in the world. The city is also responsible for about one-fifth of the country's economic activity. Jakarta's residents have an average income four times greater than other Indonesians, and this is one key reason why people choose to move there from rural areas.

Geography of Jakarta

Jakarta is located on the north-western coast of the island of Java. South of the city, a range of volcanoes and hilly slopes feed a series of rivers that have built up a fertile floodplain leading to the Java Sea. There are 13 rivers that flow through Jakarta. The combination of the flat, low-lying plain and the tropical climate means flooding is a frequent problem for the residents of Jakarta. Like most places in Indonesia, Jakarta is also at risk from earthquakes.

Housing in Jakarta

kampong a
n Indonesian word that means "village"; it is also used to refer to slum areas in cities

Like many other Asian megacities, Jakarta is a place of contrasts. Slums sit alongside skyscrapers, modern homes and luxury hotels. Half of the population of Jakarta lives in these slums, which are known as **kampongs**. Houses in slums are often built from temporary materials on land considered unsuitable for regular housing. In the slums, running water, electricity and sanitation are difficult to obtain, as these areas do not have the same infrastructure as other parts of the city.

Source 1 A flooded kampong sits beside a mosque and new residential towers near the centre of Jakarta.

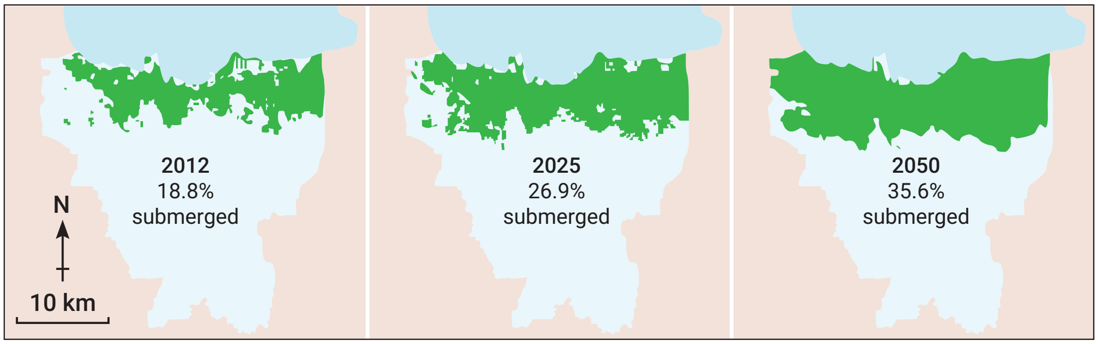
Issues in Jakarta

aquifer layers of rock or soil in the ground that hold water or that water can pass through

One of the biggest problems faced by the people of Jakarta is that the city is slowly sinking. This is because many homes – particularly those in the kampongs – do not have a steady water supply; and so to access fresh water, residents dig wells and take water from the **aquifer** that lies beneath the city. So much water has been taken out that the city is sinking – in some places, 10–20 centimetres per year.

As a result, floods are becoming more common. Almost half of Jakarta now sits below sea level. Heavy tropical rain swells the city's 13 rivers each year, bringing floods to the low-lying regions. In addition, rising sea levels are flooding parts of the city located on the coast of the Java Sea. Some experts predict more than one-third of the city is at risk of being submerged by 2050 (see Source 2).

Areas of Jakarta at risk of flooding as sea levels rise



Source: Oxford University Press/Bandung Institute of Technology

Source 2 Sinking Jakarta: More than one-third of the Indonesian capital could be submerged by 2050, according to expert forecasts.

Responding to floods

A range of solutions have been proposed to try to reduce the risk of flooding in Jakarta. Kampongs built on riverbeds have been cleared out so rivers can drain more quickly, and new channels have been built to drain water to the sea. To protect against the rising sea levels, sea walls have been constructed along the coast. However, these have been difficult to maintain and many are leaking.

Meanwhile, a new capital city is being built on the Indonesian island of Borneo (see Source 1 in 5A Skills in context Patterns of urbanisation, page 163). It is hoped that this new city will take the pressure off Jakarta and allow the growth of the city to slow down.

Quiz me! Jakarta: Our closest megacity

Check your learning 5.3

Check your learning 5.3

Review and understand

1 **Identify** one reason why people choose to live in Jakarta.

2 **Describe** one consequence of urbanisation in Jakarta.

3 **Describe** some of the natural features of Jakarta that have contributed to flooding.

Apply and analyse

4 **Explain** how human activities have contributed to flooding.

Additional resource: A flooded neighbourhood in Jakarta

Evaluate and create

5 Use your field-sketching skills (see 4C Skills in context The Twelve Apostles, page 142) to sketch Source 1. (A larger version is available on Oxford Digital.) Label the following features on your sketch: apartment towers, mosque, kampong, flooded area, parkland.

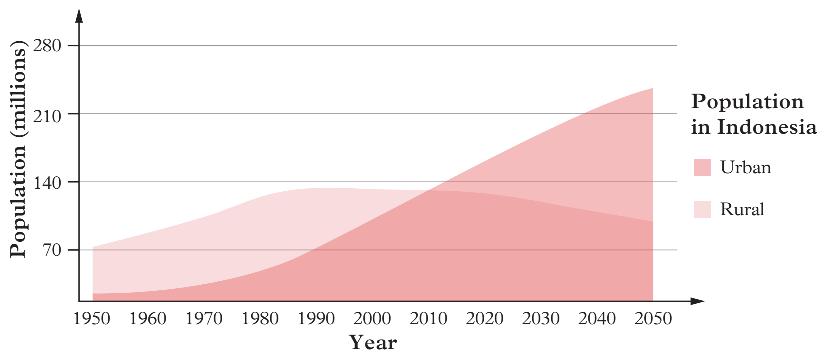
6 "Poor people are often the most vulnerable in cities and are more impacted by disasters than wealthier people." **To what extent** do you agree with this statement – completely, somewhat or not at all? Use Source 1 to support your answer.

Lesson 5.4
Urbanisation in Indonesia

Introduction

Learning intentions and success criteria

As we have seen, in the past few decades there has been an increase in the proportion of the world's population living in cities. This change, along with its causes and consequences, is referred to as urbanisation. Changes in Indonesia's population have closely mirrored this global trend of city living (see Source 1). In the 1950s, only 15 per cent of Indonesians lived in urban areas, but by 1990, this proportion had doubled to 30 per cent. Today, more than half of Indonesia's residents live in cities and many of these cities (such as Jakarta) are struggling to cope with this rapid growth.



Source: Data provided by the United Nations

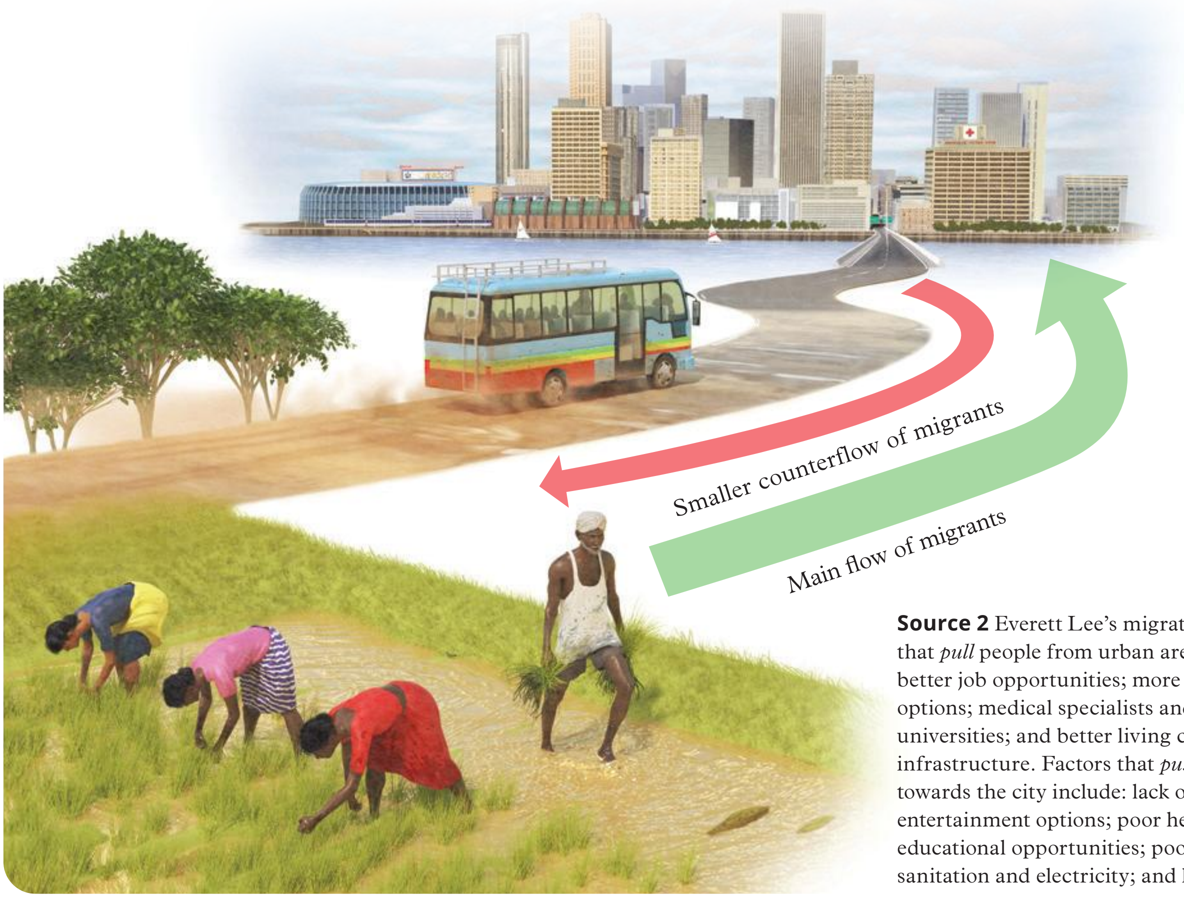
Source 1 Urban and rural population in Indonesia

Causes of urbanisation

migration movement of people to a new country or area

The main cause of urbanisation in Indonesia is the movement, or **migration**, of people from rural to urban areas. This is typical of the situation in many developing countries. To better understand this flow of people, a US geographer named Everett Lee developed a model of migration (see Source 2). He explains there are both positive and negative factors of the place each migrant comes from (the origin) and the place each migrant is going to (the destination). Lee named the negative factors "push factors", as they tend to push people away from a certain place. By contrast, he named the positive factors "pull factors", as they tend to pull people towards a certain place.

Generally, every migrant believes that the place they are going to is better than the place they are leaving. However, not everyone who believes that better opportunities exist elsewhere will move. They may see certain obstacles to moving, such as family ties and moving costs. Furthermore, some migrants find that the new place does not give them everything they hoped for and so they return to where they came from. This is called counter-migration.



Source 2 Everett Lee's migration model. Some factors that *pull* people from urban areas towards the city include: better job opportunities; more sporting and entertainment options; medical specialists and hospitals; schools and universities; and better living conditions with better infrastructure. Factors that *push* people in rural areas towards the city include: lack of job opportunities; few entertainment options; poor healthcare facilities; lack of educational opportunities; poor infrastructure, such as sanitation and electricity; and hard, physical labour.

Consequences of urbanisation in Indonesia

Urbanisation in Indonesia's cities has led to many issues, including the following:

- *Inequalities between the rich and poor* – many of the rural migrants who settle in Indonesia's growing cities have trouble finding secure employment or housing. Indonesia is now the country with the tenth greatest **wealth inequality** in the world.
- *Strains on infrastructure* – public transportation, roads, water, sanitation and electricity networks are all under strain from the rapid influx of people to the cities. For example, the commute from Bekasi, a city less than 20 kilometres from Jakarta, takes around three hours. More than 2 million people use Jakarta's public transport system every day.
- *Potential food insecurity* – with young people leaving rural areas seeking better job opportunities in the city (see Source 3), there are not enough workers on farms to plant and harvest crops. This may lead to lack of **food security** in the future, where the population could suffer from reduced access to food and nutrition.

wealth inequality
the unequal distribution of money and assets in a group of people

food security
a state where all people at all times have access to enough safe, nutritious food to sustain a healthy life

Source 3 Many Indonesians are leaving the hard, physical labour required of farm workers and moving to the country's booming cities.

export sending goods or services from one country to another for sale

remittances money sent from one person to another

Despite the challenges caused by urbanisation, it also has the potential to bring new prosperity to a country. With more workers in the cities, factories can operate more efficiently and produce goods for **export**. Many urban workers send money back to their families living in rural areas in the form of **remittances**. In some countries, urbanisation has helped to lift millions of people out of poverty.

Watch it! Push and pull factors

Check your learning 5.4

Check your learning 5.4

Review and understand

1 In your own words, **define** "urbanisation".
2 In your own words, **define** "migration".
3 **Identify** three reasons why people move from rural areas to urban areas.

Apply and analyse

4 **Distinguish between** "push factors" and "pull factors". Remember, when you distinguish between two things, you should talk about how they are different.
5 Using the data in Source 1:
   a **describe** the change in Indonesia's population between 1950 and today
   b **predict** whether this trend is expected to continue into the future and give reasons for your answer.

Evaluate and create

6 **Discuss** the impacts of urbanisation on the rural areas of Indonesia.
7 **Interview** a person who has moved home – either interstate or between countries. What were the push and pull factors that help explain why they moved?

Lesson 5.5
The advantages of living in cities

Learning intentions and success criteria

Introduction

As the world becomes more urbanised, geographers have identified the advantages and disadvantages of city living. These can be roughly divided into three categories: economic, social and environmental.

Economic advantages

Most cities today have strong infrastructure to support the large number of people who live there. This includes piped water, sewerage, electricity, communications, health care, education and public transport.

Because cities are home to so many people, they are an obvious location for companies to base their businesses. Cities provide a ready supply of both workers and customers. For this reason, cities generate 80 per cent of the world's income, despite being home to only 55 per cent of its population. Three-quarters of all jobs in Australia are based in our major cities, and the income generated in those cities accounts for around 80 per cent of our total economy.

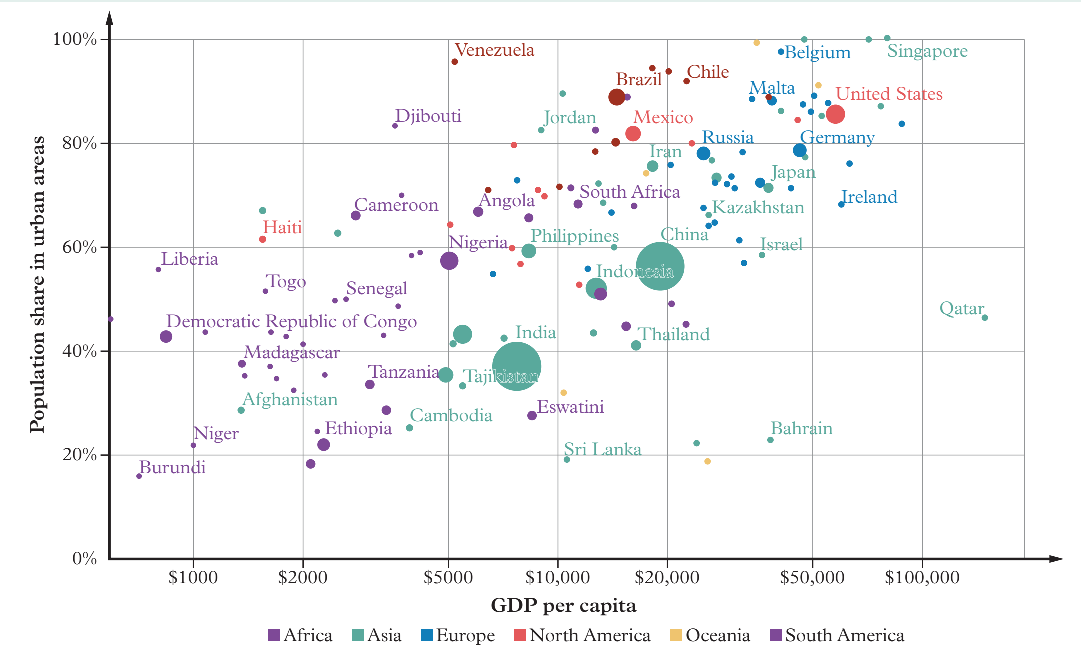
Key skill Collecting & representing data

Reading a scatterplot

Scatterplots are useful tools for interpreting trends in data. Each point on a scatterplot has two coordinates: the x coordinate (on the horizontal axis) and the y coordinate (on the vertical axis). The point at which they intersect is represented by a dot. The closer the dots come to forming a straight line on the graph, the stronger the relationship is between the two variables.

The variables in Source 1 are the gross domestic product (GDP) per capita in selected countries (the horizontal axis) and the level of urbanisation in those countries (the vertical axis). The GDP per capita is the total value of all of the goods and services produced in a country divided by the number of people in that country.

For more information on collecting and representing data, see Lesson 1.6 Representing data (page 30).



Source 1 Urbanisation and GDP per capita

Social advantages

Cities provide a range of social advantages, including access to schools, hospitals and other services, as well as non-essential services such as theatres, casinos, aquariums and major sporting events.

One of the main ways city populations grow is through the arrival of people from overseas. For migrants, cities offer the best opportunities for employment, good access to government and support services (such as translators and community workers), and the best chance of making connections with people from their own cultural and language backgrounds. Cities benefit from immigration, as it results in cultural diversity. This can often be seen in a range of shops, cultural organisations, restaurants and religious buildings, all of which help to make cities dynamic and vibrant places.

Source 2 Cities are meeting places for many cultures. Here, two Buddhist nuns record a multicultural celebration in Hobart, Tasmania.

Source 3 Hong Kong is widely regarded as having one of the best public transport networks in the world.

Environmental advantages

Not all cities have environmental advantages, but well-designed and well-managed cities can reduce the impact of their people on the environment.

Four of the world's top five eco-friendly cities are in Europe: Copenhagen, Amsterdam, Stockholm and Berlin. In these cities, the government encourages people to use low-carbon transport options, such as bikes or simply walking. Waste-disposal services are used to convert household and factory waste to electricity, which reduces the amount of non-renewable resources used to create energy. Water is also collected and used sustainably.

Many cities around the world are working towards becoming carbon neutral, to reduce the impact of climate change.

Quiz me! The advantages of living in cities

Check your learning 5.5

Check your learning 5.5

Review and understand

1 **Identify** two economic advantages for people who live in cities.

2 Why are cities often multicultural places?

Apply and analyse

3 **Examine** Source 1.

- a **Compare** (look at the similarities and differences between) the rate of urbanisation and income of people in Singapore with those in Ethiopia.
- b **Identify** the region of the world that is the least urbanised.
- c There is a trend in this scatterplot that shows that people in more urbanised countries have a greater-than-average GDP per capita than those in less urbanised countries. **Explain** how we know this from reading Source 1.

4 **Suggest** one new strategy that could be put in place to make your state's capital more eco-friendly.

Evaluate and create

5 Can you think of disadvantages to living in cities? **Discuss** this with a partner and then with the class.

6 Many important inventions happened in cities. These include the internet, telephones, wi-fi, the bionic ear, plastic bank notes, computers, cameras and sewerage systems. **Research** one of these to find the inventor and the city where the invention occurred.

Lesson 5.6
The disadvantages of living in cities

Introduction

While there are many advantages to city life, there are also a number of disadvantages. These can be roughly divided into three categories: economic, social and environmental.

Learning intentions and success criteria

Economic disadvantages

Cities can provide opportunities to generate wealth. However, geographers have found that it is residents with higher incomes who benefit from this most.

By contrast, many people find themselves experiencing poverty in cities. As a result, the world's city slums are growing. They are now home to more than a billion people. Cities struggle to provide those in slums with jobs and basic services, such as water, housing and sanitation.

Social disadvantages

The social disadvantages faced by city-dwellers can vary widely from suburb to suburb, so one person's experience may be very different from another's. Overcrowding and rising house prices might be a disadvantage for those living in the inner city, while lack of schools and hospitals might be a disadvantage for those living in new housing estates on the edge of the city.

Most of these disadvantages are linked to competition for services. Because cities are home to large numbers of people concentrated in relatively small areas, services can be stretched beyond their limits.

Source 1 Slums are often built on land that is vulnerable to disasters. In Rio de Janeiro, Brazil, the slums are built in the hills and ravines that surround the city.

Some of the problems most experienced by people living in cities include:

- *traffic congestion* – the result of too many people trying to use the roads at the same time
- *rises in the cost of housing, food and utilities* – the result of greater numbers of people competing for resources than can be supplied
- *waiting times for schools, public transport and medical care* – the result of more people trying to access these services than they were originally designed to serve
- *rates of crime* – the result of a complex combination of factors, including unemployment, cultural and economic background, age and gender.

Source 2 Satellite images of Rio de Janeiro in 1975 (top) and 2014 (bottom). These images show urban expansion over the years. Urban areas are grey, while forested regions appear as green.

Environmental disadvantages

The people, factories, cars and industries based in cities often pollute the air, water and soil. The goods and services needed by the residents of cities include food, water, electricity, petrol and gas. These often must be transported long distances, creating even more pollution. As cities grow in size, they place an enormous amount of stress on the natural environment around them (see Source 2).

To make room for cities to grow, forests and grasslands are cleared, lakes and wetlands are drained, and rivers are diverted or dammed. Soft earth is replaced with hard surfaces, such as footpaths and roads, to service the city. This often has serious consequences for native animal, plant and bird populations in the area.

Cities also consume a great deal of energy, which produces large amounts of carbon dioxide. In fact, cities produce about 70 per cent of the world's carbon dioxide, which contributes to climate change.

Quiz me! The disadvantages of living in cities

Check your learning 5.6

Check your learning 5.6

Review and understand

1 **Describe** one economic disadvantage of living in cities.

2 Why does traffic congestion commonly occur in large cities?

Apply and analyse

3 Source 1 shows a slum area in Rio de Janeiro.
   a **Identify** what type of geographical photo this is. Refer to Lesson 1.4 Collecting information (page 14) if you get stuck.
   b **Describe** the key differences between the slum (in the foreground) and the city (in the background).
   c **Explain** how slums develop in cities as a result of urbanisation.

4 Examine Source 2.
   a **Describe** the change in Rio de Janeiro between 1975 and 2014.
   b **Describe** the impact this change has had on the surrounding areas.

Evaluate and create

5 If new arrivals in cities face many difficulties, why do they keep coming? **Justify** (give reasons for) your answer.

6 The images in this lesson show urban disadvantages in Brazil. Use your research skills to find images of urban problems in Australia, Indonesia, China or the United States. **Classify** the problems into these categories: social, economic or environmental. Give each image a caption. Use your images to create a display on your classroom wall.

5A Skills in context
Patterns of urbanisation

Introduction

The growth of the world's cities has been one of the biggest changes in the way people live over the past 100 years or so. This change can be seen at a range of scales, from the global to the local.

Key concept Scale

At the global scale, for example, we have seen the emergence of megacities. For some countries this has caused a decline in the overall rural population, which is a change at the national scale. At the local scale, farmland has been converted into homes, particularly at the edges of cities.

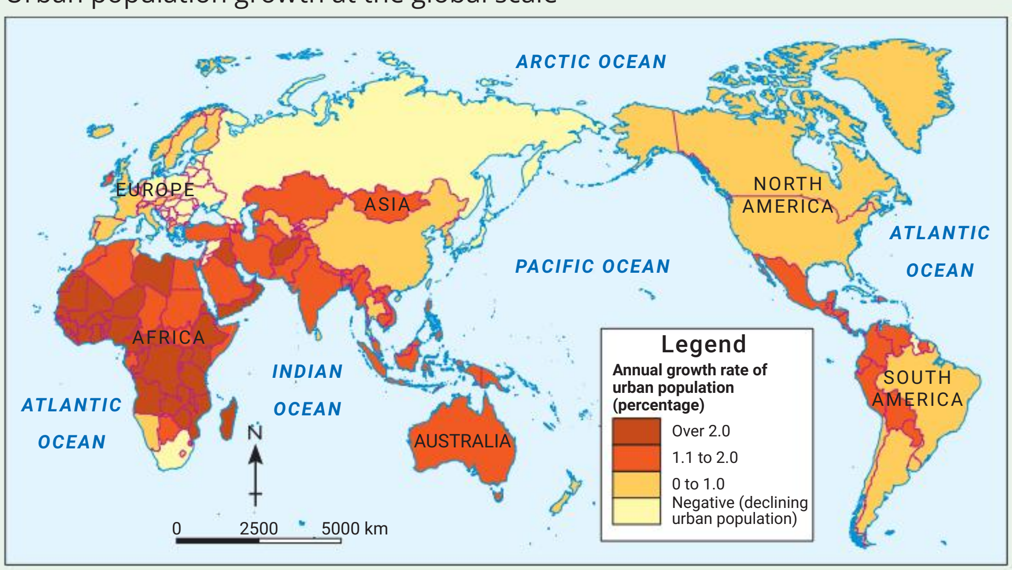
Population density in Indonesia

Enlarged map: Population density in Indonesia

Source: Oxford University Press

Source 1

Urban population growth at the global scale



Enlarged map: Urban population growth at the global scale

Source: Oxford University Press

Source 2

Source 3 Traffic congestion in the Tanah Abang district of Jakarta, Indonesia

Key skill Identifying patterns and relationships

Interpreting choropleth maps

The maps in Source 1 and Source 2 are choropleth maps. These maps give a quick impression of spatial patterns by using dark and light shades of the same or similar colours. Darker shades usually show “the most” and lighter shades show “the least”. To interpret a choropleth map, follow these steps.

- **Step 1:** Read the title carefully, so you understand what is being shown on the map.
- **Step 2:** Look carefully at the legend, so you understand what the various shades and colours represent.
- **Step 3:** Look for large areas of similar shades and for other patterns (such as lighter colours near the edges of a city and darker colours near the centre of a city).
- **Step 4:** Describe the patterns that you find in a few carefully worded sentences.
- **Step 5:** Look for any exceptions to the general pattern.
- **Step 6:** Describe these exceptions in a carefully worded sentence.

For more information on identifying patterns and relationships, see Lesson 1.7 Identifying patterns and relationships (page 34).

Practise the skill

1 **Examine** Source 1.
   a **Identify** the Indonesian island that is the most densely populated.
   b **Identify** the Indonesian island that is the least densely populated.
   c Are there any exceptions to the population density you identified in questions 1a and 1b? **Explain** your answer.
2 **Examine** Source 2.
   a **Describe** the purpose of this map.
   b **Identify** the continent with the highest annual growth rate.
   c Are there any exceptions to this, or does the whole continent show a high annual growth rate? Use a world map, such as the one at the back of the Student Book, to list the areas where exceptions might occur.
   d **Identify** the continent where there are many countries with declining urban populations.
3 Use the information you have extracted from answering the first two questions to answer the following:
   a Use the PQE method to describe the distribution of population in Indonesia.
   b Use the PQE method to describe the distribution of urban growth around the world. Refer to Lesson 1.7 Identifying patterns and relationships (page 34) to get you started.

Extend your understanding

Look closely at Source 1.

1 **Identify** the proposed location of Indonesia’s new capital city.
2 What is the population density of the city currently at this location?
3 Will the plan to add a new capital city increase or decrease the population density of this place? **Justify** (give reasons for) your answer.
4 **Research** this proposal. What are some of the main arguments supporting this proposal and what are some of the main arguments against it?

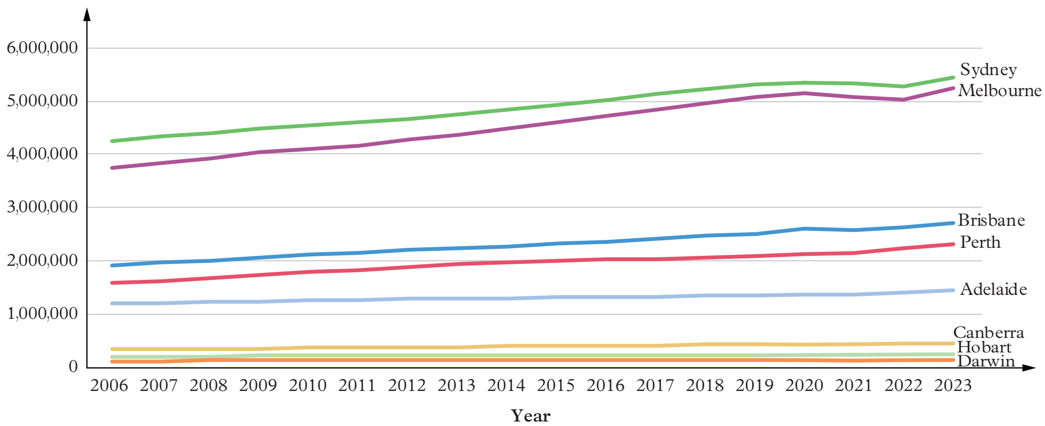
Lesson 5.7
Australia's cities

Learning intentions and success criteria

Geography

Introduction

Australia is one of the world's most urbanised countries. Around 90 per cent of us are packed into cities, but cities occupy just 0.2 per cent of our land. In every state and territory, well over half of the population lives in the capital city. Each year, these cities continue to grow (see Source 1).



Source 1 Population of Australia's capital cities, 2006–23. Source: Data from ABS

Why Australians live where they do

As in other countries around the world, in Australia the economic pull of the large cities attracts more people to them. A major push factor in rural areas is the limited access to education opportunities, and many young people move to capital cities to attend university. According to the Regional Universities Network, around 74 per cent of them remain in cities when their courses finish.

Migrants, too, are more likely to settle in our capital cities. For many newly arrived migrants, their first experience of Australia will be a new home in a large city. Cities offer access to government support services and good job opportunities. Since the 1940s, just under half of all migrants to Australia have settled in Sydney and Melbourne.

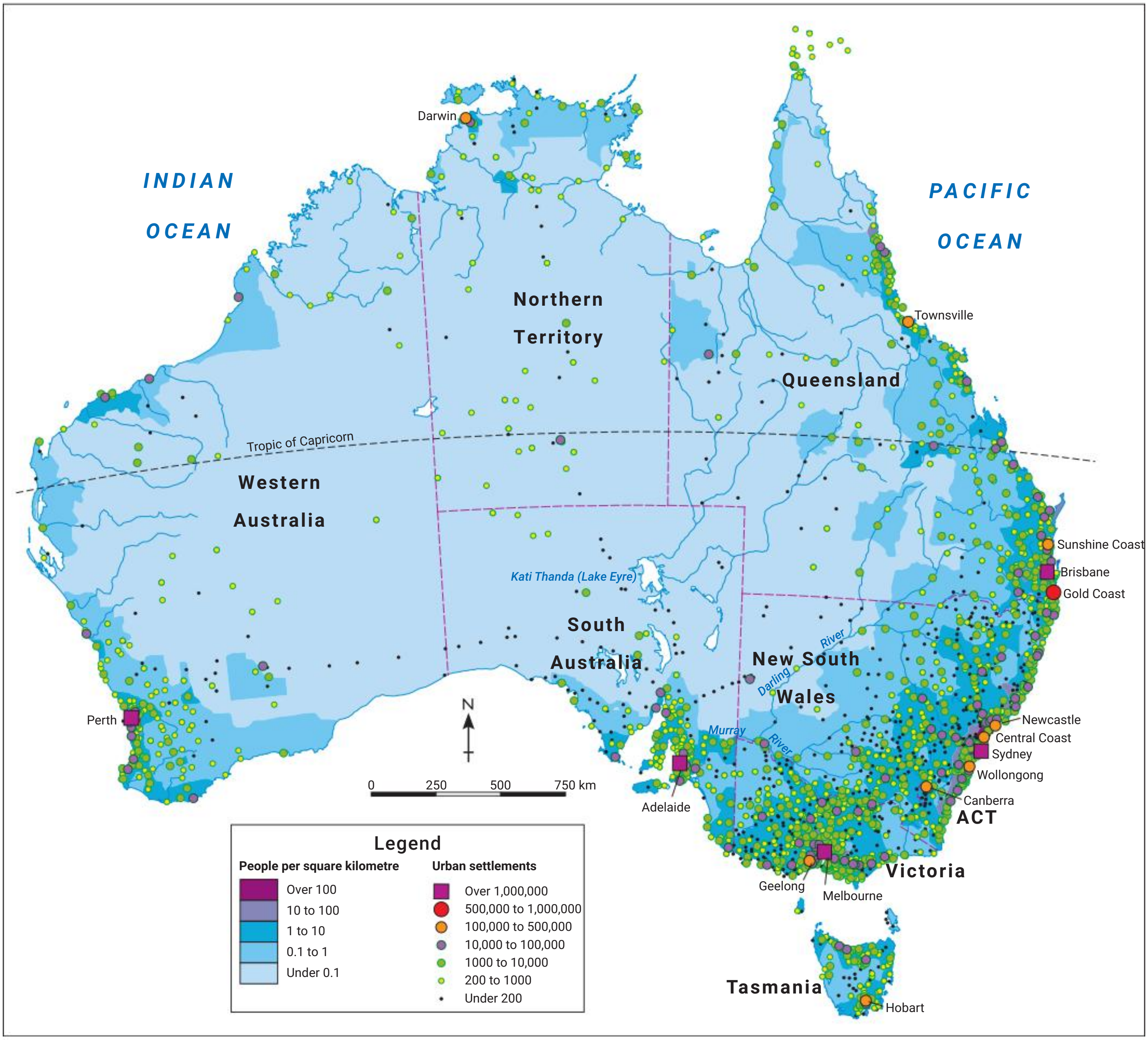
Growing cities

Today, most of the growth in Australia's large cities occurs on the edges of cities. Land there is generally cheaper than land closer to the centre of the city, and is therefore attractive to people who wish to build a new home. Young families, particularly migrant families, tend to be drawn to these areas. Property developers purchase land from farmers, build infrastructure such as roads and shopping centres, and divide the land into blocks to sell to new home builders. This process is known as **suburbanisation**.

suburbanisation the process of growing cities outwards by building new housing estates and businesses away from the Central Business District

As land is developed in this way, the city gradually grows outwards. Suburbanisation places a strain on city infrastructure, such as public transport and roads. In Melbourne, nearly 10 per cent of all peak-hour commuters travel on overcrowded trains. On the roads, the average commute time is around 65 minutes.

Australia: Population density and distribution, 2016

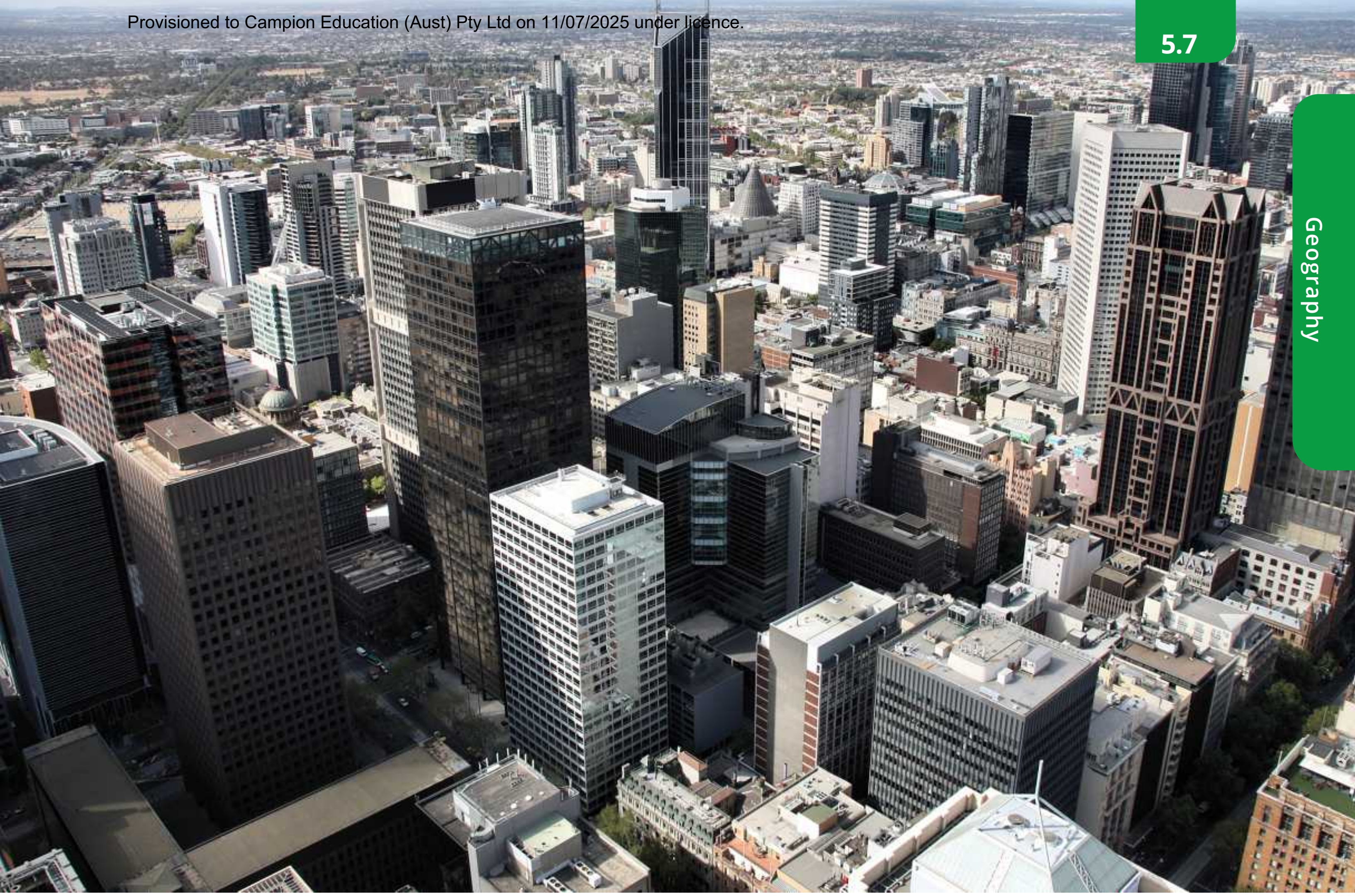


Source: Oxford University Press

Source 2

Interactive map: Australia – Population distribution and density, 2016

Map it! Australia: Population distribution and density, 2016



Source 3 Melbourne's Central Business District is the most densely populated suburb in Australia. There are more than 38,000 people in each square kilometre, most of them in apartment buildings.

Check your learning 5.7

Check your learning 5.7

Review and understand

1 Where do most Australians live?

2 In your own words, **define** "suburbanisation".

Apply and analyse

3 **Explain** why cities grow outwards as their populations increase.

4 Look closely at Source 1.
   a What type of map is this?
   b **Identify** the urban settlements with more than 1 million people.
   c Use the PQE method (see Module 1 The geography toolkit, (page 4)) to **describe** the distribution of population in Australia.

5 **Examine** Source 2.
   a **Identify** Australia's largest city.
   b **Identify** Australia's fastest-growing city.
   c Using data from the graph, **compare** the population growth in Melbourne and Sydney. Remember, when you compare two things, you should talk about their similarities and their differences.

6 **Explain** how growth can create difficulties in urban areas. Use examples to support your answer.

Evaluate and create

7 In a 200-word paragraph, **discuss** the advantages that Australia has as a nation with a largely urbanised population.

Lesson 5.8
Why Australians live in cities

Learning intentions and success criteria

Introduction

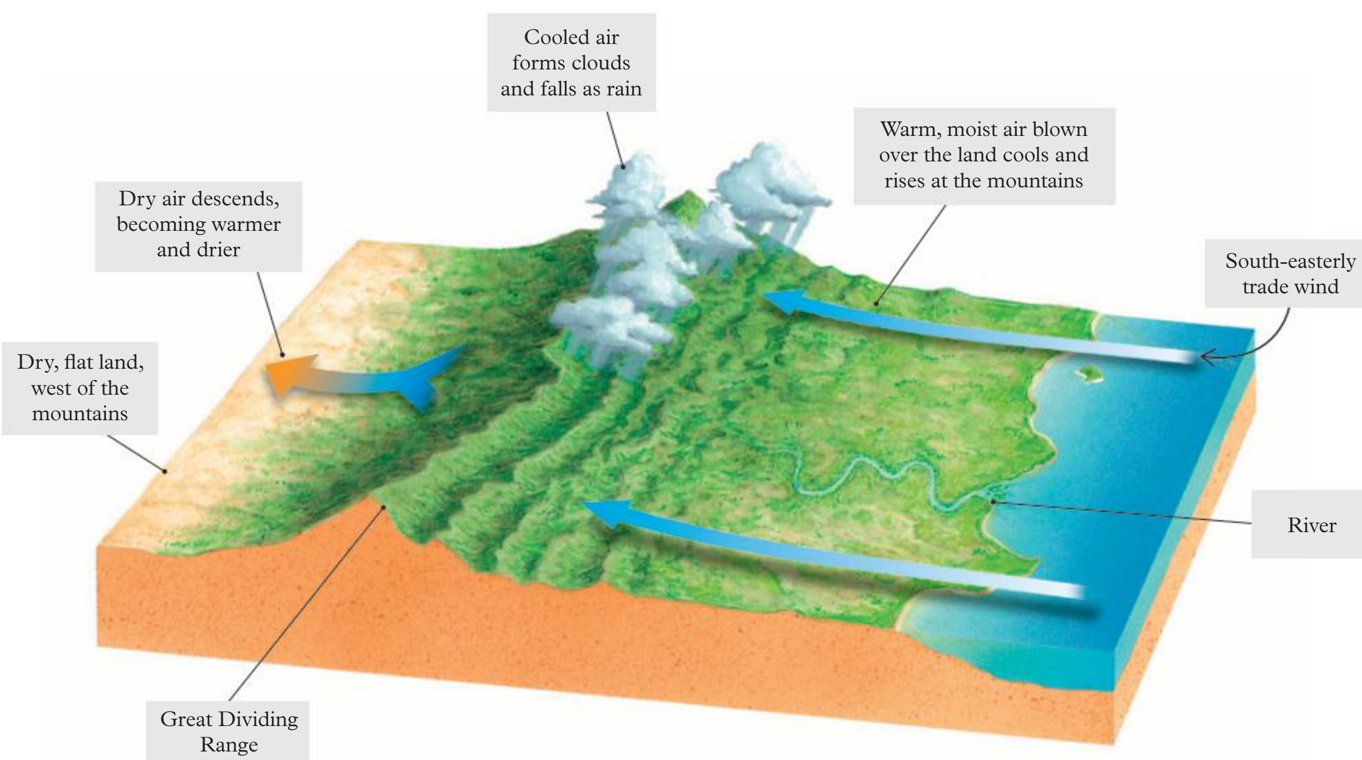
There are many reasons why Australians tend to live in cities. These reasons can roughly be divided into three categories: environmental factors, historic factors and factors relating to trade and transport networks.

Environmental factors

Australia's geographical features and different climate zones (see Source 2) play a major role in where Australians choose to live.

Places that receive the highest and most reliable rainfall are the most populated. These regions are found in the south-east of the country, to the east of a mountain range known as the Great Dividing Range. This mountain range stretches from Cape York Peninsula in the north of Queensland to the Grampians in western Victoria.

The Great Dividing Range has a major impact on the climate along the east coast of Australia (see Source 1). Rain falls on the eastern side of the range. It fills hundreds of rivers that run eastward to the coast. These rivers supply fresh water for drinking, food production, hydroelectricity, industry and transport. Most Australians live in coastal towns and cities near the mouths of these rivers. On the western side of the range, most of the land is dry and flat. As a result, this area is much less populated.



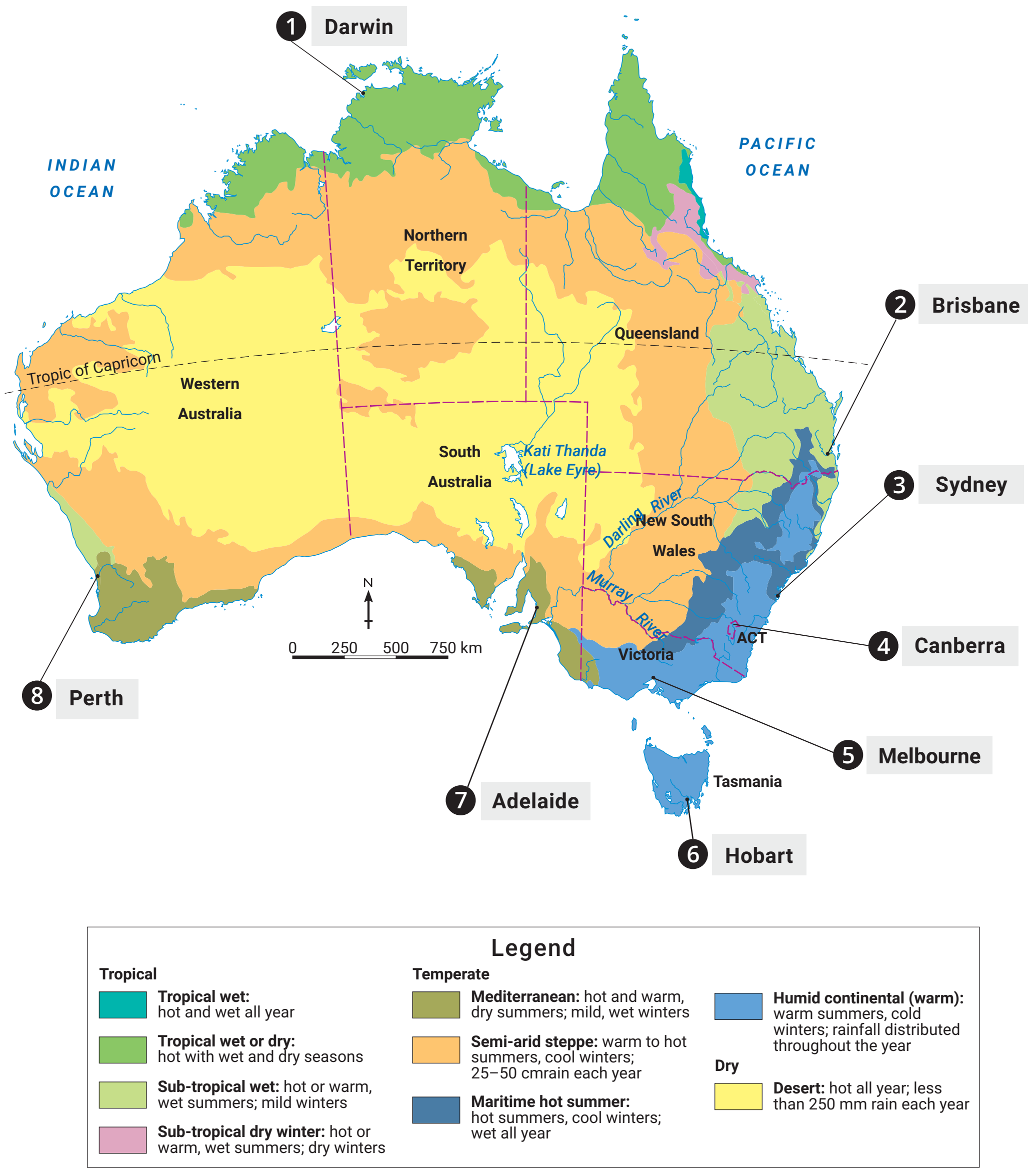
Source 1 The influence of the Great Dividing Range on Australia's climate

Historic factors

Prior to the arrival of European colonists, there were hundreds of Aboriginal nations and language groups that lived throughout Australia. When European **colonists** arrived by sea in 1788, they looked for land that was most suitable for farming and the building of towns. Places at the mouths of rivers provided them with fresh water and flat, fertile land (see Source 2). Apart from Canberra, all our capital cities were built by European colonists arriving by sea.

colonists those who take control of a country or territory for financial, political or military gain

Source 2 Australia's climate zones and state capital cities



1. The site of **Darwin** was chosen as the location of the end of the communications cable that connects Australia to Java and then to Europe. It lies near the mouth of the Elizabeth River and remains an important link with Asia through trade.
2. **Brisbane** lies at the mouth of the Brisbane River. Originally settled as a place for the worst of the convicts from Sydney, it became the centre of an important farming district due to the fertile soils and reliable rains in surrounding areas. Brisbane is home to the third-largest container port in Australia, and is also an important tourist hub.
3. **Sydney** is Australia's first city. Founded on a huge natural harbour at the mouth of several rivers, it was chosen as the site of a British penal colony. The first convicts arrived in 1788. It is home to Australia's busiest airport and second busiest container port.
4. **Canberra's** location was chosen as the site of Australia's national capital in 1908. It lies on the Molonglo River and has grown to become Australia's largest inland city.
5. **Melbourne** was founded at the mouth of the Yarra River by farmers looking for fertile land and fresh water. It has grown to become Australia's second largest city and home to the country's busiest container port.
6. **Hobart** lies at the mouth of the Derwent River. It was founded as the second prison colony in Australia, and for a while it was Australia's main whaling port.
7. **Adelaide** was built on the rich soil near the mouth of the Torrens River. Like Canberra, it was a planned city. Land was sold to English **settlers** before they arrived in Australia.
8. **Perth**, at the mouth of the Swan River, began as a farming community. Early settlers saw the potential for trade with other countries in the Indian Ocean.

Enlarged map: Australia's climate zones and state capital cities

settler a person who leaves their homeland by choice to settle in a new country or colony

Trade and transport networks

Australia is a trading nation. Much of our wealth comes from selling goods to people in other countries. Some of our largest exports are minerals, including iron ore, coal and gas; and farm products, such as beef and wheat. All these products leave Australia by ship. We also import goods from other countries. Some of our biggest imports are machinery, fuel, and vehicles from manufacturers in other countries. This means that ports are important parts of Australia's infrastructure. Our largest ports are located in our cities.

Source 3 Australia's busiest container port is in the centre of Melbourne.

Quiz me! Why Australians live in cities

Check your learning 5.8

Check your learning 5.8

Review and understand

1 Name four of Australia's biggest cities.

2 **List** three ways in which water has influenced where people in Australia live.

3 **Describe** the influence of the Great Dividing Range on Australia's climate.

Apply and analyse

4 **Explain** how our present way of life reflects decisions made hundreds of years ago.

5 **Identify** two common features shared by most of our capital cities.

6 **Explain** what is unique about the location of Canberra.

7 **Examine** Source 2.

a Which climate zone is common to three of Australia's state capitals?

b Use this map to **explain** why so few Australians live in the interior of the country.

Evaluate and create

8 Long before European colonists arrived, the areas that became our major cities already had names and significance to Aboriginal peoples. **Research** to find out the Aboriginal place names of our capital cities and share your findings with the class.

Lesson 5.9
America's cities

Introduction

Like Australia, the United States is one of the world's most urbanised countries. More than 80 per cent of its population live in cities. There are now more than 300 cities in the United States that have a population greater than 100,000. Nine have populations greater than 1 million.

American cities

There are usually three distinct parts to US cities:
- the city centre (usually referred to as "downtown")
- the suburbs
- the exurbs.

Key concept Space

BosNYWash

In north-eastern United States, several major cities and smaller surrounding areas have grown so large that they have merged into one continuous urban area. The major cities in this area are Boston, New York, Washington and Philadelphia.

The area is known as the Northeast Megalopolis but is commonly referred to as "BosNYWash". About one in six Americans live in this region, with the population density highest near the major train line that links the cities of Boston and Washington.

For more information on space, see Lesson 1.1 Geographical concepts (page 6).

Downtown

Downtown is often the place where the city was first settled. Land in the city centre is generally very expensive, so buildings tend to be tall rather than wide. These include towering residential apartment buildings. Downtown areas typically have many high-rise buildings that contain the offices of large companies. In Los Angeles (see Source 1), this is reflected in the demographic of people who live there. Of the 60,000 or so residents of downtown Los Angeles, just under 25,000 of them are office workers.

Source 1 Downtown Los Angeles; Greater Los Angeles is America's second-largest city, home to more than 18 million people.

Suburbs

Typically, beyond the city centre lies a large area of residential housing. This area is known as the suburbs. In many US cities, the suburbs grew rapidly from the 1950s onwards. In this period, people moved out of apartment buildings downtown and built free-standing houses on the city's edges.

The first suburban community in the United States was built in 1946 in Long Island, New York. One man purchased many acres of land, subdivided it into lots and built homes on them. This is the same model of suburbanisation we see today on the outskirts of cities around the world. The suburbs are now home to well over half of those who live in US cities.

urban sprawl
the growth of a city onto productive farmland on the city fringes

Source 2 An exurb on the edges of Las Vegas. This rapidly growing city is in a desert, placing a strain on the water resources of the area.

Exurbs

The exurbs are areas separated from the suburbs but connected to them by road and rail networks. Between exurbs and the city are farmland and open spaces. The people who live there usually commute into the city for work. For this reason, the exurbs are sometimes also called "dormitory suburbs".

Over time, as suburbs and exurbs grow, they may join together and increase the overall size of a city. Geographers refer to this expansion as **urban sprawl**. The United States is home to some of the world's most sprawling cities.

One of the biggest factors contributing to urban sprawl is access to car ownership. Cars allow people who live in the suburbs or exurbs to commute to work in the city centre more safely and easily than they could in the past.

Quiz me! America's cities

See, think, wonder

Look at Source 2.

- What do you see?
- What do you think?
- What do you wonder?

Check your learning 5.9

Check your learning 5.9

Review and understand

1 **Identify** the three main parts of American cities.

2 In your own words, **define** "megalopolis".

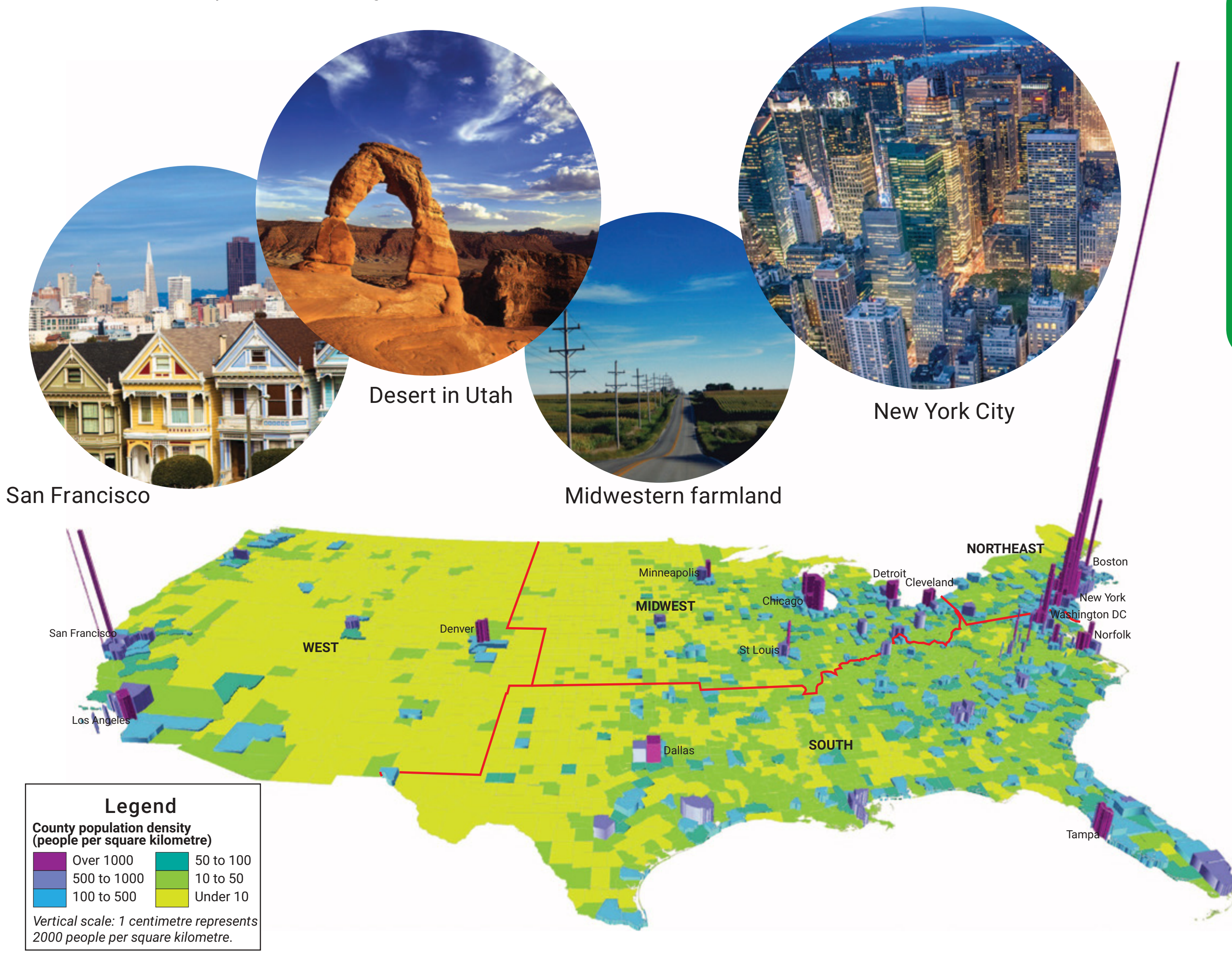
Apply and analyse

3 **Distinguish between** the suburbs and the exurbs. Remember, when you distinguish between two things, you should talk about how they are different.

4 **Examine** Source 3.

a **Identify** the areas of the United States that are the most densely populated.

United States: Population density



Source: Oxford University Press

Source 3

Interactive map: United States – Population density

b **Identify** the areas that are the least densely populated.

c **Compare** the distribution of population in the United States to the distribution of population in Australia (see Source 2 in Lesson 5.7 Australia's cities, page 165). In what ways are they similar, and in what ways are they different?

Evaluate and create

5 Suggest four natural and human factors that have contributed to the growth of America's cities. **Justify** (give reasons for) your answer.

6 Use the satellite images in Google Earth to explore the BosNYWash region. Turn on the "Transportation" layer. You will find this in the "More" layer. What do you notice about the relationship between rail lines and population areas?

Lesson 5.10
Why Americans live in cities

Learning intentions and success criteria

Introduction

America's population of 334 million people is not distributed evenly. Some parts of the country are dominated by enormous, crowded cities and large towns that, together, are home to tens of millions of people. Other parts are vast areas of wilderness where hardly anyone lives. This is because people usually live in places that supply their basic needs – food, water and shelter. In the United States, the most densely populated places tend to share the same features:

- a temperate climate (one that is not too cold or too hot)
- reliable rainfall and rivers to supply fresh water
- fertile soils for growing crops
- links to other cities by transport networks
- closeness to the coast.

The role of climate

The United States is the world's fourth largest country. It extends almost from the tropics in the south to the Arctic Circle in the north. This gives it a wide range of climates. In winter, snow can blanket northern cities, such as New York and Chicago. In summer, it can be extremely hot and humid in southern cities, such as Atlanta and Austin. Temperatures tend to vary between the south and the north, while the amount of rainfall tends to vary from the east to the west (see Source 4).

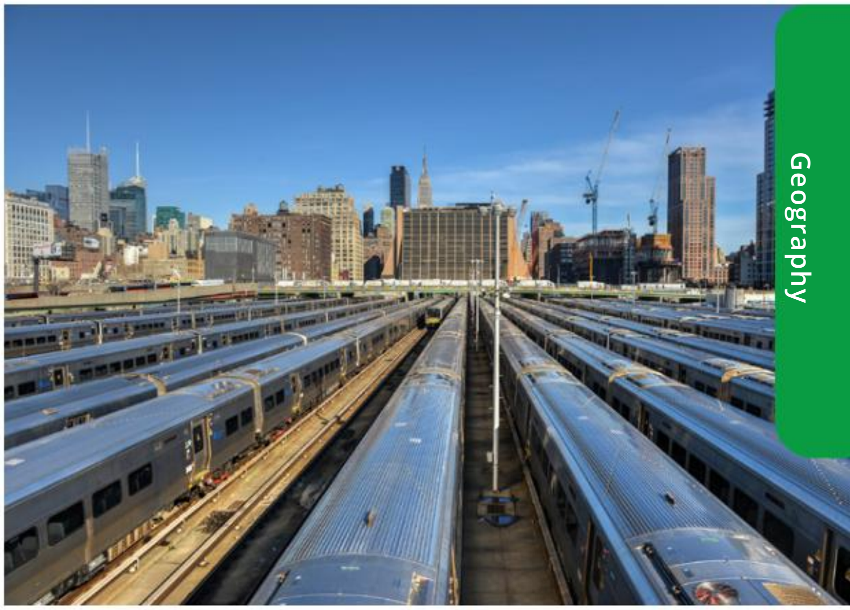
Source 1 The climate of Florida, in the south, is warm and tropical. Some of the state's cities, such as Miami, are among the fastest growing in the United States.

Transport networks

The distribution of cities throughout the United States is partly a reflection of the **Industrial Revolution**. The Industrial Revolution began in Britain, around 1760. During this period, new machineries, power sources and ways of organising work greatly changed all aspects of life.

Arriving in America, early British settlers brought with them many of the new technological methods that had radically changed Britain. These included improvements in farming that allowed people to live in cities rather than in rural places where food was grown.

One of the most significant developments was the ability to build train networks. The first railways were built in the early 1800s in America's north-east. This was the point of arrival for many European migrants, and gave them access to travel. By 1850, there were 14,000 kilometres of train tracks in different parts of the country. In 1869, the first track was built across the country. Towns developed around train lines, at railroad junctions and at the end of the lines in many areas. Many of these are now the nation's largest cities, including New York, Chicago and Los Angeles.



Source 2 Penn Station in New York is one of the world's busiest stations.

Industrial Revolution a period of major change in the late 1700s and early 1800s, during which industries were revolutionised by the use of machinery

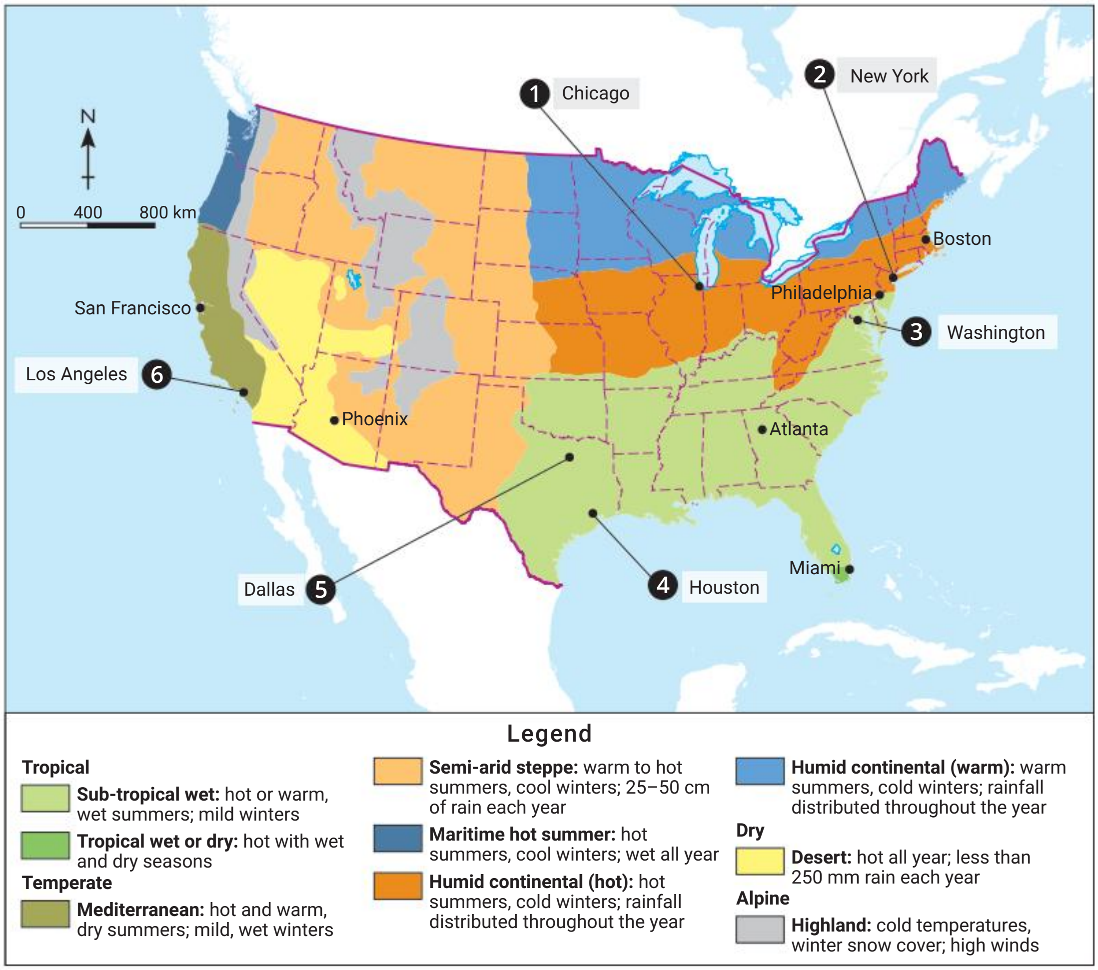
United States: Railroads built in the late 1800s

Source: Oxford University Press/National Geographic

Source 3 Between 1870 and 1890 the amount of railroad track in the United States tripled, linking together small towns and helping them grow into huge cities.

Enlarged map: United States – Railroads built in the late 1800s

United States: Climate zones



Source: Oxford University Press

Source 4

1. **Chicago** lies on the shores of the vast freshwater Lake Michigan. Located near the centre of North America, it has long been an important trade link for roads, rails, ships and planes.
2. **New York** is located at the mouth of the Hudson River on a large neutral harbour. It is an important port for trade and migration, particularly from Europe.
3. **Washington** is in its own district (DC) on the bank of the Potomac River. The site was chosen as the nation's capital in 1790. It contains many of the nation's important buildings and hosts millions of tourists each year.
4. **Houston** is located on the Buffalo Bayou River. It has been an important trade link using the US rail network. It also has a large port.
5. **Dallas** is a railroad city that has served as an important trade hub for manufacturing and farming goods, particularly cotton. It boomed in the 1930s with the discovery of nearby oilfields.
6. **Los Angeles** is located on the Pacific coast at the mouth of the Los Angeles River. First settled by the Spanish, it became part of the United States in 1847. It was first connected to other American cities by rail in 1876 and it boomed years later when oil was discovered nearby.

Enlarged map: United States – Climate zones

Quiz me! Why Americans live in cities

Check your learning 5.10

Check your learning 5.10

Review and understand

1 How did railways affect the growth of cities in the United States?

2 **List** the five factors that the most densely populated places in the United States have in common.

3 **Identify** one reason why there are such different climates in different parts of the United States.

Apply and analyse

4 Look closely at Source 4.

a **Identify** the type of climate that three of America's largest cities have in common.

b **Describe** some of the common features of these cities.

5 **Compare** Source 4 with Source 3 in Lesson 5.9 America's cities (page 171) by answering the following questions:

a **Identify** the climate in the areas with the highest population densities.

b **Explain** why the population may be highest in these areas.

c **Identify** the climate in the areas with the lowest population densities.

d **Explain** why the population may be lowest in these areas.

Evaluate and create

6 Consider what you have learnt in this lesson on the role of climate in cities.

a Do you think climate has influenced where towns and cities have developed in the United States? **Justify** (give reasons for) your answer.

b In what ways is this similar to the settlement pattern of towns and cities in Australia?

7 Source 4 includes a description of America's six largest cities. The next six largest are also labelled on the map. Select one of these and **research** its location and history. Write your own label for this city, to be added to the map.

Lesson 5.11
New York: America's megacity

Introduction

Learning intentions and success criteria

New York is the largest city in the United States and was the world's first megacity. For much of the twentieth century, it was the largest city in the world.

New York is made up of five areas known as boroughs. These boroughs are Manhattan, the Bronx, Queens, Brooklyn and Staten Island. Houses in Queens and Staten Island are similar to those in Australian suburbs. However, in the other three boroughs, almost everyone lives in apartments.

Manhattan, in particular, is one of the most densely populated places on Earth. It has a population of more than 1.5 million people in an area of less than 60 square kilometres. This is a **population density** of about 27,000 people per square kilometre. The overall population density of all five boroughs of New York, however, is around 10,500 people per square kilometre. When you compare this with Sydney – which has a population density of 440 people per square kilometre – you get an idea of just how many people there are in New York.

population density
a measurement of the number of individuals per unit area (e.g. 1,500 people per square kilometre)

Apartment buildings dominate the skyline in New York (see Source 1). Each floor of an apartment building is commonly divided into four to six apartments. A typical New York apartment is about 21 square metres in area, but this varies widely depending on the apartment blocks themselves and their location. About half of all New Yorkers own their own apartment, and the other half rent. There is often a convenience store at ground level in the building and a subway station nearby. For many New Yorkers, the corner coffee shop is an important meeting place because their apartments are too small for entertaining.

Source 1 This oblique aerial photograph shows part of Manhattan in New York.

Key concept Place

New York neighbourhoods

New York is a vast, sprawling city, but it is also a city of neighbourhoods. Manhattan Island, for example, is divided into more than 60 of these local places, each with its own distinctive identity. A New Yorker would be much more likely to say they are from Upper West Side or Greenwich Village, rather than from New York or Manhattan. The names of the neighbourhoods sometimes give us clues about land uses in the past. Meatpacking, Financial and Garment Districts are fairly obvious but Sugar Hill is a bit more obscure. It got its name as a place to enjoy the “sweet life” when the area boomed in the 1920s. Some areas became home to migrants from particular regions and now bear names such as Chinatown (see Source 2), Spanish Harlem and Little Italy.

Source 2 Chinatown, New York

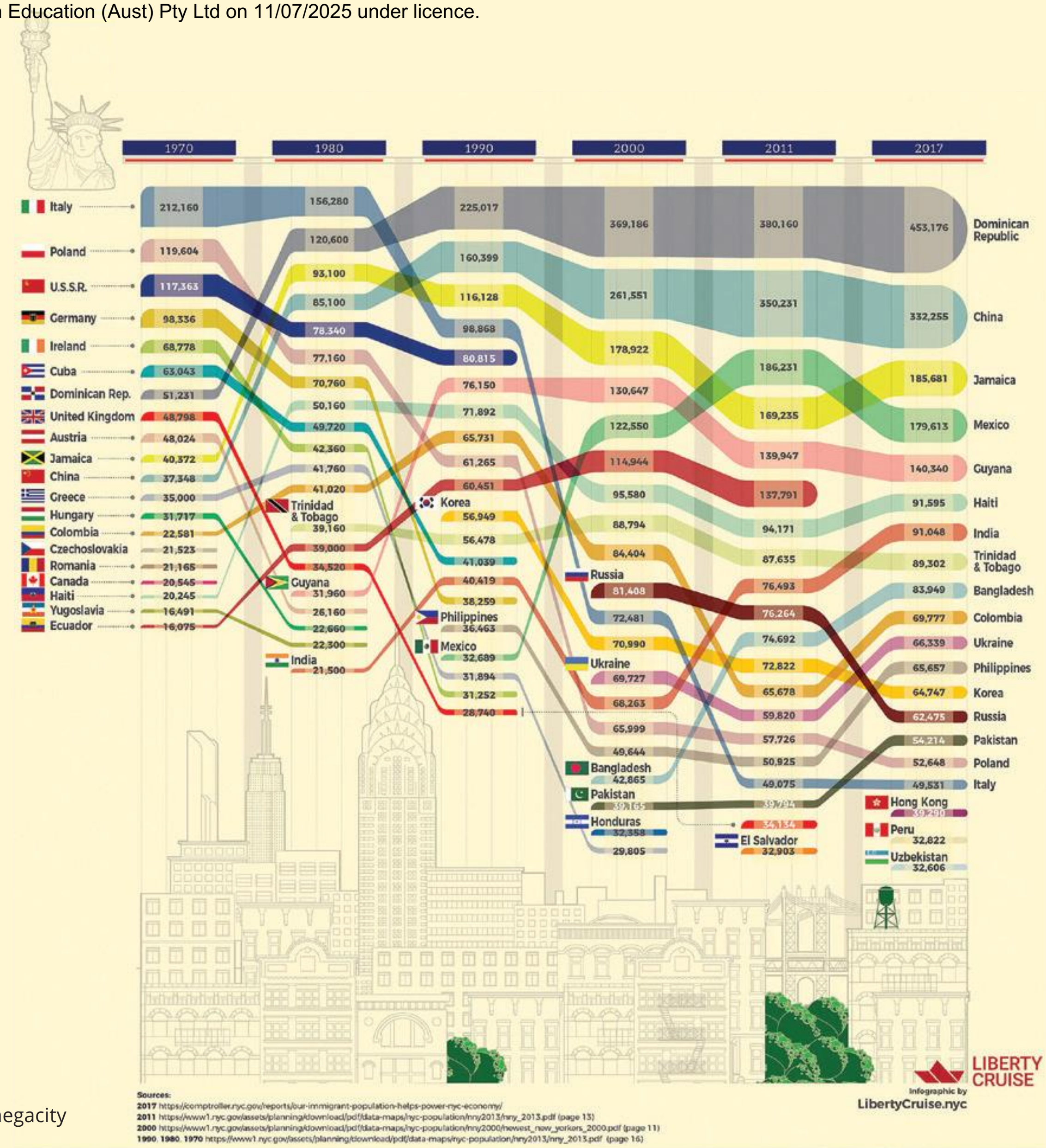
The impact of migration

New York, like many Australian cities, has been shaped by migration. Waves of migrants – many of them escaping trouble in their home country – have travelled to New York in search of a better future (see Source 3). Some of the most notable of these waves have been:

- Irish immigrants escaping a collapse in their country's food security, known as the "Great Potato Famine" (1840s)
- Jewish people from Eastern Europe fleeing persecution (1880s to 1920s) – by the mid-1920s, New York was home to nearly 2 million Jews
- Italian people, many of whom were landless farmers escaping poverty (1800s to 1950s)
- freed slaves and their ancestors from the southern states of America (1915 to 1960s)
- people from Central American and Caribbean countries, such as the Dominican Republic and Mexico (1970s onwards).

A recent dominant wave has been the outward flow of migrants from New York to other states. This includes neighbouring states, such as New Jersey, but also the so-called "sun belt", which includes warmer states such as Florida and California.

Source 3 Origins of migrants to New York, 1970–2017



Quiz me!
New York – America's megacity

Check your learning 5.11

Check your learning 5.11

Review and understand

1. **List** the five boroughs of New York City.
2. **Describe** how the lack of space in Manhattan affects the way people live.

Apply and analyse

3. Consider what you have learnt about population density in this lesson.
   a. **Explain** the difference between the population density of New York and Sydney.
   b. What impact do you think this difference has on the lives of people living in New York?
4. **Examine** Source 3.
   a. What changes have occurred in the number of migrants from the Dominican Republic since 1970?
   b. **Compare** this to the number of migrants from Italy. Do the changes in number follow a similar or different trend?
   c. **Propose** one reason for the difference that you identified in question 4b.
5. Locate and label the countries listed in Source 3 on a blank map of the world (one has been provided for you on Oxford Digital).
   a. On each country, record the number of migrants from that country who arrived in New York in 2017.
   b. Do most migrants come from countries close to America or from distant countries?

Template: Blank world map

5B Skills in context
The growth of Washington DC

Introduction

Washington DC is the capital of the United States. Unlike most other cities in the world, it was a planned city.

Shortly after the United States was created as a country in 1776, it was decided that the nation's capital should not be a part of a state, but should be in its own district (the District of Columbia, or DC as it is known). The states of Maryland and Virginia each donated a piece of land on their border for the new capital. It was designed as a square city, 16 kilometres (10 miles) long on each side, on the banks of the Potomac River. Since that time, Washington has expanded beyond these borders. It now spills into its neighbouring states and has become part of the megalopolis, BosNYWash.

As the nation's capital, Washington contains many buildings of national significance. Millions of visitors come to Washington each year to see these buildings and other important landmarks (see Source 1).

Source 1 Visitors at the Lincoln Memorial, Washington DC

Key skill Collecting and representing data

Creating column and line graphs

Graphs are used in geography to display data and make it easier to understand. Raw data often appears as a confusing table of numbers, so turning data into graphs makes it easier to recognise and analyse trends and patterns. Some commonly used graphs in geography are:

- column graphs – used to compare data (for example, the sizes of several cities)
- line graphs – used to show trends over time (for example, the growth of a city's population).

To draw a graph, you should follow the steps below.

- **Step 1:** Decide whether a column graph or line graph will best suit your purpose.
- **Step 2:** Examine the data carefully to decide on the axes and the scale you should use so that all the data fits. It is important that the scale on each axis is an even scale; for example, 3 centimetres equals 1 million people.
- **Step 3:** Construct your axes and your scale using a ruler.
- **Step 4:** Plot the data carefully. Use a straight, horizontal line for a column graph. Use a small, neat dot for a line graph.
- **Step 5:** On a column graph, draw a series of columns that extend to the horizontal axis. Lightly shade each column with a coloured pencil. On a line graph, join the dots with a wsmooth, freehand line.
- **Step 6:** Label each axis with a description of the data and give your completed graph a title.

For more information on collecting and representing data, see Lesson 1.6 Representing data (page 30).

Practise the skill

1 Using the data provided in Source 2 and Source 3, **create** two different types of graphs:

a a line graph showing the growth of the population of Washington DC, 1950–2020

b a column graph showing the numbers of visitors to Washington's top tourist attractions.

Source 2 Population of Washington DC, 1950–2020

Year	Population
1950	1,298,000
1960	1,823,000
1970	2,488,000
1980	2,777,000
1990	3,376,000
2000	3,949,000
2010	4,604,000
2020	5,322,000

Source 3 Washington's five most popular tourist attractions, 2023.

Tourist attraction	Number of visitors each year (millions)
Lincoln Memorial	8.1
Vietnam Veterans Memorial	5.0
National Museum of Natural History	4.4
National Gallery of Art	3.8
National Air and Space Museum	3.1

Source: Washington Business Journal

Extend your understanding

1 Study your completed line graph.

a **Describe** the changes in the population of Washington between 1950 and 2020.

b **Predict** what you think will happen to Washington's population in the next 20 years.

Lesson 5.12
Forecasting urban growth in Australia

Geography

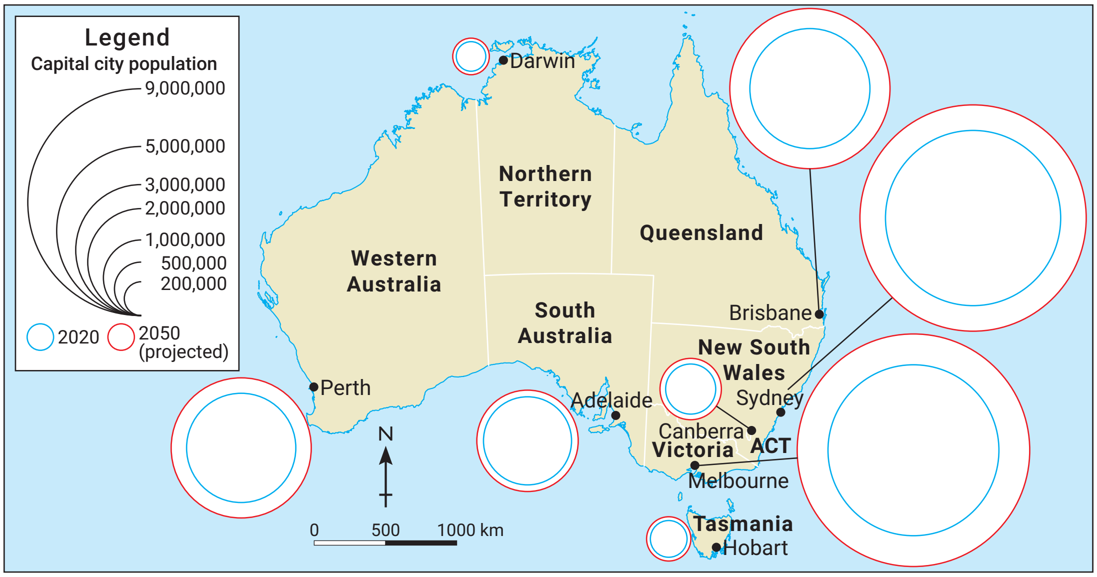
Introduction

Learning intentions and success criteria

Geographers are interested in predicting the future. One of the most important predictions concerns the growth of our population. So how do we make predictions about population changes? Geographers generally rely on three methods:

- *Examining past trends* – geographers examine past trends, particularly ones that have occurred recently. For example, the fastest-growing cities of the last five years are likely to continue to be the fastest-growing cities in the next five years. Source 1 shows the predicted population of Australia's largest cities by 2050. This prediction is based on the idea that current trends, such as the number of babies born and the number of migrants arriving in Australia, will continue at the same rate.
- *Relying on the data* – geographers rely on the best data from reliable sources. Every five years, the Australian Bureau of Statistics (ABS) completes a census of Australia's population. This is a very accurate snapshot of how many people are living in different parts of Australia, and also contains a great deal of other data. Between the census years, the ABS provides annual predictions of the population.
- *Allowing for uncertainty* – geographers allow for uncertainty. Unpredictable events occur, which means their predictions may change. The COVID-19 pandemic, for example, slowed migration to Australia significantly for many months. This cut off the country's main source of population growth.

ABS predictions for the population of Australia's capital cities in 2023 and 2050



Source: Oxford University Press/ABS

Source 1

Source 2 Millions of Australian homes and businesses have rooftop solar panels. This is a response to rising electricity prices and carbon emissions.

Forecasting urban growth

Today, Australia's population is around 27 million. The ABS predicts Australia's population will reach about 35 million by 2050. Most of this growth is likely to occur in our capital cities. This puts many pressures on governments and councils, which are in charge of planning and building new services to accommodate new residents.

By 2050, it has been estimated that Australia will need a further:

- 6.9 million homes (an 82 per cent increase from today)
- 173,348 kilometres of new roads (a 51 per cent increase from today)
- thousands of new services, including 3,254 new schools, 1,370 new supermarkets and 1,370 new cinema screens.

Expanding cities also create environmental issues. Clearing land to build new homes and suburbs damages the natural environment and negatively impacts on plant and animal populations.

Future Melbourne

Future developments in technology will help to shape our cities and the way we live. Changing technology may mean more of us will work and study from home in the future. The COVID-19 pandemic changed the way that many Australians worked. Around 32 per cent of working Australians moved to work from home during that time, although many returned to their workplaces when restrictions eased.

New technologies such as driverless cars and delivery drones may also be part of the solution to moving more people and goods around our growing cities.

Climate change will increase our exposure to hazards such as bushfires and heatwaves. Good city planning will take these dangers into account. The City of Melbourne has developed the Climate Change Mitigation Strategy to 2050. The aim of the strategy is to change the ways we produce energy and dispose of waste, as well as invest in urban forests, green buildings and better cycling infrastructure.

Map it! ABS predictions for the population of Australia's capital cities in 2050

Check your learning 5.12

Check your learning 5.12

Review and understand

1 **Identify** the three methods geographers rely on to help predict the future population.

2 What is a census?

3 **List** the major changes that are predicted for Australia's population by 2050.

Apply and analyse

4 **Explain** why it is important for communities to know about future population changes.

5 Look closely at Source 1.

a **Identify** the capital city expected to grow the most by 2050.

b **Propose** (put forward) three key services and infrastructure improvements that this city will need to meet the needs of this growing population.

c **Rank** the capital cities from largest to smallest in 2050.

Evaluate and create

6 Australia's population is ageing as well as growing. This means that older people will make up a greater share of the population in the future. How do you think this trend might influence city planning in the future?

7 In pairs, **discuss** how an unpredictable event, such as the COVID-19 pandemic, or a war in another region, can impact on geographers' ability to predict the future population. Share your answers with the class.

Lesson 5.13

Managing urban growth in Australia

Introduction

Governments are responsible for managing the growth of Australia's cities. They employ urban planners to help them make decisions that allow our cities to grow.

It can be difficult to maintain or improve the liveability of a growing city as existing services may struggle to meet the needs of a growing population. It is a planner's task to predict these problems and to advise governments which solutions to put in place.

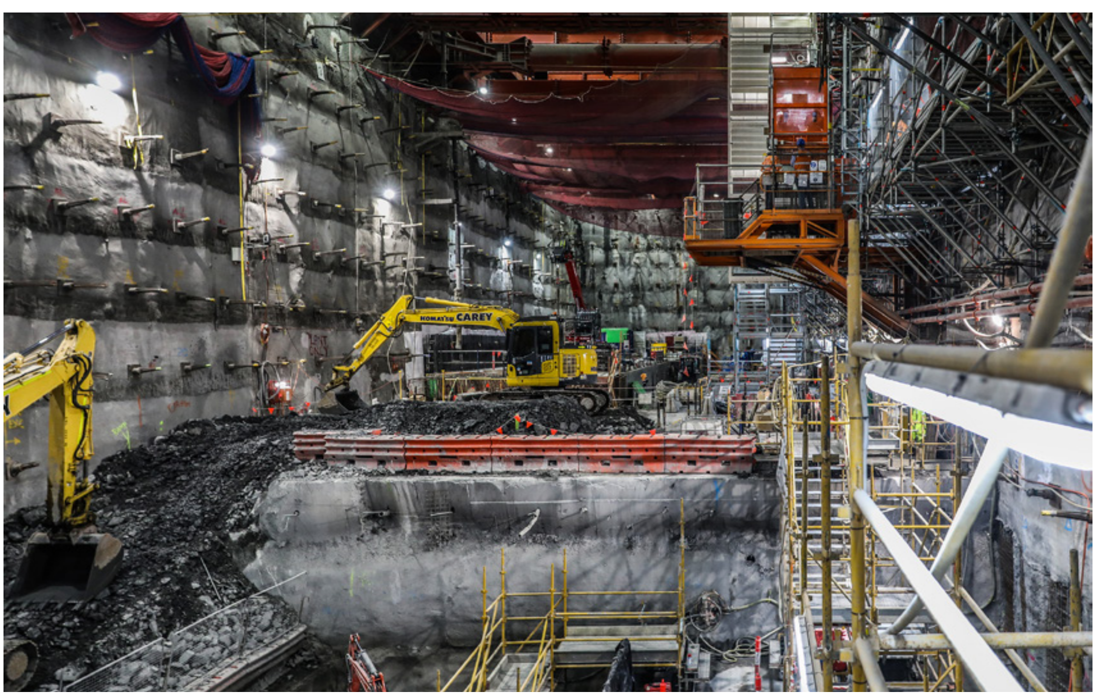
Governments then have to balance social factors (the needs of the population), economic factors (the cost of providing services) and environmental factors (the impact on the natural world) in deciding how they will respond to the problems created by a growing population.

Learning intentions and success criteria

Plan Melbourne 2017–2050

The Victorian Government is planning for the continued growth of Melbourne through a strategy they have called Plan Melbourne. This outlines the strategies they are using to cater for a city that is expected to grow from 5 million residents to 8 million by 2050.

To improve transport links in Melbourne, the government is building and improving much of the road and rail infrastructure. Known as Victoria's Big Build, there are more than 200 projects planned, completed or underway. These include removing 110 level crossings, building a new road tunnel under the Yarra River and new twin rail tunnels beneath Melbourne's Central Business District.



Source 1 While Melburnians continued with their daily activities between 2017 and 2025, two new tunnels and five new stations were being built beneath their feet. The Metro Tunnel is expected to carry half a million extra passengers a year.

In order to provide housing for new residents, the government is trying to slow down the development of new housing areas on the edge of the city (known as urban sprawl). In order to do this, they are increasing the number of people living in older suburbs within the existing city. The focus will be on allowing taller apartment towers near train stations and shopping centres. When the premier announced the plan to allow 50 of these "activity centres" to be built, many local residents protested, as they were concerned that this would reduce the liveability of their suburb.

Source 2 High-rise apartments at Camberwell Junction, one of Melbourne's activity centres. One of the aims of the activity centres is that they will allow residents to access their daily needs within a 20-minute walk, bike ride or public transport journey from their homes.

Quiz me! Managing urban growth in Australia

Check your learning 5.13

Check your learning 5.13

Review and understand

1 **Describe** the role of an urban planner.

Apply and analyse

2 Many parts of the Melbourne Plan are designed to reduce the reliance of people on cars. **Explain** how this helps to reduce the environmental and social impacts of travel.

3 Planners in Brisbane recommended that all public transport fares be reduced to only 50c a trip and this was adopted by the Queensland Government in 2024. Before this, an average trip cost between $3 and $5. **Analyse** the potential social, economic and environmental impacts of this change.

Evaluate and create

4 **Evaluate** the ways in which apartment buildings near train stations may change the suburb in which they are built.

5 **Research** an example of three management strategies in a major city near you. **Create** a PowerPoint or Prezi presentation displaying how these strategies have been put into place.

Lesson 5.14
Decentralisation

Geography

Learning intentions and success criteria

Introduction

As you have learnt, most Australians live in a few large cities. Two-thirds of us live in one of our eight capital cities. State and federal governments try to encourage people to move from these cities into regional areas of the states. Similarly, immigrants are also encouraged to settle in regional areas. This is to try and create a more balanced spread of the population and is known as decentralisation.

There are several ways that governments encourage people to settle in areas outside of the big cities:

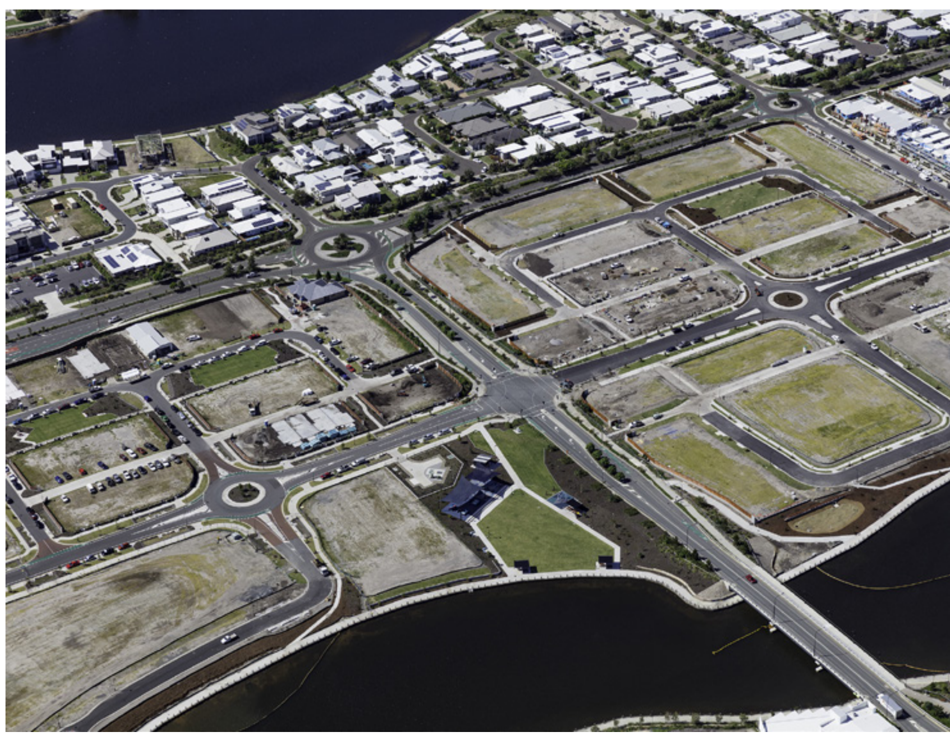
- They move their own department offices into regional areas.
- The federal government offers regional visas for migrants to work and settle in rural areas. Holders of these visas receive certain advantages, such as a larger range of job opportunities.
- They can release land in regional areas for businesses to build factories and warehouses.
- Industries and companies are given financial benefits to encourage them to move their operations from capital cities to regional centres.

As with many responses to population growth, there are arguments for and against the policy of decentralisation.

Arguments for decentralisation

There are issues associated with Australia's current distribution of population living in a few large cities. Social problems such as homelessness and poor access to services occur in some cities. There are also impacts to the natural environment that can be reduced by decentralisation.

There are also many advantages for the regional cities that are expected to grow because of decentralisation. The growth in population helps boost the economy in regional towns. Businesses have new customers and new employees, which creates even more business opportunities. As new residents build homes, they spend money in the local area, including paying rates to the



Source 1 Queensland is Australia's most decentralised state. The Sunshine Coast is one of the fastest growing regional areas in Australia. New suburbs are being developed to cope with the demand for housing.

local council. This money can be used by the council to improve the liveability of the area, through building new infrastructure that benefits all residents of the town.

As the population grows in these areas, it also brings with it social changes. This includes the diversification of cultural and ethnic groups.

Arguments against decentralisation

Some people who live in regional Australia are concerned that a surge in population will change their towns and cities forever. Geographers predict property prices in these areas will rise as the demand for new homes increases. We can already see this happening in many towns near large mines, where the number of workers overwhelm the supply of housing in the towns. In the Bunbury Region of Western Australia, house prices jumped more than 20 per cent between 2023 and 2024. As a result, locals who have lived in the area for a long time are finding it difficult to afford their rent or to buy a new home.

While regional areas can be enhanced by new residents, some locals believe they should have more of a say in how resources are spent on issues that directly affect them.

Furthermore, it can often be difficult and expensive to get companies and workers to move to regional centres in the numbers necessary to make government incentive and development programs successful.

Source 2 The population growth rate of Drouin, south-east of Melbourne, is larger than Australia's overall growth rate.

Quiz me! Decentralisation

Check your learning 5.14

Check your learning 5.14

Review and understand

1. Why do many people move from big cities to regional cities in Australia?
2. What are the benefits of this movement for the regional cities themselves?

Evaluate and create

3. Despite efforts by governments to encourage people to move and settle in regional areas, our cities are still growing faster (3% a year) than regional areas (1.4%). **Discuss** why you think this is occurring.
4. The Sunshine Coast is the most rapidly growing regional area in Australia.
   a. **Identify** one problem this might cause in the area.
   b. **Propose** one strategy that could be put in place to help overcome the issue you identified in question a.
   c. **Evaluate** your strategy. What are its strengths and what are its weaknesses?
5. **Design** an advertisement that encourages people to move from large cities to regional areas. Your advertisement should focus on both push and pull factors (see Lesson 5.4 Urbanisation in Indonesia, page 156, on "push" and "pull" factors).

Lesson 5.15
Facing environmental challenges

Geography

Learning intentions and success criteria

Introduction

As cities continue to grow, our city planners face many challenges. They have to plan ahead for the demands of new and existing city dwellers. This includes providing schools, shops, homes, water, medical care and transport options, as well as the hundreds of other things people need to live well. In Year 7 you learnt about some of the ways that planners work to improve the liveability and water supply of the places we live.

Planners also need to balance the demands of the things people need with the impacts of providing these things on the natural environment. Big cities can create big problems. These include air, water and soil pollution and mountains of waste. Treating sewage and waste water as well as the industrial and household waste we produce can be costly and difficult.

The impacts on the natural environment can be felt not only in the city itself, but also in the surrounding area. Water and air pollution moves through the environment, and expanding cities can cause the destruction of natural environments such as forests and wetlands.

Key concept Sustainability

Adapting to a changing climate

As the average air temperatures rise, planners face new and potentially deadly challenges. The darker surfaces of roads and buildings in cities absorb more heat than natural green and blue surfaces, creating what climate scientists call a "heat island". In all of Australia's cities, temperatures are rising more quickly than the global average. A study in Adelaide, for example, found a 5.9°C difference between urban and rural areas.

Planners are working hard to develop responses to these challenges. One set of responses focuses on reducing the carbon emissions of cities. By improving public transport networks and reducing the need for people to travel long distances for school and work, the authorities are encouraging people to rely less on private cars. Creating walkable neighbourhoods with bicycle networks are also part of the response in many places.

Many homes and other buildings have installed solar panels on their rooftops to reduce their reliance on carbon-emitting fuels. There has been a steady increase in the number of electric vehicles on our roads as citywide and national networks of charging stations are also being developed.

There is also growing recognition of the importance of "rewilding" our cities. Maintaining urban forests and wetlands as well as increasing our green spaces such as parks and gardens can help reduce the heat island effect and in turn improve liveability. Urban creeks and rivers that were forced to flow through pipes and concrete canals decades ago are being restored to a more natural state in a process known as "daylighting".

Weblink: Climate heat map of Australia

Source 1 The City of Melbourne has set itself the target of increasing tree canopy cover from 22 per cent to 40 per cent by 2040.

Check your learning 5.15

Check your learning 5.15

Review and understand

1 **Define**, with examples, "rewilding".
2 Why is the City of Melbourne increasing tree cover in the CBD?

Apply and analyse

3 Which of the challenges created by climate change do you think is the most difficult to respond to effectively? Give some reasons for your answers.
4 Give an example of the concept of sustainability discussed in this lesson.

Evaluate and create

5 **Create** a diagram that shows the heat island effect.
6 There are many challenges and responses listed in this lesson. Make a list of these and then **create** a mind map that shows how they are interconnected. You could use an online tool such as canva.com to complete this activity.
7 Are there any examples in your local area of rewilding, such as daylighting streams or creating urban forests? The website of your local government area may help you to answer this question.

5C Skills in context
Canberra – a decentralised city

Introduction

In 1911, the Australian Government announced a competition to design a new city located between Melbourne and Sydney. The winners were Chicago architects and married couple Marion Griffin and Walter Burley Griffin.

The Griffins' design involved a series of geometric shapes that would line up with important features of the natural environment, such as the surrounding hilltops. The plan also included a central lake that now bears the name Lake Burley Griffin.

Canberra is organised into a series of seven residential districts. Each district contains a mixture of town centres, local suburbs and industrial areas. The layout of these districts – around a series of central shopping and town centres linked by freeways – is designed to make them self-sufficient. It also prevents the mass-commuting of workers into the Central Business District every day, which occurs in all of Australia's other major cities.

Source 1 Canberra is home to many of the nation's important institutions, such as Parliament House.

Key skill Interpreting geographical images

Comparing vertical aerial images

A range of sources used by geographers – such as maps, plans and photographs – are drawn or captured from directly above. In a vertical aerial photograph, the camera is positioned directly above the landscape (often from a drone or aeroplane). Vertical aerial images can be a useful tool for examining a small area of the Earth's surface in detail. This vertical view allows geographers to see the extent of any features and patterns they make on the Earth's surface. Most importantly, comparing these sources helps geographers identify any changes that have taken place over time.

When comparing vertical aerial images, follow the steps below.

- **Step 1:** Examine the scale and the legend of both sources. Ideally, these will be the same. If they are not, make sure that the area on one image corresponds exactly to the same area on the other image.
- **Step 2:** Look for geographical features, such as the outline of lakes, the location of streets, and landmarks, such as railway stations. This allows you to compare other features in the landscape.
- **Step 3:** Locate features appearing on both images that are similar. Take note of these.
- **Step 4:** Locate features appearing on both images that are different. Take note of these.
- **Step 5:** Prepare a list or table of these similarities and differences and try to explain the different reasons for them. You may need to conduct more research at this point in order to do this.

For more information on interpreting geographical images, see Lesson 1.4 Collecting information (page 14).

Practise the skill

1 Look closely at the Griffins' plan for Canberra (Source 2).
   a **Identify** some of the distinctive features of their plan.
   b The judges of the competition particularly liked the way that the Griffins' plan took into account natural features, such as the surrounding hills and the native bush. What evidence can you find of this on the original plan?
2 Look closely at the vertical aerial photograph of modern-day Canberra (Source 3).
   a **List** the features that indicate this is a planned city.
   b **Locate** three examples of where the Griffins' plan has not been followed. (For example, there is a missing bridge north-west of Capital Hill.)

Source 2 The Griffins' original plan for Canberra, drawn in 1911

Extend your understanding

1 What types of issues can changing land use and development create for people living in cities?
2 **Identify** and **describe** evidence of changing land use in Source 3.
3 **Explain** how Canberra is an example of the strategy of decentralisation.
4 Other examples of planned capital cities include Brasilia in Brazil and Ottawa in Canada. **Research** another planned capital city of your choice to find out about the reasons for its location and design.

Source 3 A vertical aerial photograph of modern-day Canberra

Review: Urban life

Review activity

Use your map-reading skills to answer the questions below about the world's urban slums. You may use an atlas or a world map, such as the one at the back of the Student Book, to help.

Urban slums

One of the consequences of rapid urbanisation is the growth of the world's slums. The United Nations defines an "urban slum" as an area of a city where there are households lacking one or more of the following: access to improved water; access to improved sanitation; sufficient living area; or durability of housing. Today, there are more than 1.1 billion people living in slums around the world.

1 In your own words, **define** an "urban slum". (1 mark)

2 **Identify** and **describe** the purpose and type of map in Source 1. (3 marks)

3 **Explain** the interconnection between the urban explosion and the emergence of urban slums. (3 marks)

4 **Examine** Source 1.

a **Identify** the most populated slum in the world. Where is it found, on what continent is it located and how big is the population? (2 marks)

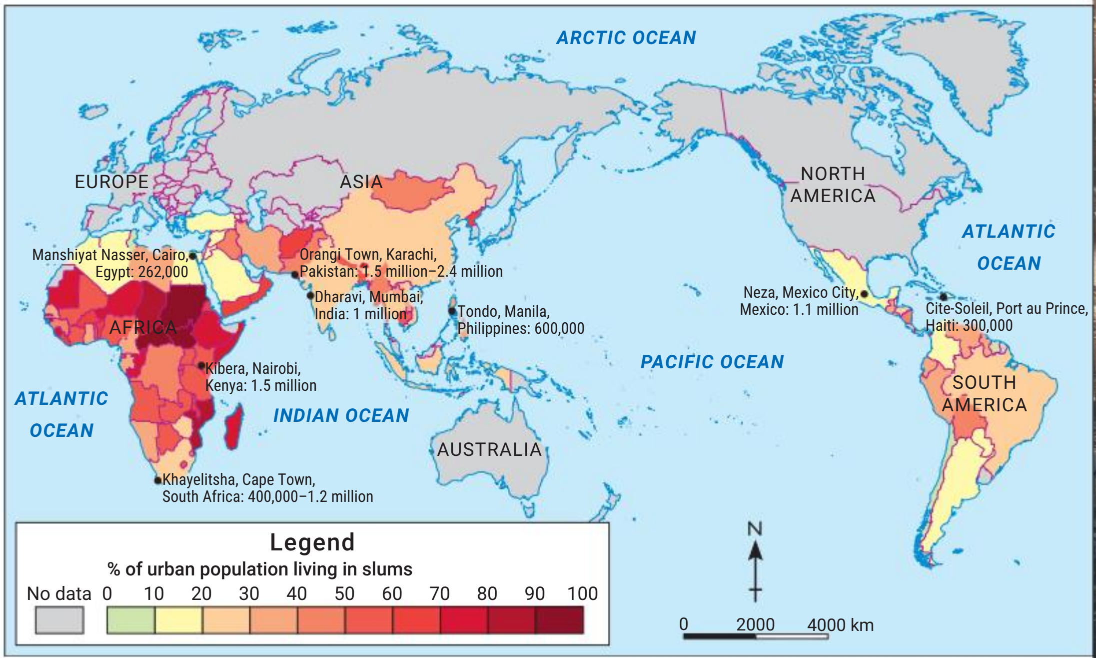
b Using the PQE method (see Module 1 The geography toolkit, page 4), **describe** the distribution of slums in this map. (5 marks)

c **Calculate** the percentage of the population that lives in slums in each of these countries: Namibia, Sudan, Afghanistan, Burma, Niger, Argentina. Then rank the countries in order, from the one with the highest percentage of its population living in slums to the one with the lowest percentage. (6 marks)

(Total: 20 marks)

Module checklist:
Urban life

Module review quiz:
Urban life



Source: Oxford University Press/Our World in Data

Source 1 Urban populations living in slums

Module 6

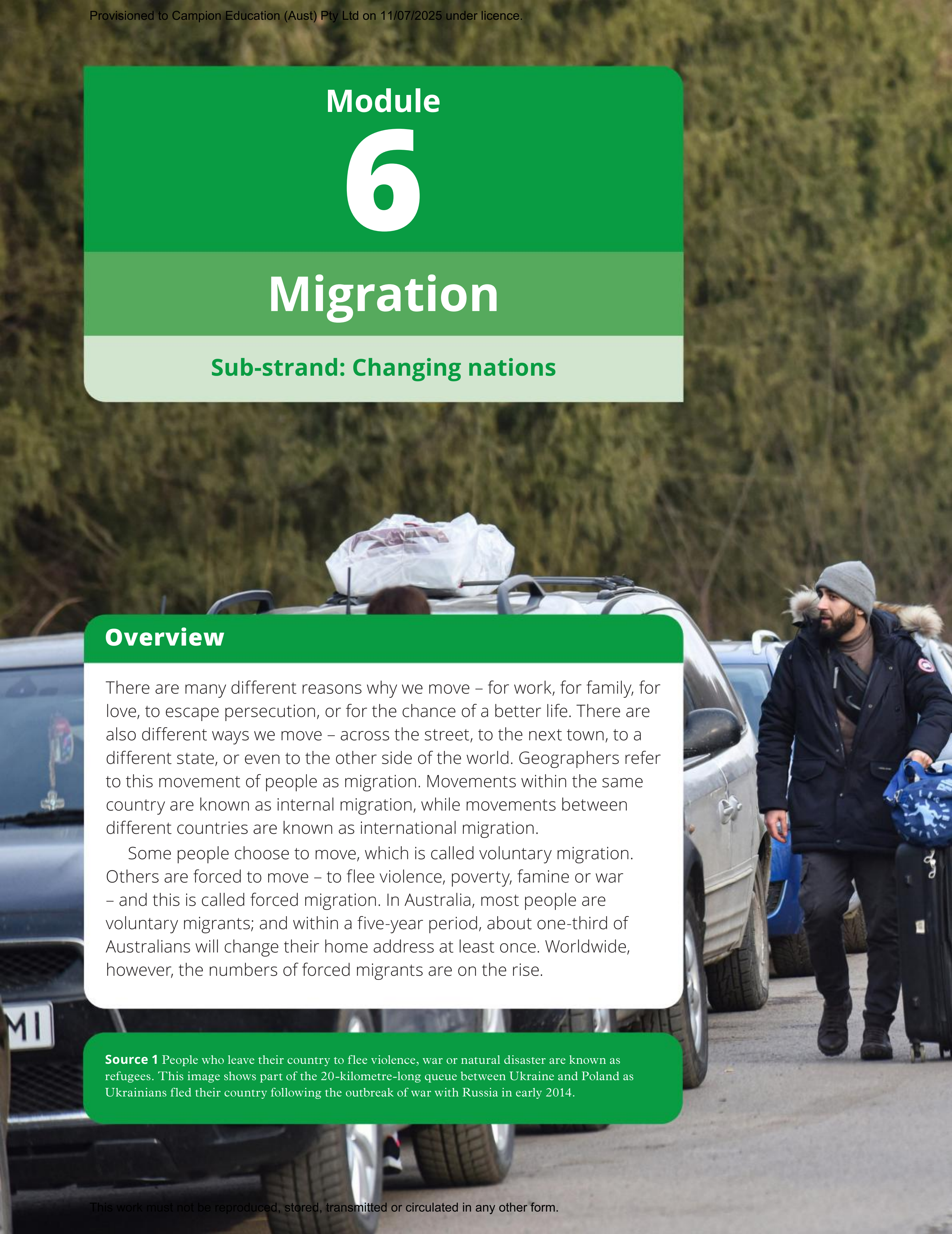
Migration

Sub-strand: Changing nations

Overview

There are many different reasons why we move – for work, for family, for love, to escape persecution, or for the chance of a better life. There are also different ways we move – across the street, to the next town, to a different state, or even to the other side of the world. Geographers refer to this movement of people as migration. Movements within the same country are known as internal migration, while movements between different countries are known as international migration.

Some people choose to move, which is called voluntary migration. Others are forced to move – to flee violence, poverty, famine or war – and this is called forced migration. In Australia, most people are voluntary migrants; and within a five-year period, about one-third of Australians will change their home address at least once. Worldwide, however, the numbers of forced migrants are on the rise.



Source 1 People who leave their country to flee violence, war or natural disaster are known as refugees. This image shows part of the 20-kilometre-long queue between Ukraine and Poland as Ukrainians fled their country following the outbreak of war with Russia in early 2014.

Lessons in this module

Lesson 6.1

Explaining population movements

Learning intentions and success criteria

migrants people who move from one place to another to settle

Introduction

Each day, millions of people around the world pack up their belongings and move to a new home. Most of these people have chosen to move, while others have been forced to do so. Regardless of the different reasons, one thing is certain – the world's population is always on the move! Geographers are interested in these movements because they shape our world. The movement of **migrants** from one place to another brings opportunities for some people and challenges for others.

There are two main types of migration: internal migration and international migration.

Internal migration

Internal migration refers to the movement of people within a certain region or country (for example, a person moving from Melbourne to Perth). One of the largest movements of people in history is currently underway, as people around the world move from rural areas to cities in search of work and better opportunities. This type of internal migration is particularly common in rapidly developing countries, such as China, Indonesia and India.

Most internal migrants choose to move. For many, this choice gives them the chance to improve their lifestyle. For example, a young couple may move to the fringe of the city to build a new home and start a family.

There are some internal migrants, however, who are forced to move. In many countries, wars and civil conflicts mean that a person's home becomes dangerous, and they must move to a safer place. Natural disasters – such as floods, storms and droughts – can also force people to move to a safer place. People who seek refuge (safety) in their home country are referred to as **internally displaced persons (IDPs)**. Worldwide, there are more

Source 1 The world's largest refugee camps are in Bangladesh. There are about 1 million people living in these camps, including this newly arrived family from neighbouring Burma.

Source 2 About 90 per cent of the workforce of the United Arab Emirates are migrants. These Pakistani workers are finishing the construction of a bridge in Dubai.

internally displaced persons (IDPs) people who have been forced to migrate, but who remain in their home country than 70 million people who have been displaced, the highest number recorded since the end of World War II.

International migration

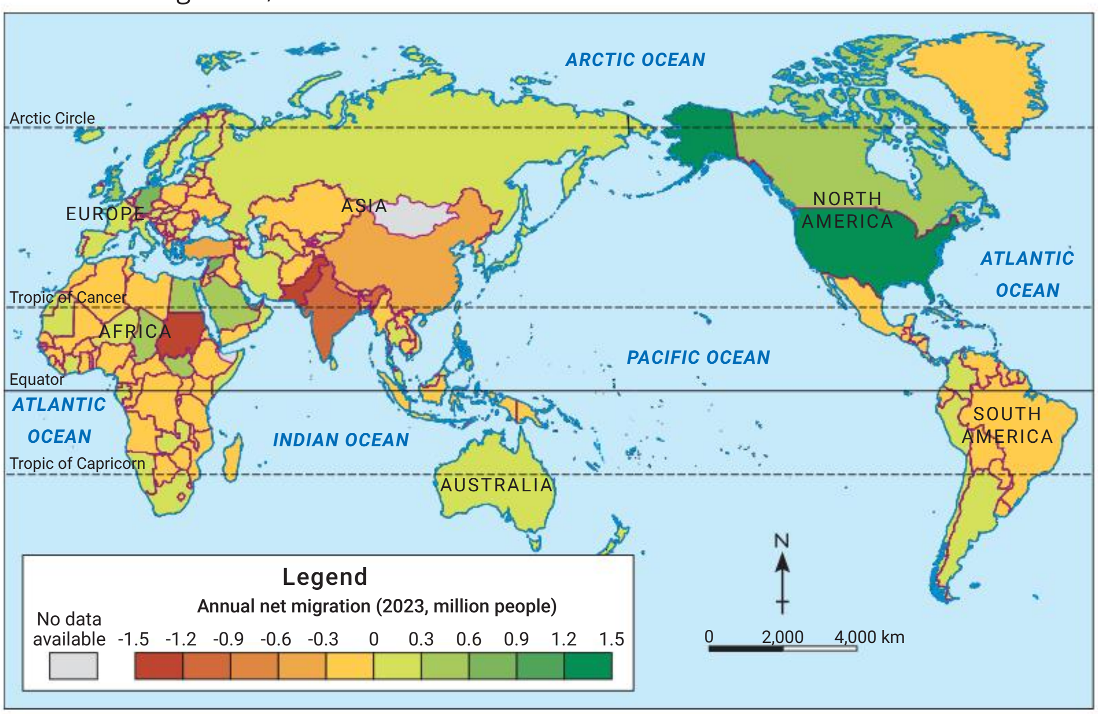
International migration refers to the movement of people across country borders (for example, a person moving from Africa to Australia). There are over 281 million people who move countries each year (around 3.6 per cent of the world's population). These people have the potential to bring great change – both to the place they leave and to their new home.

As with internal migrants, most international migrants choose to move. They often do so to improve their way of life. In many countries, migrants make important contributions to society in their new country.

Some people, however, flee their home country as they fear for their personal safety if they remain. These people are referred to as **refugees**. In 2024, there were over 43 million refugees worldwide. Refugees are some of our most vulnerable people. They often require assistance and support to thrive in their new country. Many return to their original country when it is safe to do so.

refugees people who move to another country because of a natural disaster or to avoid persecution

World: Net migration, 2023



Source: Oxford University Press/Our World in Data

Source 3

Note: "Net migration" means the net total of migrants – that is, the total number of migrant arrivals less the total number of migrant departures, including both citizens and non-citizens. Data are five-year estimates.

Enlarged map: World – Net migration, 2023

Map it! World – Net migration, 2023

Check your learning 6.1

Check your learning 6.1

Review and understand

1 **Identify** the two main types of migration.
2 **Describe** the main features of internal migration.
3 **Describe** the main features of international migration.

Apply and analyse

4 Copy the table below on migrant arrivals into your notebook

Internal migrants		International migrants	
Voluntary	Forced (IDPs)	Voluntary	Forced (refugees)

a **Classify** the following migrants into the correct column in the table:
» the family in Source 1
» the Pakistani workers in Source 2
» a family that moves to the outer suburbs of their home city
» the people who are queueing at the border in the opening of this module.

b Give one more example of your own in each column.

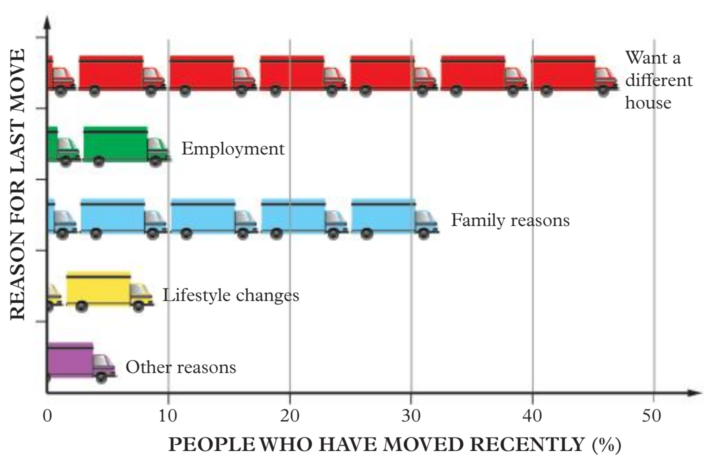
5 **Examine** Source 3, which shows the number of migrant arrivals in each country in 2023 minus the number of departures.
a Identify some countries shown as having less than zero net migrants.
b Does Australia have more arrivals or more departures?
c Identify the country that has the largest net number of migrants.

Lesson 6.2
Population movements in Australia

Learning intentions and success criteria

Introduction

Australia has a very mobile population. Statistics show that more than 40 per cent of us move home at least once every five years. Around 15 per cent of us move every year. Source 1 shows some of the main reasons why people move house in Australia, while Source 2 demonstrates these trends using an example of an individual and the types of decisions they might make during their lifetime.



Source 1 The main reasons people move home within Australia. Note: Proportions may add up to more than 100 per cent as respondents could provide more than one reason for their last move.

When my sister was born, my parents bought a big house for us in the Sydney suburb of Epping. I was three years old when we moved in.

I lived at home with my mother, father and sister until I was in my early 20s because I was studying at university and couldn't afford to move out. Our house didn't feel so big anymore!

When I was 29, I got married. My wife and I bought our first house in the suburb of Newtown and moved in together. It had two bedrooms.

By the time I was 38, we had three children. Our family moved interstate to Brisbane because I was offered a job promotion. We bought a large house with five bedrooms in the suburb of Oxley.

By the time my wife and I were in our 50s, all our children had moved out and were starting families of their own. The house seemed too big for just the two of us, so we sold it and bought a two-bedroom apartment in a suburb closer to my office in the city.

When my wife and I retired in our mid-60s, we bought a small apartment in a development on the Sunshine Coast so we could be closer to our grandchildren and enjoy a more relaxed lifestyle.

Source 2 People move for different reasons at different stages of their lives.

Migration in Australia is usually a very personal decision and is based on a number of important factors. These may be linked to a person's personal tastes, family life, work income, or health. For example, in Australia there has been a movement of people towards the edges of large cities and towards smaller towns on the coast. The first of these moves is largely due to the cheaper land available on the city fringe, and the second is chiefly due to people looking for a change in lifestyle. This movement of people to regional coastal towns is referred to as a "sea change".

Sydney to Melbourne migration: Tipping the balance

Sydney has been Australia's largest city since 1901. Ten years ago, it had 450,000 more people than Melbourne. However, there has been a shift in Australia's population since then: Melbourne's population has increased rapidly, while the growth of Sydney's population has been less rapid.

At the current rate of change, Melbourne's population will soon be larger than Sydney's. There are a few reasons for this predicted change:

- The rate of people leaving Sydney is much greater than the rate of people arriving. Each year, about 38,000 more people leave Sydney compared to those arriving from other parts of the country.

Source 3 One of the reasons people are leaving Sydney is increasing property prices. The average house price in Sydney is more than $490,000 greater than in Melbourne. Sydney is now one of the most expensive places in the world to buy a house.

- In comparison, Melbourne has been steadily gaining internal migrants for the past 10 years. These include a large number of Sydneysiders moving to Melbourne. One reason for this is the rising house prices in Sydney (see Source 3).

Quiz me! Population movements in Australia

Check your learning 6.2

Check your learning 6.2

Review and understand

1 **List** three reasons why people move home in Australia.

2 **Rank** the reasons people move to a new house in Australia, from the most common to the least common.

3 **Identify** one of the reasons why people are moving from Sydney to Melbourne.

Apply and analyse

4 **Suggest** some reasons why people move home in their twenties.

5 **Explain** why Melbourne's population is predicted to become bigger than Sydney's.

Evaluate and create

6 How does migration of large numbers of people from large cities to coastal towns change both places? Brainstorm possible answers to this question as a class, and then group the responses into positive changes and negative changes.

7 Imagine you are a geographer in 2030 analysing the impact of the COVID-19 pandemic on Australia's population. What changes would you be including in your analysis?

Lesson 6.3
Population movement in China

Learning intentions and success criteria

Introduction

For thousands of years, most Chinese people lived in small rural villages (see Source 1). Their lives were dominated by the daily routine of farming – planting, weeding and harvesting crops, and caring for animals such as pigs and cows. Over the past few decades, however, this situation has changed.

Although China is still home to more than half a billion farmers, it also has some of the world's largest and fastest-growing cities. Lured by the remarkable boom in China's economy from the late 1970s, millions of Chinese peasants have left – and continue to leave – their farms, and head for one of the cities along the east coast, to seek work and a better life.

This movement of people from rural areas to cities in China is one of the greatest migrations in human history. It has led to many inequalities between rural and urban areas, with the average income in rural areas being about one-third of that in cities.

From rural life …

Xianglan Li lives in a small village in Guangxi Province in southern China. Her day begins at dawn, when she wakes to sweep the concrete floor of the small home she shares with her husband – who works part time as a labourer on a building site in a nearby town – and their son. After breakfast Xianglan feeds the chickens and pigs, and collects waste from the pigsty for use as fertiliser in the fields.

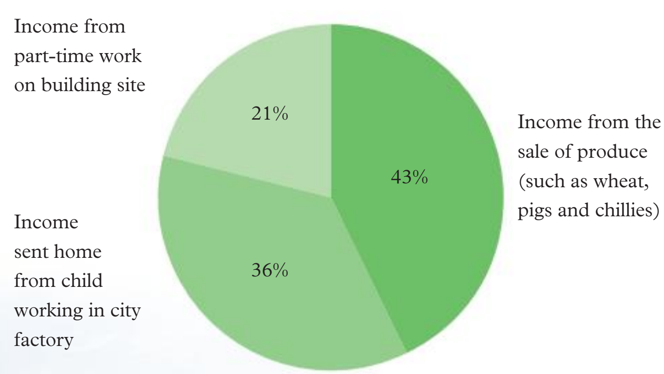
The family home has no running water and no inside toilet. Using the water from the buckets she has placed beside the house to collect rainwater, Xianglan throws some on the road to keep down the dust. Like most rural villagers in China, the family has no car.

Xianglan joins other villagers walking to their fields a few kilometres from the village. The roads are slowly filling with small tractors and bikes, as well as farmers carrying their produce on long poles.

Xianglan spends her morning weeding the wheat and picking chillies for the market. In the afternoon she collects firewood from the nearby forest. Carrying the wood and chillies, she walks through the village to her home.

Like many people in rural China, Xianglan's family relies on money sent home from a relative working in the city (see Source 2). Xianglan's daughter, Xiu, has sent a new colour television from Shenzhen. There is only electricity for a few hours in the evening, so after dinner Xianglan and her husband sit on their bed and watch a new soap opera. They go to sleep as the sun sets.

Source 1 Small rural villages dot the landscape of Guangxi Province in southern China.



Source 2 Sources of income in Xianglan Li's household

… to urban life

Xianglan's daughter, Xiu, lives in Shenzhen, a major city with a population of more than 17 million people, hundreds of kilometres from her family's village. Shenzhen is a full day's train ride away. Three years ago, Xiu left her family home to move to the city to find work. She now works in a factory, where she assembles laptop computers (see Source 3). Xiu lives in a dormitory owned by the company and shares a room with seven other workers. There is a cafeteria in the dormitory building and the bathrooms have hot and cold running water. There is reliable electricity, which the workers use to watch television in their spare time, wash their clothes and charge their mobile phones.

Xiu works 10 hours a day in the factory. She is pleased to have a job so she can help support her parents and brother, but she finds the work boring and repetitive. She knows that if she quits, she will be quickly replaced, but she sometimes thinks about moving back to Guangxi. She catches the train home once a year to celebrate Chinese New Year with her family. Next year, she intends to take home a mobile phone for her father.

Explore it! A virtual field trip to Guangxi Province in southern China

Source 3 Xiu works in an electronics factory in Shenzhen, assembling computers for export.

Check your learning 6.3

Check your learning 6.3

Review and understand

1 **Identify** why Chinese people are moving from rural areas to large cities.

2 What does Xiu do for a job? Where do you think she was trained for this job?

Analyse and apply

3 Use the geographic concept of interconnection (see Module 1 The geography toolkit, page 4) to **explain** how your classroom is linked to the factory where Xiu works.

4 Answer these questions.
   a **Compare** the way of life in the village to that in the city. What are some of the major similarities and differences between the two places?
   b Do such differences occur between rural and urban places in Australia?

5 **Examine** Source 2.
   a What type of graph is this?
   b Use data from this graph to explain how the money Xiu sends her parents contributes to the family's income.

Evaluate and create

6 In pairs, **discuss** the ways that the migration of young people such as Xiu changes both the Chinese cities to which they migrate and the rural villages they come from.

7 If Xiu's father visited her in Shenzhen, what do you think he would find most surprising about his daughter's way of life? Give reasons for your answer.

Lesson 6.4
Case study: Growth in Shenzhen

Introduction

The city of Shenzhen in south-east China lies near the mouth of the Pearl River. In 1950, it was a small fishing village, home to about 3,000 people. Today, the population is over 17 million. The region surrounding Shenzhen has experienced an urban explosion. As a result, the Pearl River **megalopolis** has formed. The Pearl River megalopolis is home to 55 million people, living in areas of south-east China including Guangzhou, Hong Kong and Macau.

The region has become an economic powerhouse, with different areas specialising in different industries. For example, Zhuhai in the region's west is a transportation hub, while Huizhou in the region's east produces petrochemicals. There is an interactive map of the Pearl City megalopolis available on Oxford Digital.

Shenzhen produces much of the world's electronic goods, including computers and mobile phones. It is very likely that somewhere in your home, school or even your pocket is something that was made in this region.

Learning intentions and success criteria

megalopolis a collection of large cities that are close together, and so closely linked that they effectively form one continuous urban area

Internal migration to Shenzhen

The population boom in Shenzhen has been powered by internal migrants such as Xiu Li (see Lesson 6.3 Population movement in China, page 200). It began in the late 1970s, when the Chinese Government began opening the Chinese economy to the rest of the world. Four locations in China were chosen as special economic zones (SEZs) where new industries would be built. Hundreds of millions of rural workers moved to the SEZs to work in these new industries. The government also encouraged this migration.

The Pearl River Delta was selected as the location of one of these SEZs, as it has a large harbour and is close to Hong Kong. The delta also provided a large area of cheap, flat land for new industries to build on (see Source 1 and Source 2).

Source 1 A view of Shenzhen in 1964

Source 2 A view of Shenzhen in 2024

Source 3 Two "left-behind" children help their grandfather pull a cart in rural China.

The floating population

In China, there is a system of household registration known as *hukou*. Through this system, each person in China is registered in the place of their birth. Depending on where they were born, they are classified as either "rural" or "urban". Each person carries this registration for life. As hundreds of millions of rural migrants flood into cities such as Shenzhen, they carry with them their rural registration. This marks them as non-residents of the city. These people have become known as the "floating population" – people who work in the city, but legally belong to the countryside. As official residents of rural places, they are not entitled to benefits enjoyed by city residents. One of the important benefits they miss out on is owning property in the city where they now live.

Workers with rural *hukou* tend to fill lower-paid, less-skilled jobs in cities like Shenzhen. The children of these migrant workers often stay in the countryside, raised by their grandparents. Known as the "left-behind children", they face a life largely without daily contact with one or both of their parents. Some geographers estimate there are 70 million left-behind children in China. In recent years, the Chinese Government has made changes to the *hukou* system to try and reduce some of the social problems experienced by migrant workers.

Map it! The Pearl River Delta Megalopolis

Check your learning 6.4

Check your learning 6.4

Review and understand

1 **Outline** why Shenzhen's population has grown so quickly.
2 Reflect on what you have learnt about the *hukou* system in this lesson.
  a In your own words, **describe** the *hukou* system.
  b **List** some of the social impacts of this system.

Apply and analyse

3 **Compare** the two images of Shenzhen in Source 1 and Source 2 by answering the following questions:
  a What type of geographical photograph is used in these sources: aerial or ground-level?
  b **Describe** the major changes that have occurred in the time between the two photographs.
  c **Explain** why these changes have occurred.
4 Use Google Earth to explore the Pearl River Delta.
  a **List** the names of some of the large cities on this delta.
  b What are some of the natural and human features of this region that make it ideal for building large industrial cities?
  c **Describe** the location of Shenzhen in relation to Hong Kong.

Evaluate and create

5 **Evaluate** the effect of the migration of workers to Shenzhen on China as a country by answering these questions:
  – What are the weaknesses of this migration?
  – What are the strengths of this migration?
  – What is your overall opinion of this movement of workers?
6 Copy the following chart into your notebook. Complete a PMI (Plus, Minus, Interesting) analysis of the growth of Shenzhen by filling out the chart.

Plus	Minus	Interesting

6A Skills in context

Wealth and migration

Introduction

As we saw in Lesson 6.3 Population movement in China (page 200), China's huge economic growth over the past few decades has resulted in one of the greatest movements of people in human history. More than half a billion rural migrants have left their homes and a life of poverty for booming cities, most of which are on the east coast of the country. While this has led to increased growth in the Chinese economy and its influence on the world, it has also contributed to important changes for individual Chinese people. By interpreting the maps in this lesson (Source 1 and Source 2), you will learn more about the patterns of wealth and health in China.

Key skill Analysing maps

Drawing conclusions from maps

While maps are useful in everyday life for helping us to find our way, they can also reveal a great deal about places. By comparing different maps of the same place, we can see patterns that allow us to make conclusions about the place. Follow the steps below to help you draw conclusions about life in China.

- **Step 1:** Carefully examine the two maps below (Source 1 and Source 2). Begin with the title, so you are clear about what is being shown in each map.
- **Step 2:** Look carefully at the legend of each map. As the maps each show something different, their legends also differ. Before drawing any conclusions, you must clearly understand each legend.
- **Step 3:** Link together the information for one place on the map. For example, for people living in the Xinjiang Province, the gross domestic product (GDP) per person is 70–85 Chinese yuan (Source 1). Only a small number of migrants have moved into this province (Source 2).
- **Step 4:** Look for general patterns on one of the maps that match or appear similar to the general pattern on the other map. This will allow you to draw conclusions that link together the information being shown on the two maps. For example, provinces with low-income levels tend to lose rather than gain migrants.

For more information on this skill, refer to Lesson 1.5 Analysing maps (page 20).

Practise the skill

1. Shenzhen is in Guangdong Province. **Describe** the migration flows to this province.
2. **Identify** the GDP per person in this province (see Source 1).
3. **Compare** this to the data for Sichuan Province (see Source 1). What are their similarities and what are their differences?
4. Write a short paragraph to **explain** the link between income and the direction of migration in China.
5. **Explain** how Source 1 and Source 2 have helped you draw conclusions on migration in China.

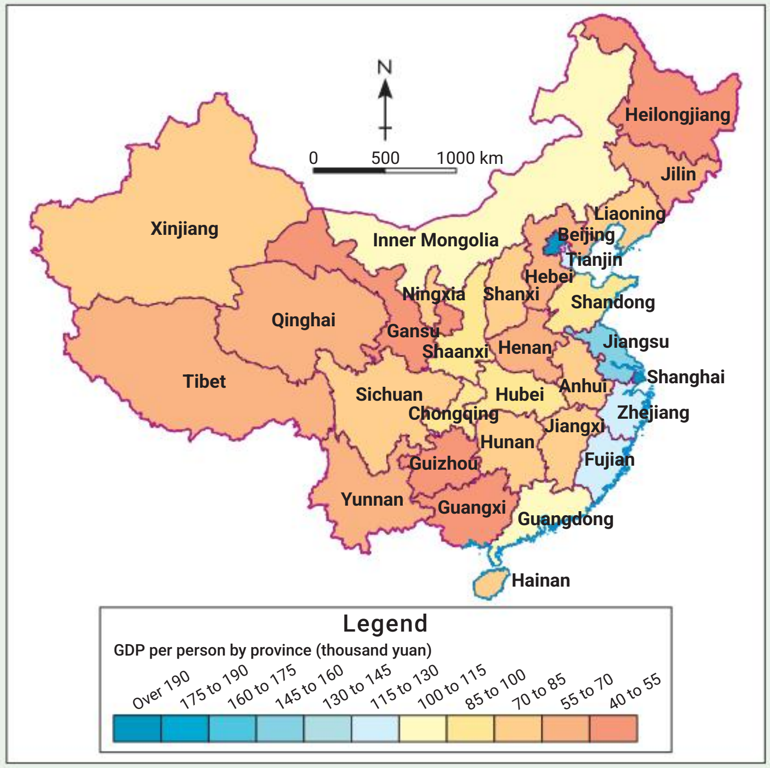
Extend your understanding

1 On an A3 piece of paper, **construct** a sketch of Lee's migration model – see Lesson 5.4 Urbanisation in Indonesia (page 156) – as it applies to the cities of China. Use the information from Source 1 and Source 2 and the case study of Shenzhen (Lesson 6.4 Case study: Growth in Shenzhen, page 203) to decide on the "push" and "pull" factors that attract migrants to China's cities.

Enlarged map: GDP per person for the provinces of China, 2023

Enlarged map: Map of migration flows, China, 2005–10

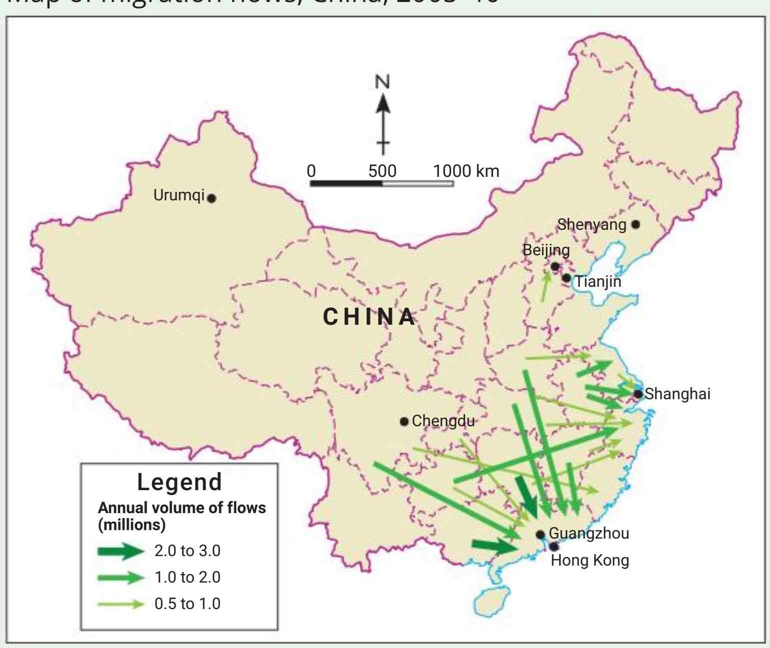
GDP per person for the provinces of China, 2023



Source: Oxford University Press, data from Statista

Source 1 Note: "GDP" is the total market value of all goods and services produced within a country in a given time frame. "GDP per person" is an indication of people's average income.

Map of migration flows, China, 2005–10



Source: Oxford University Press/University of Washington

Source 2

Lesson 6.5
International migration to Australia

Learning intentions and success criteria

Introduction

Modern Australia has been created and shaped by national and international population movements. From the arrival of the First Fleet in 1788 – loaded with almost 1,500 convicts, sailors and soldiers – Australia has been populated by waves of migrants. First, penal colonies at Sydney, Port Arthur and Fremantle were established. Then large numbers of migrants from Britain and Ireland came to establish towns and farms. From the middle of the nineteenth century, migrants arrived from across Asia and the Pacific Islands and continued to flow from Europe. Migrants were attracted by various factors, such as gold, work and the promise of a new life.

Source 1 A family in Liverpool, England boarding a ship for Australia in 1955

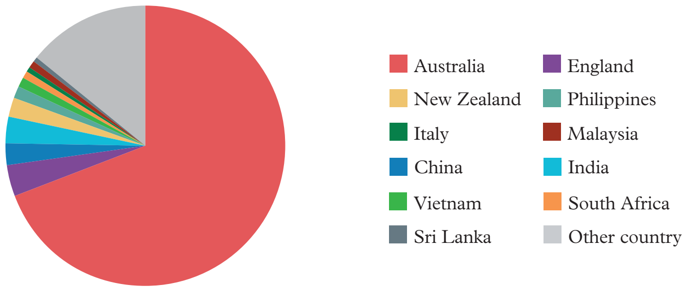
During the 1900s, migrants from Britain continued to dominate (see Source 1 and Source 2). An immigration policy that discriminated against non-white migrants (known as the White Australia Policy) was enacted in the first days of the new nation in 1901 and remained in place until the 1970s.

The end of World War II in 1945 saw waves of migrants come to Australia from southern European countries, such as Italy and Greece. As immigration policies were freed up, these waves were followed by others from the Middle East, Asia and South America. Australian society is therefore very different from societies in long-established countries in Europe and Asia. Just like the United States, Canada, New Zealand and Argentina, this country is largely a nation of migrants. There are 8.2 million migrants living in Australia, and more than half of all Australians have at least one parent who was born overseas. These changes can be clearly seen in Source 4.

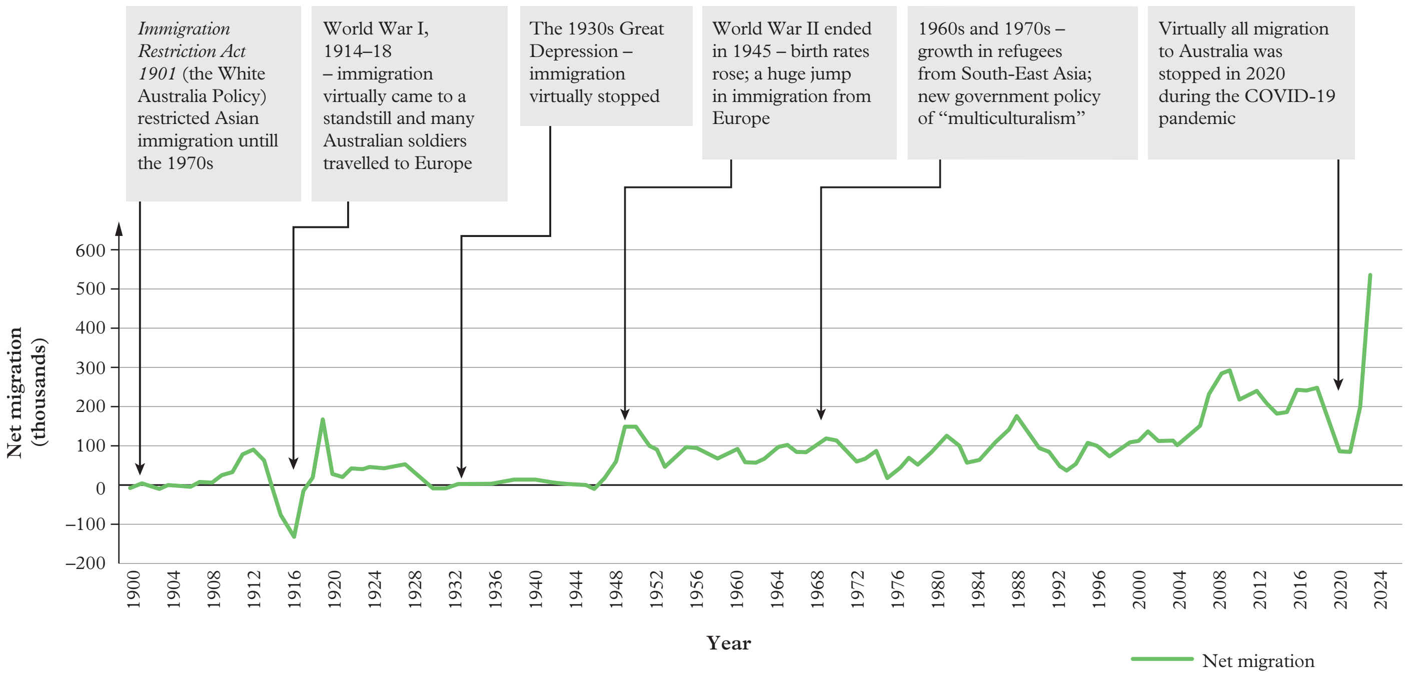
Source 2 This immigration poster from 1948 was used in Britain to attract migrants to Australia.

Multicultural Australia

One of modern-day Australia's main features is that it is multicultural, meaning that its people come from a wide range of ethnic and cultural backgrounds. The Commonwealth Department of Home Affairs stated on its website (in 2017): "Today, Australians welcome those who have migrated here to be part of our free and open society, to build their lives and make a contribution to our nation." On 21 March each year, many Australian schools and communities celebrate Australia's cultural diversity by holding Harmony Day events.



Source 3 Australian residents by country of birth, 2023. In 2023, more than one-quarter of Australians (around 30 per cent) were born overseas.



Source 4 Net migration (total arrivals less total departures) to Australia, 1900–2020

Quiz me! International migration to Australia

Check your learning 6.5

Check your learning 6.5

Review and understand

1 In your own words, **define** "multiculturalism".
2 **Identify** the most significant waves of migration to Australia in the past 100 years.

Apply and analyse

3 **Apply** Lee's migration model (see Lesson 5.4 Urbanisation in Indonesia, page 156) to migration in Australia to brainstorm:
   a some of the push factors that might encourage people to migrate to Australia
   b some of the pull factors that might encourage people to migrate to Australia.
4 **Examine** Source 2.
   a **Describe** how Australia is portrayed in this poster.
   b **Explain** why this might seem attractive to people in Britain who had just endured World War II.
5 **Examine** Source 3.
   a What type of graph is this?
   b In which three countries are most migrants to Australia born?

Evaluate and create

6 **Investigate** your local community to find out how international migration has shaped it.
   a Use the ABS quick stats tool to explore the birthplaces of people in your community. **Compare** this to the wider Australian population as shown in Source 3.
   b Conduct some fieldwork at your local shops. Take photographs of any places, people or things that you think have been shaped by migration.
   c Use the photographs you collected to **create** an annotated visual display, showing your findings.

Weblink: ABS Quick Stats Tool

Lesson 6.6
The changing face of Australia

Learning intentions and success criteria

Introduction

Australia is a multicultural nation – that is, a nation of many cultures. As we saw in Lesson 6.5 International migration to Australia (page 208), Australia's cultural diversity is due mainly to our history. Our population is made up of Aboriginal and Torres Strait Islander peoples, the descendants of our British colonial past, and migrants from the world's many countries and cultures. Modern Australia is largely a land of migrants and their children. Today, in Australia there are people from more than 200 countries.

Multiculturalism through migration

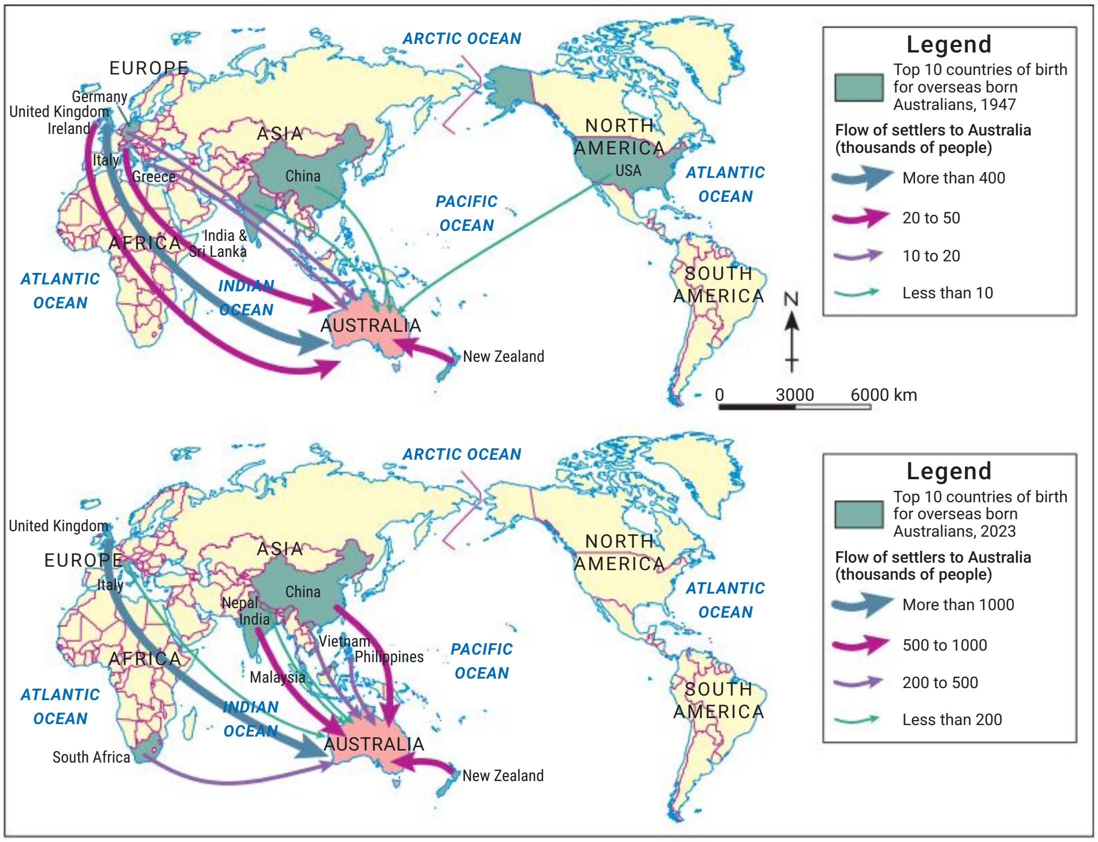
Australia is a country that has been shaped by migration. As each migrant wave reaches our shores, the cultural DNA of our nation is changed (see Source 1 and Source 2).

In the early twentieth century the White Australia Policy meant around 80 per cent of all migrants came from the United Kingdom. After World War II ended in 1945, migrants from other parts of Europe came to Australia. In recent years, there has been a marked increase in migrants from other parts of the world, including African and Asian countries.

The number of languages spoken in Australia is a good indicator of our multiculturalism. English is the dominant language, but more than 200 other languages are spoken in Australian homes every day. The most common are Vietnamese, Punjabi, Cantonese, Arabic and Mandarin.

At the time of European colonisation in 1788, it is estimated that more than 250 distinct Aboriginal languages were spoken in Australia. The 2021 census revealed this number has fallen to fewer than 150.

The top 10 countries of birth for overseas-born Australians, 1947 and 2023



Source: Oxford University Press; data from the Australian Government

Source 1

Enlarged map: The top ten countries of birth for overseas-born Australians, 1947 and 2023

Source 2

A Through her great grandmother, tennis great Ash Barty is an Indigenous Australian.
B Singer and songwriter Guy Sebastian was born in Malaysia and migrated to Australia when he was six.
C Actress Mia Wasikowska was born in Canberra. Her mother, a prominent photographer, had migrated from Poland as a child.
D Footballer Nestory Irankunda was born in Tanzania. His parents had fled neighbouring Burundi as refugees.

Types of migrants

In general, Australian governments encourage voluntary migrants to live and work in Australia. In times of strong economic growth, there is a higher demand for migrants. When the economy is weak and unemployment climbs, the migration intake may fall.

The federal government is responsible for deciding on the number of migrants who may settle in Australia each year. The government sets out categories for migration:

- permanent migration visa categories:
  - skilled labour – to fill specific shortages in the workforce
  - family – to help families reunite
  - humanitarian – to assist people in need, such as refugees
- temporary migration visa categories:
  - student – for individuals coming to Australia to study for a fixed period
  - business – for workers migrating for a short period or a working holiday
  - visitor – for short-term visitors for business, family visit or tourism.

Preference is generally given to migrants with skills needed in Australia, or to those with family members who have already migrated.

Case study A skilled migrant to Australia

Dr Adam Rahman applied to migrate to Australia as a skilled migrant from Cairo in Egypt. As an experienced dentist, his skills were in demand in Australia. His application was supported by an official from the Goulburn region in New South Wales. This official recognised more dentists were needed in their area. Since migrating to Goulburn and starting a dentistry business, Dr Rahman has also founded several dentistry training academies in Sydney and Melbourne.

He employs between 15 and 20 people and helps train many more dentists (see Source 3).

Source 3 Dr Adam Rahman is an experienced dentist who uses his skills to contribute to the community.

Forced migration to Australia

Some arrivals in Australia are forced migrants, such as refugees. The number of refugees allowed to settle permanently has been a highly debated topic in Australian politics for many years.

As explained in Lesson 6.1 Explaining population movements (page 196), refugees are people who are forced to leave their home because it is no longer safe. Often, they move to other parts of their home country. Sometimes they travel to other countries, including Australia.

In 1997, the federal government created the Refugee and Humanitarian Program. It is through this program that refugees and other people who need protection settle in Australia. Each year, the Minister of Immigration sets the number of people that will be taken into Australia. This decision is usually made in consultation with the United Nations and the Refugee Council of Australia. Since World War II, Australia has resettled 1 million refugees around the country.

In 2013, the government changed its policy so that refugees arriving by boat would not receive a permanent humanitarian visa. Instead, they are given temporary protection. This means they are no longer counted as a part of the Refugee and Humanitarian Program. They can apply to be refugees, but only if the minister allows them to.

Source 4 While refugees who arrive by boat tend to make headlines, over 95 per cent arrive in Australia on planes.

These changes have led to heated debates in politics and among members of the Australian public. While many believe we should limit the number of refugees we take into the country, others believe we should offer protection to those who have been forced to leave their home. You may have seen this issue talked about on television, heard it debated on the radio or discussed it around the dinner table at home.

Case study A forced migrant to Australia

Dabessa and Lelissa worked as television journalists in Ethiopia. They are members of the Oromo people, an ethnic community that has been persecuted for many years in their home country. In 2004, Dabessa was arrested by members of the military. They accused him of supporting a group that was trying to overthrow the government. He was held in prison for three years and tried in court 125 times. He was eventually released.

Fearing for his life, Dabessa fled to Kenya. His children were able to join him, but Lelissa was arrested and placed in prison while she was still in Ethiopia. Dabessa and his children were brought to Australia by the United Nations and were able to settle in Australia as refugees (see Source 5).

Source 5 The United Nations helped Dabessa and his children arrive and settle in Australia.

After three years, Lelissa was released from prison. Dabessa applied to the Australian Government for her to be allowed to migrate to this country as a family migrant. The application process took three more years, but eventually the family was reunited in Melbourne.

Quiz me! The changing face of Australia

Check your learning 6.6

Check your learning 6.6

Review and understand

1. In your own words, **describe** how the origins of migrants to Australia have changed over time.
2. **Define** the term "skilled migrant".
3. **Outline** how Dr Rahman has contributed to Australian society.

Apply and analyse

4. **Explain** why Dabessa is considered to be a refugee.

5 **Examine** Source 1.
   a **Identify** the countries that were in the top 10 in 1947 but were not in 2023.
   b **Identify** the countries that were in the top 10 in 2023 but were not in 1947.
   c Use this information to write a 200-word paragraph to **describe** how Australia's cultural diversity has changed over time. Use data from Source 1 to support your statement.

Evaluate and create

6 In pairs, rank the different visa categories of migrants in order of importance, both permanent and temporary. Discuss the ranking with the rest of the class and give reasons for your answer.
7 Why do you think refugee policies are so hotly debated in Australia? Write a reflection about your own stance on the issue.
8 **Research** the current "skilled occupation list" for people wishing to migrate to Australia in the "skilled labour" category. What occupations on this list did you find surprising?

Lesson 6.7
Migrant communities in Australian cities

Introduction

Learning intentions and success criteria

Many people migrating to Australia choose to start their new lives in areas of a city where people with a similar cultural background have also settled. Over time, these areas can develop particular characteristics that reflect the cultures of the people who live there. For example, the Melbourne suburb of Dandenong is home to a large Vietnamese population, while the Sydney suburb of Parramatta has a large Indian population.

New arrivals tend to settle in the same areas for a variety of reasons. The houses there may be affordable, they may have family or friends close by, or there may be a number of community groups and support services nearby. These services might include emergency accommodation, translation services, adult language and education centres, employment agencies and accommodation services (such as Centrelink and the Department of Housing). These areas may also provide important social institutions (such as places of worship), and meeting places and shops selling familiar items (such as food, utensils and clothing).

For people from non-English-speaking backgrounds, an important factor that pulls them to live in certain suburbs is the presence of professionals (such as doctors, lawyers and accountants), shopkeepers and other people who speak their language. This can be vital for them to carry out their day-to-day lives.

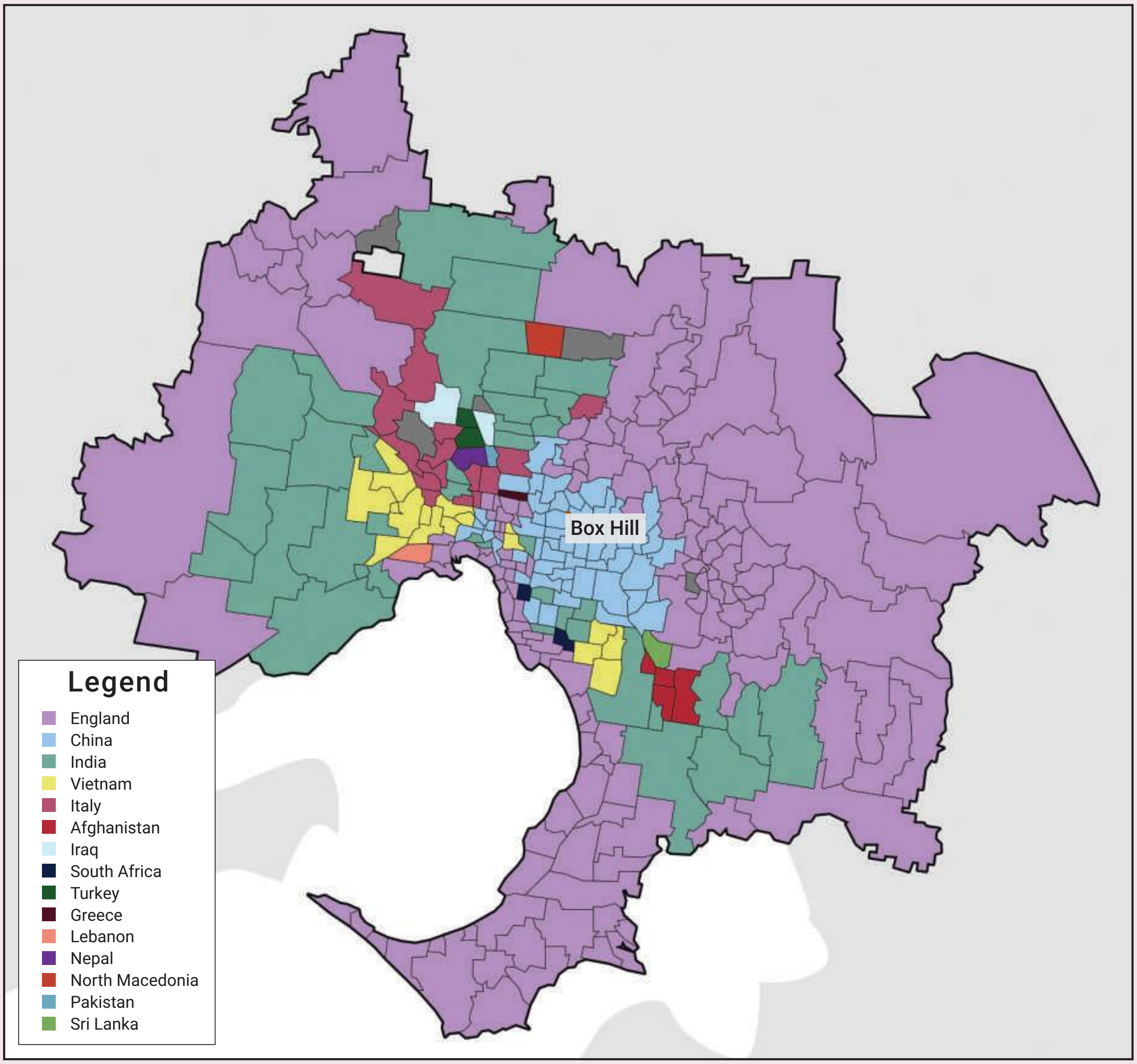
Case study The Chinese community in Box Hill, Melbourne

The suburb of Box Hill in Melbourne's east is an example of an area with what geographers call a high ethnic concentration. From a total population of around 23,000 residents, around 39 per cent were either born in China or have Chinese ancestry (see Source 1).

Many of those born in China arrived in Australia as university students. After finishing their degree, such students may apply to settle in Australia. Once they have become Australian citizens, they can then seek to have family members join them under the family visa scheme. These family members can then apply for Australian citizenship themselves.

Chinese migration to Australia dates back to the 1820s, but boomed during the gold rushes of

Concentration of Melbourne residents of selected ancestries, 2021



Data from the Australian Bureau of Statistics (ABS), 2021 Census

Source 1

the 1850s and 1860s. Throughout the twentieth century, a series of Australian Government policies (including the White Australia Policy) restricted the number of migrants from Asian countries. Since these policies were abandoned in the 1970s, there has been a steady increase in the numbers of Chinese people settling here. More than half a million Australian citizens were born in China. Mandarin is the second-most spoken language in our country, after English.

Source 2 Box Hill residents celebrate the annual Chinese New Year festival.

Quiz me! Migrant communities in Australian cities

Check your learning 6.7

Check your learning 6.7

Review and understand

1. **Identify** three reasons why people from the same language and cultural backgrounds tend to settle in the same areas of a city.
2. **List** three pull factors that encourage non-English-speaking migrants to live in a certain suburb.

Apply and analyse

3. Use the PQE method (see Module 1 The geography toolkit, page 4) to **describe** the distribution of residents from Chinese backgrounds in Melbourne shown in Source 1.
4. **Explain** how the arrival of large numbers of people from similar cultural and language backgrounds can change the areas in which they settle.
5. About five in every 100 people in Melbourne have Chinese ancestry. In Box Hill, it is 39 in every 100. What can geographers learn by comparing these figures?

Evaluate and create

6. Access the profile for your community using the census data available on the Australian Bureau of Statistics website. **Create** a bar graph of the top five languages spoken at home.
7. **Imagine** you are a migrant moving to a place where nobody speaks your language. Write a diary entry that explores the challenges this would create.

Weblink: Australian Bureau of Statistics

6B Skills in context

The Australian mining industry and domestic migration

Introduction

Australia is home to some of the world's largest mines. These mines tend to be located in remote areas, where rich deposits of metals and minerals (such as coal, uranium and iron ore) can be found underground.

From around 2005 until 2015, Australia experienced a mining boom. During this period, a huge increase in demand for Australian mineral resources – particularly from China and India – meant the prices of these minerals went up. To meet the demand, Australian mining companies built new mines and employed tens of thousands of new workers. The mining boom brought about one of the most significant population movements in recent Australian history.

Case study Karratha, Western Australia

The town of Karratha near the Port of Dampier lies in the Pilbara region. Located in north-west Western Australia, the Pilbara has rich deposits of iron ore and vast reserves of natural gas (located offshore).

Iron ore mines and railways in the Pilbara region

Source: Oxford University Press

Source 1

Karratha was established in 1970 for the workers employed in the mining industry. Since then, it has grown to a town with a permanent population of over 22,000 people.

Not everyone who works on the mines in the Pilbara lives in Karratha. Some stay in the area for three weeks and then fly home for two weeks. Others work in the mines from Monday to Friday and then fly home for the weekend. This type of lifestyle is referred to as "fly in, fly out" (FIFO), and allows mine workers to take advantage of available jobs in remote areas without disrupting their families. Many of these mining families live in Perth and so the movement of mining workers into Western Australia impacts the population of Perth.

Boom and bust

As the Australian mining economy boomed, the price of iron ore reached US$187 per tonne in 2011. However, a drop in demand from other countries meant that prices started to dive, and by the end of 2015, the price was about US$41 per tonne. In 2019, "mining boom 2.0" was under way, and countries such as China, Japan and South Korea provided a healthy demand for iron ore. Since then, the price has been up and down.

The future of towns like Karratha is very dependent on the demand for minerals in other countries. If the price of iron ore drops again, it could significantly impact Karratha and other towns. This is referred to as a "boom and bust" cycle.

Key skill Analysing maps

Reading a complex map

Complex maps contain more than one set of information. Follow the steps below to help you read and understand a complex map.

- **Step 1:** Look carefully at the legend. Complex maps can have more than one part to a legend. These parts will be represented on the map in different ways. For example, in Source 1 areas of colour are used to show national parks. Different colours are used to show the railway lines used by the mining companies.
- **Step 2:** Train your eyes to look for one set of information at a time. For example, look at the different coloured lines on the map and work out what they tell you.
- **Step 3:** Move to a different set of information and work out what that represents.
- **Step 4:** Look for concentrations of the same symbol in areas to see if patterns exist.

For more information on analysing maps, see Lesson 1.5 Analysing maps (page 20).

Source 2 An iron ore ship being loaded at the Port of Dampier near Karratha

Practise the skill

1 Study Source 1.
   a **Identify** how many mines are shown on this map.
   b How is the iron ore transported to ports?
   c Use the line scale to estimate the length of Roy Hill Railway.
   d What are the important port towns for transporting iron ore?
   e **Locate** Karratha on the map. Using evidence from the map, **explain** why Karratha's location makes it an important mining town.

Extend your understanding

1 **Identify** three metals and/or minerals that Australia exports to other countries.
2 **Outline** what happened in Australia between 2005 and 2015.
3 **Define** the term "FIFO" and describe some features of this lifestyle.
4 In your own words, **explain** what is meant by the term "boom and bust".
5 Use vesselfinder.com to explore the ships currently docked at Port Dampier or Port Hedland (see Source 2). How many ships are currently in port? What types of ships are they? Where are they from and where are they going?

Review: Migration

Review activity

Reading graphs

Examine the graphs in Source 1, Source 2 and Source 3 and answer the questions that follow about changes to India's population.

1 **Examine** Source 1, Source 2 **and** Source 3 in this lesson.
   a **Identify** which of these graphs best shows how India's population is changing over time. (1 mark)
   b Using the graph you identified in question 1a, **describe** two changes that occurred to India's population between 1990 and 2024. (2 marks)

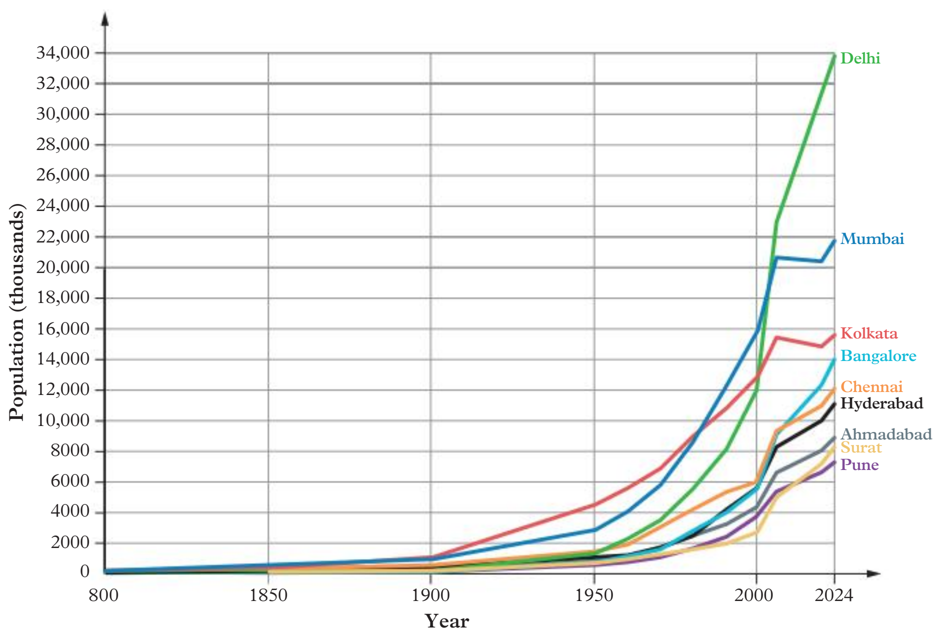
2 **Compare** the conditions in rural areas with those in urban areas. What are some key similarities and what are some key differences? (4 marks)

3 **Propose** three pull factors and three push factors that explain why many people in India are moving from rural areas to urban areas. (6 marks)

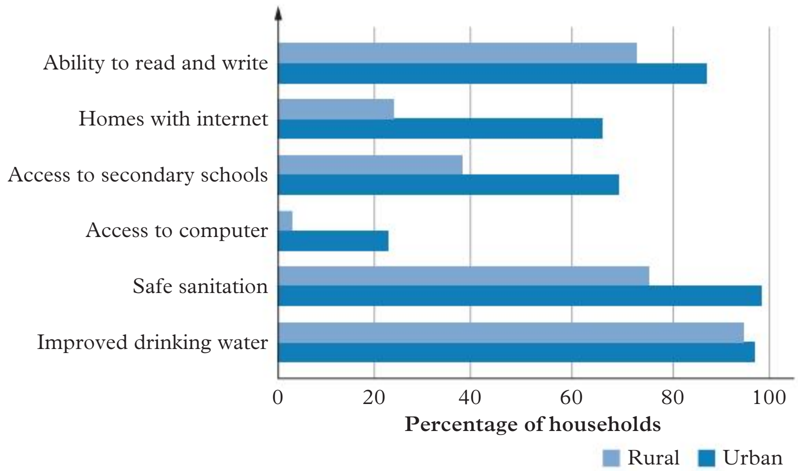
4 What is this type of population movement called? (1 mark)

5 Using data and specific examples, **describe** the change in population of India's cities between 1950 and 2024. (6 marks)

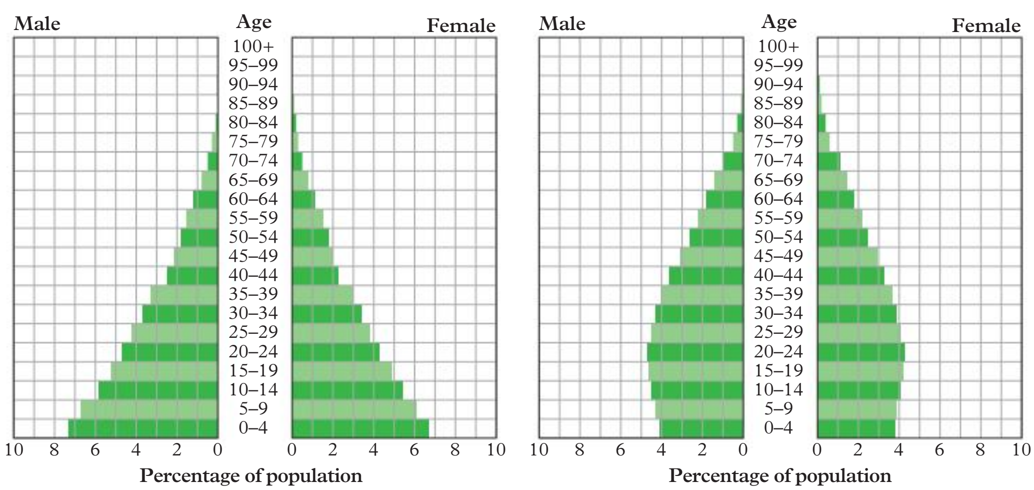
(Total: 20 marks)



Source 1 Growth of India's cities, 1800–2024



Source 2 Household services and amenities of urban and rural Indians



Source 3 Population pyramids for India – 1990 (left; total population: 873,277,798) and 2024 (right; total population: 1,380,004,385)

Module checklist: Migration

Module review quiz: Migration

Part 2
History

Overview

Concepts and skills

Investigation: Europe and the Mediterranean world (c. 600–1750 CE)

Investigation: Asia and the Pacific region (c. 600–1750 CE)

Modules available exclusively on Oxford Digital.

Module 7

The history toolkit

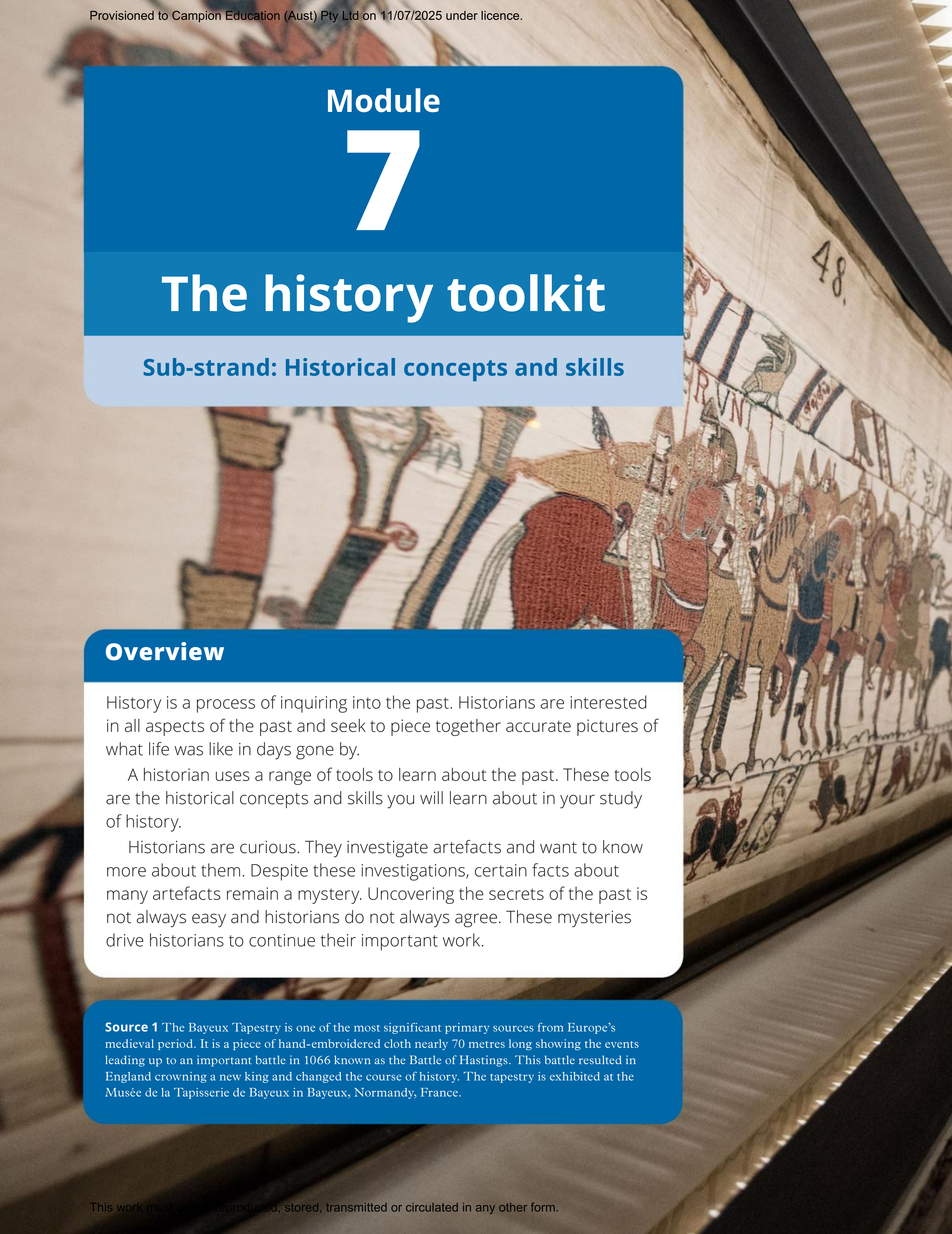
Sub-strand: Historical concepts and skills

Overview

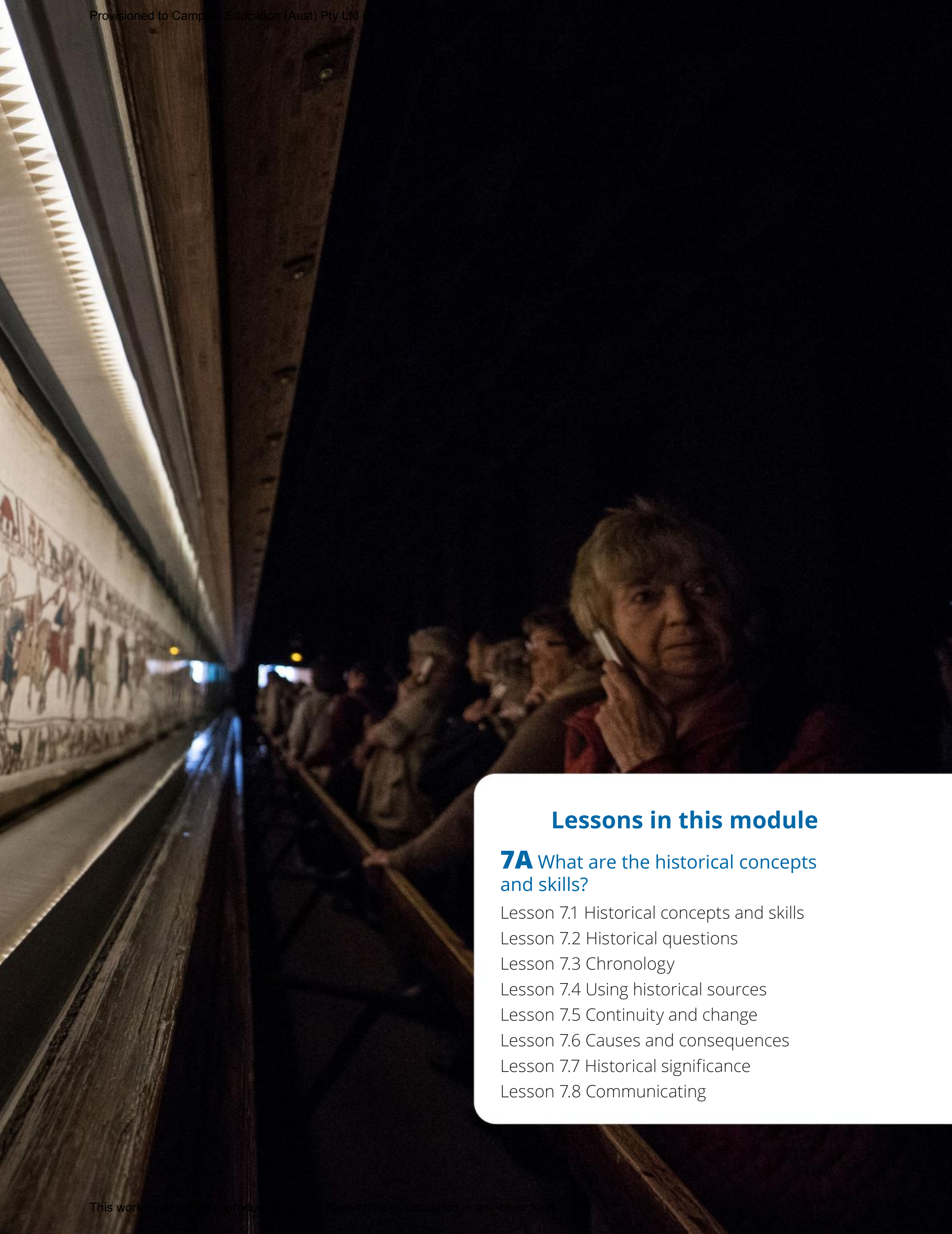
History is a process of inquiring into the past. Historians are interested in all aspects of the past and seek to piece together accurate pictures of what life was like in days gone by.

A historian uses a range of tools to learn about the past. These tools are the historical concepts and skills you will learn about in your study of history.

Historians are curious. They investigate artefacts and want to know more about them. Despite these investigations, certain facts about many artefacts remain a mystery. Uncovering the secrets of the past is not always easy and historians do not always agree. These mysteries drive historians to continue their important work.



Source 1 The Bayeux Tapestry is one of the most significant primary sources from Europe's medieval period. It is a piece of hand-embroidered cloth nearly 70 metres long showing the events leading up to an important battle in 1066 known as the Battle of Hastings. This battle resulted in England crowning a new king and changed the course of history. The tapestry is exhibited at the Musée de la Tapisserie de Bayeux in Bayeux, Normandy, France.



Lessons in this module

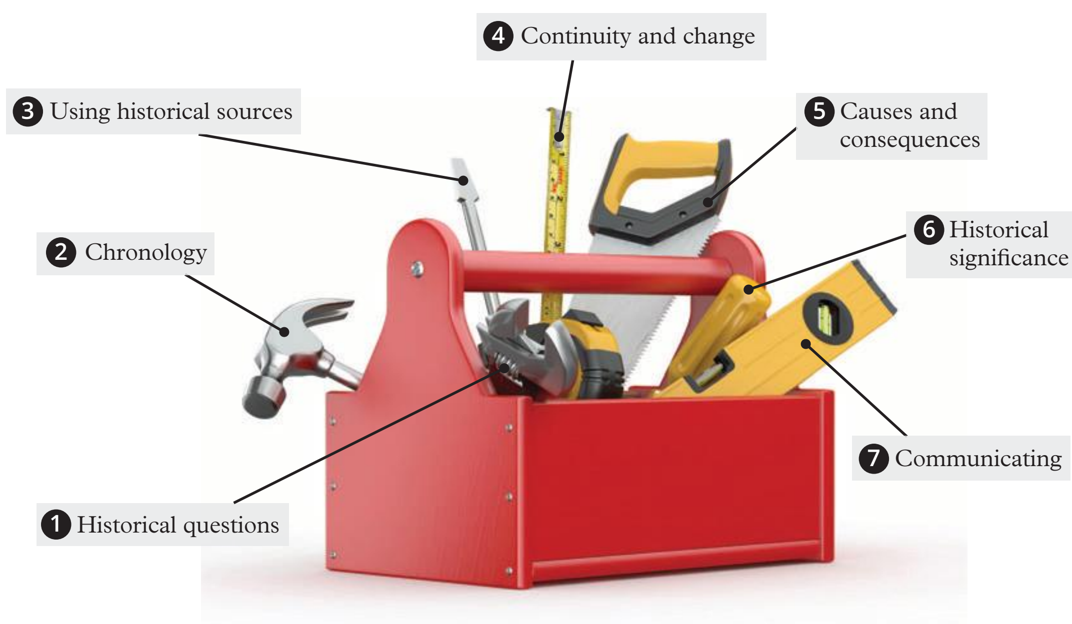
Lesson 7.1
Historical concepts and skills

Introduction

Historians use a variety of concepts and skills to investigate and understand the past. As you learn to apply these concepts and skills, listed below, you will begin to think like a historian and learn how to conduct your own historical inquiries:

- historical questions
- chronology
- using historical sources
- continuity and change
- causes and consequences
- historical significance
- communicating.

These concepts and skills will be covered in more detail in the following lessons. By studying history, you will gradually master each and gain important tools for understanding and explaining the events and people that have shaped our world. It might help you to think of each of these concepts and skills as individual tools in your toolkit.



Source 1 Historians use several concepts and skills to investigate the past.

Lesson 7.2
Historical questions

Introduction

One way to understand the past is to undertake a historical inquiry. This process requires you to ask questions, find and analyse sources, and use information from historical sources as evidence to develop an informed explanation or argument about the past. Historians begin any historical inquiry by asking big questions that assist them to interpret the past. From research in response to these big questions, historians develop a **hypothesis** about what events took place, why, where, and who was involved.

hypothesis a considered theory or statement, based on research and evidence, about something that has not been proven (plural: hypotheses)

Key concepts & skills Historical questions

Developing historical questions about the past

Look closely at Source 1. This visitor pointing at the Bayeux Tapestry is asking some important questions. You can learn to do this too by starting your questions with the words "who", "what", "where", "when", "why" and "how", known as the 5Ws and H of History. Your questions might include:

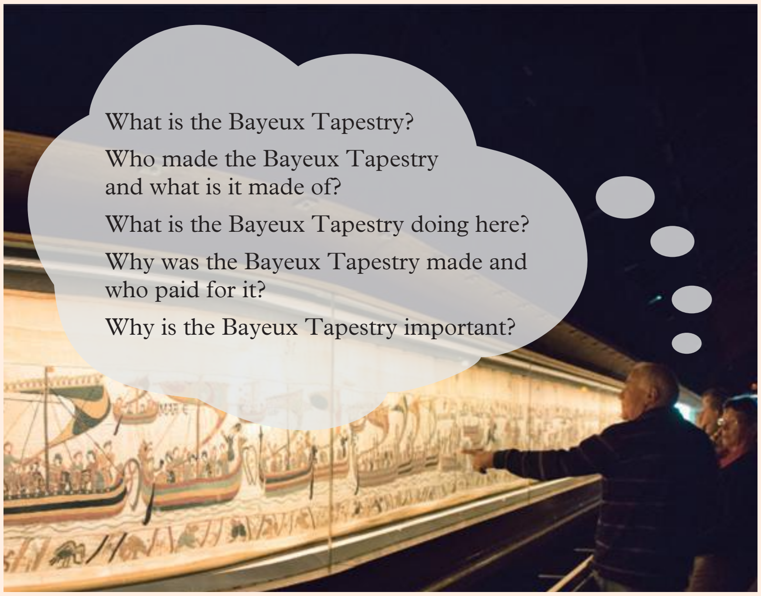
- What is the Bayeux Tapestry?
- Who made it?
- When was it made?

Key content video: Developing historical questions about the past

The best questions open up exciting areas for you to explore. For example, the visitor might ask a simple question, such as: "What does the Bayeux Tapestry look like?" This is a question with a relatively simple answer. A better historical question for the visitor to ask might be: "What does the design and construction of the Bayeux Tapestry tell us about the skills of people living in medieval Europe?"

Practise the skill

1 Generate four questions of your own that will help you research the Bayeux Tapestry.
2 Once you have generated your questions, **identify** the information needed to answer these questions and where you might be able to locate it.
3 Are there any questions for which you have not been able to find reliable evidence or answers? What reasons might there be for this?



Source 1 Developing historical questions is an important part of every historical inquiry.

Locating relevant sources

Sources provide information for historians. Locating relevant sources is a valuable skill that usually involves a number of different research methods, such as:

- using an online search engine such as Google
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past.

Source 2 Research is an important part of history. Your teacher or librarian can help you develop your research skills, both for the library and online.

Locating relevant sources online

Books and newspapers are valuable sources of information. Research can also be conducted online. Your teacher or librarian can help you to develop good research skills. To make sure sources gathered online are accurate, reliable and relevant, follow these guidelines:

- Search engines are useful research tools, but sometimes material found online is not reliable and can contain inaccurate and misleading information, or outdated information. When using search engines, use keywords and be as specific as you can.
- Use sites linked to educational institutions, government departments, reputable companies, museums and universities to find reliable information. A quick way to tell if a site is reputable is to look at the suffix of the domain name, which is part of the URL (internet address).
- Avoid blogs or social media posts. If you do find information on a blog or social media site, be sure to verify it by using a more reliable source.
- Never cut and paste information you find online directly into your own work. Taking someone else's work, ideas or words and using them as if they are your own is called plagiarism. Plagiarism is unethical, and if you plagiarise, your work can be rejected.

Source 3 Some common domain suffixes

Domain suffix	Description
.edu	The site is linked to an educational institution, such as a university or school. These sites are generally very reliable.
.gov	The site is linked to a government institution. These sites are generally very reliable.
.net	The site is linked to a commercial organisation or network provider. Anyone can buy a domain name with this suffix, and generally nobody regulates the information posted on the site. As a result, these sites may be unreliable.
.org	The site is linked to an organisation. Generally, these organisations are not-for-profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, it generally means the information provided has been checked and verified by that organisation. You need to be aware of any special interests the organisation may represent (e.g. particular religious, commercial or political interests), as this may influence what it has to say on particular issues.
.com	The site is linked to a commercially based operation and is likely to be promoting certain products or services. Domain names with this suffix can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

Recording relevant sources

As you identify and locate relevant sources, it is essential that you record details to include in your reference list or bibliography.

When citing (mentioning) a book in a bibliography, include the following, if available, in this order:

1 author surname(s) and initial(s)
2 year of publication (in brackets)
3 title of book (in italics)
4 edition (if relevant)
5 publisher
6 place of publication
7 page numbers.

Author surname(s) and initial(s) — Year of publication — Title of book (in italics)

Easton, M., Saldais, M., Davey, K., Smith, R., Dumovic, V., Cook, B. and Andrew, O. 2021, Oxford Humanities 8 Victorian Curriculum, 2nd Edition, Oxford University Press, Melbourne, pp. 220–30.

Edition — Publisher — Place of publication — Page numbers

Source 4 An example of how to cite a book in a bibliography

When citing an online source in a bibliography, include the following information, if available, in this order:

1 author surname(s) and initial(s) or organisation name
2 year of publication or date of webpage (last update)
3 title of document (article) enclosed in quotation marks
4 date of posting
5 organisation name (if different from author name)
6 date you accessed the site
7 URL or web address enclosed in angled brackets <>.

Key content video: Recording relevant sources

Author surname(s) and initial(s) — Year of publication — Title of article enclosed in quotation marks — Date of posting

Daley, J., 2019, "Architecture and math show the Bayeux Tapestry was designed to decorate a cathedral", 30 October 2019, Smithsonian Museum, accessed 20 July 2021, <https://www.smithsonianmag.com/smart-news/architecture-and-math-show-bayeux-tapestry-decorated-cathedral-180973423/>.

Organisation name — Date you accessed the site — URL enclosed in angled brackets <>

Source 5 An example of how to cite an online source in a bibliography

Check your learning 7.2

Lesson 7.3
Chronology

Introduction

chronology a record of events in the order they took place

chronological order the order in which events have taken place

One of the most helpful things historians can do to get a better understanding of the past is to organise events in the order that they happened. This is known as **chronology**. Chronology can help us organise things that happened over a small period of time, such as a day or week, or huge periods of time, such as hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society, or to compare events across many different places and societies.

Chronology allows us to develop an ordered sense of time. Once events have been placed in **chronological order** we are able to use a range of historical concepts and skills, such as continuity and change, causes and consequences, and historical significance, to analyse the events in detail.

Sequencing time

Key content video: Sequencing significant historical events

Examples of how historians sequence time are shown in Source 1 and Source 2. Each table shows how 2,100 years have been divided into smaller periods of 100 years, which are known as centuries. These tables will help you as you work through Year 8 history; refer to them as often as you need to.

Source 1 Before the Common Era (BCE): more than 2,000 years of history divided into centuries. Zero is not used, so when ordering time in BCE, remember to count backwards to 1.

Century BCE	Time period	Century BCE	Time period	Century BCE	Time period
21st century BCE	2100 to 2001	14th century BCE	1400 to 1301	7th century BCE	700 to 601
20th century BCE	2000 to 1901	13th century BCE	1300 to 1201	6th century BCE	600 to 501
19th century BCE	1900 to 1801	12th century BCE	1200 to 1101	5th century BCE	500 to 401
18th century BCE	1800 to 1701	11th century BCE	1100 to 1001	4th century BCE	400 to 301
17th century BCE	1700 to 1601	10th century BCE	1000 to 901	3rd century BCE	300 to 201
16th century BCE	1600 to 1501	9th century BCE	900 to 801	2nd century BCE	200 to 101
15th century BCE	1500 to 1401	8th century BCE	800 to 701	1st century BCE	100 to 1

Source 2 Common Era (CE): more than 2,000 years of history divided into centuries. Zero is not used, so when ordering time in CE, remember to count forwards from 1.

Century CE	Time period	Century CE	Time period	Century CE	Time period
1st century CE	1 to 100	8th century CE	701 to 800	15th century CE	1401 to 1500
2nd century CE	101 to 200	9th century CE	801 to 900	16th century CE	1501 to 1600
3rd century CE	201 to 300	10th century CE	901 to 1000	17th century CE	1601 to 1700
4th century CE	301 to 400	11th century CE	1001 to 1100	18th century CE	1701 to 1800
5th century CE	401 to 500	12th century CE	1101 to 1200	19th century CE	1801 to 1900
6th century CE	501 to 600	13th century CE	1201 to 1300	20th century CE	1901 to 2000
7th century CE	601 to 700	14th century CE	1301 to 1400	21st century CE	2001 to 2100

Key concepts & skills Chronology

Creating a timeline

Timelines are used by historians to sequence time and order important events chronologically. They help divide large sections of time into smaller periods so events can be arranged in the correct order.

Follow the steps below, and refer to Source 3, when constructing a timeline.

- **Step 1:** Work out the length of time you want to represent on your timeline, then divide it evenly into suitable blocks of time.
- **Step 2:** To represent a large span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out. Just make sure no important events fall in the time you are leaving out.
- **Step 3:** Mark specific dates onto the timeline. These dates need to be accurately plotted so they appear in chronological order (from left to right). If an exact date is not known, the abbreviation “c.” (from the Latin word *circa*, meaning “around”) is placed in front of it (for example, c. 250 BCE).
- **Step 4:** Plot important dates and events on the timeline. Give a brief description of each event. Include pictures and captions, if appropriate.

Key content video: Creating and understanding timelines

Practise the skill

1 **Create** your own timeline based on one of the following topics:
   – important events that have taken place in your life so far
   – events in the life of someone important in your life (for example, a family member, a close friend or someone you admire).

Your timeline should have at least five entries and feature at least one image (with a caption). You may need to conduct some research online to complete this task.

Check your learning 7.3

History

Source 3 An example of a timeline, with some reminders

1500
Tribes of Germanic origin begin moving into the area now known as Scandinavia.

***c.* 250–100**
The development of Viking writing (runes) begins.

787
The first Viking attack on England takes place.

1066
William of Normandy (a descendant of the Vikings) defeats King Harold at the Battle of Hastings and becomes King of England. He is known as William the Conqueror.

William the Conqueror, from the Bayeux Tapestry

2000 BCE | 1000 BCE | 1 CE | 1000 CE | 2000 CE

Events that took place Before the Common Era (BCE) – that is, before the birth of Christ – are positioned on the timeline in descending order (i.e. counting backwards to 1, when Christ was born).

The first year of the Common Era was 1 – there was no year zero.

Events that took place in the Common Era (CE) – that is, after the birth of Christ – are positioned in ascending order (i.e. counting forwards from 1, when Christ was born).

Lesson 7.4
Using historical sources

Introduction

Evidence is the information gathered from historical sources that can be used to develop, revise or support an argument or challenge an interpretation. Evidence can come from many different sources: for example, films, maps, newspapers, buildings, nursery rhymes and clothing.

There are two types of sources with distinctive features:

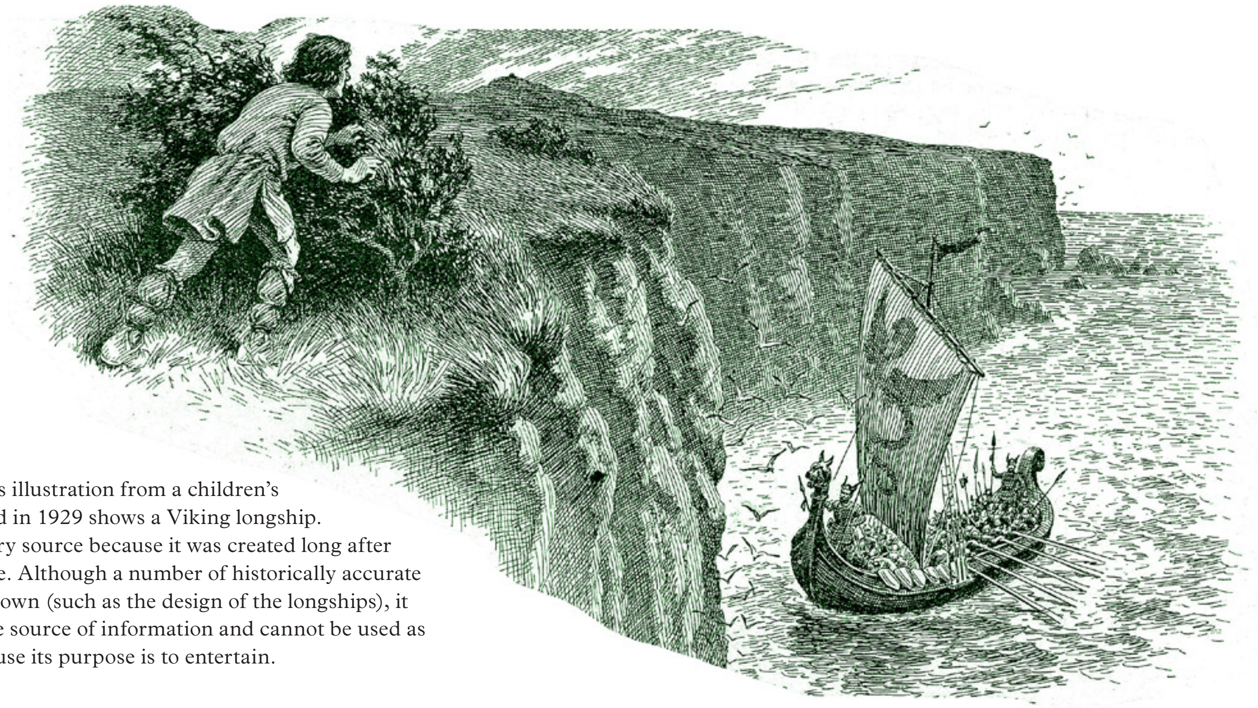
- *Primary sources* are things that existed, or were written or made, at or during the time being investigated. Examples of primary sources are human remains, **artefacts**, official documents (such as laws and treaties) and personal documents (such as diaries and letters). These original, first-hand accounts are analysed by historians to answer questions about the past.
- *Secondary sources* are accounts about the past that were created after the time being investigated. They often use or refer to primary sources and present a particular interpretation of them. Examples of secondary sources are documentaries, history textbooks and websites.

artefacts objects, small or large, that have been made or changed by people

Historians often have different points of view and do not always agree on evidence. This is why historians are constantly searching for new sources of evidence – they need to use a range of historical sources to help them gain a more complete picture of the past.

Source 1 This Viking stone carving, known as the Tjängvide image stone, was carved during the eighth century CE. It shows gods from Norse mythology and a Viking longship. It is a primary source because it was made during the Viking Age. The remains of several Viking longships confirm this representation.

Key content video: Understanding evidence and sources



Source 2 This illustration from a children's book published in 1929 shows a Viking longship. It is a secondary source because it was created long after the Viking Age. Although a number of historically accurate features are shown (such as the design of the longships), it is not a reliable source of information and cannot be used as evidence because its purpose is to entertain.

Understanding the content and context of historical sources

Both primary and secondary sources are useful, but it is important to understand where they came from (the origin) and what the creator of the source hoped to achieve (the purpose). This establishes the historical context of a source and investigates the circumstances surrounding its creation and intended audience. It is also important to understand why the source was created (the motive). All sources reflect the author's own point of view, and in some cases the author may have intentionally ignored certain facts because of their own views. This is referred to as **bias** and is often aimed at persuading the reader to agree with the author's point of view.

Asking questions is a way to begin examining sources. Analysing sources by asking "who", "what", "when" and "why" questions will help you identify the context of historical sources (see Source 3).

bias a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

Source 3 Examples of questions to help identify the historical context of sources

Who	Who wrote, produced or made the source?	• Is the creator a member of a particular group, religion or organisation?
What	What type of source is it?	• Was the source created at the time of the event or afterwards?
When	When was the source written, produced or made?	• How old is the source? • Is it an eyewitness account or was it written by someone at a later date? • Is the source complete?
Why	Why was it written or produced? What did the creator hope to achieve by producing this source? Did the creator want to change people's minds about something?	• Was it designed to entertain, persuade or argue a point of view? • Does the creator have anything to gain personally from the source? • What other events may have been happening at the time and might have influenced the author or source? • Was the creator motivated by a personal crusade? • Was the creator influenced by events at the time? • Was the creator paid to produce the source?

Key concepts & skills Using historical sources

Evaluating historical sources as evidence

While researching, you will have located and collected a variety of historical sources and types of information. Now it is time to compare and select the most relevant information that you will use as evidence.

Evaluation charts are very useful tools for collecting, comparing and selecting suitable resources that you have located. Follow the steps below and refer to Source 4 when constructing a source evaluation chart. You will find a template for a source evaluation chart on Oxford Digital.

- **Step 1:** In the first row of the chart outline your historical question, inquiry topic or hypothesis.
- **Step 2:** In the first column summarise the key content or main argument relevant to your topic that is mentioned in the first source you collect. Some historical sources may have more relevant context than others.
- **Step 3:** In the second column assess the context of the historical source and note down the pros and cons. In this step consider its origin, motive, intended audience and potential bias.
- **Step 4:** In the third column outline the features of the historical source, such as the type of source and its form (for example, written, visual, object, oral).
- **Step 5:** In the final column record the reference information to ensure you can create a reference list or bibliography of those historical sources used as evidence. Repeat Steps 2–5 for all historical sources collected.
- **Step 6:** In the final row of the table evaluate how useful the historical sources are by comparing them and listing the top five in order of relevance.

Worksheet: Using a source evaluation chart to compare sources

Source 4 A source evaluation chart showing an example of how you might compare and select sources

Research topic: Why were the developments of the Renaissance important? Hypothesis: The Renaissance era significantly influenced our understanding of the modern world.			
Key content	**Context of source**	**Features of source**	**Reference information**
Source 1: **"Copernicus' revolution and Galileo's vision: Our changing view of the universe in pictures"**	**Pros:** • The article is theoretical and uses scientific evidence. • Written by a reputable academic – a university professor • Very detailed use of primary sources **Cons:** • The scientist uses very complex scientific language. • No reference to the Renaissance era is made.	• Secondary source • Scientific article	https://theconversation.com/copernicus-revolution-and-galileos-vision-our-changing-view-of-the-universe-in-pictures-60103
Source 2:	**Pros:** **Cons:**		**Reference information:**

Research topic: Why were the developments of the Renaissance important? Hypothesis: The Renaissance era significantly influenced our understanding of the modern world.			
Key content	**Context of source**	**Features of source**	**Reference information**
Source 3:	**Pros:**		**Reference information:**
	Cons:		
Source 4:	**Pros:**		**Reference information:**
	Cons:		
Source 5:	**Pros:**		**Reference information:**
	Cons:		
Recommended sources in order of relevance/usefulness: **1** **2** **3** **4** **5**			

Drawing conclusions about the reliability and usefulness of historical sources

A useful historical source is one that adds to your understanding of a historical inquiry. The historical source needs to be reliable and relevant to the topic. The following questions will help determine the usefulness of a source:

- Is it a reliable source?
- Is there enough information to help me answer the inquiry question?
- Does the information support and reinforce evidence from other sources?
- Is it balanced, or does it present one point of view (meaning, is it biased)?
- Does it present facts, opinions or both?
- Is the information current?

Separating fact from opinion

Often, you will need to separate fact from opinion in a historical source.

- A *fact* is something that can be proved: when an event took place, what happened and who was involved.
- An *opinion* is based on what a person may believe to be true.

Look closely at the language used. The use of words such as “might”, “could” and “think” all indicate that an opinion is being expressed. For example:

- *Fact:* “The Renaissance era had many artists that we still know today.”
- *Opinion:* “The Renaissance era was the time when the world’s greatest artworks were produced.”

Analysing historical sources using "DAMMIT U"

As we have learnt, an important skill in history is the ability to analyse historical sources for clues and insights about the past.

The term "source analysis" is used a great deal in the study of history. However, there are different ways to analyse sources, or different "things" that you might look for and discuss in any given source. These include:

- the date, author, material, motive, intended audience, tone and usefulness ("DAMMIT U") of a source
- the different perspectives, attitudes and values presented by a historical source
- the historical significance of a source.

Imagine you have been asked to analyse the image in Source 5. Between the source itself and the information contained in the caption, there is a lot for you to interpret and analyse – however, it can be difficult to know how to start.

Using an acronym such as "DAMMIT U" can make it easier to know what you should be looking for, and what questions you should be asking. Read the steps in Source 6 closely to see what each word means and how it can help you begin analysing the source.

Source 5 *The Adoration of Mary*, illuminated manuscript, c. 1475. This artwork was created on vellum leaf with 28 images of saints, angels, donors, Mary and baby Jesus.

When writing your response, the "DAM" (date, author, material) can be summarised in one to three sentences, whereas the "MIT" (motive, intended audience, tone) will require a little more detail. You should provide examples from the historical source to support your analysis in the "MIT" section.

For a written source, use a short quote from the historical source and explain its meaning. For a visual source, like Source 5, refer to a feature or symbol in the source and explain why it is relevant. In general, a historical source analysis should form a paragraph of eight to 10 sentences.

Discussing the "U" (usefulness) often requires its own paragraph. You should always discuss at least one strength or weakness, and you may include examples.

Source 7 is an example of a source analysis written in response to the illuminated manuscript in Source 5. Annotations have been provided to show you exactly how you can turn your questions into a written response.

Source 6 The "DAMMIT U" acronym is a helpful way to remember the questions you should ask yourself when approaching any source.

Letter of the acronym	Word	Questions to ask when looking at sources
D	Date	When was the source created? If it was created during the time you are studying, it is a primary source, but if it was created after that then it is a secondary source. A primary source may show attitudes or describe an experience, whereas a secondary source is often a factual interpretation.
A	Author	Who is the author of the source? Think about the gender, age, social status and profession. For example, they could be a historian, a leader, an aristocrat, a soldier or a prisoner.
M	Material	Is the source written, oral or visual? It could be a newspaper, letter, diary, photograph, textbook, blog or social media post, or even statistics in the form of a graph or map.
M	Motive	Why did the author produce this source? Was it for official government use, a religious affiliation, the media, or personal reasons? A historian tries to establish the context of the source to help understand the perspective of the person who created it.
I	Intended audience	For whom was the source produced? Was the source for public or private use, was it for academia or the general public? Was it intended to be viewed, or was it intended to be private?
T	Tone	How is the information in the source expressed? How does it make you feel? Words to describe tone can include persuasive, critical, questioning, funny or reflective. Often primary sources are more emotional than secondary sources, which tend to be factual as they are written in hindsight.
U	Usefulness	What are the strengths and weaknesses of the source as a piece of evidence? Sources can be factual and accurate, or they can be exaggerated and contain bias. They may have the detail of an eyewitness, or the advantage of hindsight. A source may be an oral history, or it may be written down. All of these can affect how useful the source is.

Date

Material

Author

The Adoration of Mary is an illuminated manuscript that was created c. 1475 in France. The author is unknown, but was possibly a monk of the Catholic Church. The purpose of this source is to show the respect for and the importance of Mary and baby Jesus.The motive of this source is to show the respect for and the importance of Mary and baby Jesus. This is shown through the large size of Mary and her position front and centre in the artwork. The artist's motive may have been his deeply held religious beliefs and his devotion to Mary.The intended audience for this source may have included royalty, nobles and bishops, and priests. This is because most illuminated manuscripts were kept in church libraries or were made for wealthy families to use as prayer books. The tone of the source is glorifying and magnificent. This is shown through the two figures kneeling in front of Mary, looking up with their hands in a prayer position.

This source is useful to some extent, because it shows us how devoted to religion people in 1475 were. The way the artist has shown Mary sitting on a throne, wearing a crown and a long robe, tells us that people considered religious figures to be like royalty. However, the source is clearly biased as this is the only perspective it shows.

Motive

Intended audience

Tone

Usefulness

Source 7 A sample response that has been written using the "DAMMIT U" approach

Identifying perspectives

Perspective is the position from which people see and understand events going on in the world around them. In history, we use primary and secondary sources to uncover insights into the beliefs, attitudes and values of peoples' lives in the past. From our research we uncover that people had different points of view about a particular event, person or society, which has been shaped by their age, gender, social position or beliefs. Despite our own beliefs and attitudes, as historians we must try to understand the different values and beliefs that affected the lives of people who lived in the past. Historians may further categorise perspectives into personal, social, political, economic or religious points of view.

Source 8 This Spanish artist's impression shows the conquistador (a soldier or conqueror) Hernán Cortés meeting the Aztec ruler Moctezuma II in Tenochtitlan, the capital of the Aztec Empire, in 1519. From 1492 to 1572, Spanish conquistadors such as Cortés invaded the Americas, believing it was their right and duty to convert the indigenous peoples to Christianity, to expand Spanish territory and to increase Spanish wealth. Within 100 years, the Inca, Aztec and Maya societies and cultures had been largely destroyed. From a Spanish perspective at the time, their actions were lawful and blessed by their Christian god.

The Battle of Hastings provides good examples of how different perspectives can be reflected in historical sources, such as Source 9 and Source 10.

- Source 9 tells the story of the Battle of Hastings from the perspective of the Anglo-Saxons (from England).
- Source 10 shows a scene from the Battle of Hastings from the perspective of the Normans (from France).

Source 9 and Source 10 illustrate how the same event can be told in different ways, depending on the perspectives of the people who were there. For example, Source 10 shows Norman and Anglo-Saxon troops prepared for battle, but Source 9 tells how William of Normandy "came upon him [King Harold] by surprise".

It is only when we consider a range of different perspectives and examine all of the available historical sources that we can begin to form a more complete picture of the Battle of Hastings. A good way to do this is to compare the two perspectives directly, as in Source 11.

Source 9

Then King William came from Normandy into Pevensey [a town on the coast of England], on the eve of the Feast of St Michael, and as soon as they were fit, made a castle at Hastings market-town. Then this became known to King Harold and he gathered a great raiding-army, and came against him at the grey apple-tree. And William came upon him by surprise before his people were marshalled. Nevertheless the king fought very hard against him with those men who wanted to support him, and there was a great slaughter on either side. There were killed King Harold, and Earl Leofwine his brother, and Earl Gyrth his brother, and many good men.

Extract from the *Anglo-Saxon Chronicle* recounting the events of the Battle of Hastings

Source 10 A section of the Bayeux Tapestry recounting the events of the Battle of Hastings. Norman soldiers are shown on horseback and Anglo-Saxon soldiers are shown on foot.

Source 11 A comparison of two historical sources relating to the Battle of Hastings in 1066

Source 9: The *Anglo-Saxon Chronicle* – an English source	Source 10: The Bayeux Tapestry – a Norman source
• The *Anglo-Saxon Chronicle* is the main source of English history at the time of the Battle of Hastings. • The chronicle was a kind of calendar of national life written by English monks in a number of different places across England. • Unfortunately for historians, there are gaps in the chronicle, and the Battle of Hastings is only mentioned briefly. • Because the English army lost the battle, and Harold Godwinson was killed, it is more difficult for English perspectives of the event to be taken as fact.	• Most historians believe the Bayeux Tapestry was commissioned by William the Conqueror's half-brother, Bishop Odo of Bayeux. • The tapestry provides a huge amount of detail for historians, both visually and in written accounts in Latin at the top and bottom of the cloth. • Because the Norman army won the battle, and William was crowned king, it was easier for the creator of the tapestry to present the events as fact.

Using empathy

Empathy helps us to understand the impact of past events on a particular individual or group, including their historical context and the motivations, values and attitudes behind their actions. Empathy is the ability to "walk in someone else's shoes" – to be aware of, and sensitive to, their feelings, thoughts and experiences. Empathising brings history to life. It connects us as human beings regardless of how much time has passed.

Source 12 This Japanese woodblock print shows a samurai about to perform *seppuku* (ritual suicide). In medieval Japan, samurai lived under a strict code of behaviour known as *bushido* ("the way of the warrior"), based on honour, loyalty and discipline. To many people today, the act of *seppuku* may seem barbaric. However, by applying the concept of empathy, we are able to appreciate how young men trained in *bushido* would have believed that their honour and loyalty – and those of their families – were worth more than their life, and that if they lost their honour, no other option was acceptable.

Analysing historical interpretations and debates

interpretations the assumptions and conclusions historians make about an event after the fact. Interpretations are formed by examining evidence.

contestability refers to explanations or interpretations of past events that are open to debate.

Historians use sources from the past to help give meaning and order to the events of the past. In other words, they interpret sources to explain the why and how of past events. These explanations or **interpretations** can differ among historians as, just like everyone else, they see events from different perspectives, and these can influence their interpretations of the past and the ways in which they write about it.

Historians may have access to the same sources but draw different conclusions or provide different interpretations about what these sources tell us about the past. This is called **contestability**. Contested interpretations must be reasonable interpretations based on the available sources.

When historians present varied interpretations or when new evidence leads to a revision of previous interpretations, we are faced with a historical debate. To evaluate or decide on our own opinion, it is important to consider a range of perspectives and interpretations. From there we can have our own stance in a debate.

The development of historical interpretations about the past relies on the primary sources available to historians. The sources can be written sources, such as inscriptions, laws, histories, memoirs and plays, or they can be artefacts, such as statues, coins and buildings. Oral accounts of the past, passed down from generation to generation, are also primary sources. These sources can be fragmented, or there may even be an excess of sources. The role of the historian is to give meaning and order to the events of the past by interpreting the sources, so that the why and the how of the past are explained.

If there is a lack or shortage of sources, historians' interpretations are likely to be more tentative or cautious. Differences in interpretations do not make one historian's interpretation wrong and another one's right. A historian's interpretation of a source from the past must be a reasonable one, but there can often be different ways events can be understood and therefore interpreted. For example, people in the past have not always made clear what the motives for their actions were, so historians need to interpret their actions to determine their motives. Students of history need to be able to analyse these interpretations and recognise their differences in their own historical arguments.

The Polynesian expansion across the Pacific is an example of an event that has been subject to differing interpretations. While historians generally agree that early Polynesians migrated to various islands across the Pacific Ocean from one point of origin (over a period of more than 2000 years), they do not always agree on exactly how or when the Polynesians spread throughout the area. One of the biggest disagreements is which direction the Polynesians came from – east or west. Since the sixteenth century, historians have argued about how stone-age people could have crossed vast stretches of oceans to settle on these remote islands. One theory (the "east–west theory") suggests that Polynesians originated from modern-day Peru and travelled westwards. Another theory (the "west–east theory") suggests that they originated in Asia and travelled eastwards. Today, many historians now believe the west–east theory is correct, due to supporting DNA evidence.

Check your learning 7.4

Source 13 DNA analysis carried out on Polynesian peoples across the Pacific – such as these Māori men in New Zealand – shows that they all share similar genetic characteristics with people in the South-East Asian countries of Taiwan and New Guinea. Many historians now believe this evidence proves "the west–east theory" of Polynesian expansion.

Lesson 7.5
Continuity and change

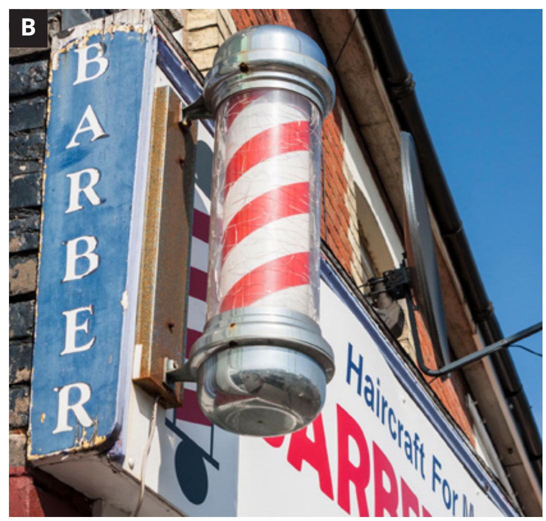
Introduction

Historians recognise that over time, some things stay the same while others change. This is called **continuity and change,** and it is about observing the patterns and turning points in events, ideas, people and developments.

continuity and change the idea that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a certain society or specific time period, but also across a range of societies and time periods. Historians research the pace, scale and extent of change to help understand why some aspects of a society stay the same over time (continuity), while other aspects develop and transform (change).

Examples of continuity and change can be seen across every society and any given period of time. This can be seen in aspects of everyday life that have continued across centuries (see Source 1), or in changes in politics, technology or religious beliefs that have affected an entire society's culture.



Source 1 In medieval Europe, barber shops for cutting hair were common, as they are today (continuity). However, medieval barbers also performed medical procedures (change) such as bloodletting (A). The red-and-white spiral on modern-day barber poles (B) dates back to when bloodstained bandages were hung out to dry on poles after bloodletting at medieval barber shops.

Organising and understanding continuity and change

To identify continuity and change, you need to understand the sequence (order) of events and the significance of these events or people, groups or ideas. Timelines can be used to sequence events in chronological order. Ordering events (or people, groups or ideas) on a timeline will help to make it clear when things changed. Timelines can also be used to understand how long things continued without changing. Once you have identified when a change in a society occurred, you can assess the extent, pace and scale of the change to determine its significance. For example, was the rate of change gradual (occurring slowly over time), or did it occur quickly?

Changes that occurred in a society can be listed and ranked in order of significance. When ranking changes, you should use evidence to justify how significant (or not) these changes were to the society. After a change (or continuity) has been identified, state what caused the change, and why it had the consequence it did. It is important to look at several different examples of continuity or change within a society to be able to see any patterns or turning points. To understand the historical significance of an event, see Lesson 7.7 Historical significance (page 247).

Source 2 Observing examples of continuity and change can be useful for identifying patterns or turning points in history.

Key concepts & skills Continuity and change

Exploring continuity and change using a Venn diagram

Venn diagrams are a visual thinking tool. They can help you to quickly identify the similarities and differences between two or more things. These "things" can be anything – people, events, political systems and so on. Venn diagrams are a useful tool to compare continuities and changes.

Source 3 shows how plague doctors used to dress. In the fourteenth century, bad smells were commonly considered to be a cause of disease. Plague doctors wore heavy floor-length coats that extended up the back of the head, hats, and a bird-like beak, which was filled with strong-smelling items such as mint, spices, garlic, flowers or vinegar. They also used wooden canes to examine plague patients without having to touch them.

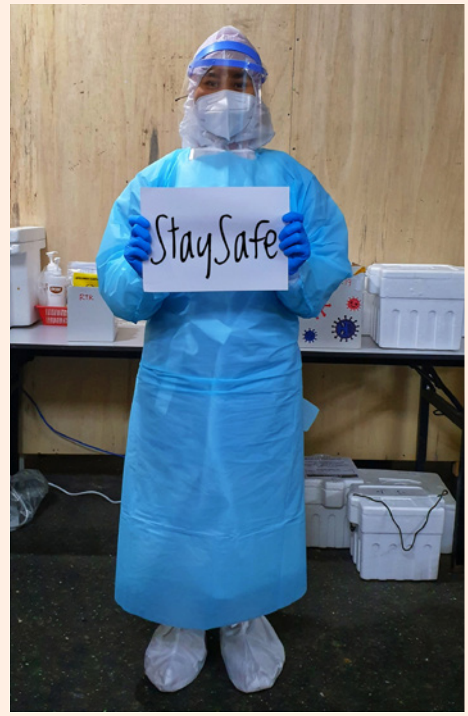
Today we know far more about diseases, germs and bacteria. Source 4 shows how a modern health-care worker might dress, when required to wear personal protective equipment. The differences between Source 3 and Source 4 are an example of information that could be visually represented to explore continuity and change. Follow the steps below to create your own Venn diagram.

- **Step 1:** Draw two overlapping circles in your notebook. Each circle should represent a time period and include a relevant heading. Record the differences or changes between the two time periods in relation to what is being studied in the non-overlapping sections.
- **Step 2:** Now think about what continuities exist between the two time periods. Write any features that are common to both time periods in the overlapping section of the two circles. This will represent the continuities.

Practise the skill

1 Think about how medical knowledge, equipment and dress have continued and changed from the fourteenth century to today. Using Source 3 and Source 4 and what you have learnt from this lesson, create a Venn diagram in your notebook or using the template provided. This Venn diagram should record your thinking in relation to what you have learnt about continuity and change.

Source 3 A nineteenth-century illustration of a typical plague doctor. Some earlier medieval plague doctors were similarly dressed.



Source 4 A 2020 photo of a health-care worker during the COVID-19 pandemic, wearing full personal protective equipment

Check your learning 7.5

Lesson 7.6
Causes and consequences

Introduction

causes and consequences the link between what causes an action and the outcome of that action; understanding events that take place are linked and can have effects on people and places for many years to come

Causes and consequences are used by historians to identify chains of events and developments, both in the short-term and in the long-term. Understanding causes and consequences allows us to identify, examine and analyse the reasons why events have occurred, whether they were intended or unintended, and the resulting consequences or outcomes. It helps to think of causes and consequences as the "why" and "what" of history.

Sometimes the link between causes and consequences is very clear. For example, heavy rain over many weeks (cause) leads to flooding (event) and the destruction of crops (consequence). However, often this link is not so obvious. Generally, there are many causes (reasons) that lead to an event or action, and there can also be many consequences. Sometimes the consequences are simple to identify, while in other cases they are more difficult to predict and may not even be observed until long after the event.

Analysing causes and consequences

When you analyse something, you must break it down into smaller parts and explain how they relate to each other. The first step in analysing causes and consequences is to identify the event, development or change, then what may have caused the event/development/change, and then the effects. Different types of causes might be social, economic or political, or a cause might be sudden and act as a catalyst (a trigger) for change. Once the causes of the event have been identified, consider the consequences. Explain how each consequence is linked to the event you have identified. Remember, historical events can have multiple causes and multiple consequences.

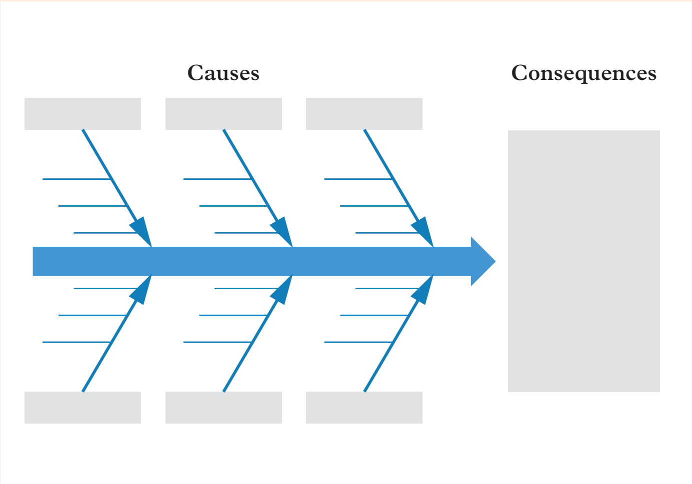
Key content video: Describing cause and consequence

Source 1 Tokyo was originally a feudal town with many roads to support the movement of samurai. This attracted many businesses (a positive consequence). However, the expanding population also placed a huge demand on timber, causing deforestation (a negative long-term consequence).

Key concepts & skills Causes and consequences

Visualising causes and consequences

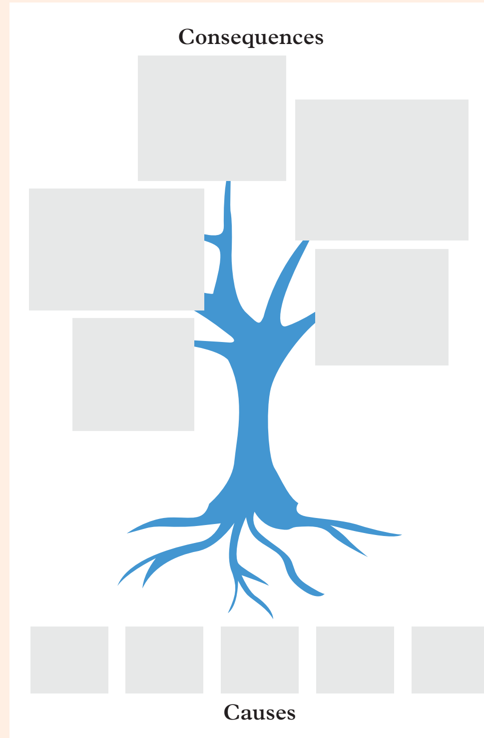
When analysing causes and consequences, it can be helpful to organise information in a way that helps you to see the links between an event or change, its causes and its consequences. Graphic organisers, such as timelines (see Lesson 7.3 Chronology, page 230), fishbone diagrams (see Source 2) and cause and consequence trees (see Source 3), can be an effective tool for this. Sometimes, causes and consequences are part of a cycle, and one consequence is the cause of another consequence. This is when displaying your findings using a fishbone diagram can work really well.



Source 2 A fishbone diagram

Follow these steps to create a fishbone diagram (see Source 2).

- **Step 1:** Construct a fishbone diagram (see Source 2; a template is available on Oxford Digital) to visually organise multiple causes. Think about whether your list of causes can be categorised. For example, in History you can often describe causes as being social, political or economic, or long-term or short-term. Write the title of each category at the end of the fish bones that run diagonally from the main backbone.
- **Step 2:** Now consider more specific examples or events that fit under each category and write these on the smaller bones that are attached to those diagonal fishbones.
- **Step 3:** In the fish head, on the far right, write down the overall consequence/s.
- **Step 4:** Use this diagram to now write a response. The diagonal bones help to classify your topic sentence, and the smallest bones represent evidence or examples within a paragraph. Conclude your response by outlining the consequence and possibly evaluating which cause was most significant.



Source 3 A cause and consequence tree

Practise the skill

1 Use a fishbone diagram to record the many possible causes and consequences for why a society may wish to expand by establishing new trade routes.

Extend your understanding

1 Construct a cause and consequence tree (see Source 3; a template is available on Oxford Digital) to summarise the consequences that could arise from developing new trade routes (cause). Try to think of long-term, short-term and immediate consequences as well as whether they are positive or negative.

Template: Fishbone diagram

Template: Cause and consequence tree

Check your learning 7.6

Lesson 7.7
Historical significance

Introduction

The concept of historical significance relates to the importance assigned to aspects of the past, such as events, developments, discoveries, movements, people and historical sites. History is full of important events, significant people and interesting places. We need to make a judgment about which of these to study. To determine if an event, development, discovery, movement, person or site is historically significant, historians may ask the following questions:

- How important was this to people who lived at that time?
- How did this affect people's lives?
- How many people's lives were affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

Key content video: Identifying perspectives

Source 1 This statue of Genghis Khan, ruler of the Mongol Empire from 1206 to 1227 CE, is more than 40 metres high. While Genghis Khan ruled the Mongol Empire for a relatively short period of time, the changes he introduced are considered significant because they affected enormous numbers of people over a vast area of the world.

History

Analysing significance

Historical significance investigates the widespread changes caused by an event, person or development in the past and the continuing consequences of those changes today. For this reason, it relates closely to the concepts of continuity and change and causes and consequences. When analysing the historical significance of an event, development, issue, person, group or society, you will need to ask a comprehensive set of questions. For example, how important was this event, development or issue to people who lived at that time? One way to remember the sorts of questions you should ask to decide the significance of something is to use the “5Rs” of historical significance. Source 2 outlines each of the 5Rs of historical significance.

R Remarkable

R Resulted in change

R Revealing

R Resonates

R Remembered

Source 2 The 5Rs of historical significance

5 Rs of historical significance	Questions to ask to decide on significance
R – Remarkable	What was the most notable thing about the event/individual/group of people?
R – Resulted in change	What happened as an immediate result of the event/individual/group of people? (Think about short-term effects.)
R – Revealing	What does the event/individual/group of people tell us about the time period?
R – Resonates	How does the event/individual/group of people (in the past) affect the lives of people today?
R – Remembered	How is the event/individual/group of people remembered today? (Think about evidence that still exists.)

The Japanese policy of *sakoku* (‘locked country’) in 1623 was remarkable as it closed off the entire country from the rest of the world for over 200 years. It resulted in change by preventing any Western influences from influencing Japanese traditions and culture. However, it also meant that the Japanese were unaware of major advances in technology that were taking place in the world during this time. *Sakoku* reveals the national pride felt by all living within Shogunate Japan and how greatly the Japanese valued their country’s customs. It also reveals how insecure the shogun leaders were in maintaining their position. *Sakoku* resonated in the long term by contributing to the end of shogunate rule and sparking massive industrialisation, led by Emperor Meiji. To this day, *sakoku* is remembered for establishing strict migration laws in Japan.

Remarkable

Resulted in change

Revealing

Resonates

Remembered

Source 3 A sample analysis of the historical significance of the Japanese policy of *sakoku*. The coloured highlights show how the 5Rs have been used.

Key content video: Interpretations and contestability

Check your learning 7.7

Lesson 7.8
Communicating

Introduction

Historical writing requires you to describe and explain using information and historical terms from a range of historical sources as evidence. By engaging in the three writing activities described below, you will be able to communicate a clear historical argument.

Writing a description

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics of particular people or things. Descriptions must always follow a set structure, and events must be organised in chronological order (see Source 1).

Source 1 The structure of a description

Structure of a description	
Introduction	• Introduces the subject • States the name of the person or event • Outlines why the topic is important
Body	• The body provides details about the person or event (including dates and important facts). • Information must be organised in paragraphs, with a new paragraph for each detail. • Quotations and descriptive words must be used where relevant.
Conclusion (optional)	• Revisits the most important details and provides a concluding statement

Writing an explanation

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and consequences of past events. Explanations must be clear and factual – a good structure will help to achieve this (see Source 2). They should not contain opinions or emotional language. There must be supporting evidence from a variety of historical sources.

Source 2 The structure of an explanation

Structure of an explanation	
Introduction	• Clearly states the main idea or aim • Briefly outlines the reasons why an event occurred and its consequences
Body	• Each idea must be supported by evidence; the evidence should be analysed to explain its significance or importance. • Information must be organised in paragraphs, with a new paragraph for each argument or idea. • Language should be precise and not contain emotional words. • Personal opinions should be avoided.
Conclusion (optional)	• Provides a short and clear overview of the main ideas presented in the body • States a conclusion drawn from evaluating the evidence

How to reference in an explanation

When you use information from a source within an explanation, either by a direct quote or an indirect reference, the source needs to be acknowledged. This can be done in various ways, depending on the referencing system you are using. One of the simplest referencing systems is the Harvard referencing method, where quotes and indirect references are acknowledged within the text. This is done by placing basic information about the historical source after the quote or the indirect reference. In brackets, write the name of the author, the year the source was published and the page number where it occurs. For example: (Smith 1999:234). Use your method of choice consistently.

Writing a paragraph using TEEL

When writing a paragraph – either by itself or as a part of an essay – it is important to structure your thoughts logically. The acronym TEEL is a helpful way of remembering how to do this. Read Source 3 carefully to familiarise yourself with each of the steps of TEEL. Then read Source 4 to see an example of a paragraph that has been written using TEEL.

Source 3 The TEEL structure

T	Topic	Introduce your main idea in the first sentence.
E	Explain	Provide some background knowledge on your main idea.
E	Examples	Be sure to use two or three examples in a paragraph. Examples are important in a history essay, as they act as your evidence. Examples include facts and figures, dates, names, places, events, statistics and sources. Use linking phrases, such as “firstly” and “secondly”, to move between examples.
L	Link	Sum up your paragraph by providing some analysis or evaluation on the topic. Do this by providing your opinion on the matter. Some ideas for a good link include: • How useful is the evidence you have used? • Did any changes take place because of the example you have used? • Do you need any more evidence to make a proper judgment on the topic? In your link, use linking phrases such as “overall” or “ultimately” to help make your final statement.

Source 4 An example of a written response using TEEL, on the challenges that faced the Khmer Empire.

T	One major challenge for the Khmer Empire was the breakdown of the irrigation system.
E	Water had always been crucial to travel, communication and the watering of crops, in particular rice. However, with an expanding population during the reign of Jayavarman VII, historians believe that an increased use of resources negatively impacted the water supply.
E	Firstly, it is argued that deforestation occurred due to the increasing demands for timber. This led to waterways becoming clogged with soil and debris, which killed the fish in the canals and reduced the water availability for irrigation. This stagnant, dirty water also could have increased outbreaks of malaria. Secondly, the large population may have overused the land, causing the production of crops to decline each year. This would have created an economic challenge by preventing trade of rice and lowering the empire's prosperity. Thirdly, some historians argue that extended droughts may have caused the water system to dry up, losing canals and damaging barays.
L	Ultimately, overpopulation possibly led to a culmination of factors that all had a negative impact on the environment and water supply. These led to a slow cycle of decline, after the death of Jayavarman VII, for the next 200 years. However, with a lack of primary evidence, historians can only speculate and debate possible theories about the Khmer Empire. In order to have a more accurate understanding, new sources of evidence would need to be discovered.

Check your learning 7.8

Source 5 The Angkor Wat temple was a historically significant site for the Khmer Empire.

Module 8

Overview: Europe and the Mediterranean world (c. 600–1750 CE)

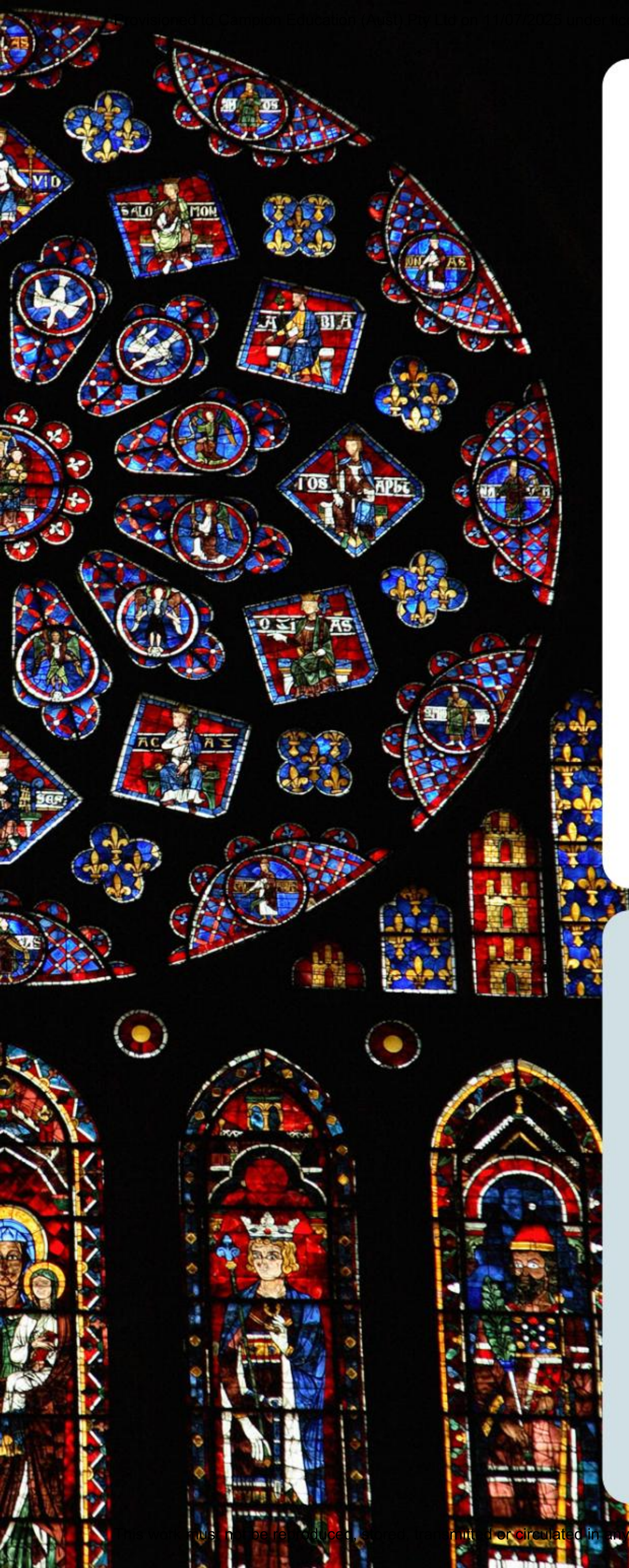
Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

Overview

The period between approximately 600 CE and 1750 CE marks the end of the ancient world and the beginning of the modern world. Across Europe, this was a time of great change. New societies grew out of the ruins of ancient societies. Different ideas flourished, and ways of thinking about the world were challenged. Towards the end of the period, new inventions were developed, along with new ideas about art, politics, literature, religion and science. Societies across Europe also set out on voyages of discovery.

In this sub-strand, you will learn how different beliefs and religions, social structures, laws and governments influenced societies across Europe and the Mediterranean world. You will also learn more about the factors that encouraged them to embark on journeys of discovery.

Source 1 One of the most important changes across Europe and the Mediterranean world was the spread of religions. In Europe, Christianity was a central part of life. This enormous stained-glass window in Chartres Cathedral in France was built at the height of the medieval period in Europe.



Lessons in this module

8A Where and when did societies in Europe and the Mediterranean world develop?

Lesson 8.1 The birth of the modern world in Europe

8B What were the key features of societies in Europe and the Mediterranean world?

Lesson 8.2 The where and when of Europe and the Mediterranean world

8C What caused societies in Europe to begin a period of discovery, colonisation and exploration?

Lesson 8.3 Key features of societies across Europe and the Mediterranean world

8D What were the key factors leading to discovery, colonisation and exploration?

Lesson 8.4 Discovery, colonisation and exploration

Lesson 8.5 Key factors leading to the age of discovery, colonisation and exploration

Overview: Europe and the Mediterranean world (c. 600–1750 CE)

This sub-strand offers a choice of six topics:

- Module 9 The Vikings
- Module 10 Medieval Europe
- Module 11 The Ottoman Empire (available on Oxford Digital)
- Module 12 Renaissance Italy (available on Oxford Digital)
- Module 13 The Spanish conquest of the Americas (available on Oxford Digital)
- Module 14 The emergence of the modern world (available on Oxford Digital)

You must choose *at least one* of these topics for study.

Lesson 8.1
The birth of the modern world in Europe

Learning intentions and success criteria

Introduction

The societies and events you will learn about in this sub-strand took place over several centuries, starting around 600 CE and ending about 1750 CE. Before this, much of Europe and the Mediterranean region were controlled by the Roman Empire. Eventually, however, Rome's power declined, until the Roman Empire in Europe finally collapsed around 476 CE.

Empires can collapse for many reasons, including wars, natural disasters, invasions, disease, food shortages, government corruption and poor leadership. The collapse of the Roman Empire was the result of a combination of these reasons.

The fall of the Roman Empire left room for different tribal groups to expand their territories and move into Europe. These groups were looking for new regions to settle and riches to take. The Romans called these people **barbarians**. These tribes included the Vandals, the Ostrogoths, the Visigoths, the Vikings, the Franks, and the Angles and Saxons. Other groups, such as the Huns, migrated from further east in Asia, and Arab tribes migrated from the Middle East. Source 1 shows the movement of many different tribal groups across Europe (and parts of Africa and Asia) during the fourth and fifth centuries CE. It also provides some brief information about each of them. This movement greatly impacted the ways new societies formed and developed there.

barbarians
a term used by ancient Romans to describe someone living outside the borders of their empire, whom they considered "uncivilised"

To gain new territories, these tribal groups often fought with one another. Without the Roman army to keep the peace and enforce laws, societies across Europe started to break down. Raids were common, and people had to find new ways to protect themselves and their property.

Although some new societies were founded peacefully by local tribes, most were started through bloody battles by foreign tribes expanding their territory by force. All over Europe, people were on the move, and new societies were being established. This moment marked the start of the modern world in Europe.

Quiz me! The birth of the modern world in Europe

Check your learning 8.1

Check your learning 8.1

Review and understand

1 Who were the Angles and the Saxons? **Identify** where they originally came from.

2 **Identify** the tribal group that established the most powerful Christian kingdom in medieval Europe.

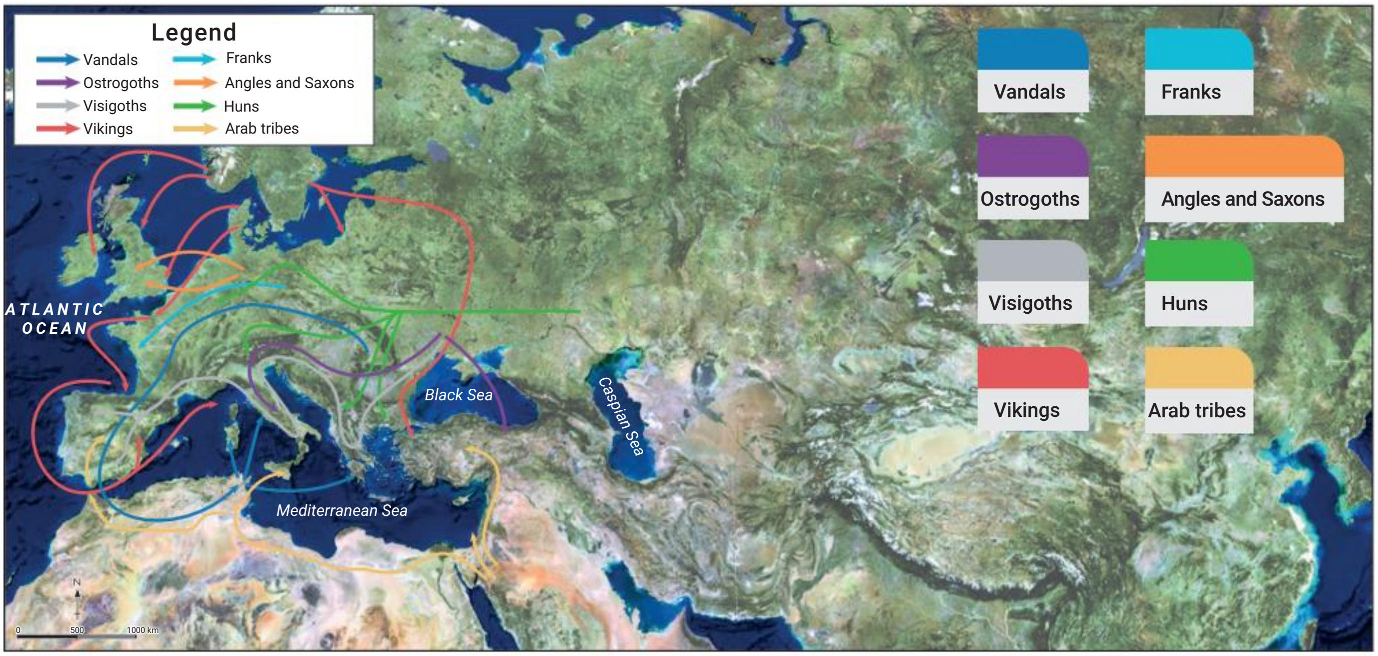
3 **Identify** in which modern-day countries the Visigoths established kingdoms.

4 In your own words, **define** "barbarian" (as this word was used by the ancient Romans).

Apply and analyse

5 **Explain** the consequences the fall of the Roman Empire had on people living in Europe and the Mediterranean world. Describe the changes in your own words.

European and Mediterranean world: Key tribal groups



Source: Oxford University Press

Source 1 This satellite image shows the approximate movements of tribal groups across Europe and the Mediterranean world (including parts of Africa and Asia) during the fourth and fifth centuries CE.

The **Vandals** were Germanic tribes that originated in eastern parts of Europe and moved from there at the beginning of the fifth century. They maintained a kingdom in North Africa from 429 until 534. In 455, they attacked and plundered the city of Rome.

The **Franks** were Germanic tribes that invaded the Roman Empire in Europe during the fifth century. Dominating parts of modern-day France, Belgium and western Germany, the Franks established the most powerful Christian kingdom of early medieval Europe.

The **Ostrogoths** moved from a region north of the Black Sea into Italy after the fall of the Roman Empire in the late fifth century. Under the leadership of their king, Theodoric the Great, they established the Gothic Kingdom of Italy.

The **Angles and Saxons** were tribal peoples from northern Germany and Denmark who invaded Britain from around 410. They were recruited by the Britons and Celts to help defend against invasions from other tribes. They came to rule Britain and became known as "Anglo-Saxons".

The **Visigoths** were one of the most important of the Germanic peoples, separating from the Ostrogoths in the fourth century. They raided Roman territories repeatedly and founded kingdoms in Gaul (modern-day France) and Spain.

The **Huns** swept down from the Mongolian steppes of central Asia in the fourth and fifth centuries. They were skilled archers and horseriders, fierce in battle. The Huns weakened the Roman Empire in Europe and ended the Gupta Empire of India in 550.

The **Vikings** were tribes of seafaring people from a region in the north of Europe (now known as Scandinavia). They raided, traded, explored and settled regions across Europe and Asia from the late sixth century.

The **Arabs** included a number of tribes that moved from a region in today's Middle East, now known as the Arabian Peninsula. They moved into Egypt and parts of northern Africa from around 642, conquering cities and spreading the religion of Islam.

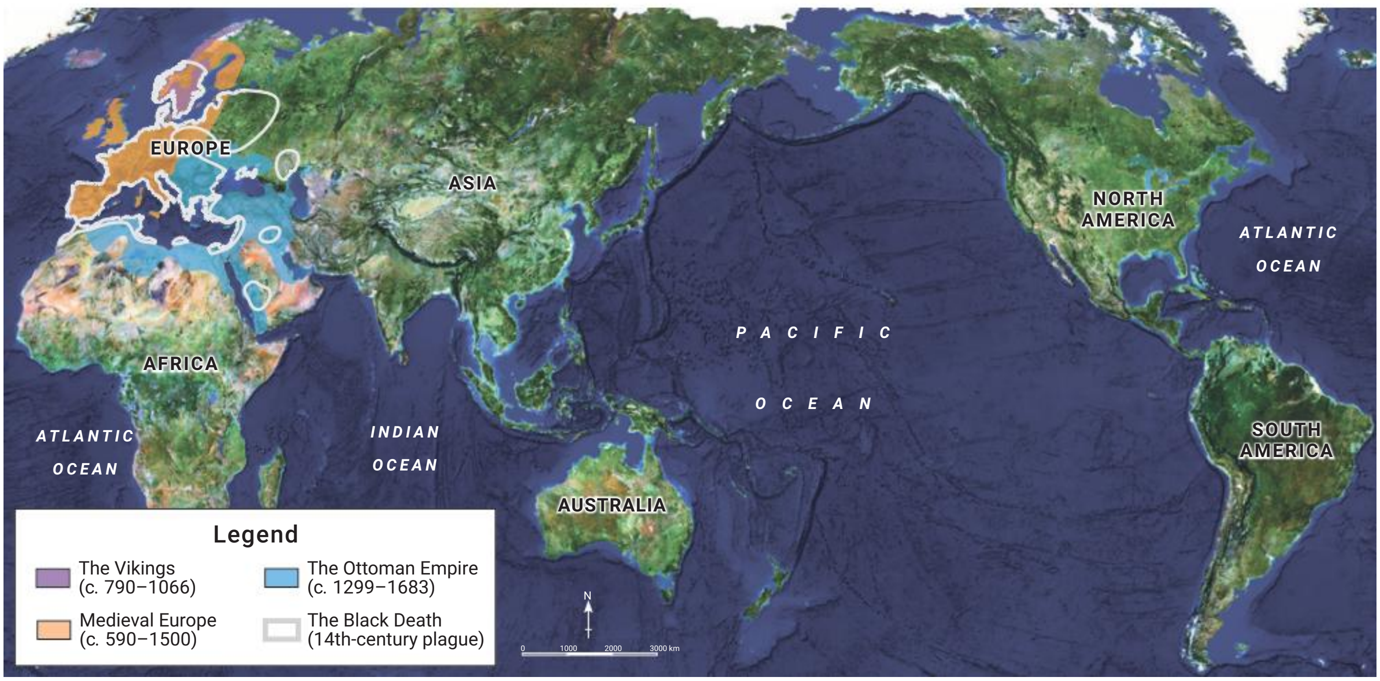
Lesson 8.2
The where and when of Europe and the Mediterranean world

Learning intentions and success criteria

Introduction

In this sub-strand you will learn about different societies and events that took place across Europe and the Mediterranean world. To help you get a better understanding of these societies and events, we will look briefly at some common factors that influenced each society and think about how their development was linked.

European and Mediterranean world: key societies



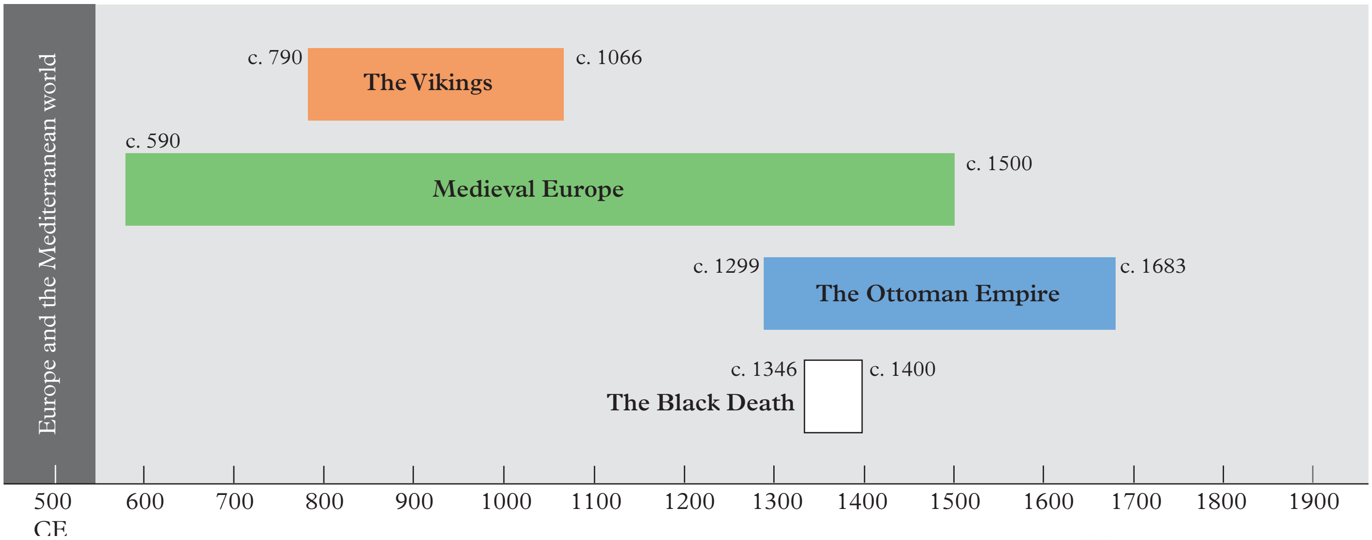
Source: Oxford University Press

Source 1 This satellite image shows the location and size of key societies across Europe and the Mediterranean world when they were at their peak.

Source 1 shows the location and size of the societies you will learn about in this sub-strand:

- the Viking homelands in a region of northern Europe known as Scandinavia
- the continent of Europe during the **medieval period**
- the territories of the Ottoman Empire when it was at its greatest size
- the areas of the world affected by the spread of a deadly plague known as the Black Death during the fourteenth century. The Black Death spread across the world and devastated populations in Asia, Africa and Europe. In Europe alone, it killed 25 million people (about one-third of the total population).

medieval period another name for the Middle Ages of European history



Source 2 This timeline shows the rise and fall of societies across Europe and the Mediterranean world.

The dates for each society are shown in Source 2. Note that these societies did not all exist at the same time. Often, as power changed hands, one society broke down and another was formed in its place on the same lands.

Sequence this! The where and when of Europe and the Mediterranean world

Source 3 A replica of a medieval helmet found in Suffolk, England, in 1939. It dates back to the late sixth or early seventh century.

Check your learning 8.2

Check your learning 8.2

Review and understand

1 Using Source 1, complete the following tasks:
   a **Identify** where the Vikings originated.
   b **List** the three key societies in Europe in this period, in order of geographic size.
   c The Ottoman Empire extended well beyond the borders of Europe. **Describe** the area it covered.

2 What was the Black Death? **Describe** how societies in Europe and the Mediterranean world were affected by it.

Lesson 8.3

Key features of societies across Europe and the Mediterranean world

Learning intentions and success criteria

Introduction

Before beginning a detailed study into your chosen society, it helps to look briefly at some of the key factors that influenced all societies across Europe and the Mediterranean world. It is useful to look at the types of belief systems and religions that were important to societies in the region, as well as the systems of government, laws and social structures that influenced their development.

Catholic Church the only Christian Church in Europe until the Protestants started breaking away from Rome in the sixteenth century

Belief systems and religions

Belief systems and religions were the foundations on which all societies across Europe and the Mediterranean were built. These belief systems influenced almost every aspect of life. The clothes people wore, the foods they ate, the songs they sang and their understanding of the world were all influenced by their beliefs.

Source 1 Christianity is based on the teachings of Jesus Christ.

The spread of Christianity

Christianity is a religion based on the teachings of Jesus Christ as recorded in the New Testament of the Bible. Christians believed living according to the word of God ensured a person's soul would go to heaven, while a life of sin would lead to an eternity in hell.

For ordinary people living in Europe, the collapse of the Roman Empire meant they no longer had the protection of Rome's army against barbarian attacks. Christianity offered people hope during this difficult time. Christian missionaries travelled great distances to convert others, including Germanic tribes (such as the Vandals, the Franks and the Visigoths) as well as the Vikings. The **Catholic Church** came to dominate most societies in Europe and its teachings strongly influenced how people lived their lives.

The spread of Islam

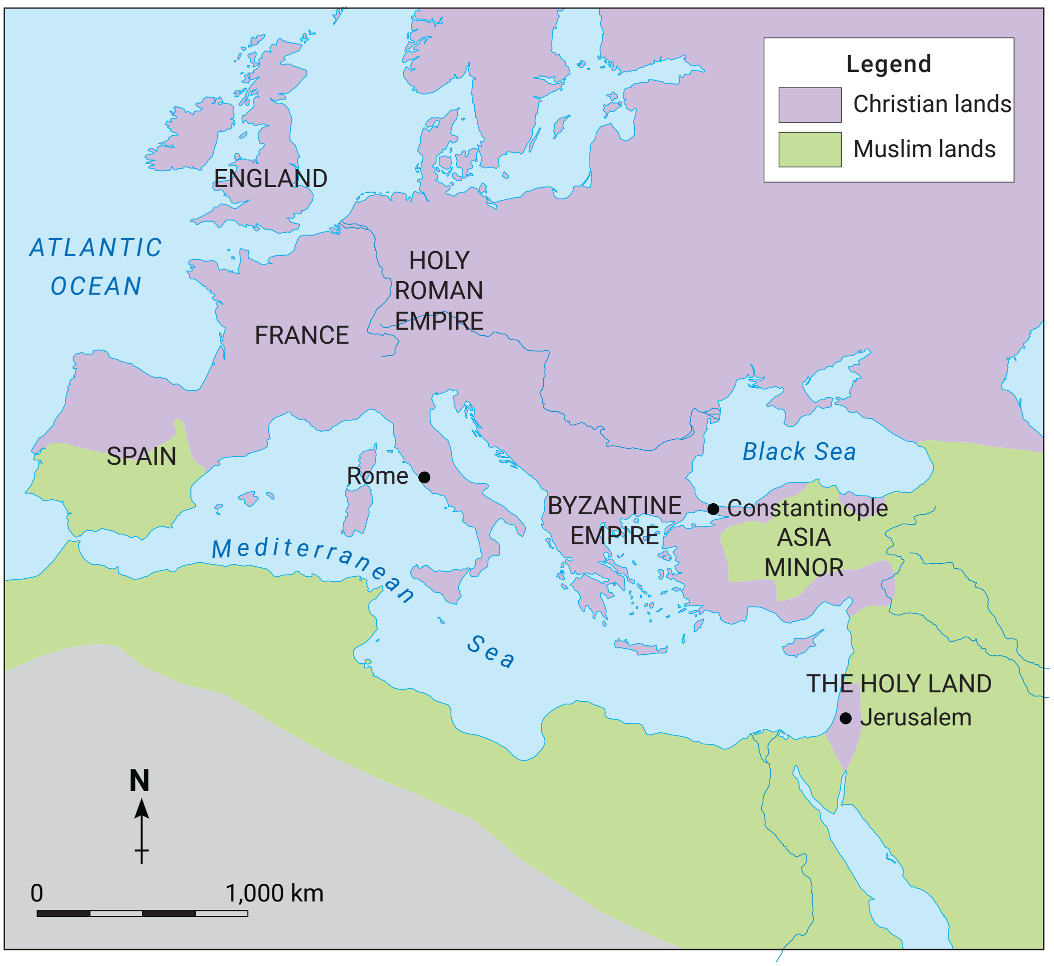
Islam is a religion based on a belief in one god, who is known to followers as Allah. Believers of Islam are called Muslims. Muslims believe Allah created the universe and that humans must submit to his will.

Islam was founded in the early 600s CE in the Middle East by the Prophet Muhammad, who was Allah's messenger on Earth. Muhammad was a religious leader who was visited by Allah. When Muhammad died in 632 CE, the Arabian Peninsula was already an Islamic region. The spiritual leaders who followed Muhammad continued to spread his teachings across a growing Islamic Empire (see Source 2).

The Islamic Empire eventually included most of Asia Minor, northern Africa and Spain. Islamic missionaries and traders spread the Islamic faith further east into India and Indonesia. Source 3 shows the regions across Europe, Asia Minor and Africa that were Christian or Muslim lands at the start of the eleventh century.

Source 2 Muhammad's teachings were collected after his death and published in the Qur'an, the most sacred text in Islam. It is regarded as the word of Allah as told to Muhammad. It has influenced many key aspects of Muslim societies, including the Ottoman Empire.

The European and Mediterranean world: Christian and Muslim lands around the eleventh century CE



Source: Oxford University Press

Source 3 The European and Mediterranean world: Christian and Muslim lands around the eleventh century CE.

The beliefs of the Vikings

Although the Vikings eventually became Christians, their traditional belief system was very different to Christianity. Instead of worshipping one god, the Vikings originally worshipped numerous gods and goddesses. Many of the Viking gods were responsible for different areas of daily life, such as watching over the successful harvest of crops, or looking after love, health, family and fertility. Other gods were relied upon for success in battle and wars, such as the king of the Viking gods, Odin, who was the god of magic, poetry and war.

The traditional stories Vikings told about gods, giants and monsters are known as Viking mythology (or sometimes Norse mythology). Many of these stories detail the creation of the world and were recorded in a collection of stories known as the Viking sagas.

Viking mythology influenced many aspects of Viking life, including the way they viewed death. For example, a warrior did not fear the afterlife, as when Vikings were killed in battle they were believed to go to Valhalla – a grand hall in the Viking afterlife where dead heroes feasted at long tables (see Source 4).

Source 4 An artist's impression of the chief Viking god, Odin (right), feasting with the spirits of Viking war heroes in Valhalla

Unlike Christians across medieval Europe, the Vikings did not really have a positive or negative view of death and the afterlife. Many believed the dead travelled to a place called Helheim, an underground location in the Viking afterlife. Here their spirits continued to live in a kind of eternal sleep. Important and wealthy Vikings were often cremated (burned) and then buried in longships with items to accompany them into the afterlife, such as horses, clothing and weapons.

The beliefs of Medieval Europe

During the medieval period in Western Europe, a branch of Christianity known as Catholicism was the only recognised religion. The Catholic Church, led by the Pope in Rome, played a central role in the lives of all people – from the richest to the poorest. It was not uncommon for people to pray up to five times a day, and everyone attended mass on Sunday to praise God.

Churches, cathedrals, monasteries and nunneries were built across different regions of Europe. These places were important as they provided education, health care, and spiritual guidance and support to communities. Since most people could not read, their understanding of the world was shaped by the teachings of the Church (see Source 5).

Support for the Church was so strong that in 1096 CE, at the request of the Pope, tens of thousands of people from across Europe volunteered to fight in a series of wars known as the **Crusades**. The Crusades were fought between Christians and Muslims to gain control of key religious sites in a region known as the **Holy Land**. These wars went on to influence many aspects of modern European societies.

Crusades a series of wars fought by Christians and Muslims between 1096 and 1291 CE over control of the Holy Land

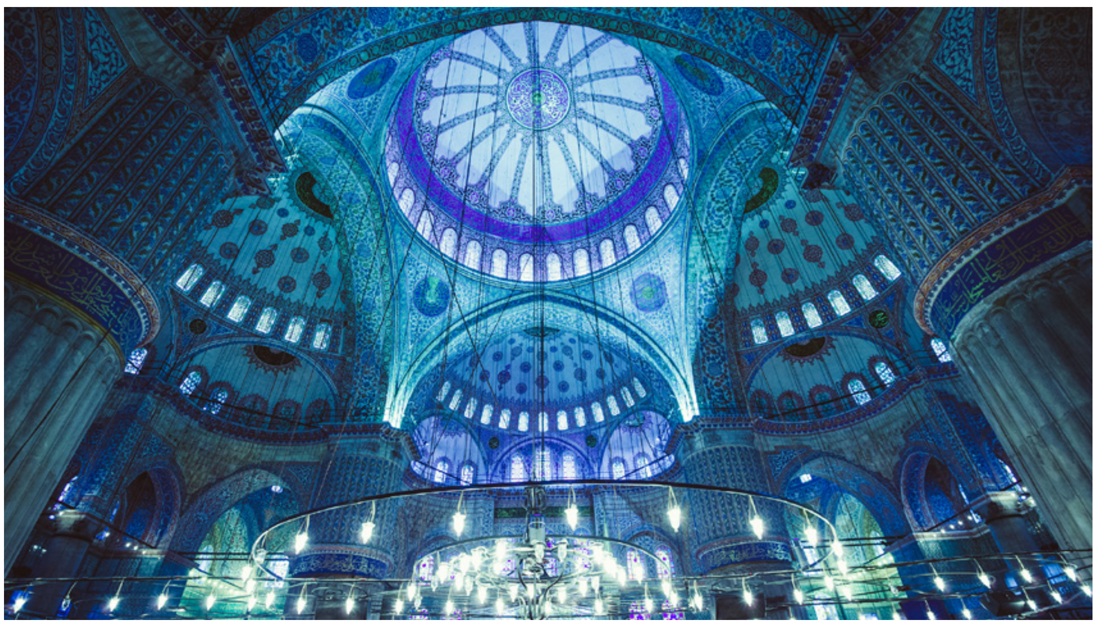
Holy Land territory in the Middle East (now mostly made up of Israel and Palestine) that is important to the Christian, Jewish and Muslim religions

Source 5 Christianity was central to the lives of people across Europe during medieval times. As very few people could read, important stories and lessons from the Bible were told through stained glass windows in churches and cathedrals.

The beliefs of the Ottoman Empire

About 300 years after the end of the Viking age, a group of independent tribal communities joined forces to create an empire. The Ottoman Empire, as it became known, lasted for a period of over 600 years, from the Middle Ages to the start of the twentieth century. The empire began in Anatolia, which is now part of modern-day Türkiye.

Across the Ottoman Empire, the religion of Islam significantly influenced the lives of its followers. According to the Qur'an (see Source 2), Muslims across the Ottoman Empire were forbidden from drinking alcohol and were expected to fast (go without food) from dawn to dusk during the holy month of Ramadan. They were also expected to give a portion of their wealth to the poor, and to perform ritual prayers five times a day. It was forbidden to gamble or eat certain foods (such as pork). On holy days, Muslims were expected to gather at the mosque to worship Allah.



Source 6 The Sultan Ahmed Mosque in Istanbul, Türkiye, is also known as the Blue Mosque. It was built during the Ottoman Empire. It remains one of the most important religious sites in Türkiye today.

Governments, laws and social structures

Governments, laws and social structures were important in societies across Europe and the Mediterranean world. They helped to create order, define the roles and responsibilities of citizens, and set out systems for reward and punishment. Over time, laws evolved and became more complex. In some societies, these laws were passed on by word of mouth, while in others they were written down. Often the difference between religious beliefs and a government's laws was not clearly defined, and each influenced the other.

hierarchy a social structure that organises people with the most important group on top and others ranked beneath in decreasing order of importance

The Vikings

In the early history of the Vikings, their society was made up of many independent tribal communities, led by a chieftain or king whose role was to protect people. Like many societies across medieval Europe, Viking tribal communities were organised according to a social **hierarchy**. Within each tribal community were three social classes – ***jarls***, ***karls*** and ***thralls***. To rule effectively, the chieftain or king depended on support from the *jarls*. Viking society was ruled over by local assemblies (similar to parliaments) known as ***things*** (see Source 7).

Each *thing* met once a year to make new laws or change old laws, resolve disputes, and schedule marriages and divorces. Until the twelfth century, Viking laws were not written down; instead, they were recited by a "law speaker" at each *thing* so everyone could hear. Unlike societies in medieval Europe, all Vikings were subject to the law – even the king.

jarls the nobles of Viking society

karls in Viking society, the social class of farmers, merchants and craftsmen

thralls in Viking society, the social class of slaves, prisoners of war and criminals

thing in Viking society, a gathering or assembly that determined laws

Source 7 An artist's impression of a Viking *thing* being held in Iceland

Medieval Europe

During the medieval period in Europe, society was organised according to a system known as **feudalism**. Feudalism began in Europe around 900 CE and spread across Europe over the next 150 years. Under feudalism, society was organised under a strict hierarchy. The king was the most important member of society. He owned all of the land in his **kingdom** and was believed to rule with the authority of God.

A king granted land to the nobles directly below him in the hierarchy, and in return they provided him with military support and loyalty. The nobles, in turn, provided land to the **knights** below them in exchange for protection. The knights then provided land to the peasants below them in return for taxes in the form of money or crops (see Source 8). Source 1 in Lesson 10.3 Key social groups in medieval society (page 322) shows how the system of feudalism worked.

Source 8 Peasants were at the bottom of the feudal hierarchy in medieval Europe. This painting from the late fifteenth century shows peasants working the land outside a castle.

feudalism a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord (in Japan, a *daimyo*) gave a fief (parcel of land) to a person (called a vassal) in exchange for service and loyalty

kingdom a region ruled by a king or queen

knights warriors in medieval Europe

The Catholic Church also had its own land and charged taxes known as tithes to peasant farmers who worked the land. The Church controlled about a third of the land across Europe and had its own courts and laws.

The Ottoman Empire

Ottoman society was complex. At its largest, the Ottoman Empire covered dozens of provinces across Asia, Europe and northern Africa. At the absolute top of the Ottoman political system stood the sultan (see Source 9). The sultan could appoint or dismiss any official at his pleasure. Every law and political decision came from him.

Source 9 At the absolute top of the Ottoman political system was the sultan. This portrait shows Mehmed II (also known as Mehmed the Conqueror). He is most famous for conquering Constantinople in 1453, when he was only 21 years old. He renamed the city Istanbul and made it the capital of the Ottoman Empire.

The sultan was both the supreme military commander and the religious leader, responsible only to God. Under the sultan was a complex and strictly defined group of officials and councils who carried out the administration and day-to-day running of the empire.

Within the enormous territory of the Ottoman Empire lived many different groups of people, each with their own customs, beliefs and history – such as Christians and Jews. The empire was Islamic but promoted religious tolerance. To hold the empire together, the Ottomans developed unique social and political systems. The millet system, for example, enabled non-Muslim communities within the empire to govern themselves, collect taxes, own property and have their own courts to deal with small matters.

Women had fewer rights than men. However, women did exert strong influence over their families, and at various times the women of the sultan's harems had considerable political influence. Slavery was also an important feature of Ottoman society – one in five people in Istanbul were slaves.

Quiz me! Key features of societies across Europe and the Mediterranean world

Check your learning 8.3

Check your learning 8.3

Review and understand

1 **Identify** the title given to the supreme ruler of the Ottoman Empire.
2 **Identify** the name of the most sacred text in Islam.
3 **Identify** the dominant religion across Europe at the start of the eleventh century.
4 **Describe** how Christianity and the Catholic Church influenced the lives of people living in medieval Europe.

Apply and analyse

5 The fall of the Roman Empire changed Europe and the Mediterranean world forever. **Summarise** the consequences of this event for people living across the region.
6 **Explain** how Viking societies were organised.
7 **Explain** why stained glass windows were important for most Christians in medieval Europe.

Evaluate and create

8 **Research** how the system of feudalism worked and create a diagram with labels to illustrate this system.

Lesson 8.4

Discovery, colonisation and exploration

Introduction

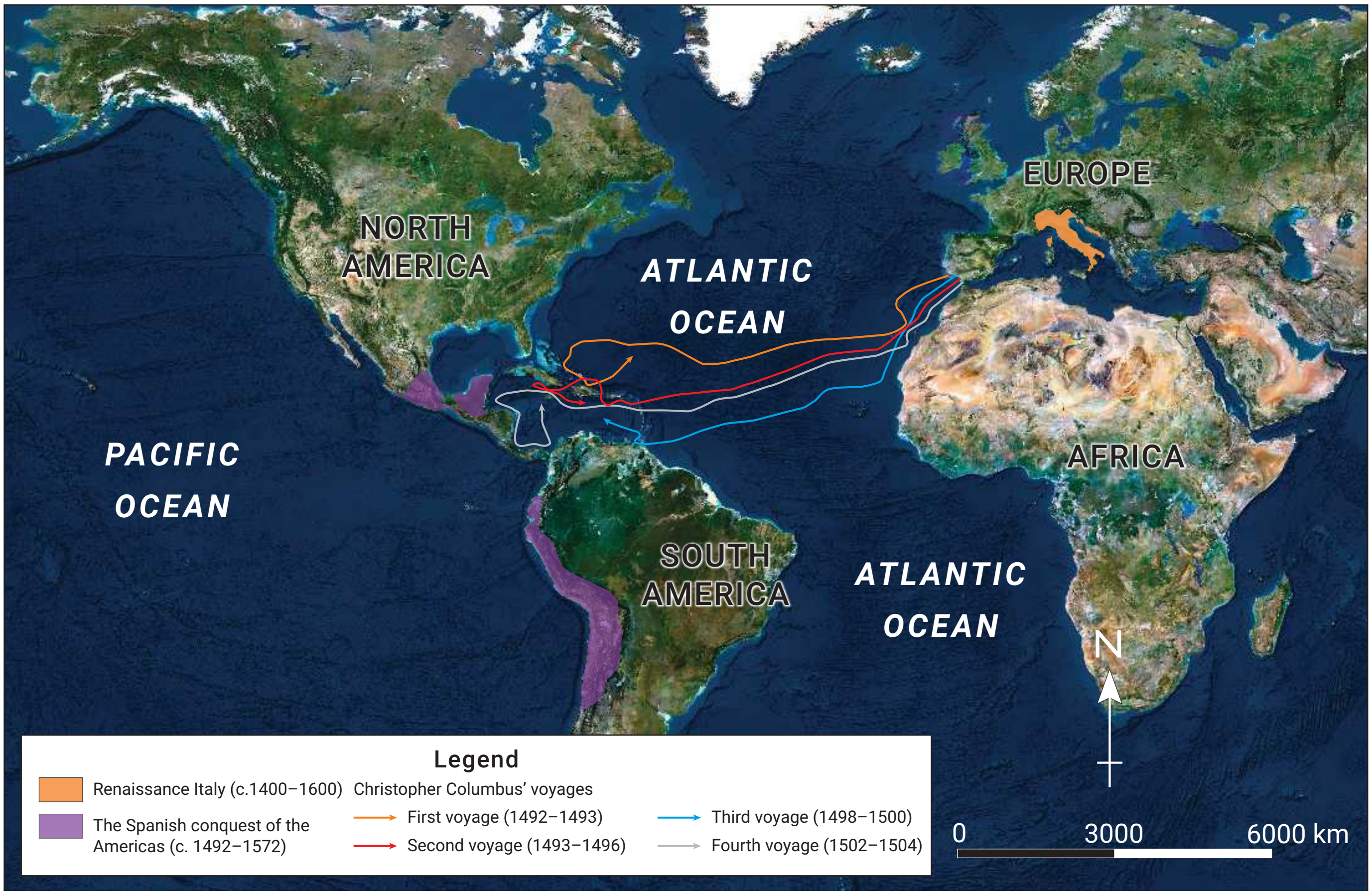
Learning intentions and success criteria

In this sub-strand, you will learn about different societies and events that took place across Europe and the Mediterranean world and led to a period of discovery, colonisation and exploration. To help you get a better understanding of these societies and events, we will look briefly at some of the factors that were common to them and think about how their development was linked.

The satellite image of the world in Source 1 shows key societies and events that you may be learning about in this sub-strand:

- the location of a group of separate city-states in Italy where the Renaissance started; these city-states were independent walled cities (sometimes including surrounding farmland) that governed themselves and had their own rulers

Key events and societies of Europe's age of discovery and exploration



Source: Oxford University Press

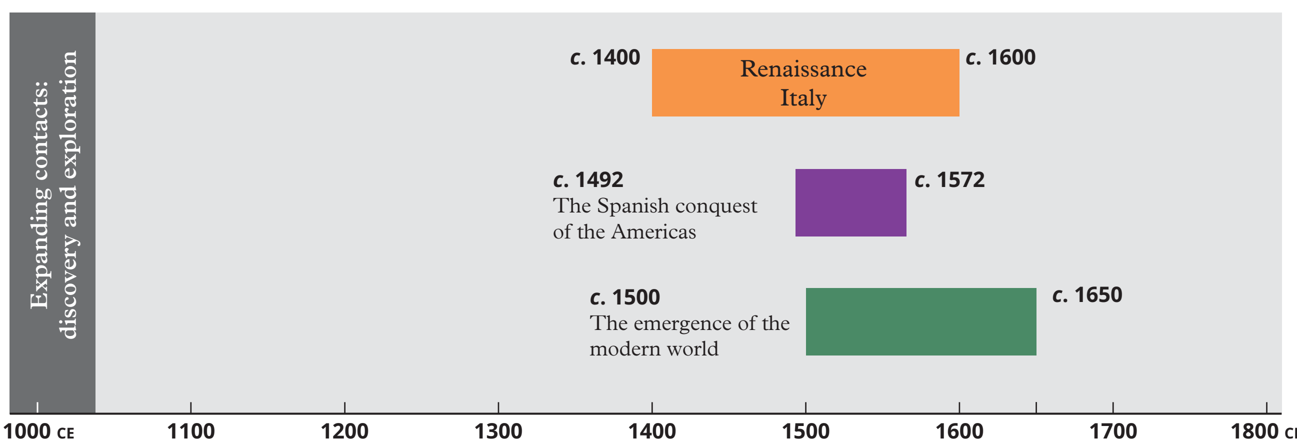
Source 1 This satellite image of Earth shows key societies and events that took place during Europe's age of discovery, colonisation and exploration.

Source 2 This lithograph from an 1892 painting shows Spanish conquistador Hernán Cortés in battle in Tlaxcala, modern-day Mexico, in 1519.

- the routes of the four voyages taken by Christopher Columbus from Spain to the Americas
- the areas of South America taken by Spanish conquistadors and colonised by Spain; before the arrival of the Spanish, there were two dominant empires there:
  - the Aztec Empire – in the southern part of what is now Mexico
  - the Inca Empire – along the western side of South America, stretching from what is now Ecuador in the north to Chile in the south.

The dates for this period of discovery and exploration are shown in Source 3.

This sub-strand also covers the emergence of new ideas, technologies and economic developments in modern Europe.



Source 3 This timeline shows the key dates of Europe's age of discovery, colonisation and exploration.

Quiz me! The where and when of expanding contacts: Discovery, colonisation and exploration

Check your learning 8.4

Check your learning 8.4

Review and understand

1 What is a "city-state"?

2 **Identify** the job of Christopher Columbus, and who gave him this job.

3 **Identify** the locations of the Inca Empire and the Aztec Empire before the Spanish arrived.

4 Look carefully at Source 1 and complete the following tasks:

  a **Identify** how many voyages Columbus made during this time.

  b In what direction did Columbus set sail from Spain?

  c What ocean did he sail across to reach the Americas?

Apply and analyse

5 **Explain** what is meant by the Spanish word "conquistador". What does this word tell you about the attitude of the Spanish towards local peoples living in the Americas at the time?

Lesson 8.5

Key factors leading to the age of discovery, colonisation and exploration

Introduction

Learning intentions and success criteria

Catholic Church the only Christian Church in Europe until the Protestants started breaking away from Rome in the sixteenth century

Belief systems and religions were among the main reasons for Europe's age of discovery, colonisation and exploration. Towards the end of the medieval period in Europe, religious teachings and the authority of the **Catholic Church** still influenced almost every aspect of daily life. Religious beliefs and values were often among the main reasons why societies in Europe decided to do the things they did – like go to war and expand their power and control. A dedication to Christian beliefs – specifically the belief that their actions were the will of God – was a very powerful motivator for some European rulers. However, from around 1400 onwards, people began to question the authority of the Church, and a number of significant changes took place.

The belief systems and religions of Renaissance Italy

During the medieval period in Europe, the country we now know as Italy was made up of a collection of independent cities known as city-states. Each of these city-states had separate rulers. There were big differences in the ways each of these city-states was ruled, but their rulers and people all had one thing in common: the belief in a Christian god.

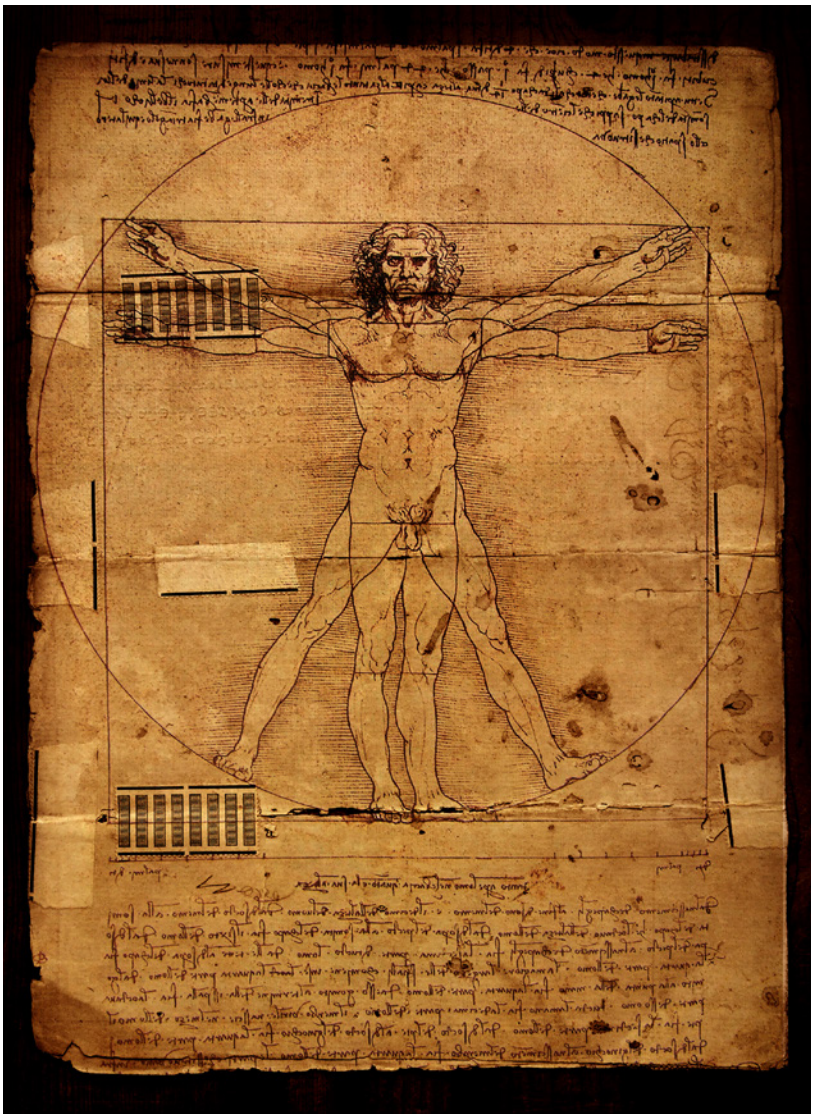
emperor someone who rules an empire; namely a group of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

Hundreds of years before the formation of these city-states, in around 394 CE, the Roman **emperor** Constantine had converted to Christianity and made it the official religion of all people living in the Roman Empire. From this time onwards, the Roman Catholic Church began to control many aspects of life in Italy. The spiritual leader of the Church – the Pope – was based in Rome. From around 1400, however, people in many different city-states began to question the authority of the Church. Although people still had a strong faith in God, they became more critical of the amount of power and wealth controlled by the Church.

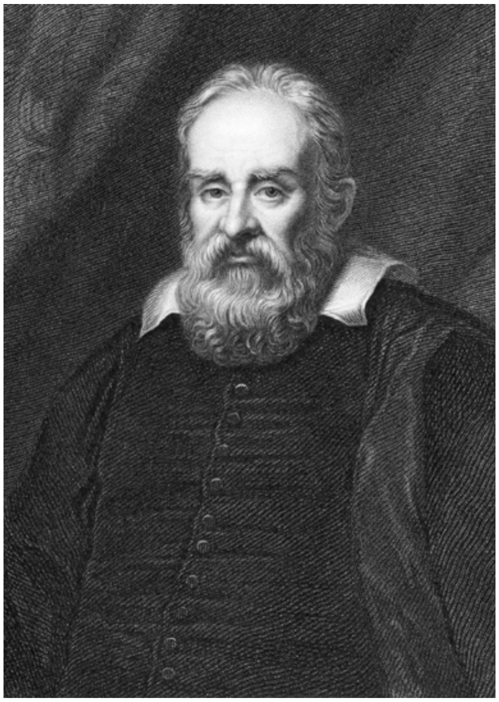
Some people became interested in seeking the answers to spiritual questions through the study of art, philosophy, science and music. This period became known as the Renaissance – a French word meaning "rebirth" (see Source 1). The Renaissance period across the Italian city-states eventually led to a number of other movements, such as:

- *humanism* – a group of philosophies centred on the importance of human beings, values and evidence, rather than gods, religions and supernatural matters
- *the Scientific Revolution* – a change in thinking among sixteenth- and seventeenth-century European scholars (academics) that placed a new focus on the laws of science and the natural world rather than the spiritual world (see Source 2)
- *the Enlightenment* – a school of French-inspired thinking that spread through Europe in the eighteenth century; its view was that reason, tolerance and equality should replace superstition, cruelty and injustice
- *the Reformation* – a movement that began in Europe in the sixteenth century when the scholar-monk Martin Luther publicly challenged the Catholic Church; it shifted the balance of power in Europe away from dominant control by the Church (see Source 3).

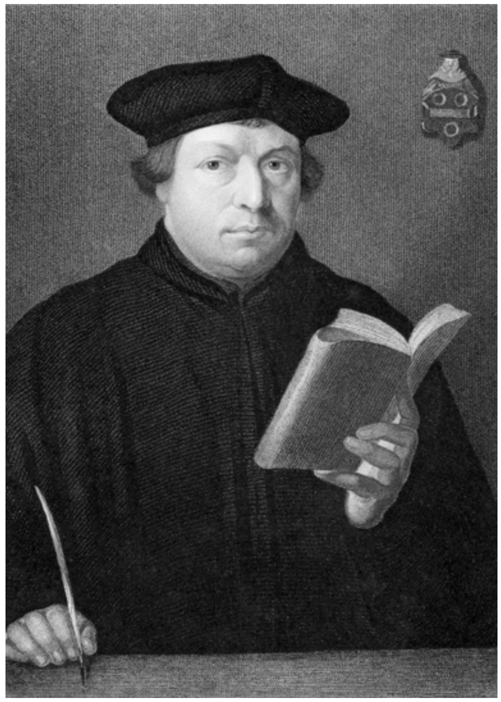
Each of these movements changed or reduced the power and influence of the Church in their own way. They also shaped what would become the modern world in Europe.



Source 1 During the Renaissance period, the study of art, law, philosophy, science and music began to challenge the teachings and long-held authority of the Church. Leonardo da Vinci is perhaps the most famous thinker of the Renaissance. In this drawing of the Vitruvian Man, he examined the relationship between geometry and the human body.



Source 2 Galileo Galilei was one of the key thinkers of the Scientific Revolution. He proved the theory that the sun was the centre of the universe.



Source 3 As part of the Reformation, Martin Luther challenged the Catholic Church and went on to establish the Lutheran Church.

The Spanish conquest of the Americas and its impact on belief systems and religions

As populations slowly recovered from the **Black Death** in Europe, the search for new trade routes began. By this time, the Mongol Empire had broken apart and existing overland trade routes, such as the **Silk Road**, were no longer safe to use. Without the security and stability of Mongol rule, travellers and merchants traversing land were now being regularly attacked and robbed. As a result, a new generation of European explorers began to set sail across uncharted oceans. By the early fifteenth century, an age of discovery, colonisation and exploration had begun.

In 1492, explorer Christopher Columbus sailed west seeking a safer and more direct passage to Asia. The Catholic king of Spain, Ferdinand II, funded the voyage in the hope of gaining control of the spice trade. On this first voyage, Columbus arrived at the area now known as the Bahamas, beginning the Spanish conquest of the Americas.

Before the arrival of the Spanish, there were two dominant empires in the Americas: the Aztec Empire and the Inca Empire. At this time, the spiritual beliefs of both the Aztecs and the Inca influenced all levels of their **societies**. The Aztecs believed that nature and human activities on Earth were controlled by many different gods and spirits. Many of these gods were greatly feared by the Aztecs, so they made offerings to please them. For example, to keep the sun shining and the earth fertile, most people performed blood-letting ceremonies in their homes – cutting themselves

Black Death a deadly plague that spread across Asia, Europe and Africa during the fourteenth century

Silk Road a network of trade routes stretching west from China to the Mediterranean Sea; it was the main means by which silk was introduced to the West

societies groups of people who organise themselves to best survive in their environment

Source 4 Machu Picchu, an Incan citadel located high in the Andes Mountains in Peru, is a popular tourist destination in modern times.

and letting their blood drip onto the earth. In addition to this, the Aztecs believed it was necessary to perform public human sacrifices to please the gods. Large, tiered temples were built specifically for this purpose. The beating hearts of victims were cut out of their chests and their bodies were thrown down the steep stairs of the temple (see Source 5).

The Inca believed their ruler, known as the Sapa Inca, was the direct descendant of the sun god, Inti. He had absolute power over his subjects. Like the Aztecs, Incan beliefs were closely tied to nature. The first Inca ruler was believed to be a god who was sent to Earth to teach humans how to farm, use weapons and worship. The Inca also made offerings to the gods; however, human sacrifices were extremely rare. Instead, animals were sacrificed. The Sapa Inca would also offer golden cups of maize (corn) beer, cocoa leaves and holy bread to the sun god.

When Spanish conquistadors arrived in the fifteenth century, they saw both the Aztecs and the Inca as primitive barbarians. The Spanish brought very strict Catholic beliefs with them to the Americas and set about converting the Indigenous peoples. They saw this as not only their duty to God, but also their right as cultured and educated people. Spanish missionaries built permanent settlements to educate the Indigenous peoples and "save their souls".

Source 5 This image of an Aztec religious ceremony by a Spanish artist shows the beating heart of a human sacrifice being offered to the sun god.

In addition to converting the Indigenous peoples to Christianity, the Spanish enslaved large sections of the population, **plundering** the cities and murdering anyone who resisted them. Many Indigenous peoples believed their own gods had abandoned them. They saw the Spanish conquest and devastating loss of life from European diseases as a sign of this. As a result, large numbers converted to Christianity.

plundering to steal, often using violent force

Some Spanish missionaries saw how terribly Indigenous peoples were being treated and called for an end to slavery.

Governments, laws and social structures of Renaissance Italy

During the medieval period in Europe, Italy – specifically, the Italian Peninsula – was divided into a number of independent city-states. Each one had its own ruler and government. These city-states had formed over time as a result of marriages, political alliances (agreements) and conflicts. As a result, each developed its own system of government. For example, some were ruled by kings, others were ruled as **republics** and others were ruled by the Pope. These city-states often changed borders and there were many changing political alliances between the Church, ruling families and merchants (who formed powerful organisations known as **guilds**). Source 6 outlines some key city-states in Italy.

republic a system of government in which the power lies with a group of elected officials rather than a king or queen

guilds groups of people all working in the same trade (e.g. butchers, tailors, cobblers) who band together in support of their common interests

Source 6 City-states of the Italian Peninsula during the fifteenth century

Name of city-state	Features of government
Kingdom of Naples	The only city-state to officially have a king
The Papal State	Rome – governed by the Pope as head of the Roman Catholic Church
Duchy of Milan	Ruled over by a duke
Two republics: Florence and Venice	Governed by elected representatives: a council called the *signoria* in Florence, and a leader (elected for life) and a council in Venice

During the Renaissance, wealthy citizens in some city-states flaunted their money and power by becoming supporters (known as "patrons") of artists and intellectuals. Due to this support, thinkers and scholars did not have to take ordinary jobs; instead, they travelled around Italy, studying ancient ruins and rediscovering ancient Greek and Roman texts.

Italian merchants and bankers brought back exotic goods from their travels, as well as ideas from ancient classical texts they found preserved in the great libraries of ancient cities, such as Constantinople in Türkiye. Also, when Constantinople fell to the Ottoman Empire in 1453, many Greek scholars – who had been based there – fled and found safety in Italy. The ideals and values of ancient classical philosophers, politicians, poets and writers inspired and encouraged the thinkers of Renaissance Italy. Scholars studied and discussed these ideals, and applied them to their own world, influencing governments, laws and social structures.

Source 7 During the Renaissance period, the Italian Peninsula was divided into several city-states. This fifteenth-century woodcut shows one of those city-states, Florence, at the height of the Renaissance.

The Spanish conquest of the Americas and its impact on governments, laws and social structures

The Spanish conquest of the Americas had a huge impact – not only for people in Spain and the Americas, but for those all around the world. For the Indigenous peoples, the Spanish conquest had a devastating consequence for societies in the Americas – almost completely destroying the Aztec and Inca cultures.

The populations of both societies were nearly wiped out through the battles they fought against the Spanish (see Source 8) and by the spread of diseases the Spanish brought with them from Europe (such as smallpox), which they had no immunity to.

Source 8 This artwork, painted in 1519, shows Aztecs being massacred by Spanish soldiers.

The consequences of so many deaths were heavy. People's faith in their traditional religions and leaders severely weakened. The deaths also had economic impacts. The Aztecs and Inca lost vast numbers of skilled citizens, such as craftspeople and farmers. There were severe labour shortages, and it became difficult to grow and harvest crops to feed the population.

The Spanish conquest of the Americas was devastating for the Aztecs and Inca. However, the riches discovered in the Aztec and Inca Empires created huge wealth for the Spanish king. The success of the conquests made Spain a powerful force in Europe.

In addition to being rich sources of precious metals such as gold and silver, Spanish colonies in the Americas provided slaves and labour; but because so many Indigenous peoples in the Americas died from disease or battles with the Spanish, slaves were brought from Africa to work on plantations and in mines. This was the beginning of the transatlantic slave trade that continued until the nineteenth century.

Conquest and colonisation also allowed the Spanish king to gain more wealth through taxes. By colonising the Americas, the Spanish continued to make money by taxing the local population, rather than just taking their treasures and leaving.

New World a term that started being used by Europeans in the late 1400s for the new lands (the Americas) being discovered

The **New World** (as it became known) was also an important source of crops for Spain and for Europe. Many crops that we take for granted around the world today had never been seen in Europe until they were brought back from the Americas (see Source 9). These included chocolate, tobacco, potatoes, tomatoes, bananas, chilli, corn, turkey, pumpkin, rubber, avocado, peanuts, vanilla and pineapple. Some of these crops, such as tobacco, were extremely valuable in monetary terms. Others, such as potatoes, were valuable for improving the nutrition of Europeans. Potatoes could yield more calories per acre than anything Europeans had grown before, providing a great source of energy. Foods such as tomatoes and chillies were also rich sources of vitamins. In the Mediterranean, such foods enriched diets and improved the health of the population.

These improvements in health and nutrition helped to trigger population growth in Europe. They were critical to the advancement of European societies after this time.

Source 9 European colonisers brought back many crops from the Americas, including (A) bananas, (B) tomatoes, (C) potatoes and (D) avocadoes. These crops are now common all around the world.

Quiz me! Key factors leading to the age of discovery, colonisation and exploration

Key concepts & skills Using historical sources

Empathy and using evidence

Evidence is the information gathered from historical sources. Evidence can be gathered from primary sources (objects created at the time being investigated) or secondary sources (accounts about the past that were created after the time being investigated).

When examining historical evidence, it can be useful to look at it with **empathy**. Empathy is an appreciation of the different situations people face and can help us to understand the motivations of individuals or groups of people.

empathy
appreciation of the circumstances people faced in the past, and the motivations, values and attitudes behind their actions

Look closely at Source 10. This painting depicts the arrival of Christopher Columbus in San Salvador on 12 October 1492. It was created by a European painter approximately 300 years after the scene shown in the painting took place.

Using empathy, we might consider the circumstances of the painter, and the impact these circumstances have on this painting as a historical source. Some questions we might ask about the painter include: What was the painter's motivation in depicting this scene? What values was the painter likely to have? What attitude might he have had towards the group of Indigenous peoples shown? What attitude might he have had towards Christopher Columbus? How might these motivations, values and attitudes have influenced the way he painted this scene, given that he wasn't there at the time?

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Source 10 An oil painting titled *First Landing of Christopher Columbus*, created by German painter Frederick Kemmelmeyer in the seventeenth century

Check your learning 8.5

Check your learning 8.5

Review and understand

1 What is the meaning of the word "renaissance"? In your own words, **describe** what happened during the Renaissance period in Italy.

2 **Identify** three philosophical and scientific movements that rose from the Renaissance period in Italy.

Apply and analyse

3 **Explain** what motivated people in Europe to look for new trading routes by sea, rather than by land.

4 **Consider** the consequences that the Spanish colonisation of the Americas had on the Aztec and Inca peoples.
   a **Summarise** these consequences.
   b Can you think of another example of a European power colonising a country with similar consequences?
   c It is often said that history is written by the victors. With a partner, discuss what this statement means and how it might relate to the experience of the Aztec and Inca peoples after colonisation.

Module 9

The Vikings

Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

Overview

Norse people (that is, people from the North) came from the regions we now know as Denmark, Sweden and Norway. In the late eighth century CE, the Norse people began to voyage by sea from their homelands, commencing an era of raids (surprise attacks) and violence. For the next 200 years – a period known as the Viking Age – they were feared by people across Europe as fierce plunderers. Monasteries and towns were ransacked, and many people were killed or taken prisoner. This behaviour earned Norse people the title *Vikingr*, most probably meaning "pirate" in early Scandinavian languages.

By around 1000 CE, however, Vikings began settling in many of the places they had formerly raided. Some Viking leaders were given areas of land or money by foreign rulers in exchange for promises to stop the raids. Around this time, most Vikings stopped worshipping Norse gods and became Christians.

Source 1 A replica of a Viking longship in a national park in Norway. Longships were used to raid and settle new territories.

Lessons in this module

Lesson 9.1
The Vikings: A timeline

Learning intentions and success criteria

Source 1 A timeline of some key events and developments in the history of the Vikings

The remains of the monastery at Lindisfarne, in north-east England

1 CE | 700 | 800

787
The first Viking attack on England takes place.

793
Vikings raid St Cuthbert's monastery on the island of Lindisfarne in England.

795
Viking raids begin in Ireland.

799
Viking raids begin in France.

867
Viking raiders (from modern-day Denmark) settle in northern England.

870
The first Viking settlement is set up in Ireland.

878
Alfred the Great (King of Wessex) makes a treaty with Danish Vikings. They are given control of an area of east England in which to settle and trade (known as the *Danelaw*).

An artist's impression of Viking raiders arriving in longships on the French coast

Sequence this! Events in the history of the Vikings

A modern statue of the explorer Leif Ericson, in Greenland

The Bayeux Tapestry, a medieval embroidery, shows the events leading up to and including the victory of the Normans over the English at the Battle of Hastings.

911
The King of France makes a treaty with invading Vikings led by Rollo. The Vikings are given a tract of land, which later becomes known as Normandy.

930
The first *Althing* (Viking parliament) is held in Iceland.

c. 985
Erik the Red is banished from Iceland for three years for murder. He sails west and discovers Greenland.

991
In a bid to stop Viking invasions in England, the English King, Ethelred, pays Danish Vikings the first of many tax payments, known as the *Danegeld* (Danes' gold).

c. 1001
Leif Ericson, son of Erik the Red, sails east from Greenland to reach Labrador in North America. A small settlement is set up there, but is abandoned by 1015.

1015
Danish Prince Cnut invades England. He becomes King of England in 1016 (and later of Denmark and Norway).

1066
In England, King Edward dies and Harold Godwinson becomes king. Another contender to the throne, William of Normandy, defeats King Harold at the Battle of Hastings and becomes King of England. He becomes known as William the Conqueror.

900 — 1000 — 1100 CE

Check your learning 9.1

Check your learning 9.1

Review and understand

1 The monastery on the island of Lindisfarne, off the north-east coast of England, was attacked by Vikings. **Identify** the year this took place.

2 Using your own words, **define** "*Danelaw*" and state the year it was created.

Apply and analyse

3 Using the timeline, **calculate** the number of years between the first *Danegeld* payment and when the first (Danish) Viking became a king of England.

Evaluate and create

4 Use the internet and other resources to **research** some other well-known Viking raids.
   a Identify the year they took place and add them to a new timeline in your notebook.
   b Evaluate the significance of each raid by considering how people's lives changed as a result of the raid. This could be a short-term or long-term change.

Lesson 9.2
Social classes and roles in Viking society

Introduction

Learning intentions and success criteria

plunder to steal, often using violent force

Numerous factors influenced the organisation of Viking society and lifestyle. Like many societies, social classes determined who controlled wealth and power, and who did the hard work. Social roles also determined what people did from day to day. Most men worked as farmers – when they were not away **plundering** – but many were also merchants, shipbuilders, weavers and blacksmiths.

The main role of Viking women was to look after children and manage the home, but some were warriors as well. Little is known, however, about the daily lives of Viking warrior women, and historians are currently debating whether they were common in the Viking armies (see the review activity in Lesson 9.11 Review: The Vikings, page 315).

Viking society and lifestyle were also influenced by a set of laws, an economic system, and a set of beliefs and values.

Social classes

In the early history of the Vikings, society was made up of several independent tribal communities. Often, the title *konungr* (king) was given to the chief of each community. However, this title did not mean the same thing as "king" does today. There were many different kings. Some ruled over small regions (rather than whole nations), while others ruled over people (rather than land).

Within each tribal community, there were three social classes (see Source 2). Each king depended on the support of the most important members of the community: the *jarls*.

Source 1 A reconstruction of a typical Viking village in Denmark

Source 2 Social classes in Viking society

Social class	Description
Jarls	• Powerful noblemen (the heads of influential families, which were often joined through marriage) • Wealthy and generally wore fine clothes and intricate jewellery • Often lived in large, well-appointed longhouses • The king depended on their support in order to rule.
Karls	• Farmers, merchants and craftsmen (such as silversmiths and shipbuilders) • The largest group in Viking communities • “Free” people who were loyal to the king or a *jarl* and paid taxes to them directly • Many *karls* took part in raids.
Thralls	• Slaves, prisoners of war and criminals – the poorest of the poor • Performed most of the hard work (e.g. farm labour, cutting wood and stone) • Had no rights under the law, but most were treated well

Social roles

Despite some clear differences between them, Viking social classes were not as strict as other medieval societies in Europe at the time. It was possible to move between the classes, especially if a person came into a lot of money.

Women and children

A woman’s main role was to look after children and manage the home (see Source 3). Common tasks for all but the wealthiest (who might have the help of slaves) included spinning and weaving, collecting firewood and preparing food stores for the winter.

Viking women who were not warriors were left behind when their men went raiding or trading. This meant they had to keep things running on their own – taking on farm chores, tending to and butchering animals, and overseeing slaves, as well as continuing to care for children and the home (see Source 5). As a result, Viking women were very independent. For example, they could choose their husbands for themselves, decide to divorce their husbands, and buy land. This was unusual compared with many other societies in Europe at this time.

What little education there was took place in the home, as there were no schools. Daughters helped their mothers in the home, and sons helped their fathers on the farm or in workshops. For boys, it was important to learn to stay fit, ice-skate, wrestle, use swords and ride horses, especially during the Viking Age (from the late eighth to the mid-eleventh centuries CE), when such skills were necessary for taking part in raids.

Source 3 An important role for Viking women was to manage the home. Here, a modern woman in Viking dress prepares vegetables at a Viking festival in the United States.

The *karls*

The largest single group in Viking society was the *karls*, a kind of middle class. These men performed several roles in society – mainly those of farmers, merchants and craftsmen. Many also took part in raids whenever required, often leaving their wives and families to fend for themselves. Some of the different social roles performed by *karls* in Viking society are shown in Source 4, Source 6 and Source 7.

Hrodgeir the Lucky

I'm Hrodgeir the Lucky, a merchant. I've spent my life trading, as my father did. I have sailed many times across what you call the Mediterranean Sea and the Baltic Sea, and down many rivers in Europe. My ships carry goods to trade, such as jewellery, combs made from deer antlers, decorated swords, furs, and sometimes slaves. The things I bring back include wheat, salt, silver and gold, and spices.

Source 4 A Viking merchant

Gudrun, Hrodgeir's wife

I'm Gudrun, Hrodgeir's wife. I'm often on my own while Hrodgeir travels and works, as you would expect. When not looking after the children, cooking or chopping wood, I'm spinning and weaving wool. Sometimes Hrodgeir brings me back a piece of silk, and I use it to make my underwear. I also make dresses, aprons, jackets and hats, sometimes decorated with animal fur.

Source 5 A Viking merchant's wife

Ingvar the Old

I'm Ingvar the Old, a shipbuilder. I've been a shipbuilder all my life. My sons help me when they are not away plundering. We use iron axes and adzes (another wood-shaping tool) to make keels from single tree trunks. We use freshly cut green wood to make the oak planks of the hull, and curved branches or roots for curved sections. A carved figurehead on the prow (front) and stern (back), often of a dragon, is the finishing touch.

Source 6 A Viking craftsman

Olaf the Tall

I'm Olaf the Tall. When I'm not raiding foreign lands, I'm a farmer. You can see me here in both of my roles. On the left, I hold my prized sword and shield. I also have an iron-headed axe. I want these weapons buried with me when I die. We Vikings don't wear uniforms when we fight. I have a chain-mail tunic and iron helmet only because I'm wealthy. On the right, you see me in my fields, ready to harvest my crop of rye. I am holding my trusty sickle.

Source 7 A Viking raider/farmer

Quiz me! Social classes and roles in Viking society

Check your learning 9.2

Check your learning 9.2

Review and understand

1 **Describe** what daily life would have been like for the Viking women and children who did not go raiding with the men.

2 **Identify** which social class captured prisoners of war might belong to. Why do you think this is?

Apply and analyse

3 **Explain** why Viking women were typically very independent.

4 Draw a labelled diagram to **summarise** how Viking society was organised.

Evaluate and create

5 Use the internet to **research** typical clothing worn by Viking men or women. Design a "very best" outfit for either a Viking man or woman.

6 Select any three characters profiled on these pages. With two classmates, **create** a short dialogue they might have upon meeting in the marketplace. Your dialogue should reflect their different social classes and roles. Your teacher may ask you to perform it for the class.

Lesson 9.3
Viking home life and work

Introduction

Learning intentions and success criteria

Viking villages were often located in rural areas near water – on a coastline or beside a river – making it easier to load and unload ships. Among the cluster of **longhouses** were barns to house animals and smoke fish, workshops of village craftsmen, perhaps a sauna, and an open area where markets were held.

longhouses Viking houses, characterised by their long shape, often built into mounds of earth; they sheltered the extended family and their animals

Homes

The biggest longhouse belonged to the king or most important *jarl*. *Karls* tended to live in smaller longhouses of two or three buildings, which were not as grand. Less is known about where the *thralls* lived, but as slaves they might have lived on their owners' property. However, they did have the right to own their own property if they were able to pay for it.

Longhouses were rectangular buildings with rounded ends and thatched roofs (see Source 1). They were generally 15–25 metres long and 5 metres wide. There was a dirt floor and no windows. There was a small hole in the roof to let some smoke out from a fireplace, located directly under it. The fireplace provided warmth, light and a means to cook, but also made the longhouse very smoky.

Longhouses were dark, smelly places. Odours of smoke, sweat, sour milk and cooking mingled together and lingered. There was also often a stink of animal manure from the animal pens. Toilets were holes in the ground outside.

The longhouses of most Vikings did not contain much furniture (see Source 2). Often there was only a roughly made table and some benches. Low platforms, built along the sides, doubled as beds and places to sit. These benches were typically covered in animal skins, furs or cloth bags filled with down (duck or goose feathers). In fact, the word "doona" comes from the Norse word *dunn*, meaning feather down.

Source 1 Longhouses like this one – which was built around 980 CE – were home to Viking people. Sometimes earth was piled along the walls and over the roof to insulate longhouses.

Source 2 The interior of a reconstructed longhouse

Food and diet

The foods Vikings ate were very simple and reflected their traditions of fishing and farming (see Source 3). Meat (from the cattle, sheep, pigs and hens they kept) and fish formed the basis of most meals. Meat and fish were smoked, dried and salted during the summer months and kept in storage, so there was enough to last through the long winter months. The Vikings also harvested grains (such as wheat, barley and rye) to make into bread and vegetables (such as onions, leeks, peas and cabbage) for use in stews. They also collected fruits and berries from nearby forests and hunted wild boar, seabirds, hare and elk for meat.

Source 3 An example of the typical, simple Viking diet

Work

The Vikings were not only fierce warriors, but also accomplished farmers and craftspeople. For most Vikings, farming was their main occupation. The whole family would take part in the various seasonal jobs involved in running the farm. Crops would be grown during the summer, harvested in autumn and stored for the long winter.

Viking crafts

Viking craftspeople were essential to everyday life. The less skilled metalworkers produced farming tools, while the most skilled would specialise in making the finest weapons, such as swords.

As well as making weapons for battle, metalworkers also made armour, such as the helmet shown in Source 4. Helmets like these were worn by Viking warrior chieftains or wealthy *jarls*. Poorer fighters wore leather caps, or hats lined with fur. Wealthy Viking warriors also wore chain-mail tunics, while poorer warriors wore leather vests or padded jackets.

Viking craftspeople also made fine jewellery and other luxury items. Jewellery was another way in which Vikings demonstrated their social standing and wealth. Gold and silver jewellery was worn by those with the most wealth and power in the village. Those of less importance wore bronze or pewter jewellery. Sometimes the silver coins and candlesticks seized on raids were melted down to make jewellery, such as the silver bracelet shown in Source 4. The distinctive Viking style is shown here – with plaited strands ending in animal-like creatures. Jewellery tended to be highly decorative and used symbols taken from Viking mythology and religion.

Quiz me! Viking home life and work

Source 4 Viking metal workers were skilled craftsmen, able to produce items ranging from farming tools and weapons through to the finest decorative jewellery. This helmet and bracelet show the detail and skill apparent in many Viking **artefacts**.

See, think, wonder

Reflect on your learning about Vikings as skilled craftspeople, and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

artefacts objects, small or large, that have been made or changed by people

Check your learning 9.3

Check your learning 9.3

Review and understand

1 Why were Viking villages often located near coastlines or rivers?

2 **Describe** the inside of the typical Viking longhouse.

Apply and analyse

3 **Explain** the connection between the doona on your bed and a Viking longhouse.

4 **Explain** how social classes might have been obvious from the helmets that Vikings wore.

5 Think about some of the silver bracelets made today. **Compare** the metal bracelet shown in Source 4 with modern jewellery in terms of its design and craftsmanship. What are some similarities and differences?

Evaluate and create

6 **Create** a labelled sketch showing a modification (or improvement) you would make to the longhouse shown in Source 2 to make its interior more suitable for a very wealthy *jarl*.

Lesson 9.4
Viking laws and economy

Introduction

When people today think of Vikings, many imagine hordes of lawless warriors. However, the Vikings had a system of strict laws that guided behaviour in their communities. They also traded with many other societies.

Learning intentions and success criteria

Laws

In the early history of the Vikings, different areas were ruled by tribal communities. Each community had what was known as a ***thing***, which acted like a parliament and court in one. *Things* were held once a year in every Viking community. Their main purpose was to make and change laws, and to judge when they had been broken. Only those people who owned land could attend and speak.

thing in Viking society, a gathering or assembly that determined laws

Until the twelfth century, Viking laws were not written down. Instead, they were preserved in the memory of a "law speaker". It was his job to remember all laws and recite them loudly at each *thing*.

The Vikings respected their laws. This is partly because individuals valued their own honour and reputation, but also because some punishments were very harsh. For example, if an individual was found guilty of breaking a law at a *thing*, the punishment could be death. Another harsh punishment was to be made a full outlaw. This meant being banished (sent away) for life, with a large bounty (reward) on one's head.

Some of the activities carried out at *things* included:

- existing laws being recited by the law speaker so that all could hear
- making new laws (or changing old laws) after discussion and general agreement
- resolving disputes, sometimes even by conducting fights to the death
- ruling whether or not a law had been broken
- social proceedings such as marriages and divorces.

Key concepts & skills Continuity and change

The *Althing*

Iceland was the only Viking society to have a national *thing*, known as the *Althing*. It was the first parliament in the world. The *Althing* met for the first time on the Plains of Thingvellir in 930 CE; and, like other *things*, it was held once a year. People from different communities travelled long distances to get there, setting up temporary camps. The most important part of the *Althing* was the *Lögberg* ("law rock"), where the law speaker stood to proclaim the laws. Today, the *Lögberg* is a grassy mound, changed over time by natural forces (see Source 1).

Since that first meeting, there have been changes to the *Althing*, and it was even abandoned for a time. But today, the *Althing* is the name of Iceland's parliament. Icelanders continue to gather at the *Lögberg* on 17 June each year to commemorate the *Althing* decision (in 1944) to create the Republic of Iceland.

continuity and change the idea that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

For more information on **continuity and change**, see Lesson 7.5 Continuity and change (page 242).

Source 1 The Icelandic flag flying near the site of the *Lögberg*, where the first *Althing* was held in 930 CE

Economy

Silk Road a network of trade routes stretching west from China to the Mediterranean Sea; it was the main means by which silk was introduced to the West

bartering the exchanging of goods or services between people (typical of trade before the use of money), where both parties agreed that what was exchanged was of roughly equal value

In early times, the Viking economy was based mainly on farming. However, as Viking societies grew larger, good farming land became difficult to find. Much of the landscape of Scandinavia is mountainous or thickly forested, and winters can be harsh. This made clearing and preparing the land for farming impossible in many places. Trade helped to meet the needs of the growing population.

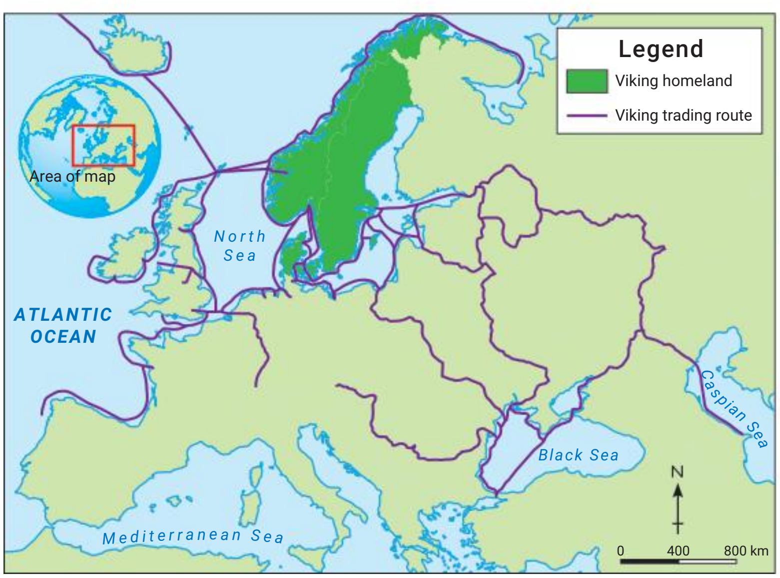
Trade

Viking merchants traded in ships across seas and down rivers. Stashes of foreign coins found in Sweden are evidence that the Vikings were trading in parts of modern-day Russia, Ukraine and central Asia. Viking tools and artefacts, such as an amulet decorated with Thor's hammer, have also been found at former trading sites in Russia. The Vikings reached as far east as Constantinople and Jerusalem, in order to meet with traders who had travelled the **Silk Road**.

Items the Vikings carried for trade included timber, leather shoes and bags, smoked fish, fur, jewellery and slaves. These were exchanged for goods such as wheat, iron, silverware, wine, spices, silks, salt, weapons and glassware.

At first, trade was conducted through a process of **bartering**. Later, goods were bought and sold with coins. Many towns the Vikings later colonised – such as York (England), Kiev (Ukraine) and Dublin (Ireland) – became busy centres of trade (see Source 2).

Quiz me! Viking laws and economy



Source: Oxford University Press

Source 2 Major Viking trade routes

Check your learning 9.4

Check your learning 9.4

Review and understand

1 **Define** the term *thing* in the context of Viking society. Give two examples of how *things* influenced the lives of Vikings.

2 **Identify** three goods that Viking traders exported and three goods they imported.

3 **Describe** the evidence that suggests Vikings traded with Russia.

Apply and analyse

4 **Examine** Source 2 and a world map, such as the one in the back of the Student Book, to identify five modern-day countries that Vikings traded with.

Evaluate and create

5 In a paragraph, **discuss** why the *Althing* is an example of continuity and change in the history of Iceland.

Lesson 9.5
Viking beliefs and mythology

Introduction

Learning intentions and success criteria

Compared with many other societies, we know very little about the traditional beliefs and religious practices of Vikings. We do know they had their own religion, and worshipped many different gods early in their history, but these old beliefs died out once they started to convert to Christianity.

Viking mythology

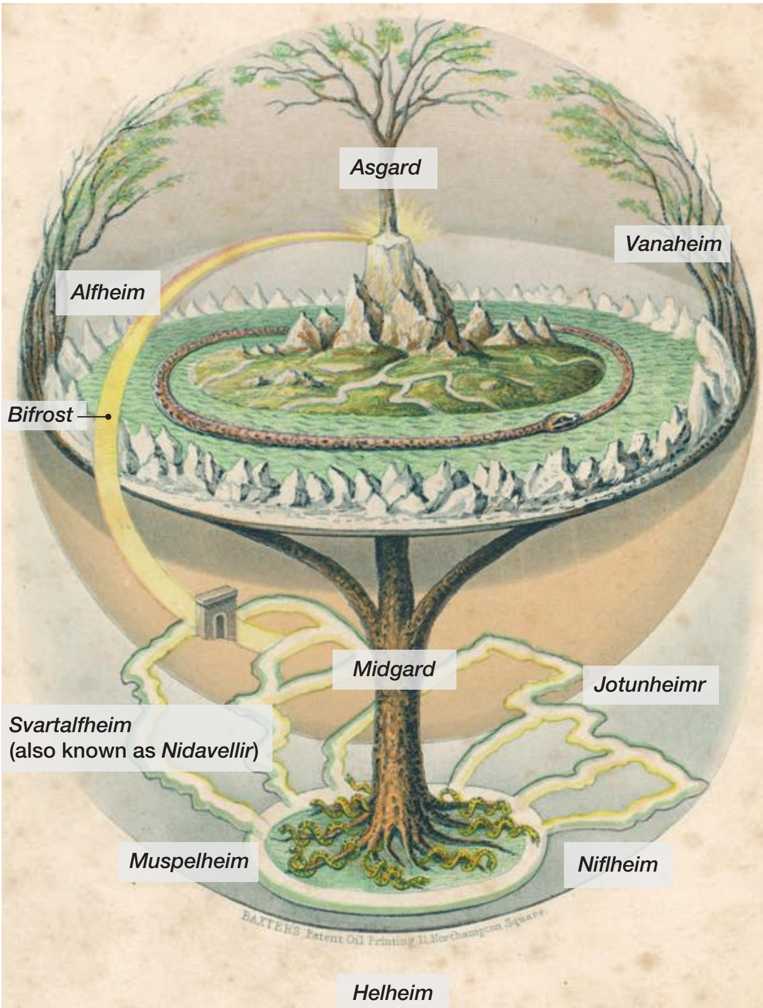
The traditional stories Vikings told about gods, giants and monsters are known as Viking mythology. Many of these stories detail the creation of the world and were recorded in a collection of stories known as the Viking **sagas**. In traditional Viking mythology, there were "nine worlds". Each was connected to the other by the branches of the "world tree" known as *Yggdrasil* (see Source 1).

sagas long stories (sometimes mixed with poetry) about heroes who achieved great things and fought noble battles; often a mix of real events, legends and myths

When people died, their bodies were cremated (burned) and the remains were buried along with a few items that were important to them during their life. It was believed they could take these items into the next world. Some Viking chieftains were given ship burials, where they were buried in a grave with their ship, along with treasure and weapons. Often, their favourite dogs and horses were killed and buried with them. Sometimes, chieftains were even buried with human sacrifices.

Like the ancient Greeks, the Vikings did not have either a positive or a negative view of the afterlife. Many believed the dead travelled to a place called *Helheim*, which lay underground. *Helheim* was ruled by the goddess Hel – half beautiful woman and half rotting corpse. Hel is the origin of the modern word "hell". *Helheim* was thought of as a cold and damp place where the spirits of the dead continued to live in a dreamlike form – a kind of eternal sleep.

Vikings who were killed in battle were believed to travel to *Asgard* after they died. A beautiful hall there, known as *Valhalla* ("Hall of the Slain"), was where warriors would spend the afterlife feasting.



Source 1 The "nine worlds" of Viking mythology were connected by *Yggdrasil*, a "world tree".

- ***Asgard*:** Home of Odin and the Aasir, the Norse warrior gods. The most splendid hall in *Asgard* was *Valhalla*, the hall of slain battle heroes. They were taken there by beautiful women on horseback known as *valkyries*, who were Odin's messengers.
- ***Alfheim*:** Home of the Light Elves, where the god Freyr lived.
- ***Vanaheim*:** Home of the *Vanir*, the Norse gods of nature and fertility who battled the gods of *Asgard*.
- ***Bifrost*:** A rainbow bridge that connects *Asgard* and *Midgard*.
- ***Midgard*:** Middle Earth, the world of humans.
- ***Svartálfheim* (also known as *Nidavellir*):** Home of the Dark Elves, who live underground.
- ***Jötunheimr*:** Home of the Rock Giants, who threatened both humans and the *Asgard* gods; their king was *Thrym*, a Frost Giant.
- ***Muspelheim*:** Home of the Fire Giants. Its ruler, *Sutr*, set *Yggdrasil* on fire at Ragnarok.
- ***Niflheim*:** Home of the Frost Giants, who live in ice, snow and mist.
- ***Helheim*:** Home of Hel, daughter of Loki. This cold, misty underworld was where everyone except heroes went after death. For people who broke laws, it was a place of punishment.

Source 2 In Viking mythology, a rainbow bridge known as the *Bifrost* connected *Asgard* with *Midgard*.

Source 3 According to Viking mythology, thunder was the sound of Thor's chariot rumbling across the sky, pulled by two goats. Lightning was the path his hammer took when he tossed it. His belt gave him the strength of 10 men. Many of us know Thor as portrayed by Chris Hemsworth in the Marvel Cinematic Universe.

Viking gods

According to Viking beliefs, gods were responsible for different areas of daily life. There were gods that watched over harvests, love, family and fertility. Others watched over success in battle and wars.

Source 4 Some important Viking gods

God	Description	Key fact
Odin	King of the gods in Viking mythology	Odin (also known as Wodin) was the god of magic, poetry and war.
Freya	Goddess of beauty and love	Freya rode a chariot drawn by two cats.
Loki	A shape-changing trickster god	Loki was both friend and foe of the gods. He was the father of Hel, as well as the monsters Jormungand and Fenris.
Freyr	God of fertility, peace and harvests	Freyr was the twin brother of Freya.
Frigga	Goddess of women and the home	Frigga (also known as Frigg) was the wife of Odin.
Thor	God of storms and thunder	Thor rode a chariot across the skies, creating the sound of thunder. He also caused lightning with his magic hammer.

Key concepts & skills Continuity and change

Days of the week

In English, many of the names of the days of the week have their roots in the Norse and Old English cultures (see Source 6). (Old English, also known as Anglo-Saxon English, is the earliest recorded form of English.) Tuesday, for example, is named after the Norse god of war, Tiwes. His day was *Tiwesdæg*, which became Tuesday. Similarly, Wednesday was named after Odin (or Wodin). His day was *Wodnesdæg*, which became Wednesday. Thursday was named after the god Thor, and Friday was named after Frigga (Odin's wife).

For more information on this continuity and change, see Lesson 7.5 Continuity and change (page 242).

Source 5 English and Norse words for the days of the week

English	Norse	Meaning
Sunday	*Sunnandæg*	Sun's day
Monday	*Monandæg*	Moon's day
Tuesday	*Tiwesdæg*	Tiwes' day
Wednesday	*Wodnesdæg*	Wodin's day
Thursday	*Đunresdæg*	Thor's day
Friday	*Frigedæg*	Frigga's day
Saturday	*Sæterdæg*	Saturn's day

Source 6 In Viking mythology, Odin watched over the universe while travelling on an eight-legged horse called Sleipnir. He was protected by two wolves, Geri and Freki. His two ravens, Huginn and Muninn, flew all over the world to bring him information. His name gave us the word "Wednesday".

Quiz me! Viking beliefs and mythology

Check your learning 9.5

Check your learning 9.5

Review and understand

1 **Identify** how many worlds there were in traditional Viking mythology, and how they were believed to be connected.

2 **Outline** what happened to warriors after they died, according to Viking beliefs.

3 **List** three points that interest you about Odin and three points that interest you about Thor.

Apply and analyse

4 **Suggest** why Viking people might have been reassured by the sound of thunder.

5 In pairs, read Source 5. **Explain** how the days of the week demonstrate the concept of continuity and change.

6 **Compare** Viking myths with any other creation stories or beliefs that you have studied. Can you identify any similarities or differences between Viking myths and other creation stories you know or have studied?

Evaluate and create

7 Many of us know about Viking mythology, including the figures of Odin, Thor and Loki, from the popular Marvel films. While the events of these films are fictional, they help keep the stories of Viking mythology alive today. As a class, **discuss** the concept of significance (see Lesson 7.7 Historical significance, page 247) and what the *Thor* movies tell us about the significance of Viking mythology.

9A Concepts & skills in context

Brutal barbarians … or not?

Introduction

When most people hear the word "Vikings", they immediately imagine hordes of bloodied warriors terrorising innocent villagers and plundering monasteries. Although this was true, there was also another side to the Vikings. In addition to being "brutal barbarians", they were also skilled craftspeople, poets, wood and ivory carvers, weavers and musicians.

As with any historical inquiry, the truth of who the Vikings were lies hidden among a range of different primary sources (see Source 1, Source 2, Source 3 and Source 4).

Source 1 This extract provides a perspective on a Viking named Svein Asleifarson, who lived on one of the Orkney Islands (off the north coast of Scotland).

> Winter he would spend at home on Gairsay, where he entertained some 80 men at his own expense … In the spring he had … a great deal of seed to sow … Then when that job was done he would go off plundering in the Hebrides [islands off the west coast of Scotland] and in Ireland … then back home just after mid summer, where he stayed until the cornfields had been reaped [harvested] and the grain was safely in. After that he would go off raiding again, and never came back till the first month of winter was ended.
>
> A translated extract from the *Orkneyinga Saga*, an Icelandic saga written in the 1100s

Source 2

[The Vikings] came to the church of Lindisfarne [an island off the north-east coast of England], laid everything to waste with grievous plundering, trampled the holy places with polluted steps, dug up the altars and seized all the treasures of the holy church. They killed some of the brothers [monks], took some away with them in chains, many they drove out naked and loaded with insults, some they drowned in the sea ...

A translated extract from *Historia Regum*, written by an English monk, Simeon of Durham, in the twelfth century

Source 3 A wooden game board thought to have been used by the Vikings to play a strategic game similar to chess, known as *hnefatafl*

Source 4 An exact copy of a carefully carved metal container made by a Viking craftsman. The heads of birds and animals decorate the lid.

Key concepts & skills Using historical sources

Using primary sources

The primary sources historians use to understand the Viking way of life tell different stories. It is the job of historians to examine these sources and come to a conclusion about their usefulness and reliability. It is important to identify who created each source and the reason why it was created so you can identify any potential biases.

Historians use questions to help guide their investigations. Questions you might ask yourself include:

- What did the person creating the source want their audience to think?
- Why might they have wanted people to think this?

The table in the next section (Practise the skill) contains a number of questions that you can ask yourself when analysing any primary source. Although some of them are worded specifically about the Vikings, you can modify them to help you when studying any period of history.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Practise the skill

1 **Examine** Source 1, Source 2, Source 3 and Source 4 carefully, and complete a copy of the table below.

Questions to guide your source analysis	Source 1	Source 2	Source 3	Source 4
Who wrote or created the source?				
How might the source's creator be biased?				
Why was the source created?				
Was the source intended to be used by non-Vikings? Why or why not?				
What does the source suggest about the Vikings?				
What evidence does the source provide that the Vikings were brutal barbarians?				
What evidence does the source provide that the Vikings were civilised and cultured people?				
Do you think the source is true and reliable? Why or why not?				

2 Once you have completed the table, use the information you have gathered to write a short paragraph to discuss the topic "The Vikings: Brutal barbarians or cultured artists?"

Extend your understanding

Imagine you are a writer and poet living in England during a period of Viking raids. You have been asked by one of the king's officials to write a book about the Vikings. You will be paid generously for your work. The king has ordered that your book should be designed to convince your fellow citizens that the Vikings are brutal barbarians. In order to do this, it will be an advantage to present a biased (or one-sided) view of the Vikings.

1 Of the four primary sources analysed in the table above (Source 1 to Source 4), **determine** which two you would choose to put in your book. Why?
2 Write the caption (description) that you would put underneath each source to explain what it shows. Remember, your aim is to make your readers believe all Vikings are brutal barbarians.
3 Now that you have some experience of presenting a biased point of view, **identify** at least two hints or clues you should look for in primary sources to identify bias.
4 Is the fact that you were paid money to write your book proof that your point of view is biased? **Explain** why or why not.

Lesson 9.6
Viking raids

Introduction

Learning intentions and success criteria

Viking society changed significantly in the late eighth century CE. Up until this time, the Vikings were known as honest traders outside their homelands. After this time, however, the Vikings became feared, as they pushed outwards from their homelands to expand their territory. For the next 200 years, they terrorised villages, towns and monasteries in the surrounding lands with a series of brutal raids.

Raids were often planned and timed to take victims by surprise. Many were launched just before dawn, as unsuspecting villagers slept. The raids were carried out quickly – hence the description "lightning raids". Part of the terror for victims was that Viking communities also continued to trade normally during this time. If Viking longships were spotted off the coast, those on shore often could not tell whether the Vikings were coming to trade peacefully or to attack.

Possible reasons for Viking raids

Historians still argue today about what motivated the Vikings to change from honest traders into violent raiders. Several reasons have been put forward to explain this change.

Survival

Resorting to raids may have been necessary for the survival of some Viking communities living in a harsh land with an unforgiving climate. There was only limited coastal farming land in the Viking homeland (see Source 1). As the population grew, the pressure on this land would have increased. Scandinavian winters are also long and can be severe, especially in areas further north. Summer brings long hours of daylight but is quite short, so the growing season for crops is short too.

Source 1 A common landscape in many parts of Scandinavia – note the relatively small area of coastal flatland suitable for farming.

Local knowledge

The knowledge the Vikings had built up through years of trade with neighbouring countries is another possible explanation for the beginning of their raids. A combination of local experience and reports passed on by Viking merchants helped them piece together an accurate picture of the surrounding regions – especially the riches held in the towns and monasteries there. By the eighth century CE, their shipbuilding abilities and navigational skills were highly advanced, making such raids a viable alternative to trade. Some scholars have suggested that the Vikings were also taking advantage of what they saw as weak and divided rule in surrounding regions at the time.

Desire for honour and wealth

Some contend that the desire for honour, glory and adventure was a reason for the Viking raids. For example, a man's reputation was very important to a Viking. To lose honour or respect was a disgrace. Raids may have been a way for some dishonoured Vikings to redeem themselves, returning as warriors who had fought bravely. Viking warriors also believed they would go straight to *Valhalla* if they died fighting bravely in battle.

Historians also argue that the change in Viking behaviour was linked to the desire for quick and easy wealth. Important Vikings, such as kings or influential *jarls*, could use the stolen riches to reward their men and build their support base in the community. This would then strengthen their influence and power at home.

Revenge

Another possible reason why Vikings may have started to carry out raids on nearby lands was a desire for revenge. Charlemagne (c. 742–814 CE), King of the Franks and later the Holy Roman Emperor, fought for about 40 years to bring most of Western and Central Europe under his control. As part of his military efforts, he ordered those he regarded as **pagans** (including many Vikings) to become Christians. Those who refused were killed. Early Viking raids in Europe took place during the later years of Charlemagne's reign, and the raiders may have been motivated by a desire to take revenge on Christians, as well as by greed (see Source 2).

pagan a term sometimes used by people of Christian, Muslim and Jewish faiths to describe those who do not share their beliefs

Quiz me! Viking raids

Source 2 Medieval churches and monasteries were attractive targets for plundering Vikings, containing treasures such as the Lindisfarne Gospels, an eighth-century manuscript bound in silver and jewels. The original jewelled cover was lost during the Viking raid on the Lindisfarne monastery in 793 CE. This replacement was made in 1852.

Check your learning 9.6

Check your learning 9.6

Review and understand

1 **Identify** a major change that happened in Viking society in the late eighth century CE.

2 **Describe** some of the tales merchants told of churches and monasteries that may have tempted some Viking tribal rulers to raid such places.

3 **Outline** two ways wealth gained from raids would benefit Viking rulers.

Apply and analyse

4 **Explain** the significance of honour to Viking warriors. Why was it important to them?

5 Imagine you are a Viking farmer who works the land in the coastal region shown in Source 1. The population of your village is growing. Why might you be tempted to leave your homeland?

Evaluate and create

6 **Create** a concept map that explains how and why you think societies that encountered the Vikings might have changed. **Compare** your finished concept map with that of a partner.

7 **Discuss** why some historians take the view that early Viking raids on Europe were revenge missions. What evidence would you look for to help confirm this view?

Lesson 9.7
Viking skills and achievements

Introduction

Learning intentions and success criteria

The Vikings were highly skilled craftspeople. They built seagoing ships and made their own weapons and armour. These skills increased their success in trade and, later, in the search for and conquest of new lands.

Shipbuilding

The Vikings were expert shipbuilders, with easy access to the timber of Scandinavia's forests. They built trade ships, ferries, rowing boats, fishing vessels and **longships**.

longships types of ships used by the Vikings to transport warriors on attack-and-raid missions; longships had shallow hulls, making them speedy and easy to manoeuvre, and they were often decorated with mythical creatures

By the end of the eighth century CE, Vikings had been sailing as merchants for some time. They were skilled at navigating, using the sun and stars, weather patterns, bird-flight trails and coastal features as guides. In other words, they were well placed to be either sea traders or sea pirates. Their strong navigational and shipbuilding skills gave them all the expertise they needed to make and sail efficient warships. These included the longships they used for lightning raids. The Vikings called them *drakkar*, meaning "dragons".

Longships

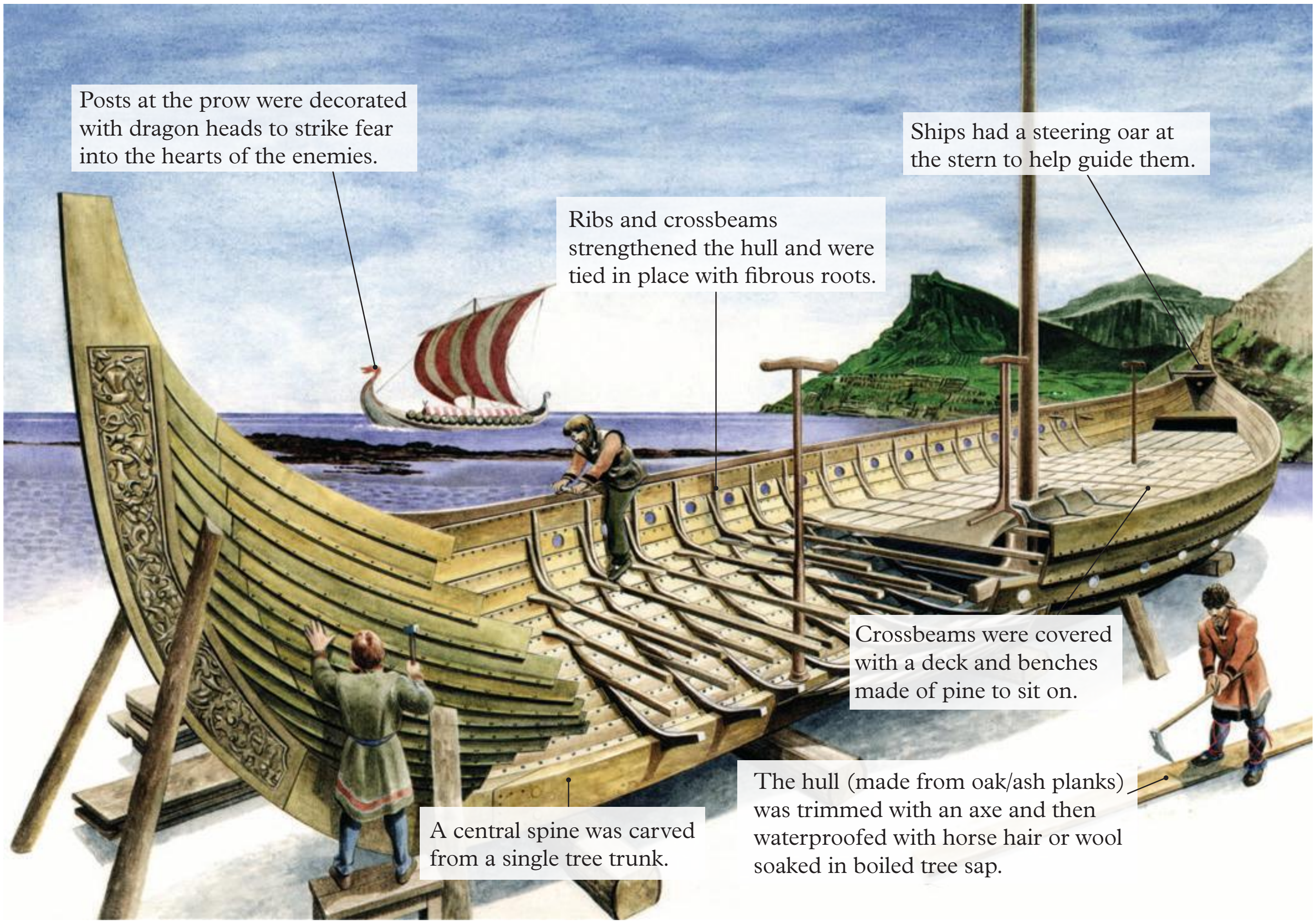
Longships were up to twice as long as trade ships (up to about 37 metres in length). They also had a thinner, lighter hull, and could carry 100 warriors (68 of whom were oarsmen – 34 on each side). Being so light, longships were easily carried overland when necessary. They were wide and shallow, helping them to stay upright in rough seas and meaning they could be taken into shallow water. Because longships could be sailed very close to shore, Viking raiders were able to wade in very quickly for a surprise attack.

The huge square sail of a longship (made from pieces of woollen or linen fabric, stitched together) was commonly dyed blood red and coated in animal fat to make it more water-resistant. In strong winds, the sail provided for a fast sea or ocean crossing. Longships were also equipped with oars. If there was no wind, then the sail could be lowered and the men could row the longship instead. Rowing was also necessary to navigate rivers.

The blood-red sail, together with a dragon head at the prow and dragon tail at the stern, helped to heighten the terror for raid victims. Vikings also believed that the dragons would frighten away any evil spirits or monsters during sea crossings.

Source 1 The Oseberg Ship, which dates from the ninth century CE

Source 2 A dragon head on the prow (front) of a replica Viking longship in Norway



Source 3 An artist's impression of Viking shipbuilders constructing a longship

Weapons and armour

Weapons were very important to the Vikings as they were essential for hunting animals for food. They were also traditional symbols of wealth and power. For example, the swords of rich men and warriors often featured hilts (handles) decorated with silver, copper or bronze. The Viking sagas tell of some weapons (particularly swords) being so highly valued by their owners that they were given "pet" names (see Source 4). A warrior's sword was usually buried with them when they died.

Source 4 A selection of "pet" names used to describe weapons, recorded in the Viking sagas

Weapon	'Pet' name	Translation
Sword	*Fótbítr*	Foot biter
	Gunnlogi	Battle flame
	Leggbítr	Leg biter
	Saetarspillar	Peace breaker
Axe	*Himintelgja*	Heaven scraper
	Rimmugýgr	Battle hag
Coat of chain mail	*Full-trúi*	Old faithful

Source 5
Reproductions of authentic Viking armour, including helmets, on show at a battle re-enactment in Iceland

By the start of the Viking Age, the Vikings were highly skilled metalworkers. As a result, Viking warriors were heavily armed. As time passed and raids became a greater part of Viking culture and tradition, weapon makers were kept busy forging arrows, spears and axe heads from iron. They also became skilled at sharpening the steel edges of swords until they were razor sharp.

Wealthy Vikings could afford metal armour, including helmets with nose bridges, and chain mail (see Source 5). By the time William the Conqueror (whose ancestors were Vikings) fought in the Battle of Hastings in 1066, chain mail was worn by the majority of soldiers.

Most other Vikings fought with a shield and either a spear or an axe. Spears were up to a few metres long and were made from wood with an iron spearhead at the end. Axes had thick, rounded blades, which were strong enough to cut through armour. They were light to use and extremely effective. Shields were generally made of wood and reinforced with either leather or iron. They were the main form of defence for Viking warriors.

Key concepts & skills Using historical sources

Evidence: Horned helmets

Many people today think that the helmets of Viking warriors had large horns on either side – mainly because Vikings are often shown this way in popular culture. In the nineteenth century, costume designers working on operas such as Wagner's *The Ring Cycle* often dressed Viking characters in horned helmets. Movies, comics, books, games and even the mascots of popular sporting teams continue to perpetuate this image, even though there is no evidence to support it at all. Think about it – horns on helmets would have made them easier to grab or knock off, leaving Viking warriors defenceless against blows to the head from swords or axes!

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Quiz me! Viking skills and achievements

Source 6 Vikings are often shown in popular culture wearing horned helmets – like these characters from the 2010 animated film *How to Train Your Dragon* – even though this is historically incorrect.

Check your learning 9.7

Check your learning 9.7

Review and understand

1 **Describe** how some Vikings displayed their wealth and social position through their weapons and armour.

2 **Identify** the Norse word used by Vikings to describe their longships. What is the meaning of this word in English?

3 **Describe** two innovations of Viking shipbuilding that made Viking longships better suited to long sea voyages and raiding.

Apply and analyse

4 **Explain** why the Vikings' skills as shipbuilders and sailors meant they could be effective sea pirates.

5 **Analyse** the significance of shipbuilding in Viking society. Remember, when you analyse something, you need to break it down and explain how the concepts relate to each other. In this case, think about what impact shipbuilding had on Viking society.

Evaluate and create

6 Use Source 4 as inspiration to **create** Norse names for a sword and a spear.

9B Concepts & skills in context

Viking berserkers

Introduction

During the Viking Age, people across Western Europe most feared a group of Viking warriors known as the *berserkers*. This group fought in a frenzy, while clad in the skins of bears or wolves. In fact, the word *berserker* means "bear coats". *Berserkers* seemed not to fear death, injury or pain. Today, one legacy of the Vikings is the English word "berserk", which is used to describe a violent rage.

Source 1

> [A] demonical frenzy suddenly took [a berserker]; he furiously bit and devoured the edges of his shield; he kept gulping down fiery coals; he snatched live embers in his mouth and let them pass down into his entrails; he rushed through the perils of crackling fires … he had raved through every sort of madness …
>
> An extract from a 1905 translation of *The Nine Books of the Danish History* by the twelfth-century Danish historian Saxo Grammaticus

Source 2

> Blades and weapons glanced off him [a berserker] and he brought down both men and horses in King Hjorvard's forces, and everything which came in his path, he crushed to death with his teeth …
>
> An extract from *Erik the Red and Other Icelandic Sagas*, Gwyn Jones (ed.), Oxford University Press, 1961, p. 313

Source 3 These twelfth-century chess pieces show Viking *berserkers* biting their shields.

Source 4 This sixth-century stone carving from Sweden shows one man with a helmet adorned with the heads of birds and another with the head of a wolf or bear. Bear skins were typically worn by *berserkers*.

Key concepts & skills Communicating

Integrating evidence into your explanations

As a student of history, you need to be able to communicate how or why something happened. Source 5 shows the structure of a historical explanation.

The best explanations use evidence from a variety of sources to support the point they are making. It can be difficult to work out how to use supporting evidence in a way that does not disrupt the flow of your writing. Avoid simply dropping in quotes or references without introducing them in your own words first. Instead, integrate (combine) the evidence into your writing by making a smooth transition from your own words to a piece of evidence.

Source 6 contains some key phrases you can use to integrate evidence into your explanations. This will let your reader know that you are using sources and evidence to support your own ideas.

For more information on communicating, see Lesson 7.8 Communicating (page 249).

Source 5 How to structure a historical explanation

Introduction	• Clearly state your main idea or argument. • Briefly outline the reasons why an event occurred and its effects.
Body	• Each idea you put forward should be supported by evidence. There should also be some analysis of the evidence to explain its significance or importance. • Avoid personal opinions (e.g. “I” or “my”).
Conclusion (optional)	• The conclusion provides a short overview of the main ideas you have presented. • Make a conclusion based on the evidence you have used.

Source 6 Phrases to help integrate evidence into an explanation

Written sources	• "**According to** the twelfth-century Danish historian Saxo Grammaticus …" • "The Icelandic saga *Erik the Red***suggests that** …" • "An extract from a 1905 translation of *The Nine Books of the Danish History***tells** us …"
Visual sources	• "The depiction of warriors in the sixth-century Swedish stone carving **shows that** …" • "The twelfth-century Viking chess pieces **demonstrate how** …" • "The sixth-century Swedish stone carving **reveals that** …"

Practise the skill

1 **Explain** how the *berserkers* may have contributed to the idea that Vikings were a group of lawless warriors, referring to at least two of the sources in this lesson (Source 1, Source 2, Source 3 or Source 4) as evidence to support your ideas.

Extend your understanding

Today, many modern conflicts have become infamous (meaning they are widely known for negative reasons) because of their use of "terror tactics". These tactics sometimes include the use of "shock troops" – elite units of soldiers who lead the attack and often endure heavy casualties.

1 In pairs, conduct some further **research** into Viking *berserkers* and modern shock troops. Create a table comparing the types of tactics used by Viking *berserkers* and twentieth-century shock troops. Consider how the tactics used by both groups might affect:
   – the morale (spirit) of the people and fighters on their side
   – the morale of the people and fighters against them
   – the individual *berserker* or soldier in a shock troop.

Lesson 9.8
Changes within the Viking homeland

Introduction

Learning intentions and success criteria

The Viking Age was a period of raiding and plundering. The riches Vikings brought back to their homelands changed the political and economic systems that had been in place there for hundreds of years. Over time, many Vikings left their homelands to settle in the places they, or their ancestors, had once raided. Others set out to discover new lands.

Political changes

Warriors returned "home" from their raids with large stores of plundered **loot** (including prisoners taken as slaves). This started a process of great change in the Viking homelands. In time, this loot made some local Viking rulers very wealthy. Some became so powerful and influential that they no longer needed the support of *jarls* in order to rule. Smaller local tribes began to join under the protection of one ruler, forming larger **kingdoms**. These kingdoms covered the areas we now know as Norway, Sweden and Denmark (see Source 1).

loot stolen property taken during a violent event

kingdom a region ruled by a king or queen

Source: Oxford University Press

Source 1 The kingdoms of Norway, Sweden and Denmark

Key concepts & skills Causes and consequences

Christianity and the Vikings

In addition to political and economic changes, one of the most important things that changed life in the Viking homelands was the introduction of Christianity.

During the Viking Age, many of the raided towns, villages and monasteries belonged to Christians. A great number of the places the Vikings later settled were also Christian lands. In addition to this, in around 1000 CE, Christian missionaries travelled to parts of the Viking homelands to convert as many Vikings as they could. Over many generations, these factors combined to cause the Viking people to change their beliefs. This affected many aspects of Viking behaviour – especially the ways that people were dealt with after death.

Source 2 is an account of a traditional Viking funeral common before the Vikings converted to Christianity.

After converting to Christianity, Vikings adopted similar burial practices to those followed in Christian countries to this day.

Source 2

The dead chieftain was put in a temporary grave that was covered for ten days until new clothes were prepared for him. They asked which of his thrall women wanted to join him in the afterlife and one of the girls volunteered … When the time had arrived for cremation, his longship was pulled ashore and put on a platform of wood. On the ship, a bed was made for the dead chieftain. Soon after, an old woman named the "angel of death" put cushions on the bed. She was an old witch, stocky and dark. She would be responsible for the ritual and would be the one to kill the thrall girl.

An extract from an account of a human sacrifice at a Viking funeral, by the Arab traveller Ibn Fadlan

Many other changes in Viking behaviour also took place as a result of the shift to Christianity:

- Attacks on Christian communities stopped altogether.
- Human sacrifice ended.
- Many Christian churches were built.
- Many Vikings granted slaves their freedom.
- New Christian festivals were celebrated, such as Christmas; however, in some cases, Christian rituals were mixed with elements of traditional Viking beliefs.

For more information on this key concept, refer to Lesson 7.6 Causes and consequences (page 244).

Source 3 This is an artist's impression of a Viking cremation before the adoption of Christian beliefs. A boat would be filled with goods and slaughtered animals – even sacrificed slaves – and set on fire. It was then covered with a mound of earth. Stones with **runes** on them might be erected at the site.

runes symbols with mysterious or magical significance, sometimes used for protection, luck or to foretell the future

Economic changes

After they began raiding, the Vikings developed an economy based on exchanging goods for the value and weight of different precious metals. Silver was most commonly used. Much of this silver was brought back to the Viking homeland as loot. Silver items would be broken into smaller pieces until they matched the weights needed to buy other goods, such as cloth, grain and even slaves.

The Vikings also collected taxes (often as coins) from villagers in the places they colonised. In Ireland, the penalty for not paying taxes to the Viking rulers during the eighth century CE was to have your nostrils slit with a knife. This is where the saying "to pay through the nose" comes from.

Over time, the Vikings developed an economy based on money – that is, one where a particular coin had a particular value. This is comparable to the way our currency works today. Most of the places the Vikings raided and colonised had similar economies. In many cases, Vikings even copied the designs of coins used in the regions they colonised. By the late tenth century, the kings of the emerging kingdoms of Sweden, Norway and Denmark were all issuing their own currencies.

Source 4 Viking treasure found in a field in Yorkshire, England, in 2007. This stash, which had been buried for over 1,000 years, included 617 coins.

Analyse this! Viking treasure

Check your learning 9.8

Check your learning 9.8

Review and understand

1. What was the Viking Age?
2. In your own words, **define** "loot" and give two examples of plundered loot.
3. **Identify** where the expression "to pay through the nose" came from. What does this expression mean?

Apply and analyse

4. Working in pairs, **explain** the consequences of plundering and expansion in Viking society back home. Copy and complete the following table, identifying as many consequences as you can:

Political consequences	Economic consequences

5. **Summarise** in a short paragraph how conversion to Christianity changed the traditional burial practices of the Vikings.
6. **Analyse** Source 2 by answering the following questions:
   a. Is it a primary or secondary source?
   b. Who wrote this source and why do you think they wrote it?
   c. What does this source tell you about Viking society?
   d. Do you think this source is biased? **Explain** your answer.

Evaluate and create

7. Use the internet to **research** Viking runes. Draw the runes for the following words:
   – water or ocean
   – man
   – protection or defence.
8. Large Viking kingdoms formed in areas we now know as Norway, Sweden and Denmark. In small groups, **discuss** the potential strengths and weaknesses of large Viking kingdoms (rather than smaller local tribes).

Lesson 9.9

Changes in other societies

Introduction

Viking societies were not the only ones that changed as a result of the raids. The societies Vikings encountered also experienced many changes. Deals were struck between Viking leaders and the rulers of places they raided. Some of these deals involved payments of money, while others involved grants of land. In time, the language, customs and beliefs of Viking settlers mixed with those of the local people, changing both societies.

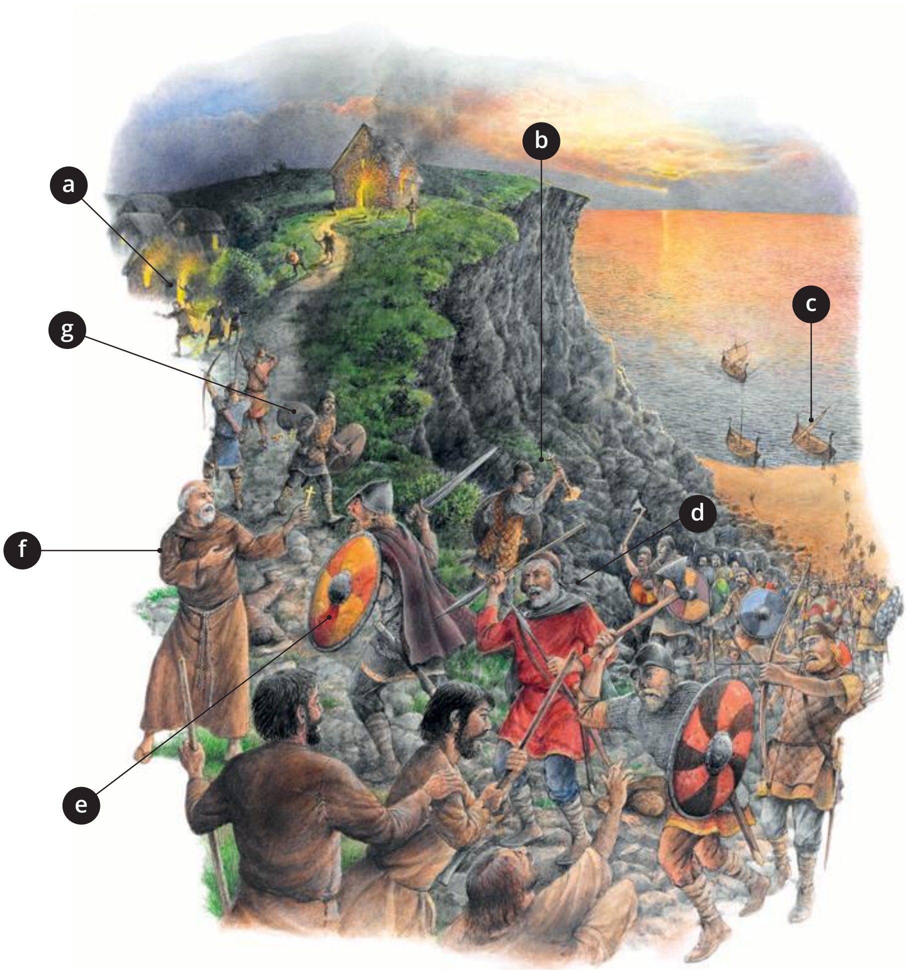
Learning intentions and success criteria

The first Viking raids

The *Anglo-Saxon Chronicle*, a collection of records kept by the **Anglo-Saxons**, lists 787 CE as the year of the first Viking attack on England. Three Danish Viking ships came ashore in the south of the country. They were met by a royal official who assumed they were merchants. The official intended to escort them to the king's town, so they could pay the required taxes. Instead, they murdered him.

Anglo-Saxons a Germanic people who settled in Britain in the 400s CE; they drove the local Celtic people to the land's extremities

History



- a At first, Viking raids were hit-and-run affairs, timed and designed to cause maximum panic.
- b The loot they took was often gold, silver and jewelled items (such as gold and silver candlesticks and goblets, gold crucifixes and jewelled Bible covers).
- c After a raid, Viking longships would quickly disappear with their captured loot.
- d Skilled fighters could catch and return a flying spear, or throw two at once – one in each hand.
- e One or more *beserkers* might be part of a raid; their appearance and behaviour was terrifying to innocent victims.
- f The Viking raiders killed innocent people, raped women and took many people (including monks) as slaves. Some were sold; others were put to work on Viking farms and building projects.
- g In Viking society, to be a thief was a great dishonour. To Vikings, however, raiding and plundering were not considered stealing; instead, they were seen as honourable ways of gaining wealth and fame.

Source 1 An artist's impression of a Viking raid on an English monastery. Raids like these brought many changes in societies across Europe.

Six years later, Vikings attacked the Christian monastery at Lindisfarne, an island off the coast of north-east England. This was one of Britain's most sacred sites. The attack was the beginning of 200 years of uncertainty and terror for many monasteries and settlements in lands around the Viking homelands.

Many written accounts describe the fear and terror of the people subject to Viking raids: see, for example, Source 2 and Source 3.

There was no long-term plan behind the first Viking hit-and-run raids – the aim was just to plunder. Over time, though, Viking attacks along rivers pushed deeper into Europe and Asia. The Vikings also extended their plundering missions into modern-day Wales, Scotland and Ireland.

Source 2

> [I]t is nearly 350 years that we and our fathers have inhabited this most lovely land, and never before has such terror appeared in Britain as we have now suffered from a pagan race ... Behold, the church of St Cuthbert spattered with the blood of the priests of God ...
>
> A letter from Alcuin, a scholar, to Ethelred, King of Northumbria, 793 CE

Source 3

> The number of ships grows: the endless flood of Vikings never ceases to grow. Everywhere Christ's people are the victims of massacres, burnings and plunderings. The Vikings conquer all in their path and nothing resists them.
>
> A translation from the writing of the Frankish monk Ermentarius of Noirmoutier, 860 CE

The end of Viking raids in Britain

In 865 CE, Britain was invaded by a huge Viking army from Denmark. This time, the motive was conquest, not plunder. Within a year, Vikings controlled the Northumbrian city of Jorvik (now known as York). By 870 CE, they controlled every Anglo-Saxon kingdom in England except Wessex.

From 871 to 899 CE, a man called Alfred (later Alfred the Great) was the King of Wessex. King Alfred fiercely resisted Viking attacks. By 878 CE, he had forced the Viking leader, Guthrum, to accept a truce – and to convert to Christianity. As part of the peace treaty the two men drew up, King Alfred agreed that the Danish Vikings could take an area in England as their own. This agreement and the area of land that came under it became known as the ***Danelaw*** – meaning "the area where the law of the Danes is enforced" (see Source 4). Over the next 100 years or so, Viking traditions, beliefs and language took hold in the former Anglo-Saxon community, influencing the history and society of England.

Danelaw an area in north-west England that the then King of Wessex, Alfred, gave to the Vikings in exchange for their stopping raids of the region

Viking raids continued, on and off, after King Alfred's rule. Instead of fighting the invaders, some English kings preferred to pay the Vikings to leave them in peace. In 991 CE, King Ethelred became the first English king to make these kinds of payments to the Vikings. They became known as *Danegeld* (meaning Danes' money). In 1007 CE alone, the English paid *Danegeld* of nearly 13,500 kilograms of silver. The payments put a crushing weight on the English economy.

In 1016, the council that appointed English kings asked the then King of Denmark, Cnut, to become England's king. King Cnut ruled England wisely until his death in 1035. His reign largely ended the era of Viking raids in England. They stopped altogether with William the Conqueror's victory at the Battle of Hastings in 1066.

Quiz me! Changes in other societies

Source: Oxford University Press

Source 4 The area of the *Danelaw*, 878 CE

I used to think, now I think

Reflect on your learning about the Vikings in Britain and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Check your learning 9.9

Check your learning 9.9

Review and understand

1 **Identify** when the first-ever recorded Viking attack on Britain took place.

2 In your own words, **define** "*Danelaw*".

3 What was *Danegeld*? **Describe** how it was supposed to help keep the English safe from Viking raids.

Apply and analyse

4 Use the information in Source 1 to **explain** how Vikings gained wealth by raiding.

5 **Analyse** Source 2 by answering the following questions:
   a Is it a primary or secondary source?
   b Who wrote this source and why do you think they wrote it?
   c What does this source tell you about how life changed for people in Britain before and after the Viking raids?
   d Can you identify any bias in this source? **Explain** your answer.

6 **Analyse** Source 3 by answering the following questions:
   a Is it a primary or secondary source?
   b Who wrote this source and why do you think they wrote it?
   c What does this source reveal about how some people felt about Viking attacks?
   d Can you identify any bias in this source? **Explain** your answer.

Evaluate and create

7 Imagine that you are a monk or villager living in Lindisfarne at the time of the Viking attack. Think about how this event might have changed your lifestyle. Write a paragraph, from your perspective, detailing how you felt and how you reacted.

8 Source 2 and Source 3 give us insight into perspectives of the people who were raided by the Vikings. As a class, **discuss** why it is important to look at different perspectives. For more information on perspectives, see Lesson 7.4 Using historical sources (page 232).

Lesson 9.10

Significant individual: Leif Ericson

Learning intentions and success criteria

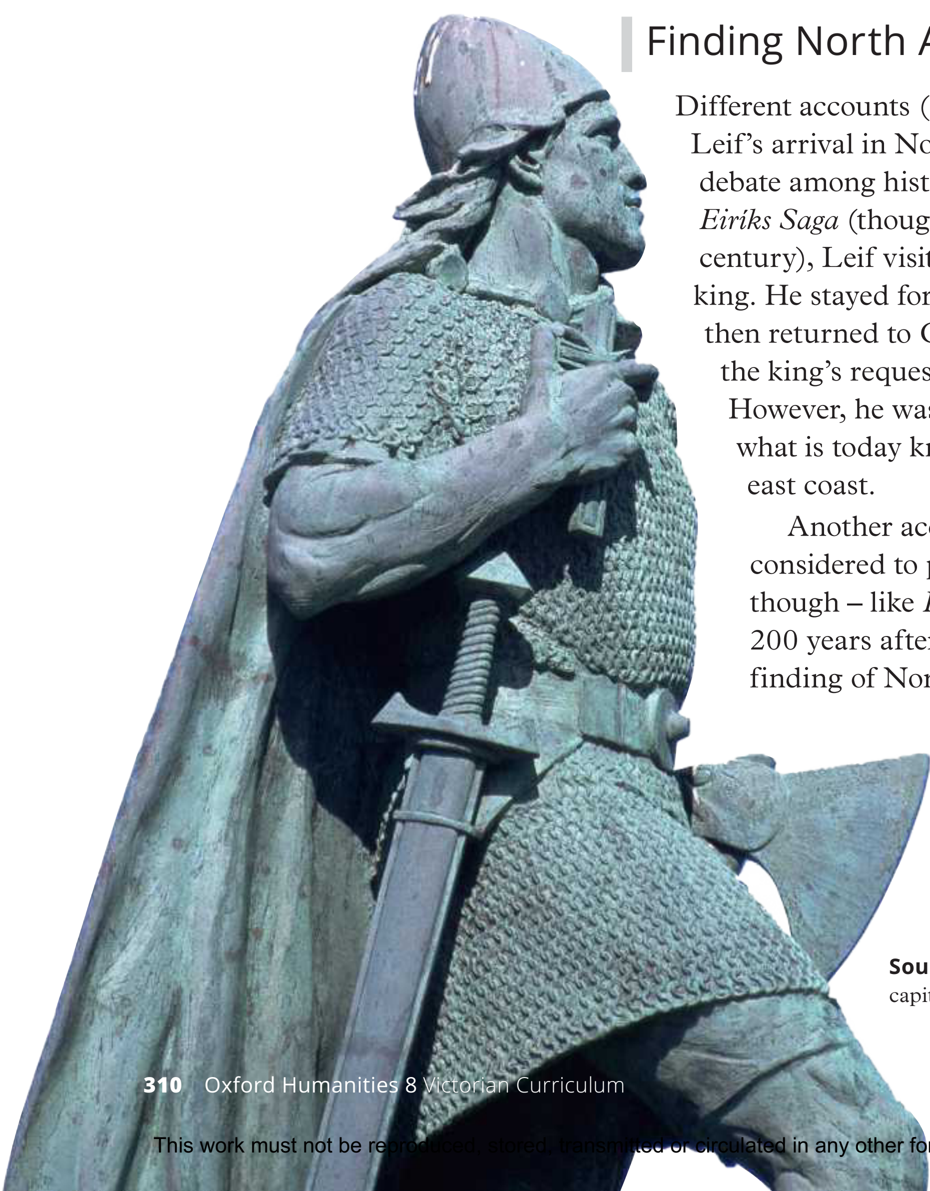
Introduction

The first European to arrive at the North American continent was a Viking by the name of Leif Ericson. In fact, Vikings were already living in North America 500 years before Christopher Columbus even came close to its shores.

Leif and his crew landed in what is now Canada. This significant event was recognised in 1964, when the US president declared 9 October as "Leif Ericson Day".

Leif's early life

Leif was the second son of the Viking Erik the Red; he was born in Iceland around 970 CE. In 982 CE, when Leif was about 12 years old, his father was banished from Iceland for killing a man. Erik and his family then set out in a boat with slaves and supplies, heading west. He called the land he arrived at Greenland. There he settled, later encouraging other Icelanders to join him.



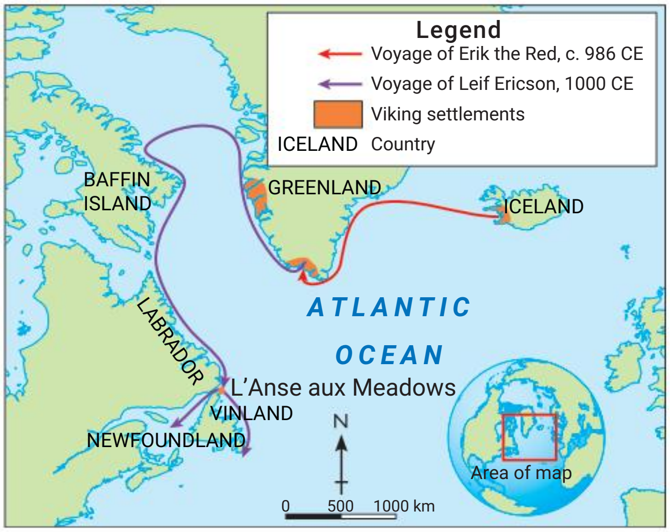
Finding North America

Different accounts (known as sagas) have been written about Leif's arrival in North America. As a result, there is some debate among historians as to how he arrived. According to *Eiríks Saga* (thought to have been written in the thirteenth century), Leif visited Norway in 999 CE with gifts for the king. He stayed for a year and converted to Christianity. He then returned to Greenland with the intention of carrying out the king's request to convert Greenlanders to Christianity. However, he was blown off course, ending up probably in what is today known as Newfoundland on the Canadian east coast.

Another account, *Groenlendinga Saga*, is generally considered to provide more reliable evidence, even though – like *Eiríks Saga* – it was written more than 200 years after the events occurred. It states that Leif's finding of North America was far from accidental. In 986 CE, Bjarni Herjólfsson, a Norwegian explorer, arrived in Greenland looking for his father (who had recently

Source 1 A statue of Leif Ericson in the capital of Iceland, Reykjavik emigrated from Iceland with Erik the Red). Along the way, Bjarni got lost. He reported to Leif that he had seen a wooded, hilly land to the west of Greenland, but it was more than a decade before Leif Ericson acted on this news.

Leif bought Bjarni's boat and, in around 1000 CE, set off with a crew of about 35 people to find the unknown land Bjarni had spoken of. One year later, after making two landings – first in a place he named Helluland (Flat Rock Land, thought to be on what is now Baffin Island) and second in a place he named Markland (Wood Land, believed to be on the Labrador coast) – he settled in a grassy place he called Vinland (Wine Land) (see Source 2 and Source 3. He and his crew built shelters and spent the winter there, before returning to Greenland.



Source: Oxford University Press

Source 2 The voyages of Erik the Red and his son Leif Ericson

Source 3 An artist's impression of Leif Ericson and his crew landing in Vinland in 1001 CE

Where Leif settled

Historians cannot say exactly where Leif Ericson's expedition landed in North America, but most agree it was probably somewhere on the east coast of Canada – possibly Newfoundland. In 1963, archaeologists discovered the remains of a Viking settlement in a place now called L'Anse aux Meadows in Newfoundland (see Source 4). Radiocarbon dating of charcoal found at the site indicates it was used in around 1000 CE.

Source 4 The heritage-listed site of L'Anse aux Meadows in Newfoundland, Canada, with its reconstructed dwellings

Later visits

After Leif returned to Greenland, his brother and other family members made trips to the settlement he had established. Leif never returned, though, dying in 1020 CE. The new Viking settlement remained for a few years but faced attack from the Indigenous peoples of North America. Eventually, these attacks forced the Vikings to abandon the settlement and return to Greenland.

Quiz me! Leif Ericson

Check your learning 9.10

Check your learning 9.10

Review and understand

1 **Describe** how and why Leif Ericson ended up in Greenland.
2 **Identify** what eventually forced the Vikings to abandon their settlement in North America.

Apply and analyse

3 How reliable are Viking sagas that were written over 200 years after the events took place? **Explain** your answer.

Evaluate and create

4 How do you think Leif's finding of North America affected the Viking society in Greenland? **Justify** (give reasons for) your opinion.
5 Use Source 3 and Source 4, together with Google Earth and images collected from the internet, to **create** a travel diary describing what Leif might have seen on his journey from Greenland to Vinland.
6 In pairs, **research** the life of Leif further. Construct a timeline plotting important events in his life, using data from *Groenlendinga Saga*.

9C Concepts & skills in context
The Viking legacy

Introduction

The Viking festival known as Yule dates back thousands of years, and was celebrated long before Christianity arrived in the Viking homelands. Yule was a winter celebration held for 12 days in December to celebrate the winter solstice (the shortest day and longest night of the year). During Yule, Vikings would sacrifice animals to honour the gods, feast, dance and decorate trees. They even gave presents.

If you have ever wondered where many Christmas traditions come from, Source 1, Source 2, Source 3 and Source 4 may help.

Source 1

> It was ancient custom that when sacrifice was to be made, all farmers were to come to the temple and bring along with them the food they needed while the feast lasted. At this feast all were to take part of the drinking of ale. Also all kinds of livestock were killed in connection with it … the meat of the animals was to be boiled and served as food at the banquet.
>
> A description of Yule celebrations by Snorri Sturluson, c. 1230, in *Heimskringla: History of the Kings of Norway*, trans. M Lee Hollander, University of Texas Press, 2007

Source 2 During Yule celebrations, Vikings would cut down a large tree and carve the trunk with special runes to honour the gods. They would burn the log over the 12 days of the Yule celebration. Today, in many countries around the world, families celebrate Christmas by eating a cake known as a yule log.

Source 4 The tradition of Christmas trees dates back to pre-Christian times. During Yule, Vikings decorated evergreen trees with pieces of food and clothes, small statues of the gods, and carved runes.

Source 3 A comparison of modern Christmas traditions and practices of Vikings

Christmas celebrations or Christian traditions	Yule celebrations or Viking traditions
Santa Claus rides a flying sleigh pulled by magic reindeer.	The Viking god Thor rode a flying chariot pulled by magic goats.
There are 12 days of Christmas.	Celebrations of Yule lasted for 12 days.
Christmas trees are decorated.	Vikings decorated evergreen trees with clothing, food and other ornaments.
Father Christmas (Santa Claus) brings gifts.	The Viking god Odin was thought to visit families in secret during winter and leave gifts.

Key concepts & skills Historical questions

Extracting information to answer research questions

Presenting a series of historical arguments in writing is an important skill for all historians. It is particularly useful when convincing others of your point of view.

When developing a written historical argument, follow the steps below.

- **Step 1:** Create a key question to guide your research. This is the question that you want to "answer" through research. For this exercise, your question might be something like: "How much have Viking practices influenced our Christmas traditions?"
- **Step 2:** Look closely at each source to find evidence. To do this, you might read your textbook, research online or visit the library.
- **Step 3:** Extract information from the sources. Be sure to find a good spread of information to avoid a biased (one-sided) historical argument. To help extract information from your sources, you could create a table like the one in Source 5.
- **Step 4:** Work out which sources agree with each other, and which do not. Do these sources give you a clear answer to your question, or are they at odds with each other?
- **Step 5:** Write your argument in one or more paragraphs, using the sources as evidence. You should explain why particular sources support your argument, and give reasons why the sources that disagree with you are not as important or valid. For more information on how to include evidence from sources in a written explanation, see 9B Skills & concepts in context Viking berserkers (page 301).
- **Step 6:** Acknowledge your sources by referencing them (see Lesson 7.2 Historical questions, page 227).

For more information on historical questions, see Lesson 7.2 Historical questions (page 227).

Source 5 An example of how to extract information from sources in order to develop a written argument.

Research question: How much have Viking practices influenced our Christmas traditions?				
	Source 1	Source 2	Source 3	Source 4
Links to our Christmas traditions today				
Does not link to our Christmas traditions today				

Practise the skill

1 Look closely at Source 1, Source 2, Source 3 and Source 4.

2 Using the steps outlined above, **create** your own research question about the Vikings and Christmas traditions. Extract the information from each source using a table like the one provided.

3 Write your own historical explanation in response to this prompt: "Many Christmas traditions today began with the Vikings."

Extend your understanding

1 **Discuss** with your classmates why you think Christians would have included so many non-Christian traditions in their celebrations of Christmas.

2 Now, imagine you are important members of the Catholic Church, trying to bring Christianity to the Vikings. Stage a debate about whether to include local customs in your Christmas celebrations, or whether to stay true to the religious story and ignore local non-Christian customs.

Review: The Vikings

Review activity

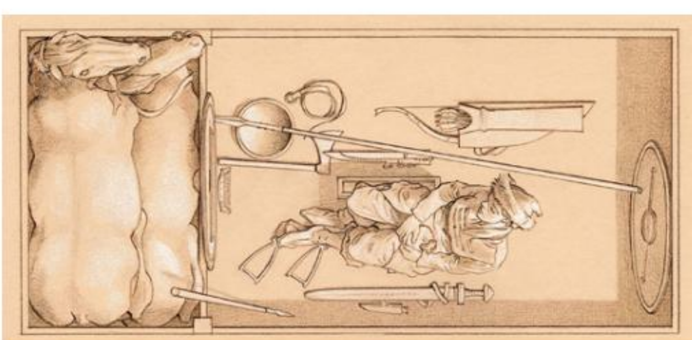
Read the following paragraphs and answer the questions below.

Did shield-maidens exist?

Viking mythology often included stories of shield-maidens (female warriors) (see Source 1). By contrast, there are few references to shield-maidens in artefacts, drawings and runes. As a result, historians have traditionally believed these stories to be myths.

In the 1870s, archaeologists excavated the gravesite of a Viking warrior they assumed was a man in Birka, Sweden (see Source 2). In the grave, they found a human skeleton, the skeletons of two horses, a sword, an axe, a shield, a bow with arrows, and a board game similar to chess. Historians believe the board game might indicate that the warrior was a general.

But in 2017, DNA testing found the body in the grave was a woman. Since then, historians have been debating the historical significance of this. Some historians believe the warrior is proof that shield-maidens not only existed but could also be generals. Some historians believe the warrior is probably the only woman among mainly male warriors, and others believe that there is too little evidence to make a conclusion.



Source 2 An artist's drawing of the burial chamber

Source 1 An artist's drawing of the shield-maiden

1 **Identify** where the archaeologists found the warrior's grave. (1 mark)
2 **Identify** three items that would indicate that it was a warrior's grave. (3 marks)
3 **Explain** why historians would have previously thought it was a male person's grave. (3 marks)
4 Using your knowledge of the Vikings, **explain** the significance of the two horses in the grave. (3 marks)
5 Write a paragraph evaluating the historical significance of this gravesite. In your paragraph, address the following points:
   – Why is this gravesite historically significant? (2 marks)
   – What might different historians conclude about which Vikings could be warriors? (3 marks)
   – What might the DNA testing conducted in 2017 mean for future (and previous) discoveries of Viking warrior gravesites? (5 marks)

(Total: 20 marks)

Module checklist: The Vikings

Module review quiz: The Vikings

Module 10

Medieval Europe

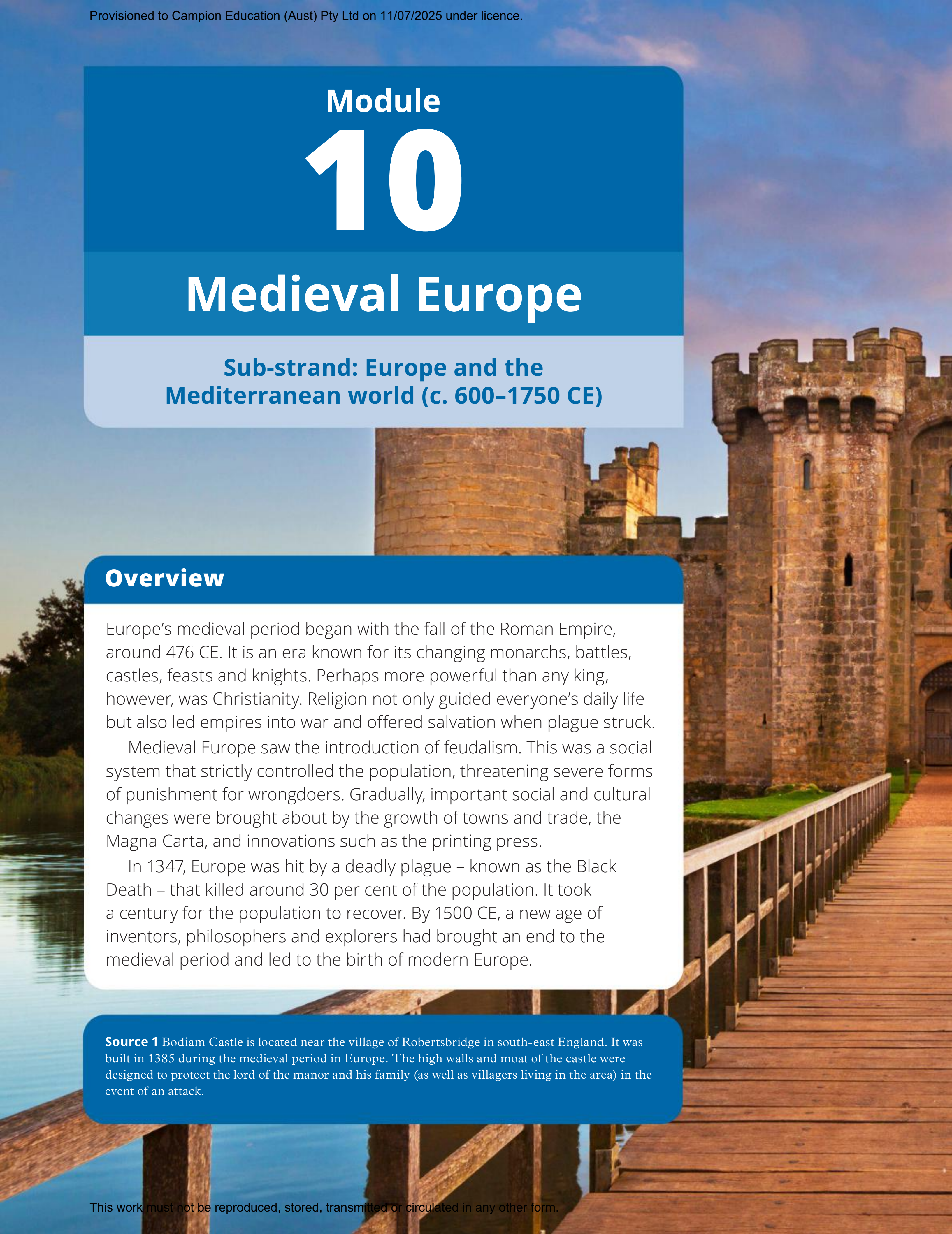
Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

Overview

Europe's medieval period began with the fall of the Roman Empire, around 476 CE. It is an era known for its changing monarchs, battles, castles, feasts and knights. Perhaps more powerful than any king, however, was Christianity. Religion not only guided everyone's daily life but also led empires into war and offered salvation when plague struck.

Medieval Europe saw the introduction of feudalism. This was a social system that strictly controlled the population, threatening severe forms of punishment for wrongdoers. Gradually, important social and cultural changes were brought about by the growth of towns and trade, the Magna Carta, and innovations such as the printing press.

In 1347, Europe was hit by a deadly plague – known as the Black Death – that killed around 30 per cent of the population. It took a century for the population to recover. By 1500 CE, a new age of inventors, philosophers and explorers had brought an end to the medieval period and led to the birth of modern Europe.



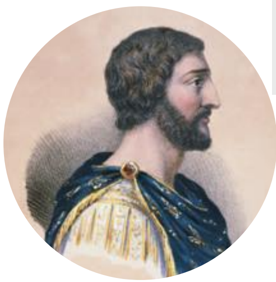
Source 1 Bodiam Castle is located near the village of Robertsbridge in south-east England. It was built in 1385 during the medieval period in Europe. The high walls and moat of the castle were designed to protect the lord of the manor and his family (as well as villagers living in the area) in the event of an attack.

Lessons in this module

Lesson 10.1
Medieval Europe: A timeline

Learning intentions and success criteria

Introduction



An artist's impression of Charlemagne, Holy Roman Emperor

A scene from the Bayeux Tapestry depicting Norman cavalry troops disembarking for their battle with Saxon forces at Hastings in England

476
The Roman Empire in Western Europe collapses. The medieval period begins.

800
Charlemagne, King of the Franks, is crowned Holy Roman Emperor.

813
Charlemagne dies.

1042
Edward the Confessor becomes King of England.

1050
A militant Islamic group, the Seljuk Turks, takes control of Jerusalem.

1066
Edward the Confessor dies. Harold Godwinson declares himself king. William of Normandy invades England, defeats King Harold at the Battle of Hastings, and is crowned King William I of England.

1096
The First Crusade begins – this is the first of eight wars to be fought between Christians and Muslims over the next 175 years.

1154
Henry II becomes King of England.

Source 1 A timeline of some key events and developments in the history of medieval Europe

Sequence this! Events in medieval Europe

Check your learning 10.1

Check your learning 10.1

Review and understand

1 **Identify** the year in which the Battle of Hastings took place, and who fought in it.

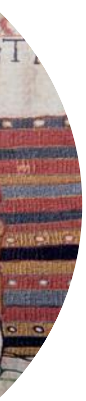
2 What were the Crusades? In what year did they begin?

Apply and analyse

3 What is the Magna Carta? Suggest why it is still important today.

Evaluate and create

4 In pairs or small groups, **research** the Crusades. Use the questions below to guide your research.
   a How many Crusades were there in total?
   b What was the aim of the First Crusade?
   c Using the information you have gathered, create your own timeline of the Crusades. Include an image to represent each one.



An illustration from the Toggenburg Bible (c. 1411) of victim of a plague known as the Black Death

1200 **1300** **1400** **1500 CE**

1187
Muslim forces again capture Jerusalem, providing a motive for the Third Crusade.

1215
The Magna Carta – the first-ever document outlining the rights of the English people – is drawn up. King John is forced to give it his royal seal.

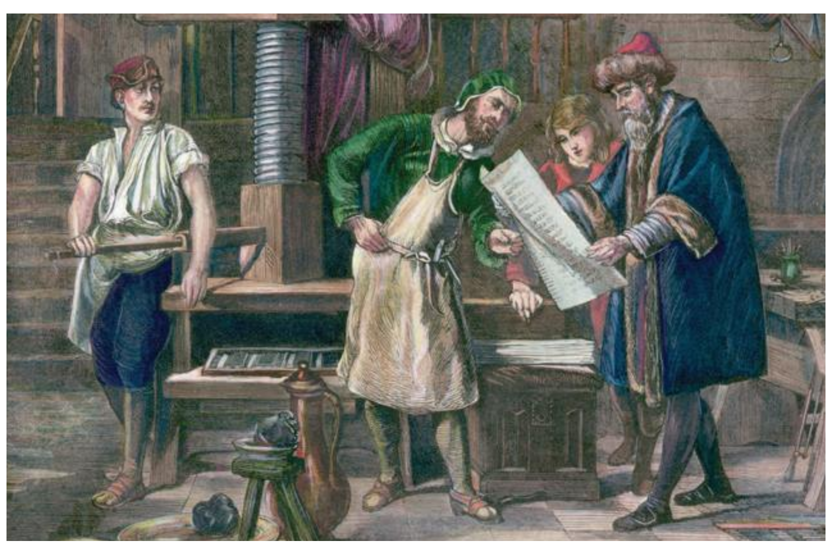
1315
The Great Famine begins. It lasts for two years and kills millions of people across Europe.

1337
The Hundred Years War between England and France begins.

1347
A deadly virus breaks out in Sicily and quickly spreads across Europe, killing between 50 and 90 per cent of those who catch it. The pandemic becomes known as the Black Death.

1381
The Peasants' Revolt takes place in England – peasants revolt against strict rules imposed on wage rises and working conditions, following the severe labour shortages caused by the Black Death.

c. 1450
Johannes Gutenberg invents the printing press in Germany.



An artist's impression of Gutenberg's printing press

Lesson 10.2
Feudalism in medieval Europe

Learning intentions and success criteria

Introduction

Europe's medieval period lasted for about 1,000 years, beginning almost immediately after the collapse of the Roman Empire in Western Europe in 476 CE. This was a time of great change over a vast area – it ranged from the Viking homelands in the north to the Mediterranean Sea in the south, and from the Atlantic coast in the west to the borders of Russia and the peoples of the east (see Source 1). During the medieval period, the borders and rulers of European societies changed countless times, as people competed for territory and power.

lords wealthy nobles under the system of feudalism

vassal a person who offered his loyalty and service to a lord in return for his protection and the granting of land

feudalism a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord (in Japan, a *daimyo*) gave a fief (parcel of land) to a person (called a vassal) in exchange for service and loyalty

Source 1 A map of medieval Europe in 1360 (taken from a 1911 atlas of historical maps)

Source 2 A medieval artist's impression of peasants harvesting grapes and tending grapevines on a feudal manor (a large country house, with land). In the foreground, the lord of the manor is inspecting their work.

The origins of feudalism

Without the Roman army to enforce laws, society largely broke down. Between 476 and 800 CE, barbarian raids from aggressive groups – such as the Huns, Visigoths and Vandals – were common (see Source 1 in Lesson 8.1 The birth of the modern world in Europe, page 255). Over time, the term "Dark Ages" was often used to refer to this period of constant warfare.

People had to find new ways to protect and provide for themselves. As a result, they moved onto lands owned by wealthy and powerful **lords**, where they could be protected by the lord's private army and take shelter in his castle during attacks. As payment to their lord, these people, called **vassals**, worked the land for him and tended his animals (see Source 2).

This was the beginning of **feudalism** – a social system based on rights and obligations around land ownership. Feudalism shaped medieval Europe for hundreds of years.

Source 3 The Domesday Book is now held in the UK National Archives.

Key concepts & skills Using historical sources

The Domesday Book

This precious book, containing 832 pages, was created in 1086 under the reign of William the Conqueror (see Source 3). Similar to a **census** today, it recorded the landowners, property and population in medieval England, so it is a valuable source of evidence. Historians believe this book had two main purposes: to help the new ruler understand who owned which parts of the land, and to assess the kingdom's wealth. This was particularly important so that William could work out how to tax the population. Bishop Robert of Hereford noted in 1086: "he sent his men … into every shire and had them find out … what dues [taxes] he ought to have in twelve months … nor indeed one ox or cow nor one pig was there left out".

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

The term "Domesday" comes from the word "doom" in medieval England, meaning "law". Historians believe that "Domesday" is a reference to "Doomsday", or "Judgment Day", as the book granted William the power to assert his final decision, or "judgment".

In total, the Domesday Book recorded 30,000 manors, 13,000 villages, 50 castles and 16,000 **knights**.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

knights warriors in medieval Europe

Quiz me! Feudalism in medieval Europe

Check your learning 10.2

Check your learning 10.2

Review and understand

1 In your own words, **define** the term "Dark Ages".
2 Why did feudalism emerge after the fall of the Roman Empire in Europe?

Apply and analyse

3 **Examine** Source 2. How has the artist depicted the lord to appear the most powerful person in the image?
4 **Explain** how the Domesday Book gave William the Conqueror more power.
5 **Compare** the map in Source 1 to a modern-day map of Europe (there is one in the back of the Student Book). How are they similar (continuity) and how are they different (change)? Remember, when you compare two things, you must talk about how they are similar and how they are different. Similarities are an example of continuity, while differences are an example of change.

Lesson 10.3
Key social groups in medieval society

Learning intentions and success criteria

Introduction

Feudalism was a way of organising a society through a hierarchy. A hierarchy is a social structure that organises people with the most important group on top and others ranked beneath. In a feudal society, everyone from the king to the poorest peasant had certain rights (things they could expect), and responsibilities (work they had to perform in return).

The feudal hierarchy was made up of mutual (two-way) relationships between lords (people higher up in the hierarchy) and vassals (people lower down in the hierarchy). For example, a king (lord) had an obligation to the nobles directly below him (his vassals). He provided them with land to live on (known as a fief). In return, each noble promised to obey the king and provide military support when needed.

In a feudal system, a person could not change their social position. If a person was born as a peasant, they died as a peasant. Peasants could not become nobles, no matter how hard they worked or how intelligent they were.

Quiz me! Key social groups in medieval society

Check your learning 10.3

Check your learning 10.3

Review and understand

1 What is a fief?

2 **Describe** the relationship between a vassal and a lord.

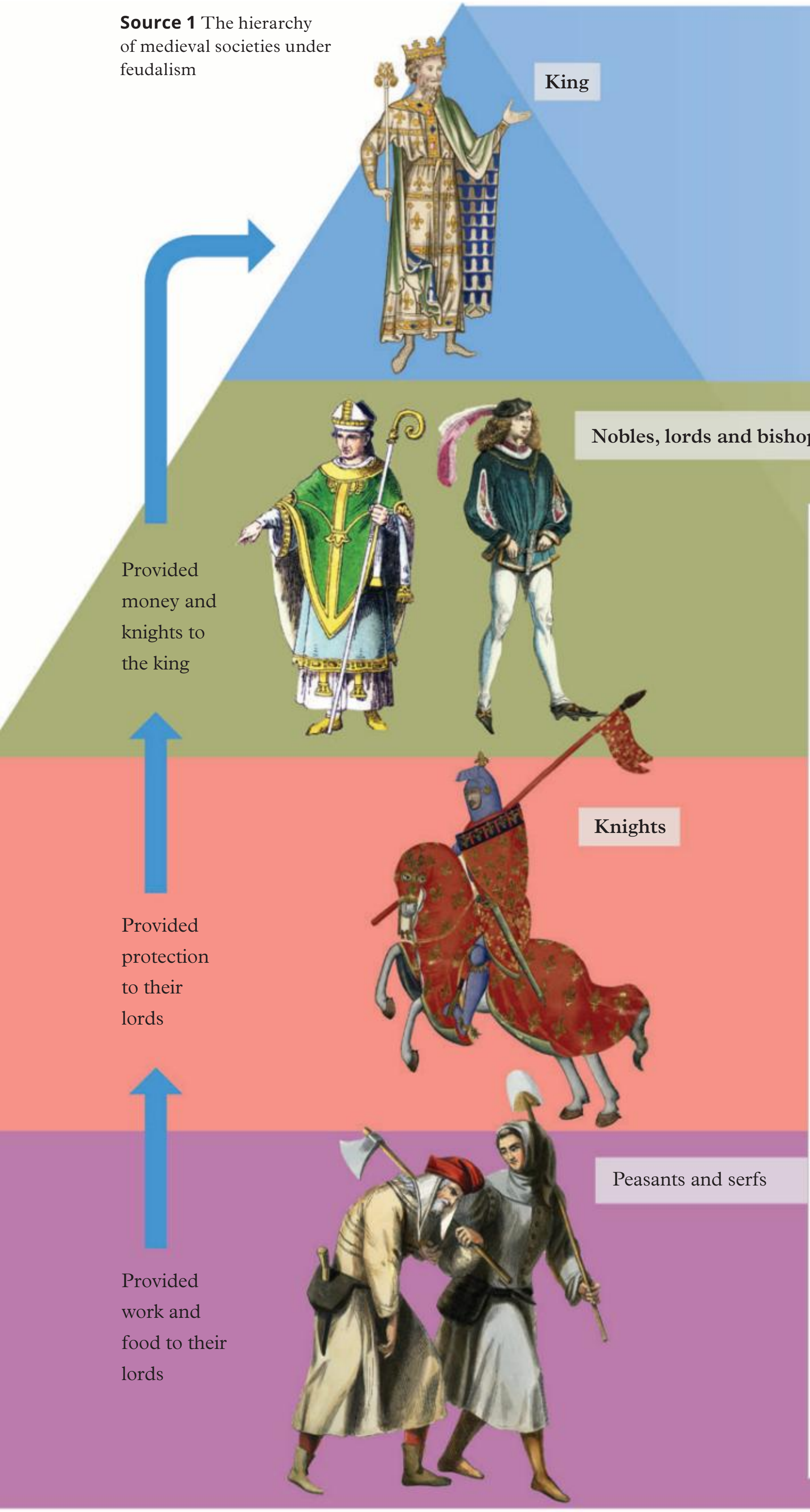
Apply and analyse

3 What is a hierarchy? Do we have hierarchies of any kind in Australia today? **Explain** your answer.

4 Suggest how a medieval ruler's position might have been strengthened by giving fiefs to those who provided loyalty and support.

5 **Distinguish between** the main responsibilities of each group shown in Source 1. What are the differences between each group?

Source 1 The hierarchy of medieval societies under feudalism



- The **King** owned all the land. He kept 25 per cent and granted 75 per cent to his vassals. He administered the country, directed wards and fended off challengers to the throne. He enjoyed wealth and privileges, such as banquets and balls.
- **Nobles** inherited their family titles. They made up less than 1 per cent of the population. They were granted 75 per cent of the land belonging to the king. They lived in large manors or castles on a fief. Every fief had a church with many Christian workers, such as friars, monks and nuns.
- **Lords** ruled over all business matters, and collected taxes from peasants.
- **Bishops** also collected taxes, but did not pay taxes to the king. They became very wealthy.
- **Knights** were a small social group who protected their lords and would fight for the king when required. Most were the sons of nobles. They provided security within the fief, and received income (food and supplies) from the peasants. Knighthood could be earned through official training, starting as a page (a servant of a knight) at the age of seven. At 14, they received a sacred sword from the bishop and became a squire. As a squire, they fulfilled honourable duties for their knight. If they proved their bravery, they became a knight at 21.
- **Peasants** and **serfs** were the labourers and farmers, producing all the food, supplies and services. They made up over 90 per cent of feudal society. They were heavily taxed and paid rent to those above them. Their lives were hard, with little rest or comfort. They worked long hours on the fields with simple tools, such as sickles. Peasants had a few political rights and some owned land. Serfs had no political rights and did not own any land.

Lesson 10.4
The feudal manor

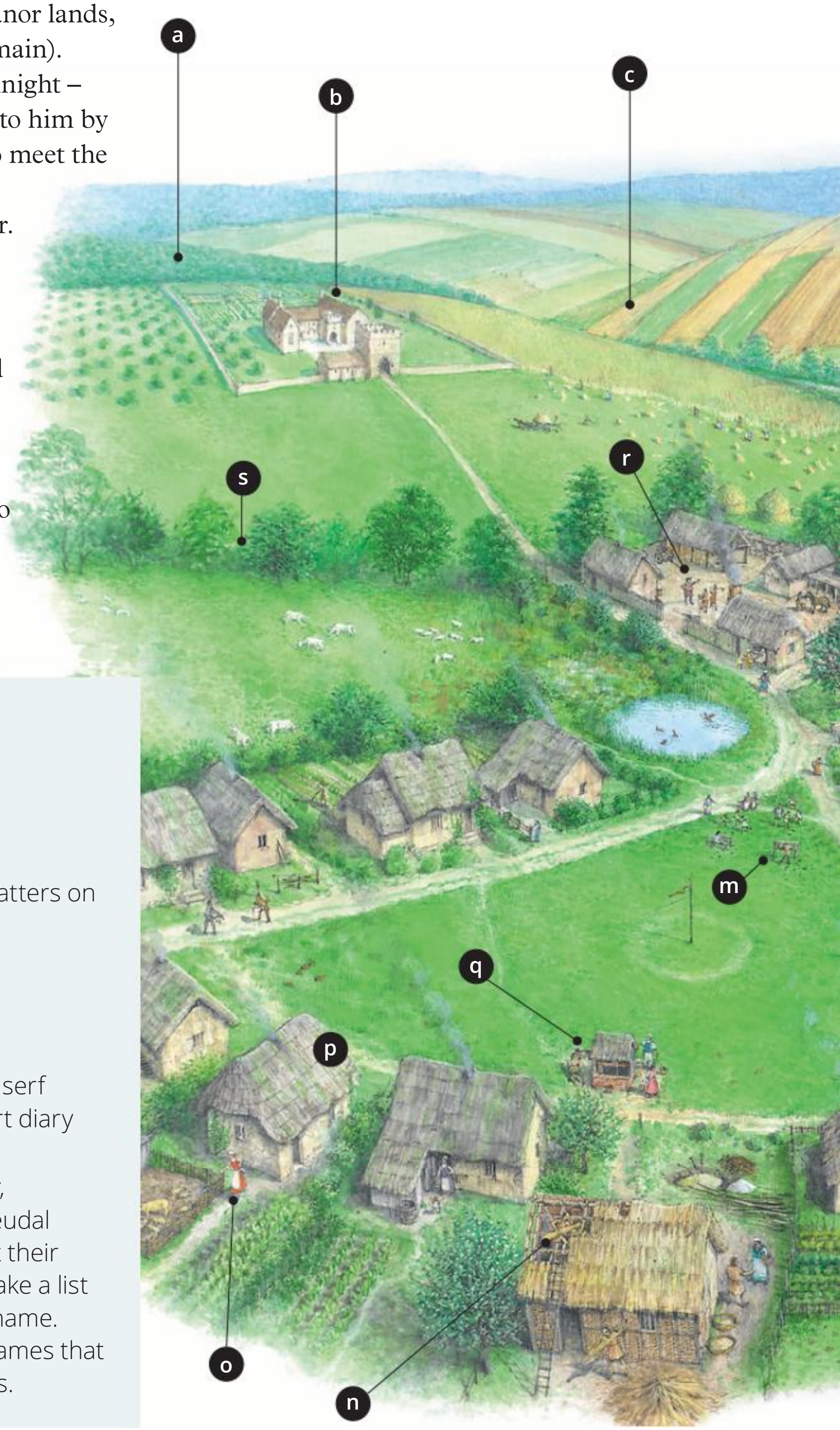
Learning intentions and success criteria

Introduction

Under feudalism in Europe, land that did not belong to the ruler or the Church was mostly divided into manor lands, called *demesnes* (meaning the lord's land, or domain). Each of these estates was owned by a noble or knight – the manor and its lands would have been given to him by his own lord, as a fief. Serfs farmed the lands to meet the lords' needs. Serfs were peasants who lived and worked on land; they had to obey the landowner.

The lord of a manor provided serfs on his estate with a place to live and the means to survive, and they provided him with their labour. Serfs also paid taxes (a portion of what they produced on the land they farmed) and a tithe. A tithe was a tax paid to support the Church. It was a tenth of the money a person earned, or of the goods they produced. Most serfs were not free to leave the manor lands and had to have the lord's permission to do many everyday tasks.

Source 1 A modern artist's impression of a typical feudal manor and its lands



Check your learning 10.4

Check your learning 10.4

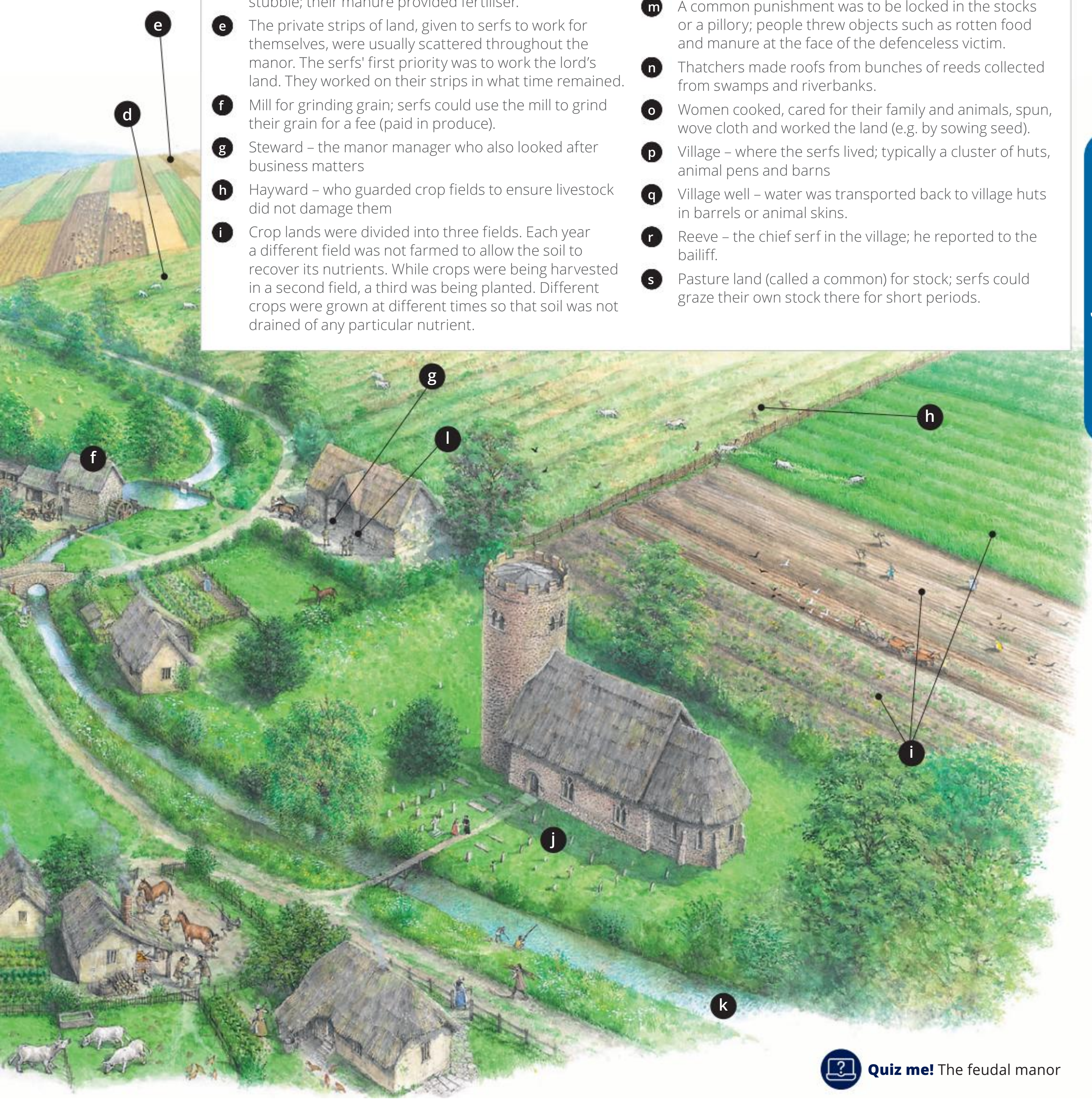
Review and understand

1. **Identify** who was responsible for business matters on the manor.
2. **Describe** how crops were rotated in the field.
3. In your own words, **define** a "common".

Evaluate and create

4. Examine Source 1 carefully. Imagine you are a serf living on medieval manor lands. **Create** a short diary entry describing a typical day in your life.
5. Many family names, such as Hayward or Miller, originated from daily jobs conducted during feudal times, as people were often identified by what their role was on the manor. Study Source 1 and make a list of any jobs that may now be used as a family name. Using the internet, **research** more possible names that may have come from roles on the manor lands.

- **a** Forests – where the lord and his vassals hunted for game (e.g. deer and boars); gamekeepers patrolled the forests to ensure that manor peasants did not hunt there.
- **b** Fortified manor house (or castle), where the lord and his family lived
- **c** Serfs harvested crops by hand. Threshers would then beat harvested crops to free the grains (such as wheat).
- **d** After a harvest, stock were allowed to graze on a field's stubble; their manure provided fertiliser.
- **e** The private strips of land, given to serfs to work for themselves, were usually scattered throughout the manor. The serfs' first priority was to work the lord's land. They worked on their strips in what time remained.
- **f** Mill for grinding grain; serfs could use the mill to grind their grain for a fee (paid in produce).
- **g** Steward – the manor manager who also looked after business matters
- **h** Hayward – who guarded crop fields to ensure livestock did not damage them
- **i** Crop lands were divided into three fields. Each year a different field was not farmed to allow the soil to recover its nutrients. While crops were being harvested in a second field, a third was being planted. Different crops were grown at different times so that soil was not drained of any particular nutrient.
- **j** Village church and grounds, where religious services, marriages, funerals, school tuition and local markets were held
- **k** River – supplying fish; its waters were also used for cooking, washing and waste disposal.
- **l** Bailiff – a peasant farmer who owned a small tract of land; he collected and organised taxes, looked after manor repairs and helped the steward.
- **m** A common punishment was to be locked in the stocks or a pillory; people threw objects such as rotten food and manure at the face of the defenceless victim.
- **n** Thatchers made roofs from bunches of reeds collected from swamps and riverbanks.
- **o** Women cooked, cared for their family and animals, spun, wove cloth and worked the land (e.g. by sowing seed).
- **p** Village – where the serfs lived; typically a cluster of huts, animal pens and barns
- **q** Village well – water was transported back to village huts in barrels or animal skins.
- **r** Reeve – the chief serf in the village; he reported to the bailiff.
- **s** Pasture land (called a common) for stock; serfs could graze their own stock there for short periods.



Quiz me! The feudal manor

Lesson 10.5
Daily life in medieval Europe

Learning intentions and success criteria

Introduction

In medieval Europe, the lives of the wealthy and the poor were very different. These differences reflected the social group of which people were members, and could be seen in aspects such as food, entertainment, fashion and hygiene. In some instances, laws enforced these differences.

Food

The rich ate a range of meats, fish, fruit, soft cheese, eggs, vegetables, sauces, soups, salads, white bread, pies and tarts, and ornate sweet dishes called subtleties. With their food, they drank ale, wine or mead (a brew made from honey and water).

minstrels medieval singers and musicians who typically wandered around the countryside performing at events (often as part of a small group)

jesters medieval comedians who joked and "played the fool" at occasions such as banquets and fairs; they typically wore a multi-pronged floppy hat with bells on it

Source 1

At six o'clock the king rises and asks what there is for breakfast. "Sire, a fat chicken and chops." "It would be easy to poach me some eggs in meat juice." The king supervises the preparations, eats four chops, the fat chicken, six eggs in meat juice and a slice of ham and drinks a bottle and a half of champagne; he dresses, sets out to hunt and returns with an incredible appetite.

Extract outlining the feasting of King Louis XVI of France – who reigned from 1774 until 1792, when France was still living under a feudal society – from Leonard W. Cowie, *The French Revolution: Documents and Debates*, Red Globe Press, 1987, pp. 6–7

Banquets were held on important religious feast days and for special events. Important people (such as members of the lord's family) sat at a higher table than other diners. Feasts often lasted for hours. In between the many courses, diners were entertained by acrobats, **minstrels** and **jesters**.

The poor ate a simpler and less varied diet than the rich. It included stews, grainy bread, vegetables and fruit (when available), milk, hard cheese, porridge made from oats or barley, and perhaps some nuts from the forests. Most peasants ate their main meal for the day while working in the fields. They ate very little meat, as they were often too poor to own and raise animals. Hunting for game (wild animals) in the lord's forests was forbidden. Instead, the poor hunted for rabbits and birds in the fields.

Source 2 A fifteenth-century illustration of a rich man's feast

Entertainment

Generally, hobbies were a privilege for the nobility. For men, activities such as hunting, falconry (training falcons to attack small animals) and playing chess were enjoyed.

Source 3 This painting by Pieter Brueghel the Elder, *Children's Games* (c. 1560), shows a wide range of games played by children in medieval Europe.

Hunts were typically conducted in the woods and forests surrounding feudal manors. Entertainment for women might include embroidery, stitching tapestries or listening to musical performances.

The poor did not have many opportunities for entertainment, but during special feasts, such as at harvest time, there might be dancing, dice throwing, ball games and wrestling. Many of the games played by medieval children, such as hopscotch and hide-and-seek, are still played today (see Source 3).

Fashion

The clothes of the wealthy were usually custom-made by tailors using silk, satin or velvet. Women typically wore long, trailing garments with elaborate sleeves and ornate headwear, such as veils. Wealthy men commonly wore tunics, stockings, decorated cloaks and fancy hats. Only royalty could wear gold and silver materials and purple silk.

The clothes of the poor were, by contrast, drab and dull in colour. They were crudely made from coarse cloth, which was woven by peasant women from hand-spun wool or linen.

Source 4 An artist's impression of a range of garments worn by people in eleventh-century England. The top panel shows the types of clothing worn by common people and soldiers, while the bottom panel shows clothing typically worn by the rich, including the king.

See, think, wonder

Look at Source 5.

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

Wool was a major part of the economy in medieval England, as all manors farmed sheep. It was the job of a man called a fuller to stamp on wool and pound it in a trough of urine all day, in order to soften and whiten the wool so that it could be woven into clothes.

Source 5 An artist's impression of a wealthy medieval man enjoying a "stew"

Hygiene

Only the wealthy could afford the luxury of a long, hot bath. This was called a "stew" (see Source 5). Scented oils, rose petals or herbs, such as rosemary and spearmint, were added to the water.

For the poor, personal hygiene was very basic. Peasants washed in a dish of cold water. Wood was a scarce and valuable resource for the poor, so it was not wasted on heating water for washing.

Quiz me! Daly life in medieval Europe

Check your learning 10.5

Check your learning 10.5

Review and understand

1 **Describe** one way in which an eleventh-century noblewoman might "advertise" that she was wealthy by the way she dressed.

2 What did "having a stew" mean in medieval times? What social group might engage in this activity? Why?

Apply and analyse

3 Answer these questions.
  a **Distinguish between** the diets of the rich and poor by writing a short paragraph on the differences between them.
  b Which diet do you think was healthier? Give reasons for your opinion.

4 With a partner, **examine** Source 3 and **identify** as many medieval games and activities as you can. Create a table and sort the activities into those you recognise and those that seem strange to you.

5 Answer these questions.
  a Read Source 1 and **summarise** the king's perspective.
  b What do you think the perspective of the peasant class would be towards this king? **Explain** your answer.

Evaluate and create

6 Refer to Source 4 and conduct some further **research** on the internet in order to design two separate outfits:
  – one for a peasant man or peasant woman in medieval England
  – one for a nobleman or noblewoman in medieval England.

Sketch and colour your finished garments, ensuring that they follow the established rules and laws of medieval England (in terms of colours, materials and styles).

Lesson 10.6
Housing for the rich and poor

Introduction

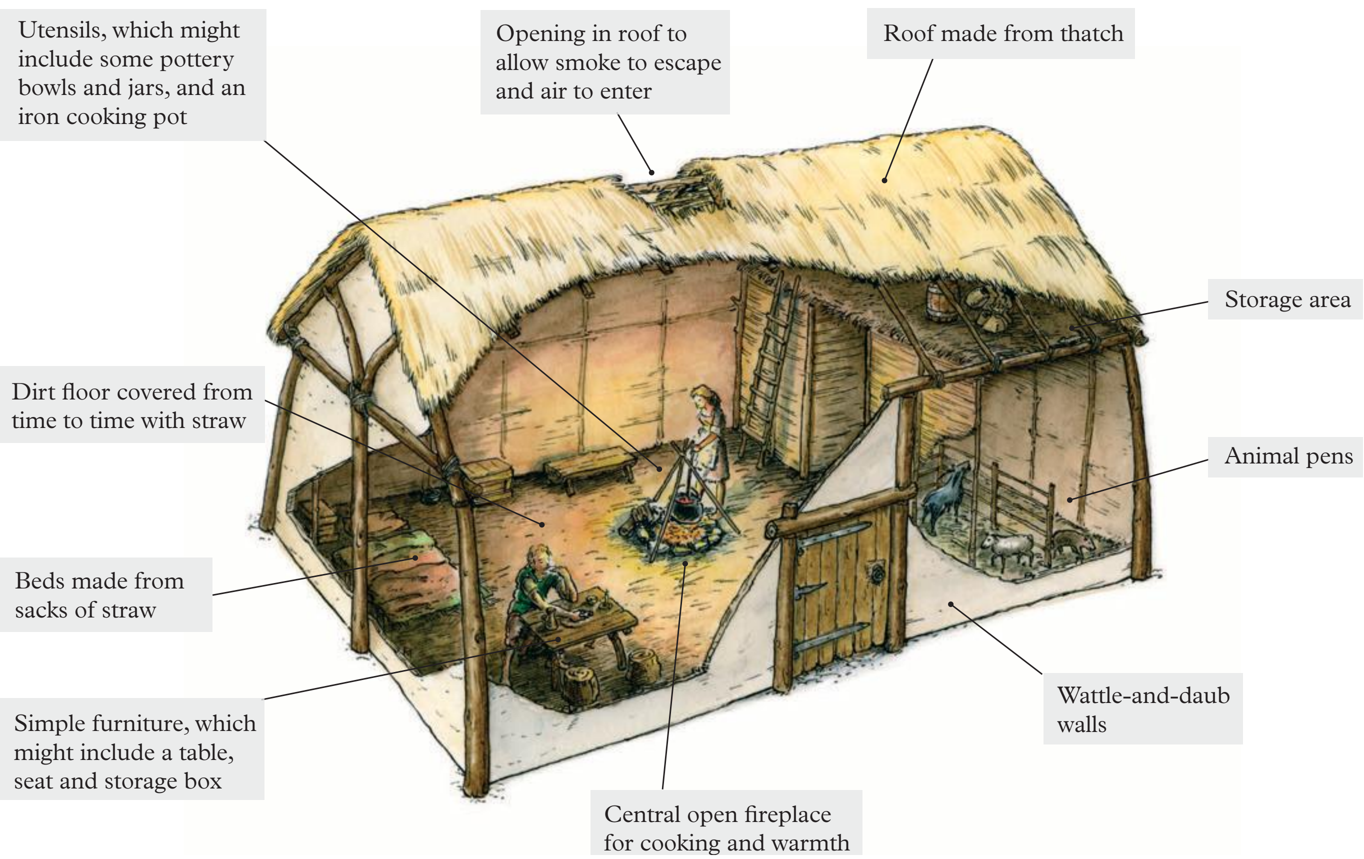
In addition to food, entertainment, fashion and hygiene, there were also significant differences between the living conditions for the rich and the poor.

Learning intentions and success criteria

Living conditions for the poor

Living conditions for the poor were not comfortable. Peasant farmers often lived in a one- or two-roomed hut, shared with domestic animals, such as chickens and pigs (see Source 1). This was often one of a number of similar huts on manor lands (see Source 1 in Lesson 10.4 The feudal manor, page 324). These huts were usually dirty, sooty, smelly and dark. Walls were mostly a mixture of mud, manure and sticks (called "wattle and daub") and were sometimes painted white with lime. Roofs were made from thatch (straw). Windows were narrow openings that could be boarded up in winter. The toilet was a hole in the ground outside.

Peasants who worked as servants in manor houses and castles lived in more secure and pleasant surroundings; however, their daily lives were hard like those of other peasants, with few personal comforts.



Source 1 An artist's impression of a medieval peasant's hut

History

Living conditions for the rich

When not fighting wars, the wealthy led mostly comfortable lives, often in manor houses and castles (see Source 1 in Lesson 10.7 The medieval castle, page 332). The Church also had great wealth, and certain members lived very comfortably, despite their vow of poverty.

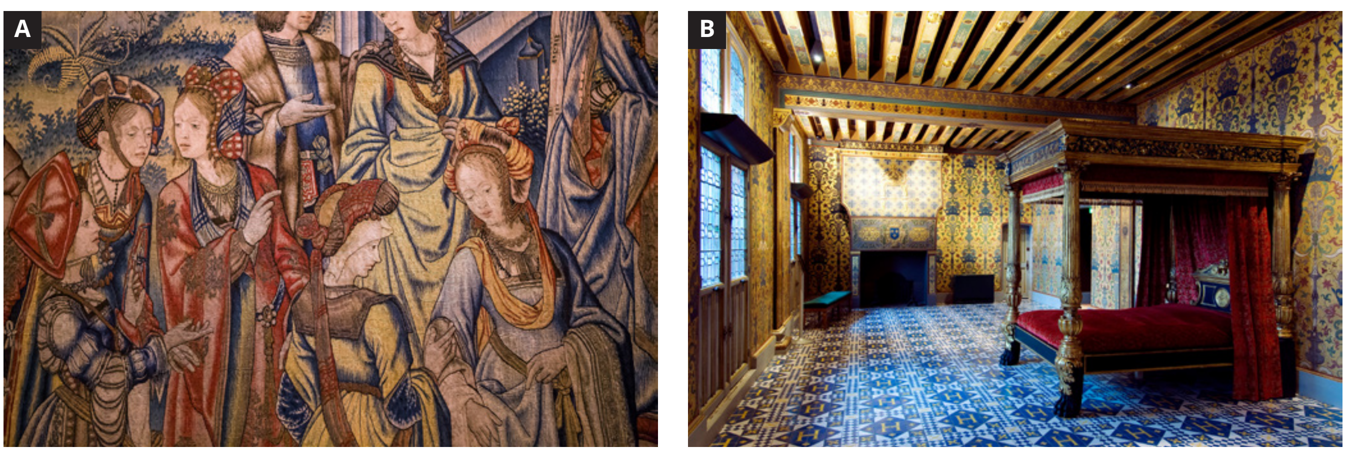
The noble family would wash in tubs (often with the help of servants) and dress (see Source 2). They would also visit the garderobe (a medieval toilet), which was a small, cold room with a seat that opened directly onto a stinking pit or **moat** below. A chamber pot kept in the bedroom was typically used for toilet visits during the night. Strips of torn fabric were used as toilet paper.

Source 2 A replica of a noble's medieval bathroom

moat a wide band of water surrounding a built structure such as a castle; it provided some protection in the event of attack

tournament a public event held in medieval Europe, similar to a fair or carnival; tournaments featured organised battles and a series of jousts between knights on horseback

After breakfast, the lord and lady would usually visit their private chapel. The lord's tasks for a day might then include making decisions about the manor, receiving rents, presiding over a manor court of law and planning to visit another castle he owned. At night, there might be a feast for an important guest (perhaps the king) or to celebrate something special, such as the end of a **tournament** (see Lesson 10.13 Developments in military and defence systems, page 355).



Source 3 The restored bedroom of the sixteenth-century French King Henri III in the Château de Blois in France. (A) Tapestries covered up draughty cracks in the stone walls of castles. (B) Often, the beds of the wealthy had blankets, sheets, feather pillows, fur covers and linen curtains.

Source 4 This modern-day re-enactment of a medieval tournament shows two knights on horseback, jousting.

Key concepts & skills Historical significance

Evidence in oral histories

Nursery rhymes, common phrases and sayings have been passed down through generations of storytelling. Historians call this "oral history". Oral histories are hard to date back to a specific time, place or event because they do not come from written evidence. Because of this, their origins are contestable (questionable).

Historians believe many kings and queens are represented in nursery rhymes. Humpty Dumpty, for example, is believed to represent King Richard III (see 10B Concepts & skills in context King Richard III, page 346), who died in battle in 1485 after falling from his horse. Events such as the Black Death and military attacks have been connected to "Ring a Ring o' Roses" and "London Bridge is Falling Down", but without more primary evidence, their origins continue to be debated.

Some examples of phrases historians believe may have originated from living conditions during the medieval period in Europe include:

- "dirt poor" – referring to the dirt floor of peasants' huts
- "raining cats and dogs" – referring to the theory that cats and dogs would rest on the thatched roofs of peasants' huts for warmth, but fall off when it rained and became slippery
- "upper crust" – referring to the fact that peasants were given the burnt bottom half of the loaf, while the wealthy enjoyed the well-cooked upper crust.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).

Source 5 A bronze statue of Humpty Dumpty in Coral Springs, Florida

Quiz me! Housing for the rich and poor

Check your learning 10.6

Check your learning 10.6

Review and understand

1 **Describe** a typical day for a lord in medieval Europe.

Apply and analyse

2 Suggest why there was a high risk of fires in medieval towns.

3 **Compare**Source 1 and Source 3. What are the similarities and what are the differences?

Evaluate and create

4 **Research** the history of two or three nursery rhymes or phrases, and outline the suggested theories as to their origin. For each rhyme or phrase:

– **investigate** any factual event, person, or place mentioned in each theory

– **explain** your own opinion as to how likely the origin of this rhyme or phrase is present your findings as a report or poster, including images.

Remember to include references to show where you found your information.

Lesson 10.7
The medieval castle

Learning intentions and success criteria

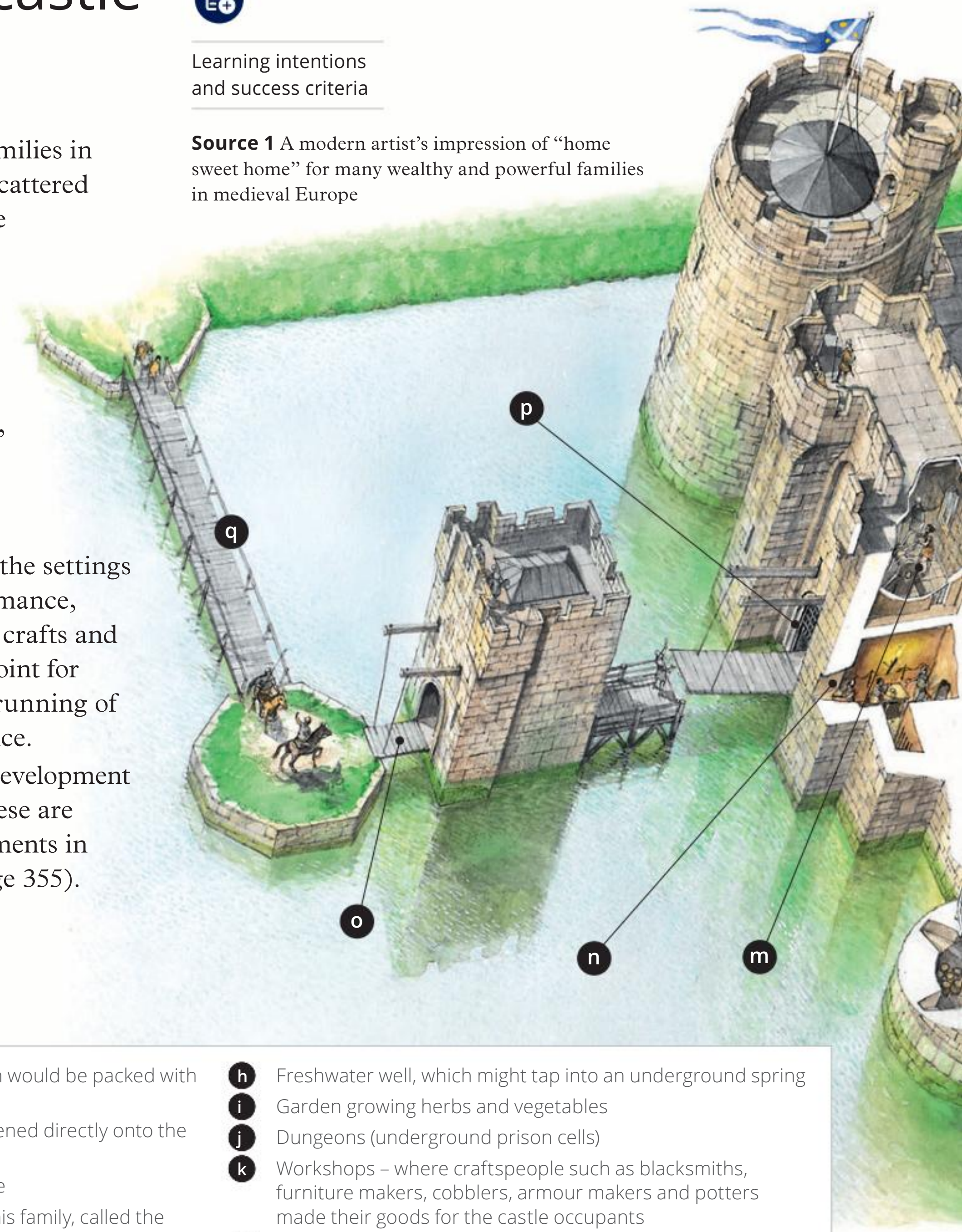
Introduction

The richest and most powerful families in medieval Europe lived in castles scattered across the countryside. Within the castle walls lived not just the extended family, but a whole community able to serve all the needs of the family (see Source 1). A typical day in the castle began when the sun rose. By then, servants were already preparing meals and had lit the fires in the kitchen and great hall.

In times of peace, castles were the settings for feasts, workshops, markets, romance, raising and entertaining children, crafts and music. They were also the focal point for military training, the day-to-day running of the realm, and administering justice.

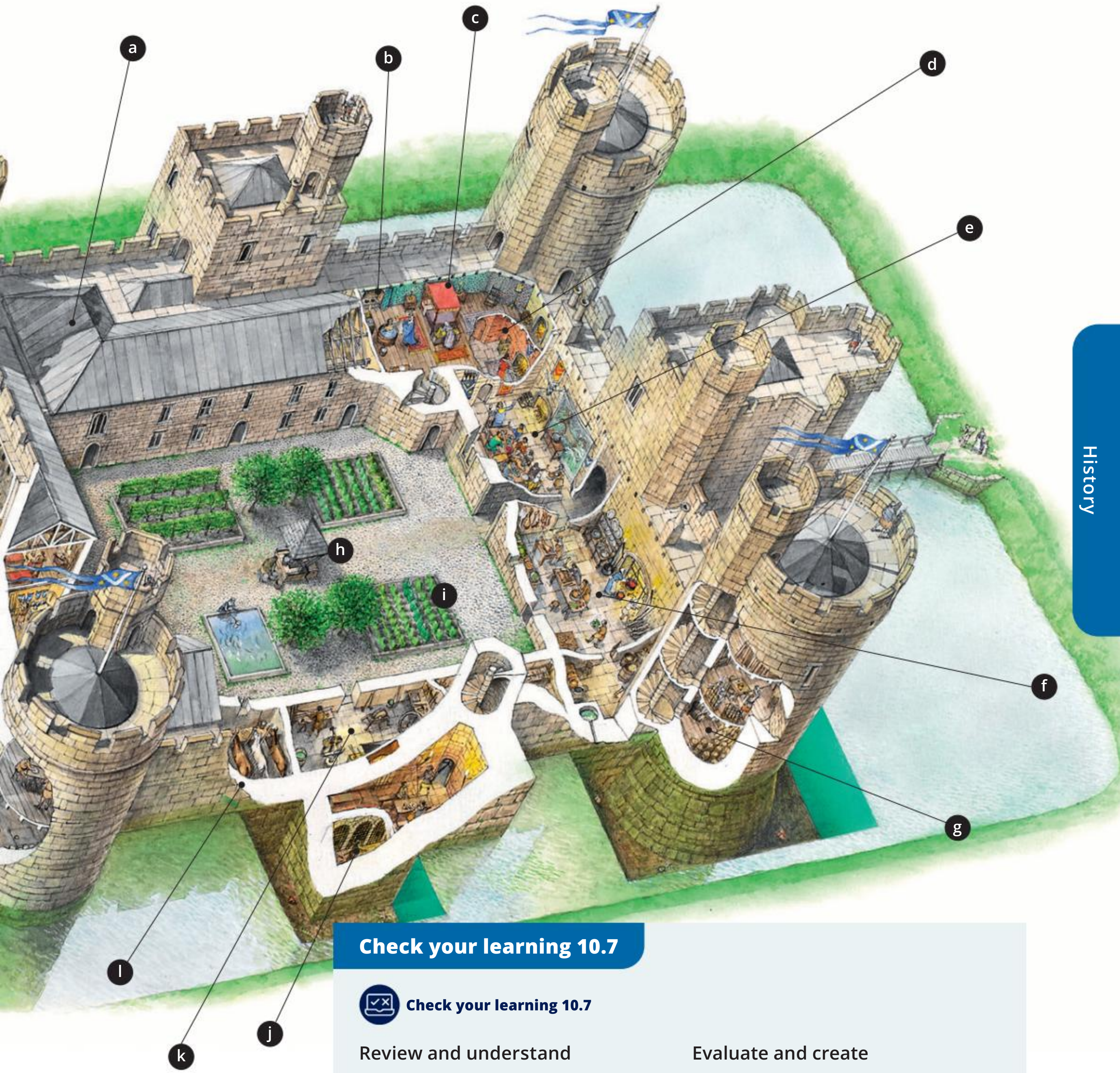
The medieval period saw the development of some distinct castle designs; these are covered in Lesson 10.13 Developments in military and defence systems (page 355).

Quiz me! The medieval castle



Source 1 A modern artist's impression of "home sweet home" for many wealthy and powerful families in medieval Europe

- **a** Garrison – where soldiers lived, which would be packed with soldiers in times of war
- **b** Garderobe (toilet) with a seat that opened directly onto the moat below
- **c** Main bedroom of the lord and his wife
- **d** The private quarters of the lord and his family, called the solar; this was a little like a family room or lounge. It was often next to the great hall.
- **e** The great hall, with its often straw-lined floor, served many purposes. It was a banquet hall, a court, a place to receive visitors, and a meeting place. In the early days of castles, it was also a bedroom for the lord and his family.
- **f** In the kitchen, cauldrons (big iron pots) hung over open fires and spits; sometimes a cauldron might contain a number of different dishes, each packed separately. The scullery, where dishes and pots were washed, was often outside.
- **g** The basement room of a castle tower would be used as a cool room to store food (e.g. salted meat and bags of grain), wine and equipment under the surface of the moat.
- **h** Freshwater well, which might tap into an underground spring
- **i** Garden growing herbs and vegetables
- **j** Dungeons (underground prison cells)
- **k** Workshops – where craftspeople such as blacksmiths, furniture makers, cobblers, armour makers and potters made their goods for the castle occupants
- **l** Stables
- **m** Men worked pulleys to lower the drawbridge and raise the portcullis.
- **n** The castle gate and gatehouse – a fortified structure built over the gateway – were always guarded
- **o** Drawbridge – could be raised for security reasons
- **p** Portcullis (gate)
- **q** Access bridge – anyone wanting to enter the castle would be visible to the guards for quite some time before they reached the gate.



Check your learning 10.7

Check your learning 10.7

Review and understand

1 In your own words, **define** the following terms: garderobe, solar, garrison, portcullis, cauldron, scullery, spit and dungeon.

2 List some of the typical activities and events that took place in medieval castles.

Evaluate and create

3 Work with a partner to **create** a short role-play about a typical day in the life of one of the following:
- a wealthy family member living in a castle
- a servant working in the castle; for example, as a cook, stable boy or gardener.

10A Concepts & skills in context

The achievements of medieval women

Introduction

In medieval Europe, both noble and peasant women were expected to work in the family home until they were married. After marriage, they had to run their husband's household and raise children. Typically, they received very little education and had few rights. Every woman was required to obey her father or husband in all matters and was not able to make decisions for herself.

Despite these challenges and restrictions, some women in medieval Europe became very influential and their stories live on to this day.

Eleanor of Aquitaine (1122–1204)

Eleanor was born in France in 1122. She was the daughter of the Duke of Aquitaine and heir to his land. When her father died, however, the land became the property of Louis VI, the French king. When she was 15, Eleanor married the king's son. He later became King Louis VII, and Eleanor became Queen of France. She took part in the Second Crusade (Holy War) alongside her husband, taking 300 women with her to fight and help care for the wounded.

Eleanor was unhappy with Louis, and the marriage was annulled (declared non-existent) in 1152. In 1154 she married the Duke of Normandy, who later became King Henry II of England.

Eleanor supported her sons when they revolted against Henry in 1173, and she was imprisoned for 16 years. When Henry died in 1189 she was released, and helped rule England with – and for – her eldest son, King Richard I, known as Richard the Lionheart.

Source 1 An artist's impression of Eleanor of Aquitaine knighting a soldier

Joan of Arc (1412–1431)

Source 2 A nineteenth-century artist's impression of Joan of Arc

Joan of Arc was born in 1412 in a small French village called Domrémy. As the daughter of a peasant farmer, she received no education apart from the lessons of the Church. When she was 13, Joan believed she began to see visions and hear the voices of saints. The voices told her that she would help the French defeat the English – who sought to put an Englishman on the French throne – and so secure the coronation of Charles VII, who was then crown prince of France.

Aged 18, Joan travelled in men's clothing to see Charles. Her faith inspired many nobles and common people. She helped lead the French to victory, and in 1429 Charles was crowned King Charles VII of France.

Less than a year later, Joan was captured and imprisoned by the English. Wanting to discredit the new French king, they accused her of heresy (that is, of doing something in serious conflict with the teachings of the Church). Because she refused to confess that she did not hear the voices of saints she was burned at the stake in 1431.

Christine de Pizan (1363–c. 1430)

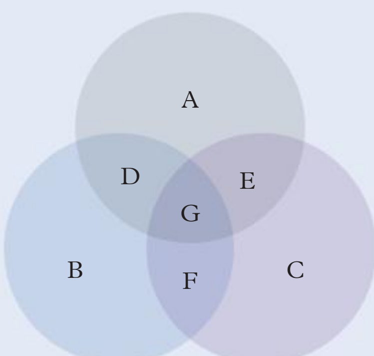
Christine de Pizan was born in Venice in 1363. Her father was Tomasso de Pizzano, a respected physician who made sure she received a good education. She grew up at the court of King Charles V of France.

At 14, Christine married Etienne du Castel, a court secretary, and they had three children. Her husband died in 1389. By this time, her father and King Charles were also dead, and Christine decided to support her family by writing. Over the next 50 years, she wrote many poems, essays and books. As well as entertaining stories and love poems, she wrote serious works about the place of women in society, defending women against those who dismissed them as ignorant and worthless.

Key concepts & skills Historical significance

Using Venn diagrams to compare information from a range of sources

Venn diagrams are simple diagrammatic tools that help you organise your thinking. They can help you to quickly identify the similarities and differences between two or more things. These 'things' can be anything – people, events, political systems and so on. Venn diagrams are a useful tool to compare information you have gathered from a range of sources.



Source 3 A Venn diagram comparing three things

To complete a Venn diagram comparing three things, like the one in Source 3, follow the steps below.

- **Step 1:** Think about how each of the three things you are comparing are different. Record these individual features in the non-overlapping sections (A, B and C).
- **Step 2:** Then think about how two of the things are similar or share common features. Write any features that are common to A and B in section D, features common to A and C in section E, and features common to B and C in section F.
- **Step 3:** Finally, think about the features that all three things have in common. Record these common features in section G.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).

Practise the skill

1 **Construct** a large Venn diagram – like the one in Source 3 – and arrange features from the written information and visual sources about the three women discussed in this rich task to show what they had in common and what was different about them. Consider the following topics:
   – family connections
   – education
   – type and extent of influence.

Extend your understanding

1 Consider the place of women in Australian society today. Create a table to compare the ways in which women's social positions are similar to and different from the social positions of women in medieval Europe. **Investigate** the following areas using the internet:
   – home life
   – legal rights
   – family
   – work and roles performed
   – access to education.
2 Which do you think is the most effective way to compare information: Venn diagrams or tables? **Explain** your answer.

Lesson 10.8
A period of great change

Learning intentions and success criteria

Introduction

The medieval period in Europe was a time of great change. New groups of people moved across the region and settled in different places; new ideas and beliefs spread throughout the population; and important events such as wars, famines and plagues brought about changes at all levels of society.

Throughout this period, new empires, kingdoms and rulers were also established. Some of these are outlined in Source 1.

The Franks (eighth and ninth centuries CE)

- dominated Western Europe (modern-day France, Belgium and Germany)
- commanded a powerful military force
- had a close relationship with the Catholic Church
- brought stability to the region by uniting many tribal groups under Christianity to form the Holy Roman Empire
- were most powerful under Charles I (742–814 CE), also known as Charlemagne (pictured; and see Lesson 10.9 Significant individual: Charlemagne, page 338).

The Vikings (ninth and tenth centuries CE)

- raided coastal settlements and monasteries in England, Ireland, Scotland and France in the ninth century CE
- came to control large areas of medieval Europe over time, setting up their own kingdoms (such as the ***Danelaw*** in England)
- under the leadership of Viking leader Hrolf (pictured) defeated the Frankish king, Charles the Simple (a descendant of Charlemagne), in 911 CE. Hrolf forced Charles to pay a fief of a region of western France. This area became known as Normandy. In return for this land, Hrolf promised to stop raiding and convert to Christianity.

Danelaw an area in north-west England that the then King of Wessex, Alfred, gave to the Vikings in exchange for their stopping raids of the region

The Normans (tenth and eleventh centuries CE)

- adopted and advanced some of the political and cultural practices of the Franks
- made further conquests in Europe and established a kingdom in southern Italy by the eleventh century BCE
- had long-standing interests in England. For example, Emma of Normandy (the sister of Richard II, Duke of Normandy) had married the English King Ethelred II. Their son, Edward the Confessor (pictured), became King of England in 1042. During his reign, many Normans became involved in English politics. From 1066, the Normans ruled England, ending the **Anglo-Saxon** period.

Anglo-Saxon a Germanic people who settled in Britain in the 400s CE; they drove the local Celtic people to the land's extremities

Source 1 Empires, kingdoms and rulers in medieval Europe

Battle of Hastings

When Edward the Confessor died without an heir in 1066, a number of people believed they had the right to rule England. One contender was Harold Godwinson, the powerful Earl of Wessex, who had himself crowned king that year. Harold claimed that Edward had promised him the throne on his deathbed.

Edward's cousin William, Duke of Normandy, was another contender for the throne. He also claimed that Edward had promised him the throne on his deathbed. Later that year, he invaded England to take the throne for himself. William's army defeated Harold's army at the Battle of Hastings.

The Battle of Hastings is one of the most significant battles in medieval Europe. It took place at Hastings in the south of England on 14 October 1066. The forces of Harold, the newly crowned King of England, and William, Duke of Normandy, fought for the English throne. Harold was killed when he was shot in the eye with an arrow. William – who became known as William the Conqueror – was then crowned King William I of England. This marked an end to Anglo-Saxon rule and the start of Norman rule in England. Norman rule changed England forever. There were changes to the government, the Church, language and everyday life.

From 1066, William and his Norman nobles began imposing their rule on the English. Many of the former Anglo-Saxon nobility fled to Denmark, Scotland and Wales. William claimed their lands, giving some to the Church and some as fiefs to his loyal followers and knights as a reward.

The Normans built castles in their new kingdom to protect their territory and enforce their rule. They also introduced the system of feudalism, which was already common across mainland Europe.

Quiz me! A period of great change

Source 2 A scene from the Bayeux Tapestry (an embroidery retelling of the Battle of Hastings, made in around 1080) showing the mounted soldiers of William, Duke of Normandy, attacking the Saxon foot soldiers of King Harold

Check your learning 10.8

Check your learning 10.8

Review and understand

1 **Identify** one significant achievement of the Franks.
2 Who was Hrolf? Why was he an important leader?

Apply and analyse

3 **Explain** why this period in medieval Europe was a time of great political change. Use specific examples from this lesson to support your answer.
4 **Summarise** why Harold Godwinson and William of Normandy both believed they were legitimate contenders for the English throne in 1066.
5 **Analyse** the significance of the Battle of Hastings using the 5Rs of historical significance (see Lesson 7.7 Historical significance, page 247).

Evaluate and create

6 The Bayeux Tapestry is a rich source of information about the Battle of Hastings. Collect images of the tapestry from the internet, and use them to **construct** a flow chart showing the major events in the Norman invasion of England (including the Battle of Hastings). (Hint: Most websites that show the full tapestry will provide commentary about what is happening in each panel.)

Lesson 10.9

Significant individual: Charlemagne

Learning intentions and success criteria

Introduction

Charles I (742–814 CE), King of the Franks – more commonly known as Charlemagne (meaning Charles the Great) – was one of the most important kings in medieval Europe. He was part of the noble Carolingian Dynasty. Charlemagne and his brother Carloman both took the throne of the Frankish kingdom when their father, Pepin the Short, died in 768. After Carloman's death in 771, Charlemagne ruled in his own right.

Charlemagne was active in overseeing his kingdom and regularly travelled around it. He also set up a network of messengers to report back to him on what was happening. Under his rule, his kingdom rose to dominate Western Europe (see Source 1).

Europe, c. 800 CE

Source: Oxford University Press

Source 1 This map shows the extent of the Frankish Empire under Charlemagne, c. 800 CE, when it was at its largest.

Leadership qualities

Over the course of his lifetime, Charlemagne fought many wars, and his victories expanded the territory under his control. He was helped by the armies of his supporters. Charlemagne had given many of these men grants of land, which encouraged their ongoing loyalty and support.

Charlemagne was also a leading thinker, introducing many political and social reforms. To encourage education, he set up a number of schools for nobles and peasants alike. Many of the cultural and artistic traditions of the Greek and Roman Empires were brought back to life during Charlemagne's rule. As a result, this period is often referred to as the "Carolingian Renaissance" (from the French term meaning "rebirth"). Charlemagne's leadership encouraged many new developments in literature, architecture and the arts.

Charlemagne becomes an emperor

Charlemagne held a close relationship with the Catholic Church. In 799 CE, he came to the aid of Pope Leo III.

The Pope, accused of adultery, had fled Rome. His accusers had threatened to gouge out his eyes and cut out his tongue. Charlemagne escorted the Pope back to Rome and forced his reinstatement.

The Pope was understandably grateful to Charlemagne. On Christmas Day in 800, he crowned Charlemagne Emperor of the Romans. This endorsement strengthened both the Church and the empire. Rulers who followed Charlemagne were referred to as Holy Roman Emperors.

In late 813, Charlemagne crowned his son, Louis the Pious, co-emperor. Shortly afterwards, on 28 January 814, Charlemagne died. He had ruled for 47 years.

Key concepts & skills Using historical sources

Analysing perspectives on Charlemagne

Understanding perspectives gives insight into what a person values or prioritises in their life.

Look closely at Source 2. The annotations will help you interpret this source. What do you think this source says about perspectives on Charlemagne?

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Practise the skill

Complete the key skill worksheet.

Key skill worksheet: Analysing sources (Perspectives on Charlemagne)

Source 2 An artist's impression of Charlemagne, who is pictured with children

- **a** Charlemagne's position in this painting is front and centre. He draws our attention and is positioned as the most important person in the image.
- **b** The background scenery – with high walls, statues and windows – indicates an important event.
- **c** Charlemagne's upright posture and dress show his regal status, especially the gold trimmings on his clothing.
- **d** The placement of Charlemagne's hands on these children suggests a gentle, fatherly quality.
- **e** Other people in the image are standing behind him. They have also been painted as being smaller than him. This one is bowing in respect.

Quiz me! Charlemagne

Check your learning 10.9

Check your learning 10.9

Review and understand

1 Study Source 1. Using a world map, such as the one at the back of the Student Book, **identify** which modern European countries were originally ruled by Charlemagne.

Apply and analyse

2 **Explain** how giving grants of land to his closest supporters benefited Charlemagne.

3 Suggest why the Pope decided to crown Charlemagne Emperor of the Romans.

Evaluate and create

4 **Discuss** three reasons why you think Charlemagne deserves to be considered a significant individual. Structure your answer in order of most important to least important.

Lesson 10.10
The spread of Christianity

Introduction

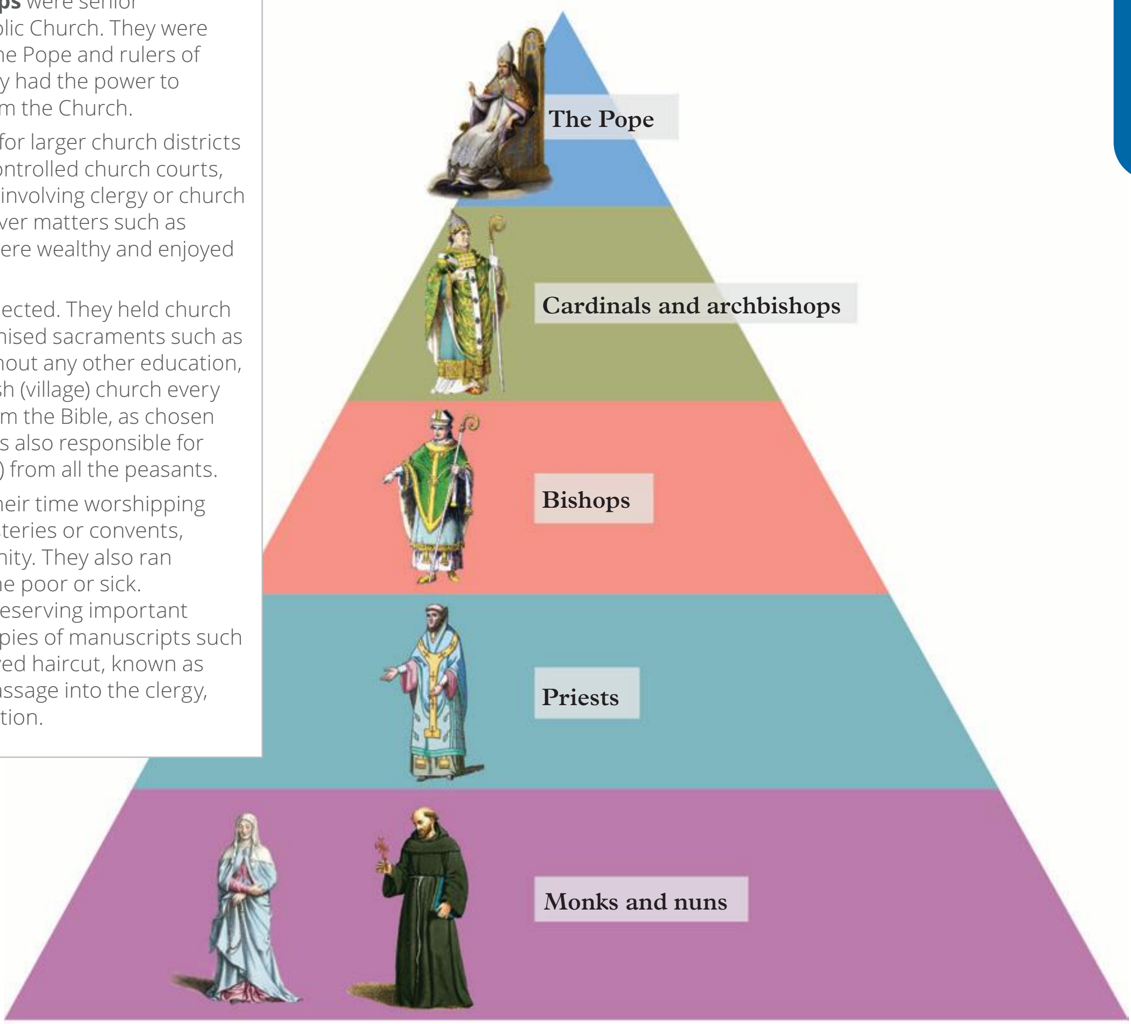
Christianity became a very powerful and wealthy force during medieval Europe. The Catholic Church (now referred to as the Roman Catholic Church) showed its dominance over many aspects of life, including the arts, medicine, education, architecture and even in wars.

This powerful institution was headed by the Pope, who in many respects had more power than any ruler in medieval Europe. He was supported by a hierarchy of **clergy** (see Source 1). The clergy organised and advised society at all levels. Similar to feudalism, a person's rank within the clergy was determined by their family.

Learning intentions and success criteria

clergy the priests or ministers of a religion, especially the Christian Church

- **The Pope** was seen as God's representative on Earth. In medieval times, he had enormous religious and political authority – even influencing kings, who were hesitant to do anything that would upset him.
- **Cardinals and archbishops** were senior administrators of the Catholic Church. They were very wealthy and advised the Pope and rulers of how to run the empire. They had the power to excommunicate people from the Church.
- **Bishops** were responsible for larger church districts known as dioceses. They controlled church courts, ruling as judges over cases involving clergy or church property. They also ruled over matters such as marriages and wills. They were wealthy and enjoyed a high social status.
- **Priests** were very well respected. They held church services or mass, and organised sacraments such as baptism and marriage. Without any other education, people attended their parish (village) church every Sunday to learn lessons from the Bible, as chosen by the priest. The priest was also responsible for collecting a tithe (a 10% tax) from all the peasants.
- **Monks and nuns** spent their time worshipping Christ. They lived in monasteries or convents, separate from the community. They also ran schools and took care of the poor or sick. They managed libraries, preserving important documents and making copies of manuscripts such as the Bible. A monk's shaved haircut, known as a "tonsure", was a rite of passage into the clergy, showing humility and devotion.



Source 1 The hierarchy within the Catholic Church in medieval Europe

History

Source 2 *Hell*, an illustration created by Herrad of Landsberg in 1180. The work has a border of rocks as hell was believed to be located under the Earth.

Source 3 An artist's impression of Christian pilgrims travelling to a shrine at Canterbury Cathedral in England

Christianity's influence over daily life

In a feudal society, people's lives typically revolved around the activities of the village or town church. Christians followed the guidance of the Catholic Church from birth to death, and attended **mass** every Sunday. They learnt from childhood how the Church expected them to behave and what they should believe. Obeying the Church's teachings helped to preserve the social order in medieval Europe, as it brought unity and stability. The Church also established religious festivals and holy days within the calendar for people to set aside to worship or honour saints.

Heaven and hell

During medieval times, it was believed that a person's level of faith and devotion would impact their time both on Earth and in the afterlife. The act of paying penance, usually by a gift of money or food, was frequently required for a person to be forgiven for their sins. Following the rules of the Church would grant a person salvation (entry into heaven). The desire to enter heaven and the terrible fear of hell were strong motivations for people in medieval times to obey church rules.

Any Christian who did not follow the rules could be **excommunicated** by a bishop or the Pope. Being expelled from the Church was a terrifying punishment, as it meant a person could no longer attend church or receive sacraments (sacred rituals). Most importantly, it meant their soul was doomed to live in hell for eternity. Highly decorated illuminated manuscripts (see Lesson 10.11 Cultural developments in medieval Europe (page 348)) and illustrations portrayed in great detail the endless punishment and torture a sinner would experience in hell (see Source 2).

Holy pilgrimages

mass an act of worship in the Catholic Church

excommunicated being cut off from the Church community (including participation in communion and confession); a religious punishment

As Christianity spread across Western Europe, people of all social classes began to journey towards places of religious importance (such as shrines and burial sites). These journeys, known as pilgrimages, were designed to prove Christians' loyal devotion to God (see Source 3). Each region of Europe had its own sites popular with pilgrims; however, the most sacred pilgrimage site for all Christians was the city of Jerusalem, in the Holy Land.

The Holy Land had been held by Muslim Arabs since 637 CE, but Christian pilgrims had been allowed to travel there freely. This changed in 1050, when a group known as the Seljuk Turks, who had recently converted to Islam, took control of Jerusalem. They began harassing pilgrims and refusing them entry to the city. These events led to the start of a series of religious wars known as the Crusades.

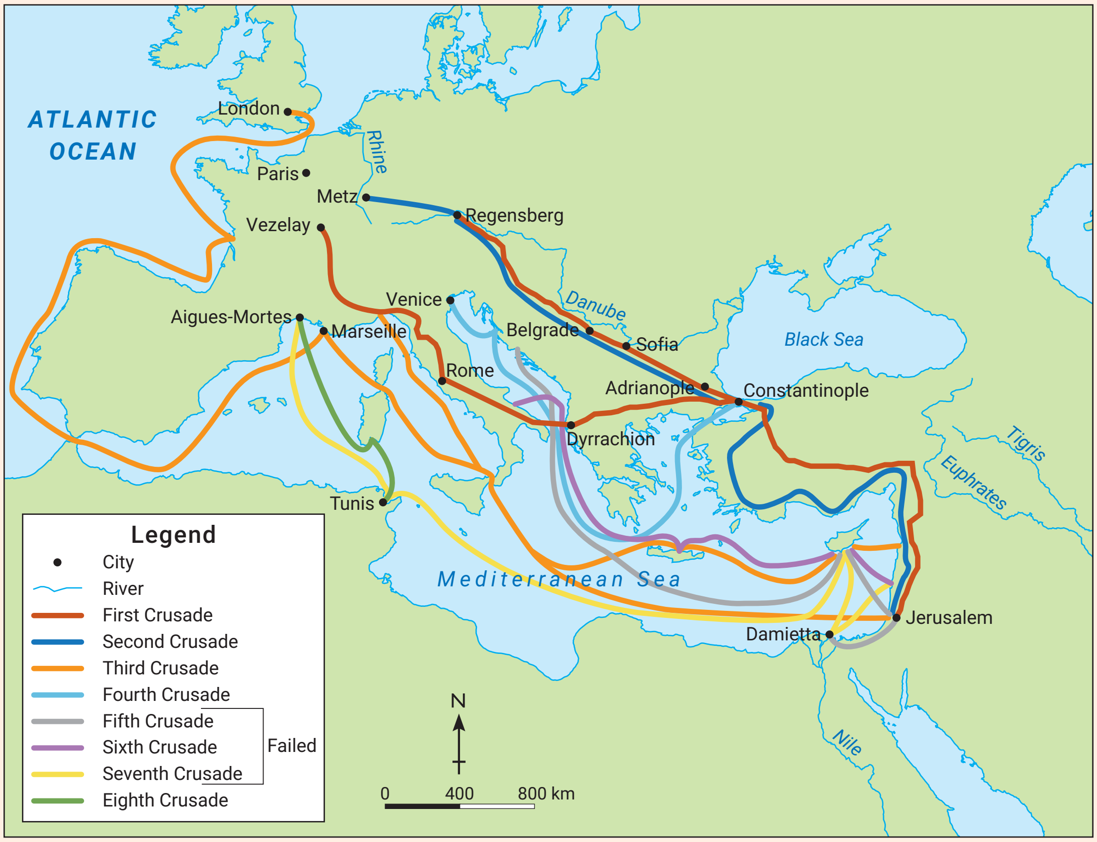
Key concepts & skills Causes and consequences

Religious warfare – the Crusades

The Crusades were a series of religious wars conducted between Christians and Muslims between 1096 and 1270 CE to gain control over key religious sites in and around the city of Jerusalem – an important spiritual and religious location for believers of both Christianity and Islam. Historians argue about the total number of wars that were fought, but most agree that eight major crusades took place (see Source 4). While initially the journey to the Holy Land was over land, subsequent crusades started to travel both over land and through the Mediterranean Sea (see Source 5).

Source 4 The dates of the eight major Crusades

Date	Crusade
1096–1099	First Crusade
1147–1149	Second Crusade
1188–1192	Third Crusade
1202–1204	Fourth Crusade
1217–1222	Fifth Crusade
1228–1229	Sixth Crusade
1248–1254	Seventh Crusade
1270	Eighth Crusade



Source: Oxford University Press

Source 5 The routes of the Crusades

The start of the Crusades

Following the takeover of Jerusalem by the Seljuk Turks in 1050 CE, Christian pilgrims and traders no longer felt safe in the region. Many believed this new Islamic regime would also move to invade Constantinople, capital of the Byzantine Empire (formerly the Eastern Roman Empire), which was under Christian rule.

This growing threat caused the Byzantine emperor to ask for support from Pope Urban II in 1096. In response, the Pope rallied Christians all over Europe to fight for control of Jerusalem and to help defend other Christians in the Middle East against the Turkish invaders. This was the start of the First Crusade.

People from all walks of life – from kings to peasants – joined the Crusades. Young people were particularly caught up in the desire to fight in the name of Christianity. Many young peasants who took part in the Crusades were encouraged by their local parish priests to join the fight. The priests believed that young people, free from "sin", would make more successful Crusaders than older people. St Bernard of Clairvaux wrote in 1140: "Of mighty soldier, oh man of war, you now have something to fight for. If you win it will be glorious. If you die fighting for Jerusalem, you will win a place in heaven."

Although most people joined the Crusades to return control of the Holy Land to Christians, many went for other reasons. During this deeply religious time, most Christians believed that taking part in the Crusades would ensure they gained entry into heaven when they died. Some were hoping to find wealth and fame, others were looking for adventure.

Source 6 An artist's impression of a battle during the First Crusade, painted in 1490

The consequences of the Crusades

The first Crusade in 1096 successfully brought Jerusalem under Christian control. The Crusaders ruled the city under Christianity until 1187. All the remaining Crusades were either designed to protect the gains made during the First Crusade or motivated by a desire for wealth and fame.

The Crusades brought about impactful developments for Europe and its people, including:

- the spread of new ideas, customs and products (such as food, spices and perfumes) as Crusaders returned home
- increased trade between the West and the East, as items from the **Silk Road** were found at the Holy Land and poured into Europe through trading ports in Italy
- the desire to explore and discover new ideas, which generated greater knowledge of science, medicine, mathematics and architecture.

Silk Road a network of trade routes stretching west from China to the Mediterranean Sea; it was the main means by which silk was introduced to the West

The Crusades were also responsible for weakening the system of feudalism that had dominated Europe for centuries. Many lords mortgaged or sold their estates before heading off on Crusades, and many more never returned.

All of these changes led to a move from a land-based economy to a money-based economy. They contributed to increased commerce in towns – causing them to grow into cities.

It is important to recognise the negative consequences of the Crusades; thousands of lives were lost in bloody battles (see Source 6), especially during the Siege of Jerusalem in 1099. One Christian **chronicle** reported after the First Crusade: "The slaughter was so great that our men waded in blood up to their ankles." Many soldiers died of injuries or disease; others were sold as slaves.

chronicle a detailed narrative on an event

For more information on causes and consequences, see Lesson 7.6 Causes and consequences (page 244).

Watch it! The Crusades

Check your learning 10.10

Check your learning 10.10

Review and understand

1. In your own words, **define** a pilgrimage.
2. **Identify** the event that caused Pope Urban II to call for people to go on the First Crusade.

Apply and analyse

3. **Summarise** the influence of the Church on medieval Europe. Consider the influence of the Church on social, economic and political aspects of life.
4. **Analyse** Source 2. What features of this image would cause the viewer to fear hell? What were some positives and negatives of medieval people fearing hell?
5. Look closely at Source 5. **Explain** how the journey changed with each crusade.

Evaluate and create

6. In pairs, **create** a role-play or a comic strip that portrays a scenario. Use empathy (see Lesson 7.4 Using historical sources, page 232) to get into the minds of your characters. Some options include:
   - the daily life of a parish priest or a monk
   - a person who wants their sins forgiven
   - a peasant who decides to take part in the Crusades.
7. Hold a class discussion about the Crusades. Use the following prompts to get started:
   - Were the Crusades justified wars or vicious and embarrassing wars?
   - Were the Crusades worthwhile for medieval Europe or were they a waste of resources?

10B Concepts & skills in context
King Richard III

Introduction

Richard III was King of England from 1483 to 1485 CE. His family, the House of York, had ruled England since 1327. Richard took the throne after his brother, King Edward IV, died.

Edward's two young sons were actually next in line for the throne. Richard was nominated regent, meaning he was to rule until the young princes came of age. Within weeks, however, the young princes were imprisoned in the Tower of London and never seen again. Rumours spread quickly that Richard had organised for them both to be murdered.

Almost 200 years later, in 1674, construction works at the Tower of London led to the discovery of a chest containing two skeletons believed to be the remains of the princes. They were reburied in Westminster Abbey.

Source 1 The skeleton of King Richard III showing the curvature of his spine. The discovery was referred to as "the king in the carpark". The death of King Richard III signified the end of the House of York dynasty.

In April 2012, a major archaeological discovery occurred when Richard's skeleton was found buried under a carpark in Leicester (see Source 1). It had been buried after he died in battle on 22 August 1485 from a fatal blow to the head. The exact location was unknown, requiring extensive historical research. With access to Richard's bones, a DNA test could possibly confirm whether there is a genetic match to his nephews' bones and shed light on this 550-year-old murder mystery. However, at this stage the King and Westminster Abbey do not want the fragile remains to be disturbed.

There are many sources that put forward their opinion of Richard III (see Source 2 to Source 4). One of the most famous is William Shakespeare's play *Richard III*, where Richard is portrayed as a villain who definitely killed his nephews (see Source 4).

Source 2

The Character of this Prince [Richard III] has been in general very severely treated by Historians, but as he was York, I am rather inclined to suppose him a very respectable Man. It has indeed been confidently asserted that he killed his two Nephews & his Wife, but it has also been declared that he did not kill his two Nephews, which I am inclined to believe true; & if this is the case, it may also be affirmed that he did not kill his Wife … Whether innocent or guilty, he did not reign long in peace, for Henry Tudor … as great a Villain as ever lived, made a great fuss about getting the Crown & having killed the King at the battle of Bosworth, he succeeded to it.

Extract from Jane Austen, *Juvenilia*, 1791, written when she was 16 years old

Source 3

[The young princes] were withdrawn into the inner apartments of the Tower proper, and day by day began to be seen more rarely behind the bars and windows, til at length they ceased to appear altogether. The Physician John Argentine … reported that the young kin, like a victim prepared for sacrifice, sought remission of his sins by daily confession and penance, because he believed that death was facing him …

I have seen many men burst into tears and lamentations when mention was made of him after his removal from men's sight; and already there is a suspicion that he had been done away with. Whether, However, he has been done away with, and by what manner of death, so far I have not yet at all discovered.

Extract from Dominic Mancini, *The Usurpation of Richard III*, December 1483. Mancini was an Italian who visited England in 1482–83 and witnessed events leading up to the coronation of Richard III.

Source 4

Have no delight to pass away the time, Unless to see my shadow in the sun And descant on mine own deformity. And therefore, since I cannot prove a lover, To entertain these fair well-spoken days, I am determined to prove a villain And hate the idle pleasures of these days.

Nay, do not pause; for I did kill King Henry— But 'twas thy beauty that provoked me. Nay, now dispatch; 'twas I that stabbed young Edward— But 'twas thy heavenly face that set me on.

Extracts from William Shakespeare, *Richard III*, 1592

Key concepts & skills Using historical sources

Drawing conclusions about the usefulness of sources

A useful source will add to your understanding of a historical period or event. The source needs to be reliable, and relevant to your research or inquiry. Ask yourself the following questions to determine the usefulness of a source:

- What type of source is it?
- Who created the source?
- Why was it created?
- Is it balanced or does it present only one point of view?
- Is it based on fact or opinion?
- Is there enough information and detail for the source to be of use to my research or inquiry?
- Does the information support and reinforce evidence from other sources?

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Practise the skill

When examining a range of different sources, it is often helpful to gather your information into a table.

1 Copy the table below and complete rows for Source 2 to Source 4.

2 **Compare** the sources. In what ways are the three sources similar? In what ways are they different?

3 Based on your findings, which of the three sources do you think is the most useful? **Justify** (give reasons for) your answer.

Extend your understanding

1 Conduct further **research** into King Richard III. As a class, hold a Socratic circle dialogue to discuss the following questions:
   - What is more important – possibly solving a murder or allowing a person's remains to rest in peace?
   - Is Richard guilty or not guilty of killing the princes in the tower?
   - Did Shakespeare tarnish Richard's reputation or was his portrayal accurate?

Source number	Source type (primary / secondary)	Date of creation	Who created the source?	Key questions to determine the usefulness of the source

Lesson 10.11
Cultural developments in medieval Europe

Learning intentions and success criteria

Introduction

The medieval period in Europe lasted for around 1,000 years. Over this time, there were many important developments that affected people's lives. Some were cultural (such as architecture, literature and music), some were social (such as law and commerce) and others were technological (such as weapons and warfare).

Architecture

Architecture is a lasting example of the significant developments made in medieval Europe. Most European towns and cities settled during the medieval period still have buildings dating back almost 1,000 years. These buildings include churches, monasteries, town halls, castles and cathedrals.

Key concepts & skills Historical significance

Notre Dame

A major development in medieval architecture was the Gothic style. It originated in France during the twelfth century and became popular throughout Europe until the sixteenth century. The most famous example of Gothic architecture is the cathedral of Notre Dame in Paris. Construction began in 1163 CE and took almost 200 years to complete. Its interior is 130 metres long and 115 metres high. Notre Dame includes many staples of Gothic architecture, such as stained glass windows, pointed arches, tall spires, ornate decorative stonemasonry – for example, statues and gargoyles – and flying buttresses.

In April 2019, fire ravaged Notre Dame's roof and damaged many 800-year-old relics. Its iconic spire collapsed (see Source 2). French President Emmanuel Macron captured its significance:

Source 1

> Notre Dame is our history, it's our literature, it's our imagery. It's the place where we live our greatest moments, from wars to pandemics to liberations. This history is ours. And it burns. It burns and I know the sadness so many of our fellow French feel.
>
> Quote from Emmanuel Macron, 2019

After five years of reconstruction, Notre Dame reopened to the public in December 2024 with restoration ongoing.

For more information on historical signifiance, see Lesson 7.7 Historical significance (page 247).

Source 2 Notre Dame in flames, April 2019 – the iconic spire collapsed just moments later.

Literature

Few people in medieval Europe could read or write; those who could were often members of the clergy. All documents were written by hand until very late in the medieval period. This was a time-consuming process, with books taking years to produce. Most medieval manuscripts related to religion, such as copies of the Christian Bible and prayer books.

It was rare for the common people to write anything, even diaries or letters. This means our knowledge of how the poor lived in medieval Europe is greatly limited.

Illuminated manuscripts

Some medieval manuscripts were ornate works of art, known as illuminated manuscripts (see Source 3). They featured highly detailed illustrations decorated with gold and silver, often depicting scenes related to the text. The elaborate borders and artwork provided images for those who could not read.

Illuminated manuscripts were very expensive to make, with many materials and craftspeople needed to create them. They were generally written and illustrated on parchment or on vellum (a material made from the skin of sheep, goats or calves). Paints were made from charcoal, plants, ground-up semi-precious stones and spices to give them vibrancy – or sometimes even urine and ear wax!

The invention of the printing press

When the printing press was invented in Germany by Johannes Gutenberg in around 1450, it revolutionised reading and writing across Europe. Books became quicker and cheaper to produce, which made them more readily available to common people. This increased the number of people who could read and write, and also meant the Church no longer had control over the types of books people could read.

Source 3 A page from an illuminated manuscript created in the fifteenth century, which records the New Testament Gospel of John

Source 4 An example of a Gregorian chant written in a hymn book from the fourteenth century

Music

Music played an important role in medieval life. It marked the end of harvests, provided entertainment for people at all levels of society and was an important part of religious life.

Most sources of music that survive from the medieval period are from formal settings, such as Gregorian chants (see Source 4). These smooth and slow melodic tunes became customary across all Catholic churches in medieval Europe. They were sung by a choir in unison, without any instruments. Gregorian chants led to the earliest notation system for writing down music using a set of parallel lines (a stave) and various dots and squiggles, similar to the musical notes used today.

Analyse this! Illuminated manuscripts

Check your learning 10.11

Check your learning 10.11

Review and understand

1 **Identify** three areas of medieval life in which music was important.

Apply and analyse

2 Suggest why our knowledge of how common people lived in medieval Europe is limited.

3 **Analyse** the significance of the printing press using the 5Rs of historical significance (see Lesson 7.7 Historical significance, page 247).

4 **Explain** what an illuminated manuscript is. List some of the materials used when creating illuminated manuscripts.

Evaluate and create

5 **Research** the Gothic (original and reconstructed) architectural features of Notre Dame. Create a collage or poster using images of the cathedral. Annotate the various features to show your understanding of this form of architecture.

Lesson 10.12
Developments in crime and punishment

Learning intentions and success criteria

Introduction

Punishments for crimes were very harsh in medieval Europe. The ruling classes believed common people would only learn how to behave properly by fearing what would happen to them if they broke the law. Even the smallest offences had serious punishments.

Who enforced the law?

Unlike today, there was no police force in medieval Europe. Maintaining order was a community responsibility. This was done in a few different ways:

- It was the duty of all members of a village or town to catch criminals. If a person witnessed a crime, they were to "raise the hue and cry" – in other words, to cry out so any able-bodied men in the area could come rushing forward and stop the criminal from fleeing.
- All villagers or townspeople aged over 12 were grouped into a "tithing" of 10 members. They had a shared responsibility. If one of them broke a law, the rest

stocks a medieval punishment where boards are placed around the ankles and wrists of the tithing was responsible for making sure the criminal among them attended court. Otherwise, all 10 of them would face the same punishment.

- A group of watchmen walked the streets at night, especially around taverns, to look out for criminal or drunken behaviour. If they witnessed criminal behaviour, they would raise the hue and cry.
- One man from the village or town was chosen to be the "petty constable". This meant he took on extra responsibility to enforce the law. The petty constables did this without any pay, weapons, training or uniform. Therefore, they were often reluctant to work very hard.

Source 1 This medieval engraving shows a woman wearing a "scold's bridle" being paraded through the streets by her husband. While wearing the mask, it was impossible to speak. Some scold's bridles had bells to draw even more attention to the woman.

Courts and trials

When a crime was committed, different courts dealt with different types of offences (see Source 3). Generally, punishments occurred in public, usually in the village square. This was designed to deter others from committing crimes. It also humiliated the offender. Minor matters, such as a woman gossiping or nagging her husband, were heard by village courts. If found guilty, such a woman – known as a scold – would be forced to wear a "scold's bridle" or sit on a ducking stool and be dunked in water (see Source 1 and Source 2). More serious matters, such as a peasant's son being educated without the lord's permission, were heard by manor courts. If found guilty, a peasant might be fined or put in the **stocks** or a **pillory**.

The most serious charges were dealt with in Church courts (for charges such as **heresy** and witchcraft) and the King's Court (for charges of **treason**). Confessions for such crimes were often obtained under torture (with the use of thumbscrews, the rack or an iron maiden). If found guilty, people could be executed by being burned alive, hanged, or "drawn and quartered".

Source 2 An artist's impression of the ducking stool commonly used for women accused of gossiping

Source 3 Examples of the types of crimes, courts and punishment in medieval Europe

The crime	The court	The punishment
A husband finds out his wife has been gossiping.	Village courts, where minor criminal matters were heard	The wife would be paraded around the village by her husband.
A lord discovers a peasant has their son educated without the lord's permission.	Manor courts, where more serious matters were heard	The peasant would be fined or put in the stocks.
A person is accused of heresy or witchcraft.	Church courts, where members of the clergy judged the accused	The person would be maimed (wounded), but never sentenced to death.
A person is accused of murder or treason.	King's Court, where confessions were sometimes obtained through torture	The person would be hanged in public.

pillory a medieval punishment where boards are fixed to a pole and placed around the arms and neck, forcing the punished to stand

heresy doing or saying something regarded by the medieval Catholic Church (and by some other faiths) as being in serious conflict with its teachings

treason the act of betraying one's own country or ruler

History

Trial by ordeal

The legal system of early medieval Europe was based on the concept of "guilty until proven innocent". This is the opposite of our modern-day justice system, where a person is considered innocent until proven guilty. An accused person swore their innocence as an oath before God. Sometimes the oath of the accused was tested using trial by ordeal (see Source 4). There were three types of ordeal:

- *Ordeal by fire* – the accused held a red-hot iron, put an arm in a fire or walked across burning coals. If, after three days, the burn was not healing cleanly, they were seen to be guilty.
- *Ordeal by water* – the accused placed an arm in boiling water. As above, if the burn was not healing cleanly after three days, they were seen to be guilty. Ordeal by water could also involve the accused being bound and tossed into a river. If they floated, they were seen to be guilty. If they sank, they were seen to be innocent and were dragged out – hopefully before they drowned.
- *Ordeal by combat* – nobles accused of a crime would fight their accuser. Sometimes a champion (such as a strong knight) fought on behalf of one or both of the parties. The winner (or whoever they represented) was seen to be innocent and the loser, if not already dead at the end of the fight, faced a violent punishment.

Source 4 This painting from 1471 shows an ordeal by fire. The woman is trying to prove her dead husband's innocence of a crime against the king by holding a red-hot iron bar. In her other hand, she holds her husband's head.

Changes to the medieval justice system

In 1154, Henry II became King of England. While the various types of trial continued to exist during his reign, Henry wished all his subjects to have access to royal justice. He wanted to establish legal rulings based on evidence and analysis. He and his court (the King's Court) travelled around the land, hearing cases. At this time, judges also began writing down court decisions. Over the centuries, this initiative continued to be refined. It set the basis for today's "common law", as practised in England and in Australia – where judges' decisions, and the penalties for them, are based on similar examples from the past.

Another initiative of Henry II was trial by **jury**, which required a number of free men (usually 12) and a judge to decide a person's guilt (see Source 5). This lowered the chances of being found guilty, and over time it replaced trial by ordeal. It, too, continues to this day as a key part of the Western justice system.

jury a group of people who are required to decide on a "guilty" or "not guilty" verdict in a court case

Source 5 A medieval painting of a court case with a trial by jury

Key concepts & skills Historical significance

The Magna Carta

By the early thirteenth century, King John ruled England. He was unpopular because he raised taxes, fought a series of unsuccessful wars and upset the Pope. The Pope was so angry that he banned religious services in English churches.

charter a formal document in which a person in authority states that certain rights or responsibilities are granted to others

Magna Carta meaning "Great Charter"; a document signed in 1215 by England's King John and his nobles – it outlined the rights of the people and meant that the king would thereafter be expected to rule according to the law

The nobles decided to act. They attempted to negotiate with John and then forced him to sign a **charter** known as the **Magna Carta** on 15 June 1215 (see Source 6). The Magna Carta marked a significant legal development in England because it required the monarch to be subject to the will of others, not just to God. No longer could a king rule exactly as he saw fit. This is seen as one of the first steps towards the development of

Source 6 An artist's impression of King John of England reluctantly signing the Magna Carta

legal and political rights for "the people" and the start of modern democracy. It has become the backbone to many human rights documents, such as the Universal Declaration of Human Rights and the United States' Declaration of Independence.

The Magna Carta also abolished trial by ordeal, and no more could people be condemned, tortured or killed on the grounds of suspicion or rumour.

Some of the more significant changes to medieval laws were:

- the king must not interfere with the Church
- when a lord inherits land, he should pay the king no more than £100
- the king cannot collect new taxes unless the lords and bishops agree
- no free man can be put in prison without a proper trial with a jury
- the king's men must not take anyone's goods without paying for them
- justice will be given without delays or bribes
- traders must be able to travel freely without having to pay tolls.

Quiz me! Developments in crime and punishment

Check your learning 10.12

Check your learning 10.12

Review and understand

1 **Define** "common law".
2 **Describe** how the law was enforced in medieval Europe.
3 What is meant by "community responsibility"?
4 **Identify** the year in which the Magna Carta was signed.

Apply and analyse

5 **Analyse**Source 6. Remember, when you analyse something, you should break it down into smaller parts and explain how they connect to each other. What is the artist trying to say? What are the elements in this image that help get the artist's message across?
6 What does trial by ordeal suggest about the level of education among the common people?
7 Answer these questions.
   a Copy the following table into your notebook to compare who or what enforces the law, actions taken when a crime is committed, and penalties and punishments in medieval Europe and today.

	Medieval Europe	Today
Who or what enforces the law		
Action taken when a crime is committed		
Penalties and punishments		

   b Write a short paragraph that identifies the continuity and change between crime and punishment from medieval Europe to today.

Evaluate and create

8 **Research** various crimes during medieval Europe and their associated punishment method. Be sure to include a range of minor crimes (such as theft, nagging and vagrancy), as well as major crimes (such as treason, rebellion and heresy).
9 Discuss which was a more significant development in crime and punishment: the leadership of King Henry II or the signing of the Magna Carta. **Justify** (give reasons for) your answer.

Lesson 10.13
Developments in military and defence systems

Learning intentions and success criteria

Introduction

Warfare was one of the main ways a medieval kingdom in Europe could become powerful, either by fighting to expand its territory or by defending itself against invaders. The focus was often on capturing the enemy's stronghold, usually a castle. Castles were typically built in places that were easier to defend – on top of a cliff or hill, on an island, or jutting out into a lake.

Castle fortresses

In times of peace, castles were home to important rulers or wealthy feudal lords and their families, servants and vassals. At these times, only a small group of soldiers was needed to guard the castle. In times of war, however, castles became hives of military activity, as the ruler or lord called on his supporters to defend the castle by supplying him with foot soldiers, armour, weapons and often horses.

Knights and soldiers

In medieval Europe, knights were obliged to fight for their lord in times of war, as well as recruit others to fight for him. Some recruits were professional soldiers. These were men of the upper social class. They might be the younger sons of noble families, wanting to improve their standing through military service. Such soldiers were often called men-at-arms. Other fighting recruits were commoners or peasants. These men usually came straight from the fields or towns to fight. They often had no formal training and fought as foot soldiers because they could not afford horses. Their weapons and armour were much simpler than those of knights and men-at-arms.

Source 1 An illustration from a medieval manuscript showing a joust between Jean Chalons, an Englishman, and Loys de Beul, a Frenchman, in 1446

Military training

To stay fit and trained for war, knights fought jousts (see Source 1). Often these were public spectacles. Heavily armoured knights
charged each other on horseback holding wooden lances ahead of them. Sometimes a long wooden fence, called a tilt, separated the charging horses. The idea was to knock the opponent off his horse.

Larger contests between hundreds of knights on horseback and soldiers on foot were also held during the medieval period. These events, known as tournaments, were mock battles – similar in principle to military training exercises today. By the thirteenth century, tournaments had become colourful spectacles (like carnivals) that created great excitement among medieval communities. A knight in the twelfth century once wrote: "Eastertime was come, a great tournament proclaimed … and from every realm knights rode to break lance in honour of their lady."

Key concepts & skills Continuity and change

Changing castle design

During the medieval period, certain elements of castle designs changed and developed, improving weak features and strengthening those that worked. Three castle designs evolved over this period in Europe.

Motte-and-bailey castles

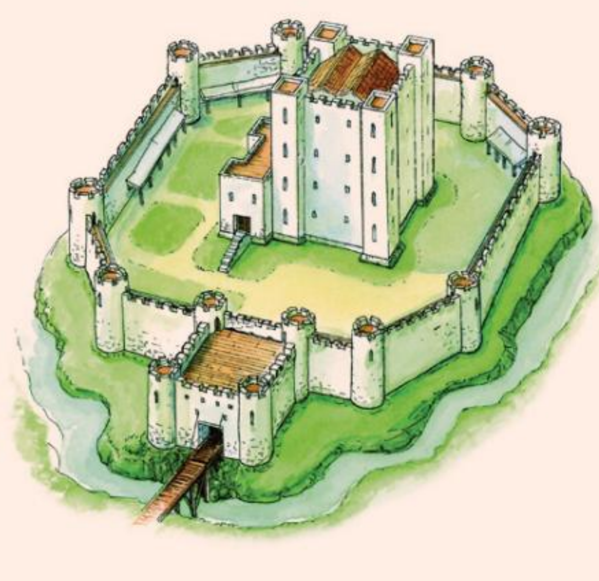
Early fortresses were called motte-and-bailey castles (see Source 2). The motte was a raised area (such as a hill) on which a wooden fortress was built. Below it was an open area called the bailey, where barns, workshops and stables were located. Both the motte and the bailey were encircled by a gated timber palisade (a fence-like barrier, made of logs), a bank of earth and a ditch (sometimes filled with water).

Source 2 A motte-and-bailey castle

Stone castles with keeps

By the late tenth century, stone structures (called keeps) were starting to replace the wooden fortress in the motte-and-bailey design. These keeps – which were usually rectangular and up to four storeys high – were fitted out to withstand a **siege**. Thick stone walls replaced the palisade, and a wide moat replaced the ditch. Access to the castle was via a drawbridge (see Source 3).

siege a military strategy to weaken an area by cutting it off from the outside world



Source 3 A stone castle with a keep

Concentric castles

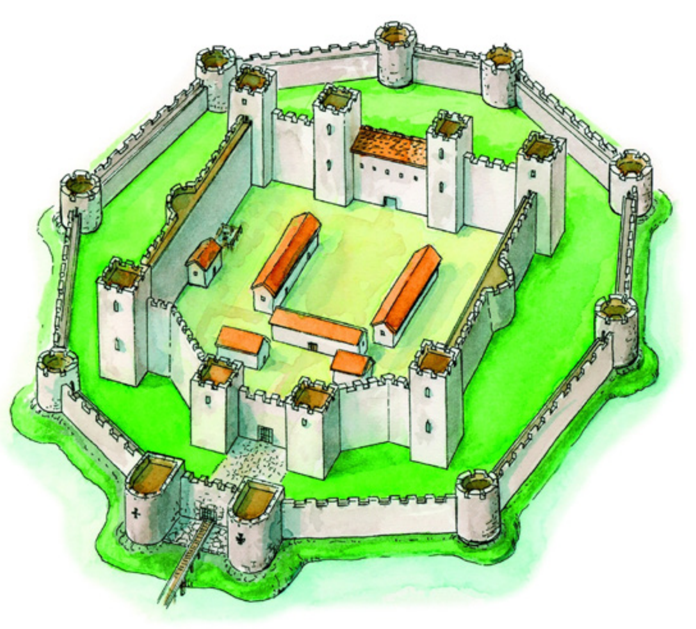
Two hundred years later, the **concentric** castle emerged (see Source 4). It was based on designs crusaders had seen in the Holy Land. This stone and/or brick castle had two outer

concentric one circular wall inside another walls – with **battlements** – to provide an extra barrier against attack. The outermost wall was often curved; the wall closest to the centre was the highest. There was a greatly reinforced gatehouse, but no keep.

A lasting castle

The Tower of London has transformed through all three castle designs. It was erected by William the Conqueror in 1066 as a wooden fortress. In 1077, it was upgraded to a stone castle with a keep that still stands today. In the twelfth and thirteenth centuries, concentric walls and a moat were added.

The Tower of London has served many functions over the years. It has been a royal residence for kings and queens, as well as a prison for the most wanted criminals. It is now a major tourist attraction and home to the Crown Jewels.



Source 4 A concentric castle

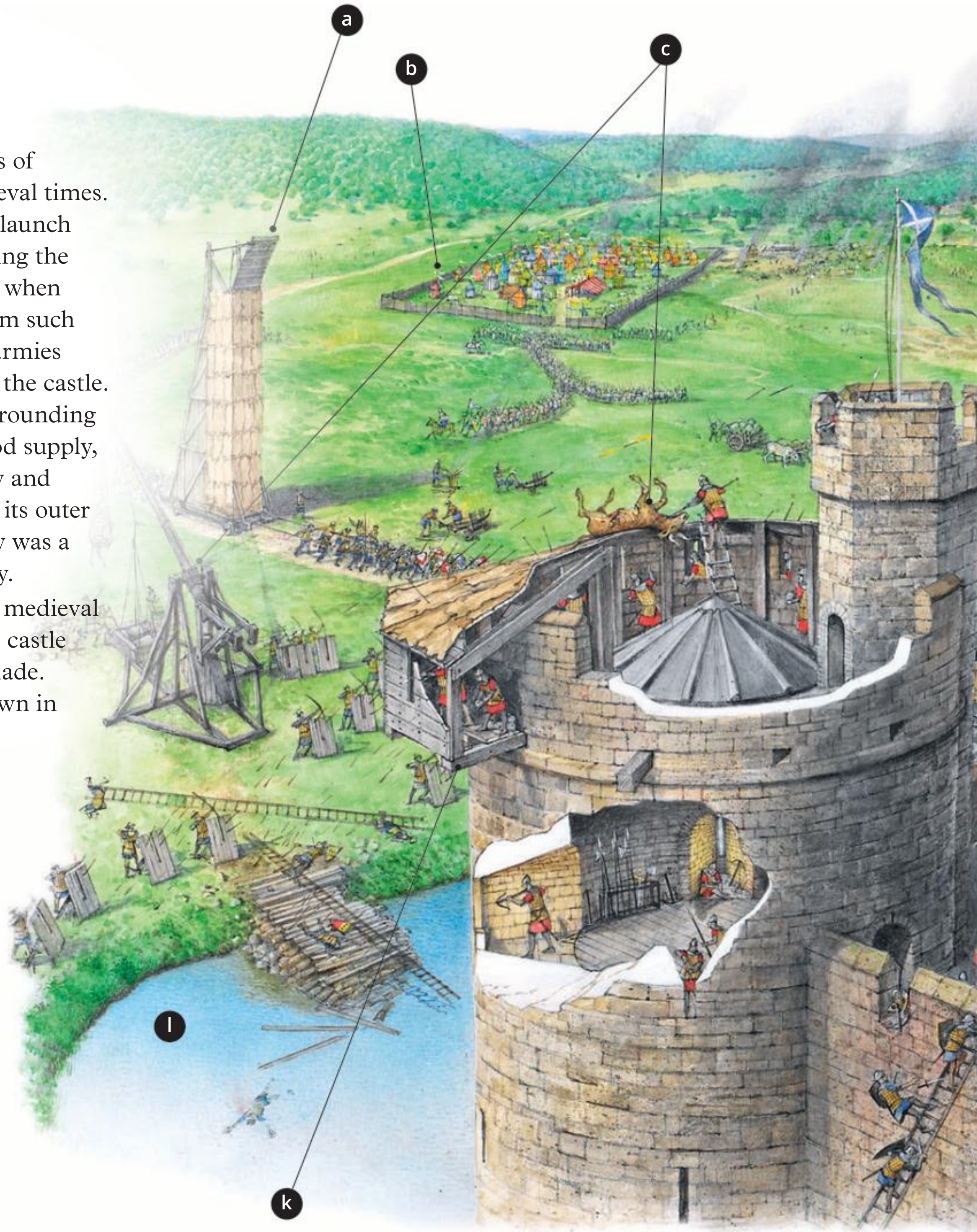
battlements
the top of the wall around a castle, with regular spaces, through which the people inside could shoot

Source 5 The Tower of London, with Tower Bridge in the background

Castle siege

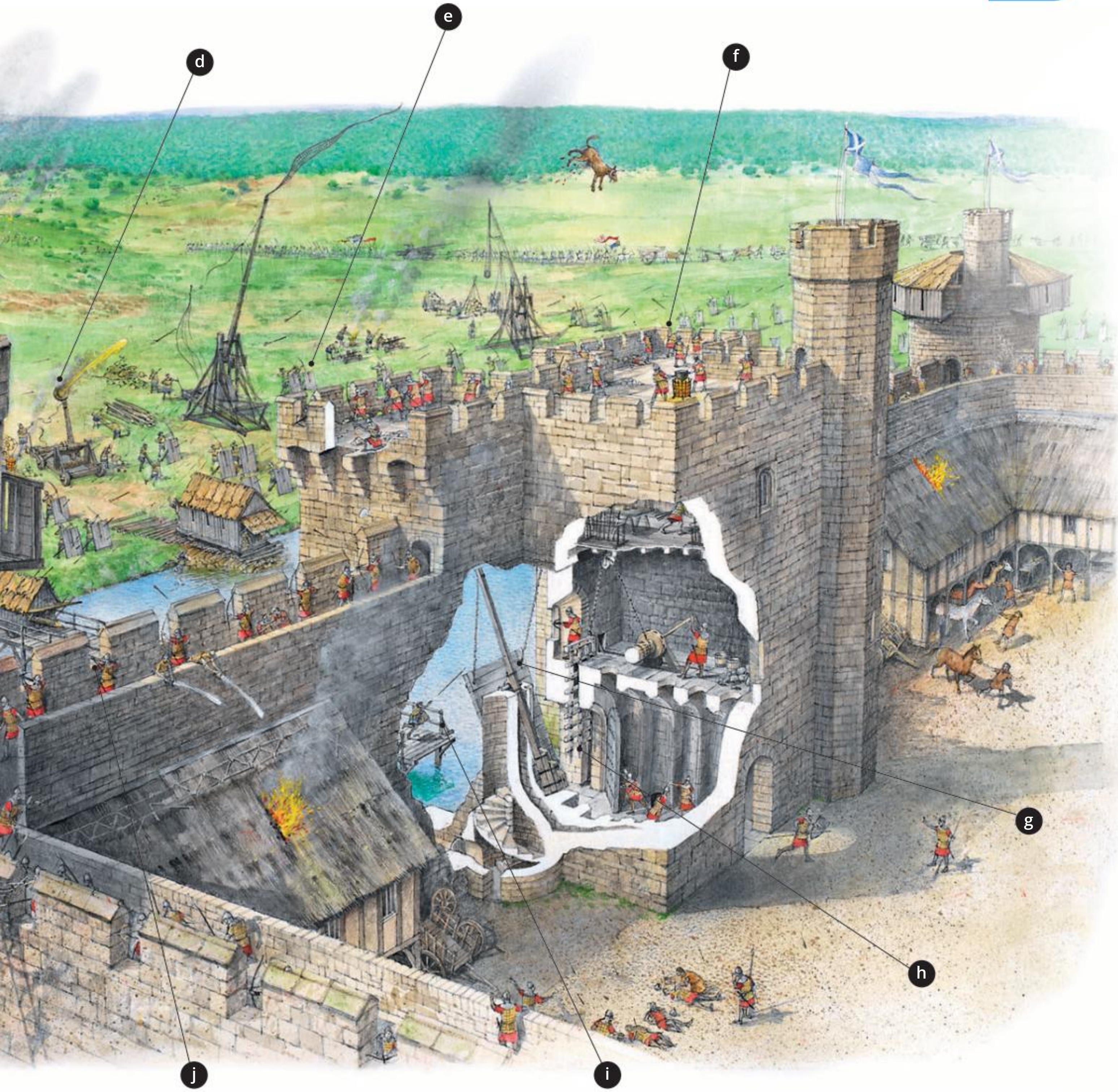
There were different ways of capturing castles in medieval times. The most obvious was to launch a surprise attack – smashing the castle defences. However, when the chances of victory from such a direct attack were low, armies would instead lay siege to the castle. Siege tactics included surrounding the castle to cut off its food supply, poisoning its water supply and digging under sections of its outer walls to gain entry. Rarely was a siege won quickly or easily.

Over the course of the medieval period, many advances in castle siege technologies were made. A variety of these are shown in Source 6.



Source 6 An artist's impression of an attacking army laying siege to a castle

- **a** In a siege tower covered with wet animal skins, attackers ran up internal ladders to a drawbridge that allowed them to mount the top of the wall.
- **b** The camp of the army laying siege
- **c** Trebuchets used a counterweight to fling missiles such as huge rocks or rotting animal carcasses over castle walls.
- **d** Mangonels were like giant slingshots, flinging small rocks or burning wood. Sometimes the heads of captured enemies were flung back into the castle.
- **e** Skilled longbow archers could fire arrows great distances very quickly. They used mantlets (movable screens) as cover.
- **f** Battlements on top of the walls were crenellated, which meant the wall had a series of gaps to allow defenders to fire arrows or throw out objects.
- **g** A drawbridge could be raised or lowered to permit access to the castle. When raised, it provided a solid wooden barrier to entry.



h A portcullis was a reinforced lattice gate that could be raised or lowered from the gatehouse. Missiles could be dropped through murder holes in the roof of the gatehouse.

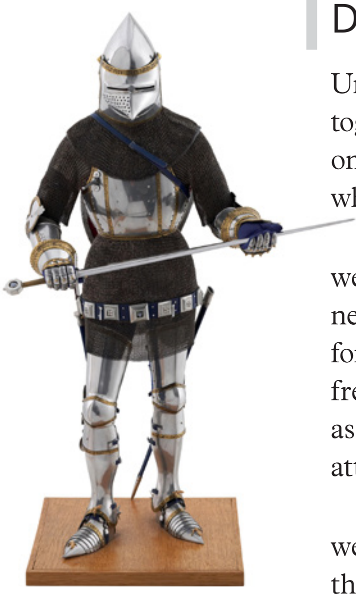
i A battering ram (large tree trunk, sharpened to a point) was wheeled up to a wall or gate, and used to repeatedly ram the gate or section of wall. Its operators could be protected by a wooden shelter lined with wet animal skins.

j Thin arrow slits, wider on the inside, gave castle archers a wide field of fire but prevented entry of all but the most accurate of arrows.

k Hoardings were timber structures jutting out from the battlements on turrets or walls. These protected castle archers. Missiles or boiling water could be dropped through holes in the wooden floor onto the enemy.

l A water-filled moat prevented attackers from having easy access to castle walls.

Developments in medieval warfare



Source 7 The type of armour worn by a man-at-arms in Italy in the late 1300s, including chain mail and metal plates

Until about the twelfth century, armour was made of chain mail (small hoops of iron linked together), which was fashioned into a knee-length tunic (see Source 7). From about 1300 onwards, however, metal plate armour became more common, eventually covering the whole body.

When using a shield, the fighter had only one hand for his sword, so early swords were light and made for one-handed use. However, full-body armour made shields less necessary. As such, the design of swords also changed – they became larger and heavier for two-handed use. The aim of these weapons was not so much to cut as to bash. Two free hands meant that other weapons – such as the mace (an iron club), spiked club (such as the morning star, which was similar in shape to a mace), flail (a metal ball, often spiked, attached to a chain and handle) and battleaxe – could be more easily used (see Source 8).

The bow and arrow was also a popular weapon during the medieval period. Archers were important in medieval battles because their arrows were easily able to pierce through armour.

There were two main types of bow: the longbow and the crossbow. The longbow was a bow drawn by hand, which released an arrow. A skilled archer could shoot arrows very quickly, firing arrows every few seconds that would travel over long distances. The crossbow was a bow fixed across a wooden stock with a groove for the arrow. The crossbow required less skill to use as it had a mechanism for drawing and releasing the arrow.

plunder to steal, often using violent force

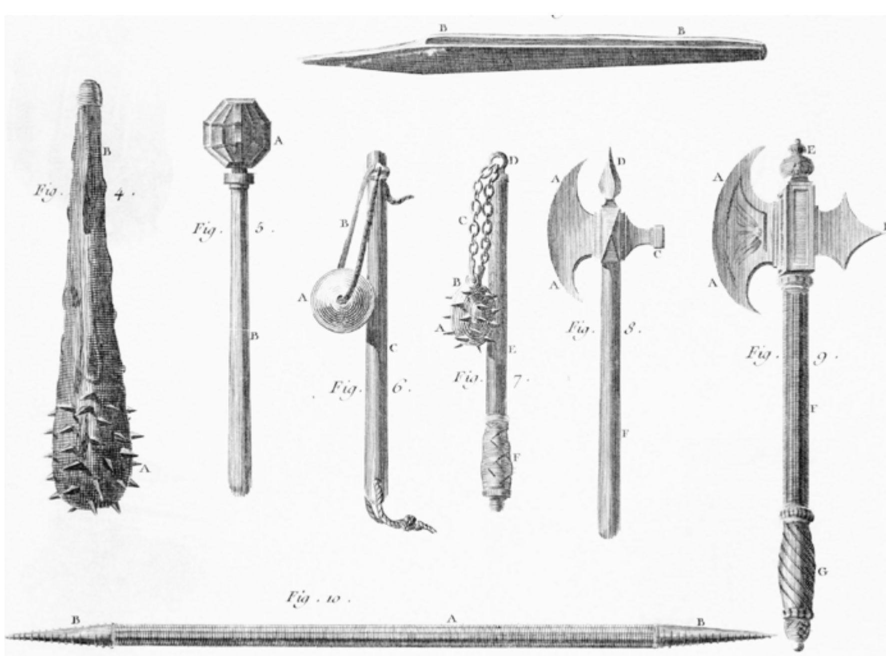
casualties people who are killed or injured in war or in an accident

Chivalry polite and kind behaviour that shows a sense of honour, especially by men towards women

Code of Chivalry

Dressed in armour and carrying weapons, medieval knights often behaved as thugs. They recklessly **plundered** towns, causing mass **casualties**. As a result, the Church and nobles created a Code of **Chivalry** between 1170 and 1220 to set some ground rules for how a knight should behave. "The Song of Roland" – an eleventh-century French poem that described the duties of a knight (see Source 9) – was the basis of this code. This poem is believed to be the oldest surviving work of French literature.

The popular legend of King Arthur and the Knights of the Round Table strengthened the idea of chivalry, promoting the six key values of honour, honesty, valour, gallantry, loyalty and courtesy.



Source 8 An illustration of a range of medieval weapons: (from left) a spiked club, mace, two flails and two battleaxes

Source 9

To fear God and maintain His Church	To obey those placed in authority
To serve the lord in valour and faith	To guard the honour of fellow knights
To protect the weak and defenceless	To eschew [avoid] unfairness, meanness and deceit
To give succour [help] to widows and orphans	To keep faith
To refrain from the wanton [reckless] giving of offence	At all times to speak the truth
To live by honour and for glory	To persevere to the end in any enterprise begun
To despise pecuniary [monetary] reward	To respect the honour of women
To fight for the welfare of all	Never to refuse a challenge from an equal
	Never to turn the back upon a foe [enemy]

Translated statements from "The Song of Roland", c. eleventh century

Gunpowder

Gunpowder reached Europe from China during the thirteenth or fourteenth centuries – it had first been developed in China 400 to 500 years earlier. Gunpowder was another factor that helped to end Europe's feudal system by changing how wars were fought.

Gunpowder was first used effectively in Europe during the Hundred Years' War – a series of conflicts between France and England from 1337 to 1453. The use of weapons fired with gunpowder meant castle walls could be more easily broken down.

Firearms increased the distance between fighting armies and also meant all soldiers in battle now required armour. This made it more expensive to equip and train an army. Kings, rather than nobles, had to take responsibility for this increased cost. As a result, the importance of knights began to diminish.

Explore it! A virtual field trip to the Tower of London

Check your learning 10.13

Check your learning 10.13

Review and understand

1 **Identify** three locations where a castle might commonly be built (for security).

2 What two main purposes did castles serve in medieval Europe?

3 In your own words, **define** the six values outlined by the Code of Chivalry. Provide an example of what each value means in modern times.

Apply and analyse

4 Briefly **explain** how both castle design and armour design changed over time. Where relevant, explain what aspects of each continued (even if in another form).

Evaluate and create

5 **Create** a flow chart to show some of the ways gunpowder changed medieval warfare, both in the short-term and the long-term.

6 **Research** the Tower of London or another medieval castle to find out some of its features, traditions and historical uses. Choose a way to present your information. Include a map and some images of the castle, annotating the defensive structures used. Remember to include references to show where you found your information.

Lesson 10.14
Developments in towns, cities and commerce

Learning intentions and success criteria

Introduction

By 1200 CE, there were about 600 cities in Europe – three times as many as there had been 50 years earlier. The growth of towns and cities in medieval Europe was fuelled by trade, which boomed during the Crusades. Towns and cities attracted peasants who could earn a living as skilled labourers. Many also had cathedrals, so they attracted Christian pilgrims as well as merchants.

The growth of businesses

Merchants in medieval Europe mainly sold their goods in the marketplace, which became a central gathering spot within the town, full of bustling activity and noise (see Source 1). With these new markets also came wandering "salesmen". They could make large profits from selling goods such as spices, oils and perfumes from faraway places.

Over time, permanent shops and businesses were built. Those who worked in the same craft (such as butchers or carpenters) banded together to discuss working conditions. These groups were known as **guilds**. Guilds were similar to modern-day workers' unions.

guilds groups of people all working in the same trade (e.g. butchers, tailors, cobblers) who band together in support of their common interests

Source 1 A modern artist's impression of a medieval European town, c. 1400s, with a central marketplace

The growth of moneylending and banking

As commerce and trade continued to grow in towns and cities across Europe, the need grew for moneylending, banks and financial record-keeping. Merchants in the Holy Land had been acting as moneylenders for generations, so many of their practices were brought back to Europe by the crusaders in the twelfth and thirteenth centuries. Loans enabled more goods to be purchased and traded, and this boosted town economies.

The independence of towns

As the wealth of townspeople increased, so did their desire for independence. Noble lords who "owned" the land where a town was located were still requesting that the people who lived there paid taxes. The townspeople came to resent this. They started to present petitions to these lords, demanding release from old feudal arrangements and a set of rights. In return for large payments, some towns were given what they asked for, and town charters were drawn up in writing to set out what had been agreed by the lord and the townspeople. Such rights include:

Source 2

- the ability to trade freely
- freedom to enter and leave town freely
- the right to establish town laws independently
- the ability to hold trials in town courts, rather than the lord's manor court.

Living conditions

Even though medieval cities had no sophisticated sewerage system, it was a common practice for people to empty chamber pots out of the window. Some wealthy people even built garderobes that stuck out from the walls of their second-storey apartments, allowing human excrement to fall directly on the heads of passers-by below (see Source 3). Poor sanitation led to health problems and the spread of water-borne diseases, as human waste from the streets often contaminated drinking water.

Source 3 An example of a garderobe in London

Key concepts & skills Using historical sources

Medieval streets

"The Shambles" is one of the oldest preserved medieval streets in Europe (see Source 4), making it a historical source you could walk down!

This twisting laneway is so narrow that in sections, one person can touch both sides at once. Located in York, England, The Shambles was originally a marketplace for butchers, as described in the Domesday Book in 1086.

Meat hooks, which can still be seen today, allowed butchers to hang dead carcasses in the shop window and out the front, where they attracted flies, rats and bacteria. Butchers disposed of blood and guts by throwing them into the small channel that ran down the middle of the street.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Source 4
The Shambles is now a tourist attraction with antique shops, boutiques and cafes. The runnels in the middle of the street are where butchers would dispose of parts of animals not fit to be eaten.

Quiz me! Developments in towns, cities and commerce

Check your learning 10.14

Check your learning 10.14

Review and understand

1 List some opportunities that existed in towns and cities for peasants.
2 **Describe** the role of the marketplace in medieval towns and cities.
3 What were some of the problems faced in cities as they grew?

Apply and analyse

4 **Examine** Source 2. What does it tell us about the perspective of townspeople from medieval Europe?
5 **Explain** how the Crusades contributed to the growth of medieval towns.
6 French historian Philippe Contamine wrote that in medieval times "cities were mazes of twisting, tiny streets". How do you think these small streets coped with the enormous amount of waste piled up in them?

Evaluate and create

7 Write a paragraph describing your journey down The Shambles in medieval York. Try to convey all five senses – sight, smell, sound, taste and touch.

10C Concepts & skills in context
Stained glass windows

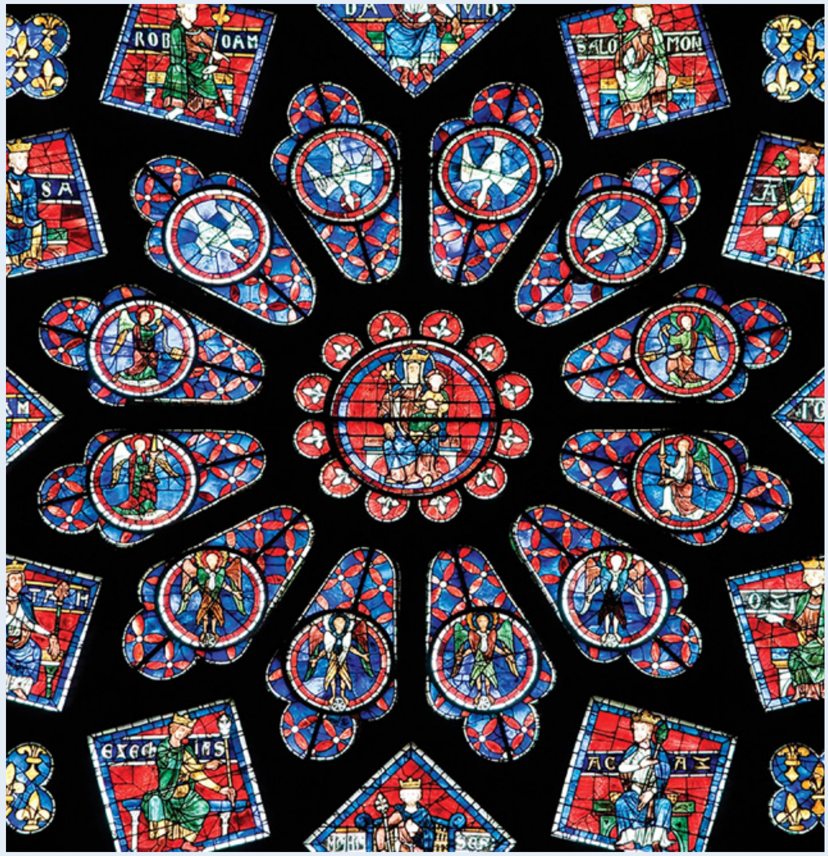
Introduction

Another label given to the Medieval period is the "Age of Faith". This name refers to the dominance of the Church over all levels of society.

Source 1 Sainte-Chappelle in Paris is a royal chapel built in the Gothic style. It was completed in 1248.

Some of the strongest remaining evidence of the Church's influence can be seen in medieval cathedrals and churches today. Until the fifteenth century, monks were usually the only people in society who could read and write. To form their own opinions and beliefs, common people had to rely on what they were told by village priests, what they heard and saw in religious plays, and what they saw in religious artworks, such as paintings and stained-glass windows.

Scenes in stained glass windows retold lessons and stories from the Bible, and also recounted important historical events (see Source 2 and Source 3). In this way, stained glass windows played an important part in educating people and ordering society by maintaining the power of the Church and the king.



Source 2 The north rose window at Chartres Cathedral in France was created around 1250–60, and is 10.15 metres in diameter. The cathedral's architect, Jean de Chelles, designed the window, and would have used skilled labourers to help construct it. The vibrant colours were created using molten glass, precious stones and paint. The theme of the window is Old Testament prophecies being fulfilled, with Mary as their instrument. Mary and Jesus as a child are at the centre.

Source 3 Sainte-Chappelle has 15 windows, each 15 metres high. The stained glass panes depict over 1,100 scenes from the Bible.

Key concepts & skills Historical questions

Identifying the origin and purpose of primary sources

Stained glass windows can be very useful primary sources. Unlike the windows in everyday buildings and houses, the stained-glass windows in medieval churches and cathedrals across Europe were created for specific reasons. To understand these reasons, historians need to ask a number of questions. Analysing sources by asking "what", "who", "when" and "why" questions will help you identify the origin and purpose of the sources.

Use the table in Source 4 to identify the origin and purpose of a primary source.

For more information on historical questions, see Lesson 7.2 Historical questions (page 227).

Source 4 Identifying the origin and purpose of primary and secondary sources

What type of source is it?	• Was the source created at the time you are studying or afterwards? In other words, is it a primary or secondary source?
Who created the source?	• Is the creator's personal perspective obvious in the source? • Is the creator a member of a particular group, religion or organisation?
When was the source created?	• How old is the source? • Is it an eyewitness account or was it written/created by someone at a later date? • Is the source complete?
Why was the source created?	• Was it designed to entertain, persuade or argue a point of view? • Did the creator have anything to gain personally from the source? • What other events may have been happening at the time that might have influenced the creator or source?

Practise the skill

1 Answer the questions listed in Source 4 to **identify** the origin and purpose of the stained glass windows at Chartres Cathedral in France (pictured in Source 2).

Extend your understanding

1 Use the internet to **research** Chartres Cathedral. Be sure to find multiple images of the cathedral from the outside.
  - **a** Compare the size and appearance of Chartres Cathedral with the average peasant's home (see Source 1 in Lesson 10.6 Housing for the rich and poor, page 329). Describe how a peasant might have felt when viewing the windows in the cathedral.
  - **b** Examine the position of the windows and how they were lit to explain why they gave the viewer a sense of "godliness" (awe and wonder).

2 Many of the windows make strong links between the Church and the king. **Explain** how links between the Church and the king made in the Chartres Cathedral windows may have helped to maintain power over the peasants. In your explanation, refer to:
  - the emotional reaction peasants would have had to the windows
  - the way the feudal system functioned
  - the benefits for the Church and nobility of these things being linked in the minds of the peasants.

Lesson 10.15
The Black Death

Introduction

The Black Death was a plague **pandemic** that broke out in parts of Asia, Europe, North Africa and the Middle East between the early 1330s and the 1350s. This pandemic did not become known as the Black Death until many years later. It was given this name because of the large black lumps, or **buboes**, that appeared on the victims' skin.

Source 1 *Yersinia pestis* – the bacteria that lived in the stomach of fleas and caused the Black Death

Learning intentions and success criteria

pandemic a term used to describe the spread of an infectious disease across an entire country, a large region, or even the whole world

buboes the blackened, swollen, pus-filled lymph nodes (part of the immune system) evident on the body of someone with the bubonic plague

bubonic plague an infectious disease caused by bacteria (called *Yersinia pestis*), which are carried by fleas on rats and mice; it often quickly kills those who contract it

History

Causes of the Black Death

There had been outbreaks of plague in previous centuries, but the Black Death was by far the deadliest. By the time it ran its course, it is estimated that more than a third of the population in Europe had died from it.

The Black Death is now believed to have been a combination of three types of plague: **bubonic plague**, pneumonic plague and septicemic plague. Bubonic plague was the most common form of the Black Death. It was transmitted by infected fleas that were carried by rats. Rats were very common in the dirty, crowded conditions of medieval Europe. When a rat carrying infected fleas died from the plague, the fleas would jump onto a person to feed from their blood. The person bitten by the fleas would then be infected.

Pneumonic plague was the second most common form of the Black Death. It attacked a person's respiratory system and was spread through the air by the victim's cough. It was far more contagious and deadly than the bubonic plague.

Septicemic plague was the rarest and deadliest form of the Black Death. It was also spread by infected fleas, but moved directly into the bloodstream and became life-threatening even before buboes had time to form on the skin. Septicemic plague killed almost 100 per cent of victims.

Medieval societies were significantly changed by the Black Death. Town populations were devastated, trade virtually stopped, and many manor lands and businesses were ruined. Family and social relationships were also shattered, for both the rich and the poor.

Source 2 The black rat helped spread the Black Death throughout medieval Asia, Africa and Europe.

Symptoms of the Black Death

For most sufferers, the first sign of the Black Death was the buboes that appeared on the skin – usually in the groin, in the armpits or on the neck. They were initially red in colour, before turning purple and then finally black. They would spread all over

the body. The victim would also get a fever and headaches. Over the next few days, the victim would lose motor control (the ability to move voluntarily), so that they could not speak or walk properly. They would suffer pain and vomiting, becoming delirious (losing control of their emotions and unable to think or speak clearly).

The average time of death was between three and seven days from the first symptom. It is believed between 50 and 75 per cent of those who caught the Black Death died.

Source 3 A medieval artist's impression of merchants conducting their trade. Many historians believe it was medieval traders who were responsible for spreading the Black Death (see Lesson 10.16 The spread of the Black Death, page 369).

Key concepts & skills Historical significance

The Decameron

One of the most significant primary sources of evidence providing an insight into how the Black Death affected societies in Europe is *The Decameron*. It was written in the 1350s by the Italian author Giovanni Boccaccio (1313–75). Although Boccaccio created it as entertainment (it consists of a hundred lively stories told by young people who fled Florence to escape the Black Death), it provides key information about life in plague-affected communities.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).

Source 4

– It was not as it had been in the east, where nosebleeds had signalled that death was inevitable. Here the sickness began in both men and women with swelling in the groin and armpits. The lumps varied in size, some reaching the size of an ordinary apple and others that of an egg, and … began to appear at random all over the body. After this point the disease started to alter in nature, with black or livid spots appearing on the arms, the thighs, everywhere … These were a certain sign of impending death, but so was the swelling.

A translated extract from Giovanni Boccaccio, *The Decameron*, 1350s

Analyse this! The Decameron

Check your learning 10.15

Check your learning 10.15

Review and understand

1 In your own words, **define** the term "pandemic".

2 **Outline** why the disease become known as the Black Death.

Apply and analyse

3 Draw a human body and illustrate the various symptoms experienced by a person suffering from the Black Death. Annotate your drawing.

4 **Create** a flow chart to summarise how the three different types of plague were transmitted.

Evaluate and create

5 Conduct some **research** into the bacterium *Yersinia pestis*. Write a short report to show your findings.

a Identify who discovered it as the real cause of the Black Death, and when.

b Identify who discovered the first effective treatment for the Black Death, and when.

Lesson 10.16
The spread of the Black Death

Introduction

Between around 1330 and 1351, the Black Death swept through Asia, Europe, North Africa and the Middle East, killing an estimated 100 million people.

Learning intentions and success criteria

Origins of the Black Death

Most scientists and historians believe an especially lethal strain of plague broke out in China in the early 1330s, following a devastating famine. This area was then known as the Yuan Empire (which covered most of present-day China and Mongolia). It had been under Mongol rule since 1279. Some think that the disease was first carried westwards by Mongols travelling along the Silk Road (see Source 1).

In 1346, the pandemic reached a trading city on the Black Sea called Kaffa, which was controlled by merchants from Genoa, Italy. At that time, Muslim Turks (called **Tatars**) were attacking Kaffa and were infected with the plague. A fourteenth-century Italian writer, Gabriele de' Mussi, described how the Tatars "ordered dead corpses [of their men] to be placed in catapults and lobbed [thrown] into the city in the hope that the intolerable stench would kill everyone inside. What seemed like mountains of dead were thrown." The Genoan merchants in Kaffa fled to their boats and headed back to Italy, through the Mediterranean Sea. Their decision to make this journey would lead to the rapid spread of the Black Death into Europe and Africa.

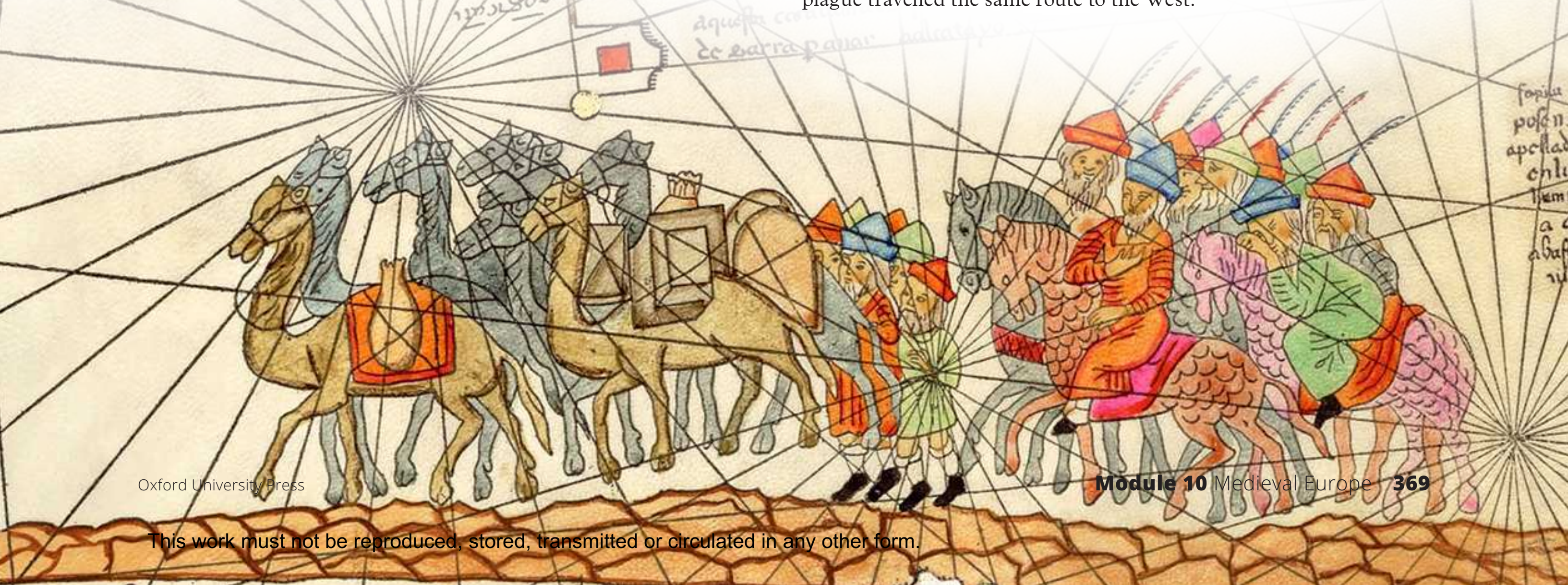
Tatar a member of an ethnic group whose members can be found today in countries such as Turkey, Uzbekistan, Kazakhstan, Ukraine and Azerbaijan

History

The rapid spread of the Black Death

Once the Black Death reached the Mediterranean Sea in 1347, it spread quickly in all directions. It travelled northwards into Europe, reaching England and Norway by 1349 and Eastern Europe and Scandinavia by 1350 (see Source 2).

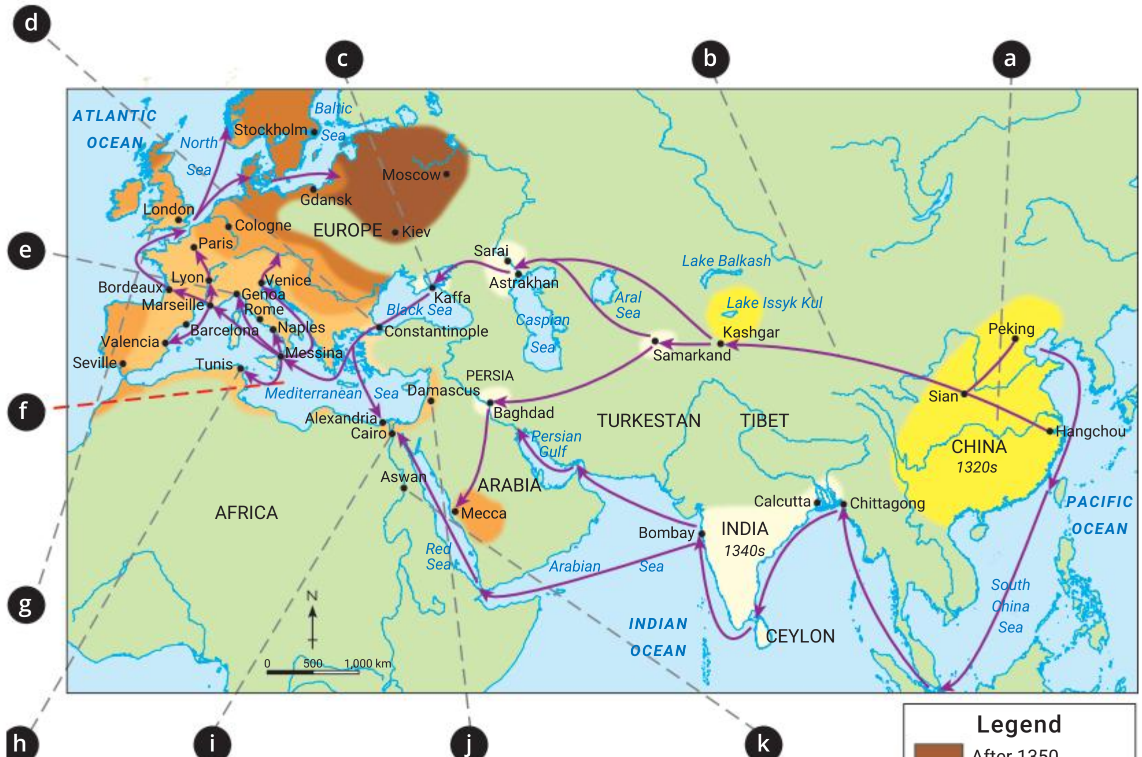
Source 1 This fourteenth-century painting shows Venetian traders Niccolo and Maffeo Polo (the father and uncle of Marco Polo) crossing Asia to reach China in 1266, on what became known as the Silk Road. Around 50 years later, it is believed that the bubonic plague travelled the same route to the West.

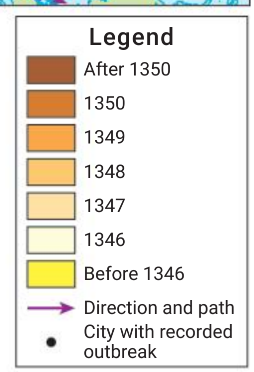


nomadic a society of people who do not live in a set place but move around, usually in search of food and shelter, and good pasture for their animals

In Egypt, the death rate was so high that towns were abandoned, fishing almost stopped, and the law courts were closed. Bodies littered the streets; they were eaten by wild animals or piled up in shops or mosques. A slave ship that had left Constantinople with 330 people on board arrived in Alexandria with only three survivors. Furthermore, the King of Yemen carried the disease back to his country in 1351, after he was released from a Cairo prison. Eventually, the whole of the Islamic world was affected, especially those living in towns or cities. Interestingly, **nomadic** Arabs were not struck down by the Black Death.

Origins and spread of the Black Death





Source: Oxford University Press

Source 2 The Black Death spread rapidly.

- **a** The Black Death breaks out in China in the early 1300s.
- **b** As people and goods travel along the Silk Road, so does the Black Death.
- **c** In 1346, Tatar troops become infected while attacking Kaffa, and spread the disease.
- **d** Genoan merchants flee from Kaffa in their ships back to Italy, docking at Constantinople on the way. They are carrying rats on board.
- **e** The merchant ship lands in Genoa, spreading infection.
- **f** In 1347, infection rapidly spreads through the ports on the Mediterranean Sea.
- **g** In 1348–49, the Black Death spreads northwards across Western Europe, reaching England.
- **h** In April 1348, it reaches Tunis from Sicily and advances along the Northern African coastline.
- **i** In 1348, 1,000 people are dying per day in Alexandria. In Cairo, 200,000 die – over a third of the population.
- **j** By April 1348, the Black Death reaches Palestine and Syria, killing 50,000 people in Damascus in one year, around half of the population.
- **k** By 1349, the Black Death has travelled through the Nile Valley via boats to Aswan, 1,000 kilometres away.

Quiz me! The spread of the Black Death

Check your learning 10.16

Check your learning 10.16

Review and understand

1 Which social group was heavily responsible for spreading the Black Death and why?

2 Using the text and Source 2, **describe** the impact of the Black Death on Egypt.

3 Using a map, such as the one at the back of the Student Book, **identify** which parts of Europe were not affected by the Black Death, according to Source 2.

Apply and analyse

4 **Examine** Source 2.

a Describe the speed and reach of the Black Death across Asia, Europe and Africa.

b Explain why the disease travelled so far and so swiftly.

c Identify the year in which the Black Death had the greatest impact.

5 Why do you think nomadic Arabs were able to escape the Black Death? **Explain** your answer.

Evaluate and create

6 **Create** a timeline that lists key events in the spread of the Black Death from east to west. Include key dates for Asia, the Middle East, Africa and Europe.

Lesson 10.17
Medicine at the time of the Black Death

Introduction

Learning intentions and success criteria

Today, we know far more about many health conditions and diseases than medieval people did. Those suffering from the Black Death in the fourteenth century had no idea why they were dying. They knew nothing about germs or bacteria. The cause of the Black Death – the bacteria *Yersinia pestis* (see Source 1 in Lesson 10.15 The Black Death, page 367) – was not discovered until the late 1800s.

Beliefs about the causes of the Black Death

It may seem strange to us today, but there were two common beliefs about where the Black Death came from during medieval times:

- On 20 March 1345, the planets of Jupiter, Saturn and Mars were unusually aligned. It was widely believed that the four **humours** of the body became infected when this unusual event took place, thus causing widespread sickness among people.
- Bad smells were commonly thought to be the cause of disease. To counteract this, people carried small bunches of flowers and burned rosemary in their home to give off a fragrant smoke.

humours four liquids – blood, phlegm, yellow bile and black bile – that were thought in the past to influence a person's health and character

Medical care at the time of the Black Death

There were some university-trained doctors in medieval Europe, but only the wealthiest people could afford to visit them. Poor people received medical attention from monks or nuns, or healers in their community. Often, healers were older women, respected for their knowledge of illness and herbal treatments.

Plague doctors were specialist physicians hired by towns and cities to fight the Black Death, but they were not always well trained. Source 1 depicts how plague physicians typically dressed. This was their form of personal protective equipment (PPE). Their heavy floor-length coats extended up the back of the head. They also wore a hat, and a bird-like beak, which was filled with strong-smelling items such as mint, garlic or vinegar. This was designed to protect them from contracting the plague.

Source 1 A nineteenth-century illustration of a typical plague doctor. Plague doctors in medieval times were similarly dressed.

Isolation and quarantine

Desperate measures were taken to separate the sick from the healthy, which today would be considered morally wrong. The houses of the sick were marked with a red cross on the door and the entire household was locked inside. In some cases, the doors and windows were bricked to stop people from leaving.

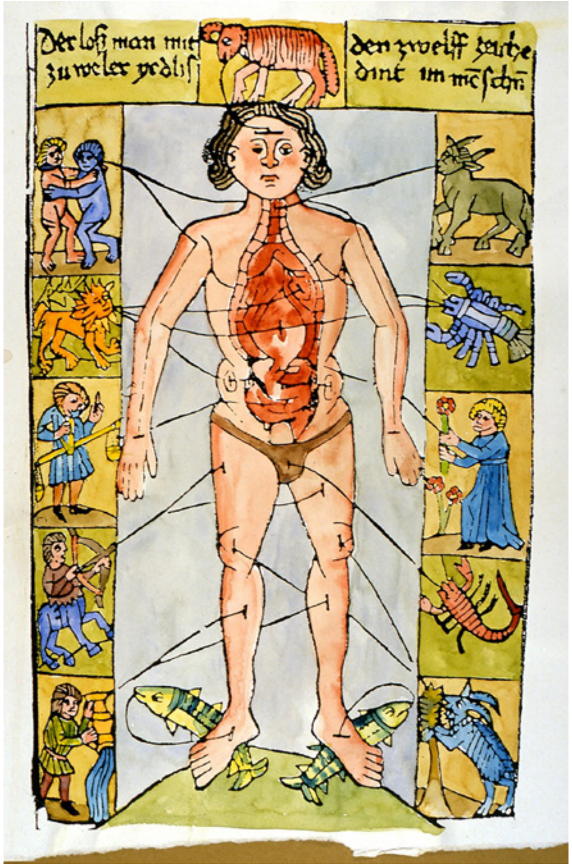
quarantine a period of time when an animal or a person that has – or may have – a disease is kept away from others in order to prevent the disease from spreading

Cities in Italy introduced **quarantine**. The word "quarantine" is derived from an Italian word meaning 40 days. Officials believed this number had religious significance, and so they made all incoming ships and traders isolate for 40 days before entering the city.

The city of Ragusa (in modern-day Croatia) was the first to pass laws requiring compulsory quarantine of all incoming travellers, ensuring every visitor was completely disease-free before entering.

Medical treatments

There was a very limited understanding of human anatomy across medieval Europe, and surgical treatments were very crude. Surgeons often used the "Zodiac Man" (see Source 2) to match up a patient's body parts with astrological signs and guide their incisions and bloodletting. Bloodletting was a common treatment believed to



Source 2 This picture of the Zodiac Man is from a medical book used by medieval doctors.

cure illnesses and prevent diseases by removing "dirty" blood. Leeches were sometimes used to suck out blood, or a person's vein was cut, and a set amount of blood was collected in a dish. Often this procedure was done in a barber's shop – and the person who did it was the barber.

Other medical procedures included forcing a patient to vomit or bringing on severe sweating or diarrhoea. Some doctors treated the buboes of plague victims by cutting them open to release blood. Then a mixture made from crushed dried toads and dried human excrement was spread over the open, pus-filled wound.

Analyse this! Zodiac man

Check your learning 10.17

Check your learning 10.17

Review and understand

1 **Identify** two causes of the Black Death, according to people at the time.

2 What methods were used to counteract (act against) bad smells?

Apply and analyse

3 **Explain** how astrology (the study of the planets and stars) influenced medicine during the Black Death. Use an example from this lesson.

4 With a partner, **apply** the concept of continuity and change to talk about isolation and quarantine measures in the time of the Black Death, and isolation and quarantine measures today. Share your discussion with the class.

Evaluate and create

5 Answer these questions.

a **Compare** the isolation measures in the time of the Black Death with the quarantine measures used at that time. What were their similarities, and what were their differences? Show these on a Venn diagram.

b Which method do you think would have been the most effective in preventing the spread of the disease? **Justify** (give reasons for) your answer.

6 "Desperate times call for desperate measures." **To what extent** (how much) do you agree with this statement – totally, somewhat or not at all? Why?

Lesson 10.18
Religion at the time of the Black Death

Learning intentions and success criteria

Introduction

Nobody in medieval times understood the real cause of the Black Death, but this did not stop them from looking for reasons why the disease was impacting them.

The Christian response

Christians believed the Black Death was God's way of punishing them for their sins. They sought salvation from the Church through prayer and rituals. However, monks and nuns who helped the poor also became sick.

In this time of crisis, the Pope spent most of his time sitting in a chair between two raging bonfires believed to purify the air. He offered comfort to the people by claiming that all those repenting for their sins would be forgiven.

Source 1 An illustration in a 1411 Bible from Toggenburg in Switzerland, showing a couple covered in buboes and a priest performing a holy ritual

The Muslim response

In contrast to the Christian response, which sought to blame, Muslim people believed they should accept the Black Death – seeing it as a divine act that was meant to happen. They did not try to solve the disease with violence or self-inflicted persecution. Historians suggest that 33 per cent of the population of the Middle East died during the Black Death.

Persecution of the Jews

Jews formed only a small minority of the population in medieval Europe. Christians looked down on them, believing they were responsible for the crucifixion of Jesus Christ. With the spread of the Black Death, many people were looking for someone to blame for their suffering, and the Jews were a common target.

Massacres of Jews began in the spring and summer of 1348, starting in France. In Germany, Jewish persecution began in November 1348 and continued for the next nine months. Some Jews managed to escape to Poland and then moved on to Russia, where large Jewish communities were established.

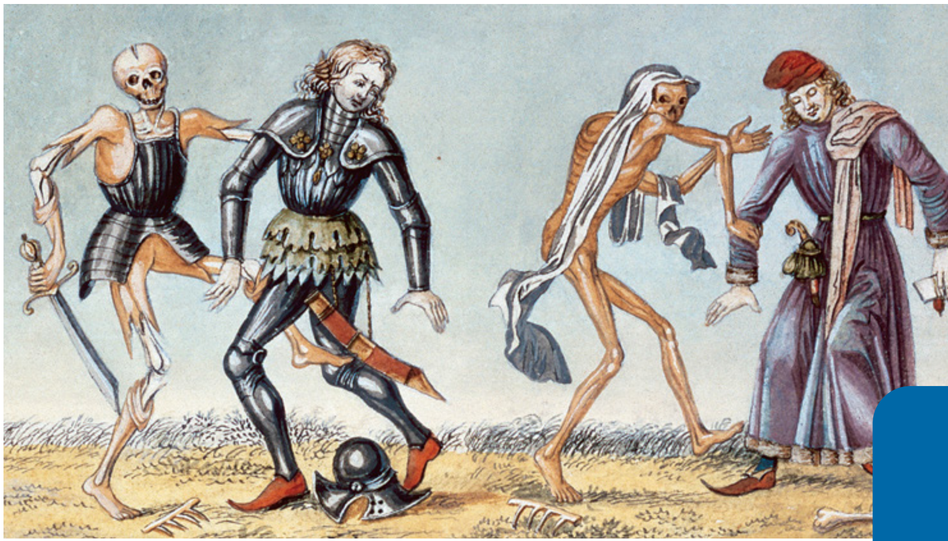
The flagellants

The flagellants were groups of radical Christians who roamed through Europe, wearing red crosses on their clothing. Organised in groups of up to 300 people led by a master, flagellants would walk into towns and villages and flagellate (whip) themselves until they drew blood. They believed this would help them gain God's forgiveness for their sins and stop the Black Death. The flagellants also believed Jewish people were responsible for the Black Death and encouraged attacks on the Jewish populations in the towns they visited.

The sinners

Some people in medieval Europe became so depressed and disillusioned by what was happening during the Black Death that they gave up caring about religion entirely.

Without the strict moral guidance and teachings of the Church, some people began to show wild and careless behaviour. Spending all day drinking, laughing, singing and dancing took people's minds off their fear, and eased some of their pain. This mix of emotions (fear and celebration) is well captured in medieval writings such as *The Decameron* (see Source 2) and artworks such as the *Danse Macabre* (see Source 3).



Source 3 A section of a painting called *Danse Macabre* (or *Dance of Death*), painted in 1806. It is a copy of a destroyed wall painting from c. 1440.

Source 2

Some thought that moderate living and the avoidance of all superfluity [excesses] would preserve them from the epidemic ... they shut themselves up in houses where there were no sick, eating the finest food and drinking the best wine very temperately [moderately], avoiding all excess, allowing no news or discussion of death and sickness ... others thought just the opposite. They thought the sure cure for the plague was to drink and be merry, to go about singing and amusing themselves, satisfying every appetite they could, laughing and jesting [joking] ...

... [B]rother abandoned brother, and the uncle his nephew, and the sister her brother, and very often the wife her husband. What is even worse and nearly incredible is that fathers and mothers refused to see and tend their children.

A translated extract from Giovanni Boccaccio, *The Decameron*, 1350s

Quiz me!
Religion at the time of the Black Death

Check your learning 10.18

Check your learning 10.18

Review and understand

1 **Identify** the cause of the Black Death according to Muslims and Christians. How were these beliefs different?

2 Why and how were Jewish people persecuted during the time of the Black Death?

Apply and analyse

3 **Examine**Source 2 and Source 3.
  a Determine whether these are primary or secondary sources. Explain your answer.
  b List the evidence from these sources that reveals the mindset of medieval people at the time of the Black Death.
  c Which source do you think is most helpful in understanding life at the time of the Black Death. Why?

Evaluate and create

4 To what extent do you believe the religious responses to the Black Death were morally wrong: totally wrong, somewhat wrong, or not wrong at all? **Justify** (give reasons for) your answer.

Lesson 10.19

The end of the world

Learning intentions and success criteria

Introduction

Source 1 illustrates some of the short-term consequences of the Black Death. The plague caused a huge labour shortage in towns and on farms. Many feudal manors were largely deserted, because workers had either died or run away. At the time, many people believed it was the end of the world.

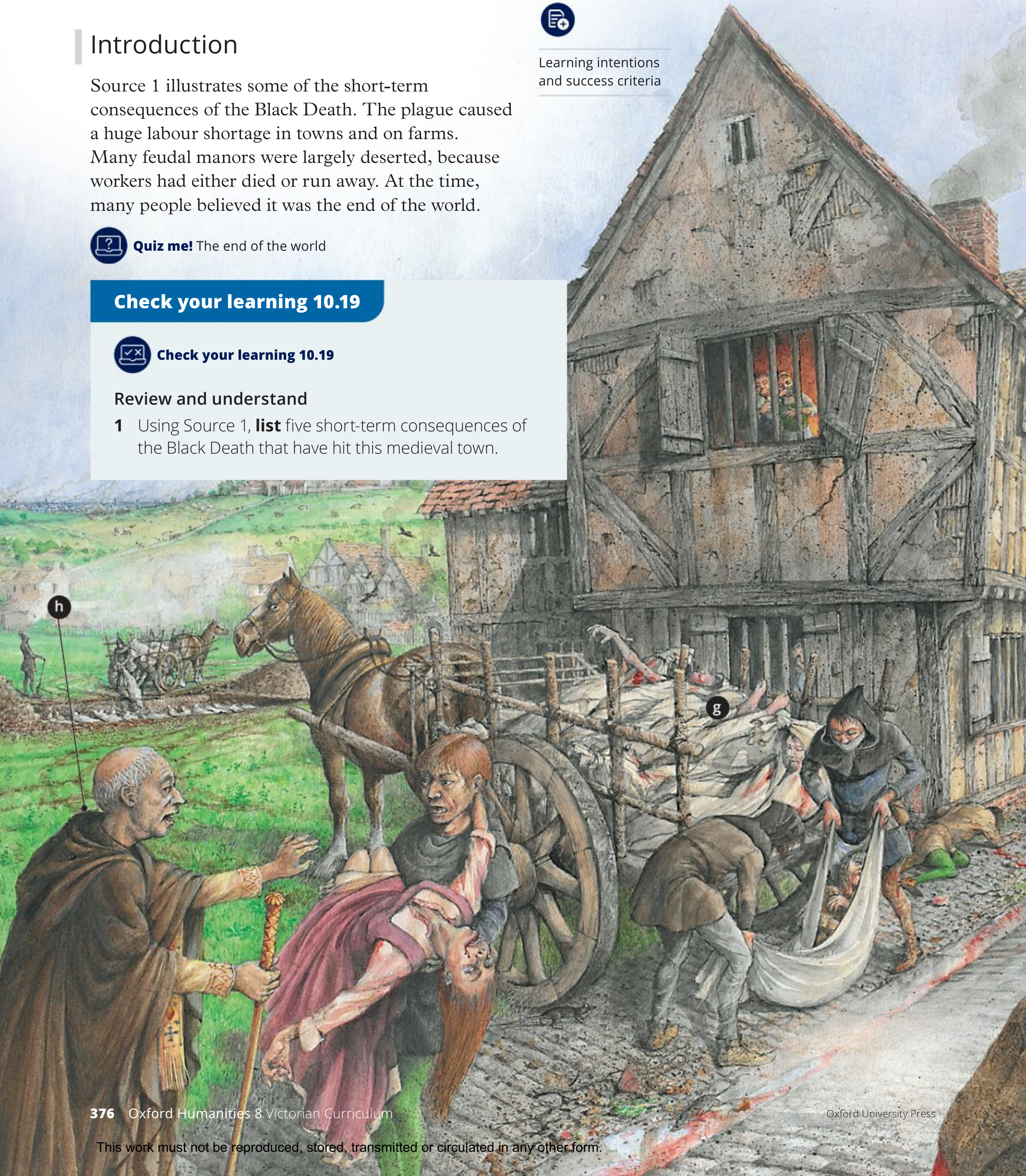
Quiz me! The end of the world

Check your learning 10.19

Check your learning 10.19

Review and understand

1 Using Source 1, **list** five short-term consequences of the Black Death that have hit this medieval town.



Source 1 A modern artist's study of the impact of the plague on a medieval town

- **a** Plague doctors wore full-body cloaks and masks with long beaks filled with sweet-smelling substances. Sick female patients began to allow male doctors to examine all parts of their bodies, which was not common before.
- **b** Some people adopted an "eat, drink and be merry, for tomorrow we die" attitude – celebrating in drinking houses as they waited to die.
- **c** Believing the plague was God's punishment for wrongdoing, people known as flagellants began walking the streets whipping themselves in a bid to repent for their sins and ask forgiveness from God.
- **d** Doctors suggested unusual cures, such as telling people to sniff herbs or lemon leaves, or even their own faeces. Sometimes leeched were attached to the skin to remove blood believed to be causing an imbalance in the body.
- **e** People began to avoid others for fear of catching the disease. Some ran away. Many victims were abandoned even by their own family and were left to suffer and die alone.
- **f** People did not know then about the health dangers associated with mice and rats, nor did they know that disease could be transferred by coughing and sneezing.
- **g** There were so many dead bodies (in the streets and houses), they had to be buried in mass pits. Bodies were collected and put on carts that travelled the streets.
- **h** The plague caused some people to question their beliefs. Many priests died too, causing some to think the Chruch was powerless to stop this terrible epidemic.

Lesson 10.20
The short-term consequences of the Black Death

Learning intentions and success criteria

Introduction

Short-term consequences are those that were felt by people during the Black Death, and immediately after. People from all walks of life and all trades and professions were affected, as were all types of families.

Depopulation

mortality rate a measure of the number of deaths in a particular population

It is difficult to give an exact figure for the number of people who died from the Black Death, with most primary sources and church records proving unreliable. Even before the Black Death, the average life expectancy in medieval Europe was only between 30 and 35 years, with a high infant **mortality rate**.

The effects of the Black Death on Eastern societies are even less well understood. It is known that the plague spread into other regions of Asia besides China, including the Khmer region and India.

The most recent estimates suggest the following approximate number of deaths as a result of the Black Death:

- 33 to 40 per cent of the population of Europe, with higher rates of death in rural areas
- 35 million people in China
- one-third of the population in the Middle East
- 40 per cent of Egypt's population.

The effects on towns

Rubbish and raw sewage in the streets of medieval towns were a common sight, even before the Black Death. Once the plague struck, the situation became even worse. Abandoned houses were left dirty and untended, and muck piled up in the streets. There were few people to tend to the disrepair, even if they had wanted to.

After the Black Death passed, some towns and villages slowly began to set up local health boards to develop and enforce sanitation procedures. These remained very simple but included such moves as regulations to restrict the dumping of waste, and the employment of street sweepers (see Source 1). Unfortunately, London experienced outbreaks of more diseases in the next few centuries, which suggests that these regulations were not enforced.

Source 1

Almost all the floors are made of clay and rushes from the marshes, so carelessly removed that the bottom layers sometimes remain for 20 years, keeping there below spittle and vomit and urine of dogs and men, beer that has been thrown down, leftovers of fishes and filth unimaginable ... It would help also if people made the council keep the streets less dirty from filth and urine.

A letter from the Dutch scholar Erasmus to an English doctor in 1524, with his ideas to stop plagues

The effects on religion

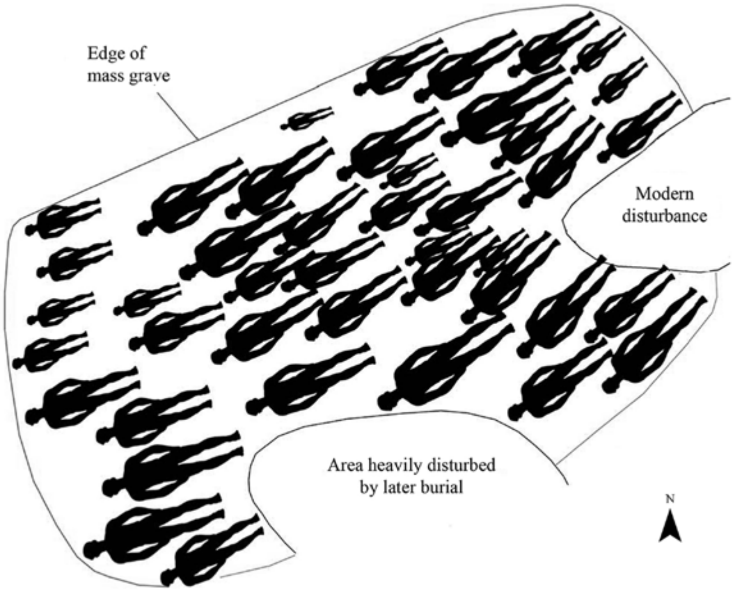
Many monks, nuns and priests died as a result of the Black Death. Some common people saw this as proof that the lifestyles of these religious people had displeased God. A few religious centres, such as monasteries, were accused of improper conduct and greed. Some priests and other religious figures fled, abandoning their parishioners because they feared becoming infected. Those who replaced them were often poorly trained. Some did not even live in the parishes they were meant to oversee. This added to the disappointment and anger of many ordinary people towards the Church and weakened its position in society.

Source 2 A manuscript illustration of a bishop blessing infected monks, c. 1360

Burying the dead

At the time of the Black Death, people were dying so quickly, and in such large numbers, that there was no time for proper burials or religious ceremonies. In fact, some Christian priests began refusing to bury victims for fear of contracting the disease. As a result, mass burials became common in towns, with groups of people buried in large graves.

In 2020 an excavation of Thornton Abbey in Lincolnshire, northern England, uncovered the remains of over 48 people that had been buried in a mass grave (see Source 3 and Source 4). Radiocarbon dating was used to determine these deaths took place in the fourteenth century. A bone analysis positively identified the *Yersinia pestis* bacteria, linking these bodies to the Black Death.



Source 3 This illustration of the layout of the skeletons in the mass grave in Thornton Abbey shows how they were carefully arranged and organised – presumably by family members of the dead.

The effects on medicine

The failure of medieval medicine to cure or prevent the spread of the Black Death led to changes in medical practices immediately following the plague. Frustrated with diagnoses and treatments that revolved around astrology and superstition, doctors and scholars began focusing more on clinical medicine and seeking to increase their knowledge of the physical world.

This approach led to an increase in **autopsies** and dissections of human corpses to learn more about anatomy. This led to a greater understanding of the workings of the human body, and new medical texts and treatments. Hospitals developed into places of treatment, rather than being places where the sick were sent to die.

Quiz me! The short-term consequences of the Black Death

autopsies examinations of bodies to discover – or find out more about – the cause of death

History

Source 4 This photograph shows how the rows of skeletons overlap.

Source 5 This card was carried as a lucky charm, in the hope of warding off the Black Death.

Check your learning 10.20

Check your learning 10.20

Review and understand

1. Why is it difficult to give an exact figure for the number of people who died from the Black Death?
2. **Describe** the state of towns in medieval Europe after the Black Death.

Apply and analyse

3. What does Source 1 tell us about sanitation and hygiene in London in the centuries that followed the Black Death?
4. **Explain** how the Black Death led to a loss of confidence in the Church for some medieval Christians.
5. **Analyse** the short-term consequences of the Black Death for medieval Europe. Remember, when you analyse something, you should break it down into smaller parts and talk about how they relate to each other. For example, think about how the lack of religious burial might have contributed to a loss of faith in the Church. Be sure to use examples from this lesson to support your answer.

Evaluate and create

6. Working in small groups, imagine you are in charge of cleaning up the medieval streets of London. What are some strategies you could employ to make this happen? Present your findings to the class, and then hold a class vote to decide the best ideas.

Lesson 10.21
The long-term consequences of the Black Death

Introduction

Learning intentions and success criteria

Long-term consequences are those that become clear over time. For example, looking back on the consequences of the Black Death, we can see it reduced populations across Europe. In some cases, the populations of whole towns were wiped out, leaving the countryside empty. Europe would not recover until the 1500s.

Weakening of feudalism

This massive drop in population drastically affected trade, manufacturing, and the production of food from the land. Skilled labourers and craftspeople were now in short supply. Survivors who had been trained in different trades were highly valued by employers. They now had more bargaining power and more social status.

In time, this situation helped to break down the already weakened system of feudalism. Instead of providing their labour free in return for a lord's protection and support, knights and manor workers could now demand money for their services. In towns, workers could demand higher wages.

The wealth available to survivors of the Black Death is believed to have been at least five times more than it was before the plague struck. Spending increased in towns and cities, increasing the power and social position of surviving skilled workers. Prices also began to increase in some areas.

Peasant unrest

Concerned by the increase in wages being demanded, some rulers tried to introduce new laws to keep wages low. They also tried to stop the rising cost of food, which was then being forced up by black market (illegal) trading and piracy (attacking and robbing ships at sea).

In England, the Statute of Labourers was introduced in 1351. This law made it illegal for employers to increase wages to attract new workers. It also made it illegal for workers to travel to other areas for better wages. This law upset many peasant workers and created some of the unrest that led to the Peasants' Revolt of 1381.

Source 1 A painting showing life on a manor, soon after the Black Death ended

History

Key concepts & skills Causes and consequences

The Peasants' Revolt


Source 2 An illustration of Wat Tyler being killed during the Peasants' Revolt

By 1381, the Black Death had caused the population across Europe to drop significantly. One of the major effects of this was the increased value peasant workers, such as farmers and craftspeople, now had in society.

At this time, peasants were still required to pay taxes to support the king. When some refused to pay, they were fined or put in the stocks as punishment. When the Statute of Labourers was passed in 1351, it stopped workers from asking for better employment terms (such as higher wages or freedom to travel) despite their increased value in society.

Peasants all over the country felt disgruntled by this. In 1381, an uprising now known as "The Peasants' Revolt" swelled across England. The leader of the uprising, Wat Tyler, was killed by the Mayor of London in June of the same year (see Source 2).

The Peasants' Revolt caused its own significant consequences, including the end of feudalism in England. Although this did not happen immediately, the revolt caused the upper classes to realise they could not rule over the lower classes in the same ways they had in the past. They also realised that large groups of workers could be a significant political force to reckon with, and that changes had to be made.

For more information on causes and consequences, see Lesson 7.6 Causes and consequences (page 244).

Weakening of the Church

Reformation a movement that began in Europe in the sixteenth century when the scholar-monk Martin Luther publicly challenged the Catholic Church; it shifted the balance of power in Europe away from dominant control by the Church

The fact that religious leaders were not able to limit the terrible effects of the Black Death – as well as the deaths of so many monks, nuns and priests – led to a lessening of many people's faith in the Church. In the aftermath of the plague, people began questioning the influence and power the Church had over society and openly criticising some of its practices.

Eventually this would lead to a strengthening of power of the state over the Church and to a rise in movements, such as the **Reformation**, that would see the establishment of alternative Christian faiths.

The start of the slave trade

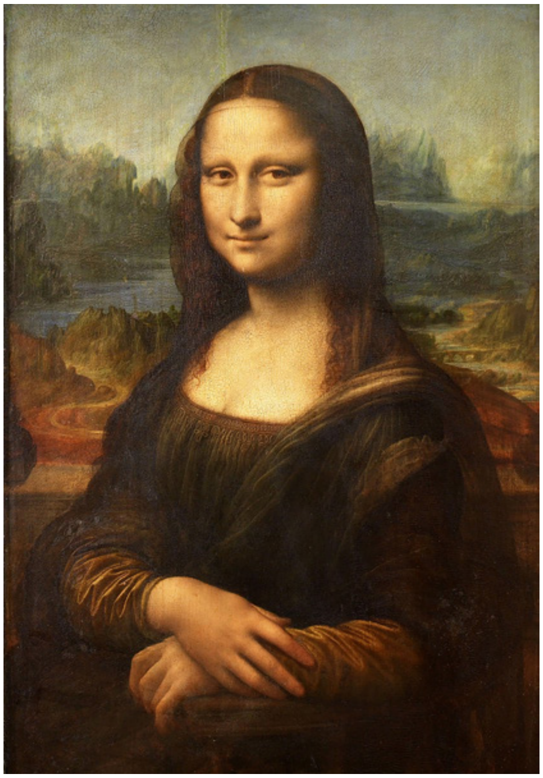
Another consequence of the Black Death that had long-term implications was the start of the slave trade. The first African people brought to Europe as slaves were the result of Europe needing to boost its greatly reduced labour force.

This group of people had been taken captive by Portuguese captains Antão Gonçalves and Nuno Tristão in Cabo Branco (modern-day Mauritania) in 1441. After this, the Portuguese established a steady trade in African slaves. Just over 10 years later, the Spanish also entered the slave trade.

The slave trade was initially established to provide labour in Europe. However, as European nations began to establish colonies from the sixteenth century onwards, the slave trade increased.

Foundations of the Renaissance

After the Black Death passed, many wealthy survivors in Europe chose to invest in art or literature as a means of expressing their gratitude for being alive. Some funded talented individuals to create paintings, build public buildings or write literature. Others encouraged scientific research, hoping answers might one day be found to the question of what caused the Black Death. These developments added to the cultural rebirth in Europe at the time, which would later become known as the Renaissance.



Source 3 The *Mona Lisa*, which is arguably the most famous painting of all time, was painted by Leonardo Da Vinci during the Renaissance.

Analyse this! Life on the manor

Check your learning 10.21

Check your learning 10.21

Review and understand

1 **Describe** how the population drop caused by the Black Death helped to weaken feudalism.

2 **Identify** when the Statute of Labourers was introduced.

Apply and analyse

3 **Explain** how some survivors of the Black Death helped the spread of Renaissance thinking in Europe.

4 Using a flow chart, **explain** how the weakening of the feudal system eventually led to the Peasants' Revolt.

Evaluate and create

5 In small groups, **create** a role-play for the class of a conversation between survivors of the Black Death and either their former lord of the manor or their former employer in a medieval town. Your role-play should focus on how things have changed (for all parties concerned) and should reflect the values and knowledge of the times.

6 In pairs, brainstorm ideas and then **create** a concept map titled "The effects of the Black Death". Use colours to categorise the connections. Look back over this chapter to add more knowledge and expand your concept map.

10D Concepts & skills in context

Morals, ethics and the spread of disease

Introduction

When it comes to how we treat each other, some important terms to understand are "morals" and "ethics". The term "morals" relates to the judgment of right and wrong behaviour; the term "ethics", however, refers to the rules and conduct required to uphold morals. Historians are interested in studying the morals and ethics of a period to understand what life was like at the time.

Source 1 An artist's impression of Jewish people being burned alive during the Black Death, reproduced in the *Nuremberg Chronicle* (1493)

As you studied the Black Death, you may have felt many emotions about the treatment of various groups in society. To understand this, it is important to consider how morals and ethics developed after this period. After such a devastating pandemic, did survivors change their views about how they treated ea other? In Source 2, an Italian writer raises th very question.

Today, we are in a unique position, as we have experienced what it is like to live during pandemic. The global spread of COVID-19 i early 2020 shaped our thinking about what w value about life, and in some cases may have even changed our sense of what is important. There may have been elements of life during the Black Death that you compared with your own experience. For example, you may have felt great empathy for those quarantining in Italy, for the sick people locked in their houses, or for those suffering the devastating economic impact of the plague. You may have also felt a new appreciation for the importance of science, medicine and protective equipment.

Source 2

> It was thought that the people … having seen the extermination of their neighbours and of all the nations of the world … would become better, humble and virtuous and catholic, avoiding iniquities and sins and overflowing with love and charity for one another … The opposite happened. Men, finding themselves few and rich by inheritances and successions of earthly things, forgetting the past as if it never was, gave themselves to more disordered and sordid [corrupt] behaviour than ever before.

Observations written in the fourteenth century by the Italian chronicler Matteo Villani, son of a respected merchant family in

Key concepts & skills Communicating

Preparing a speech

Throughout your studies, you will often be asked to deliver an oral presentation, or speech. The main role of a speech is to persuade your audience. A speech should always be presented in a formal manner and demonstrate your knowledge about the subject you are discussing.

There are six main steps to preparing a speech. These are presented below to help you prepare a speech on the Black Death.

- **Step 1:** Reflect on what you have learnt so far. For example, try comparing your life today to life during the Black Death. Is there one specific aspect of life during the Black Death that has really captured your attention?
- **Step 2:** Using your reflection from step 1, pick a topic for your speech. The most persuasive speeches will be those you make on topics that interest you. Perhaps something about the Black Death shocked you, evoked feelings of empathy in you or left you wanting to know more. For example, your topic might be "Religion during the Black Death".
- **Step 3:** Use your thoughts from steps 1 and 2 to devise a main argument for your speech. For example, if your topic is "Religion during the Black Death", your main argument might be: "The Black Death loosened the strong grip the Catholic Church held over medieval Europe."
- **Step 4:** Write your speech. Your speech should have an introduction, a main section with supporting evidence, and a conclusion. You can also share your own opinion during a speech – tell the audience what you think about these arguments, or what parts of your research have challenged your thinking.
- **Step 5:** Rehearse your speech so that you feel comfortable presenting it in front of an audience.

Source 4 A student delivering a speech

- **Step 6:** Present your speech to your audience. Stand confidently, make eye contact with your audience and be sure to pause and take a breath at times!

For more information on communicating, see Lesson 7.8 Communicating (page 249).

Practise the skill

1 Write a speech to **compare** something you have learnt while studying the Black Death to something from the modern day, such as COVID-19. Once you have chosen a topic and devised your main argument, use the following points to help write your speech.
   - Discuss the similarities or differences in the actions and opinions of society then and now.
   - Where possible, include your thoughts and feelings about the moral and ethical issues raised throughout your speech.

Extend your understanding

1 **Suggest** reasons as to why ethics has become a fundamental part of scientific and medical research.

2 Write a reflective piece to **discuss** how society has developed with regard to the treatment of others since medieval times. In what areas could we improve further in Australia?

Review: Medieval Europe

Review activity

Examine Source 1 to Source 3 below and answer the questions that follow.

A peasant's life

Source 1

Rules for peasants working on feudal manors included:

- work the lord's land as required
- pay taxes to the lords, usually in the form of crops
- ask permission to leave the manor or move house
- ask approval from the lord to allow their daughters to marry, or their sons to be educated
- be punished or fined for breaking manor rules
- pay fees to the lord for basic privileges (e.g. for grinding their grain in his mill).

Source 2

In the following autumn no one could get a reaper [person who cuts grain with a sickle or scythe] for less than 8d … a mower for less than 12d, with his food … sheep and cattle went wandering over fields and through crops and there was no one to look after them … many crops perished in the fields for want of someone to gather them.

Extract from Henry Knighton, a priest, written in the fourteenth century, after the Black Death

1 **Identify** whether each source is a primary or secondary source. (3 marks)
2 Using Source 1, **explain** how feudalism kept peasants powerless for centuries. (3 marks)
3 Suggest why a peasant's life in medieval Europe was hard. Refer to any of the three sources to support your answer. (3 marks)
4 Using Source 1 and Source 3, **propose** how a peasant's life may have changed after the Black Death. Support your answer with background knowledge and examples. (6 marks)
5 Write a paragraph reflecting on the treatment of medieval peasants according to your moral and ethical views. In your reflection, **compare** your perspective to the perspectives of social groups at the time. (5 marks)

(Total: 20 marks)

Module checklist: Medieval Europe

Module review quiz: Medieval Europe

Source 3 A manuscript illustration of the life of a peasant, representing the 12 months of the year (from left to right, top row to bottom row)

Module

11

The Ottoman Empire

Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

oxforddigital **This module is available on Oxford Digital.**

Overview

The Ottoman Empire ruled for over 600 years, from the Middle Ages to the start of the twentieth century. This module focuses on the period from 1299, when the Ottoman Empire formed, to 1683, when it was at its peak.

The location of their territories meant the Ottomans controlled the most important trade routes for gold, spices and other goods between Europe, Asia and Africa. This brought them great wealth, which they used to build powerful navies and armies. The Ottomans introduced Islamic faith, law and culture to the lands they conquered, but also supported religious diversity and a level of self-government in their territories.

Source 1 The Sultan Ahmed Mosque (the Blue Mosque) in Istanbul

Lessons in this module

Module

12

Renaissance Italy

Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

oxforddigital **This module is available on Oxford Digital.**

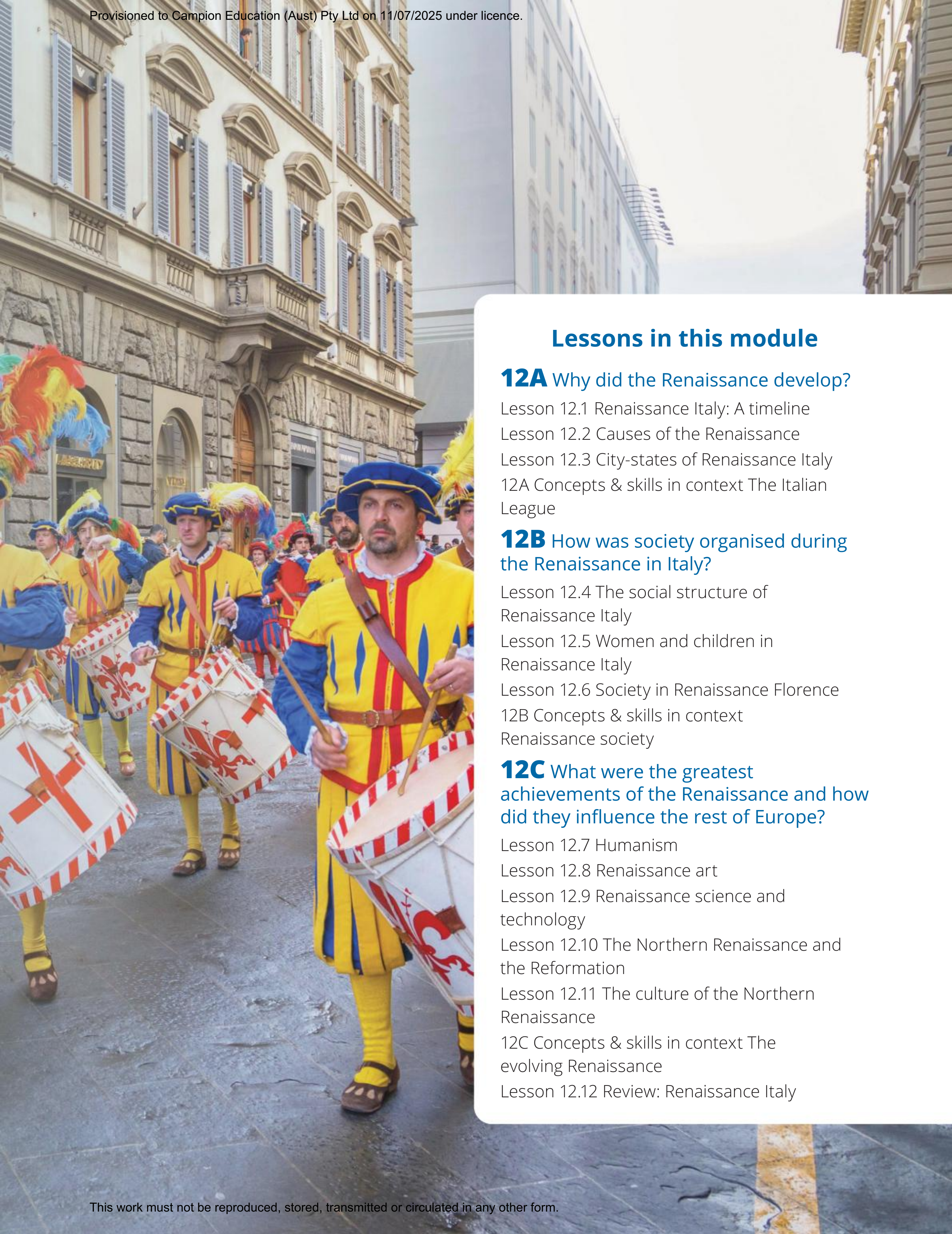
Overview

The Renaissance was a period of great change, beginning in Italy around 1400. The term "renaissance" comes from a French word meaning "rebirth". Over time, it came to describe a historical period that promoted a culture of learning.

The work of ancient philosophers, poets and writers from Greece and Rome inspired thinkers during the Renaissance period. Renaissance scholars studied these ideas and gave them new life by applying them to their own world. They also developed exciting new theories and inventions that changed our approach to art, music, architecture, science, politics, literature, religion and technology. These new theories and inventions had one common theme: the belief that humans were the centre of the universe. Although the Renaissance period began in Italy, over time these new ideas spread across Europe and the world.

By around 1600, the Renaissance period was coming to an end and the modern world was born.

Source 1 Festivals and pageantry in Florence are still important traditions, originating from the time when this cultural capital was the heart of the Renaissance.



Lessons in this module

Module

13

The Spanish conquest of the Americas

Sub-strand: Investigation: Europe and the Mediterranean world (c. 600–1750 CE)

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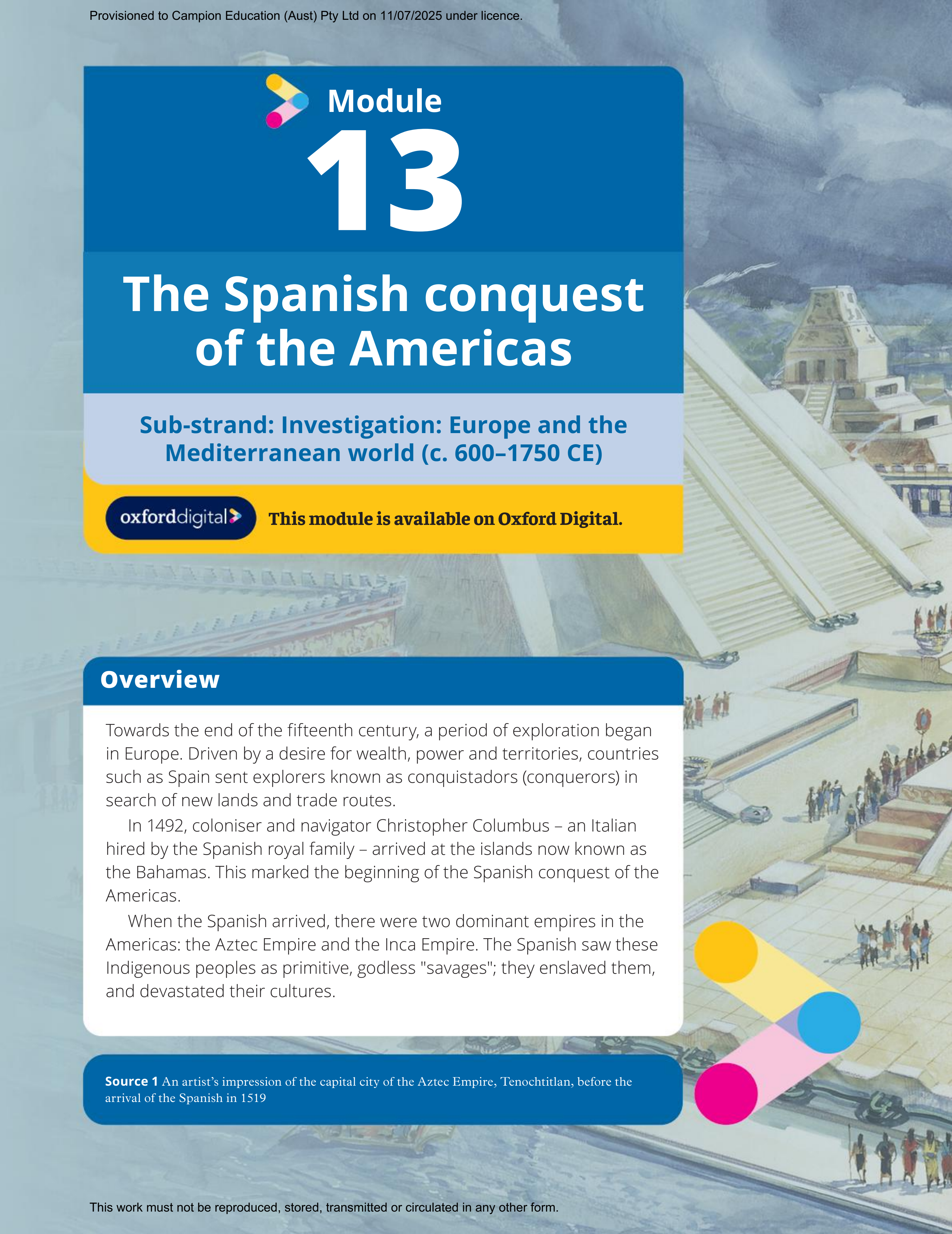


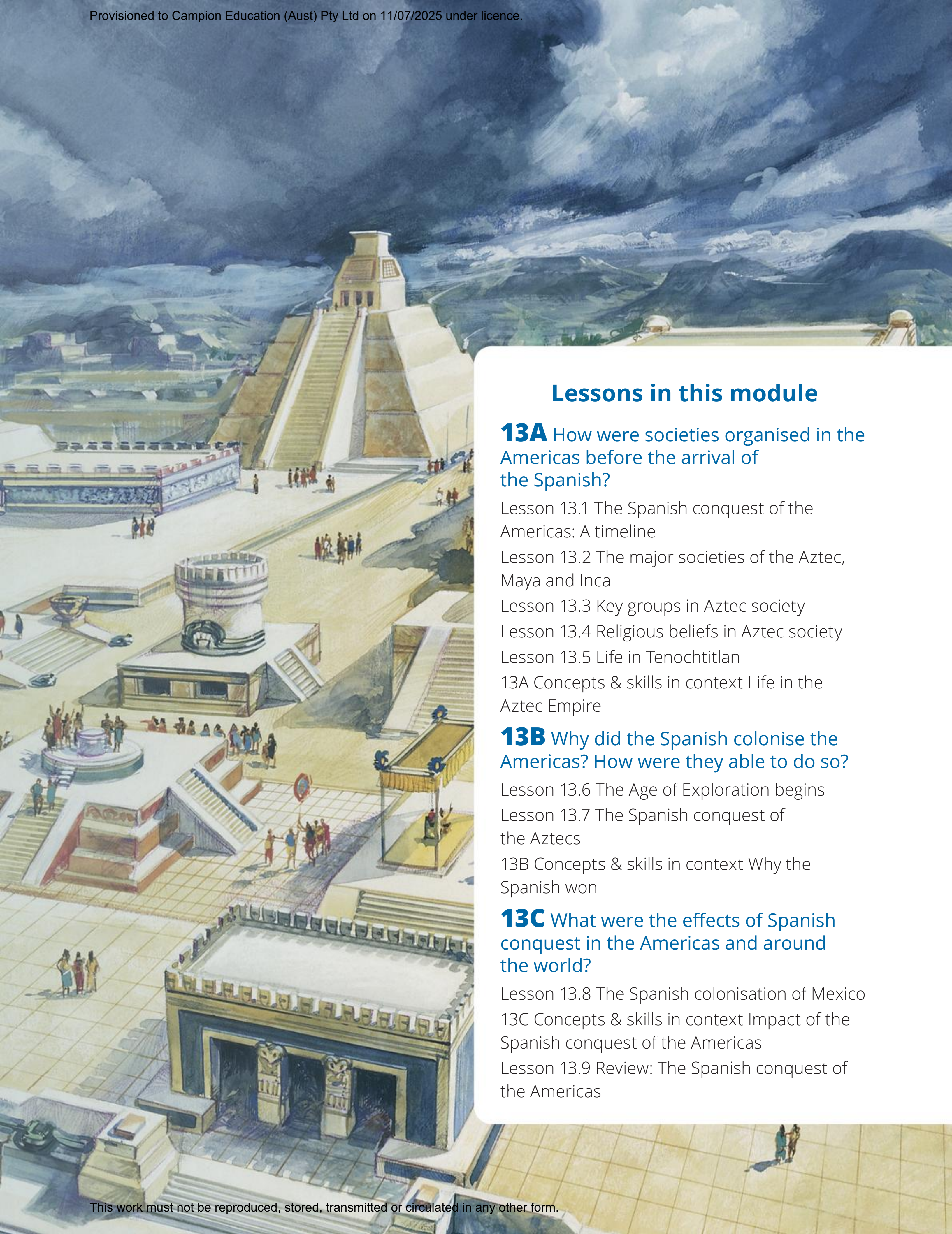
Overview

Towards the end of the fifteenth century, a period of exploration began in Europe. Driven by a desire for wealth, power and territories, countries such as Spain sent explorers known as conquistadors (conquerors) in search of new lands and trade routes.

In 1492, coloniser and navigator Christopher Columbus – an Italian hired by the Spanish royal family – arrived at the islands now known as the Bahamas. This marked the beginning of the Spanish conquest of the Americas.

When the Spanish arrived, there were two dominant empires in the Americas: the Aztec Empire and the Inca Empire. The Spanish saw these Indigenous peoples as primitive, godless "savages"; they enslaved them, and devastated their cultures.

Source 1 An artist's impression of the capital city of the Aztec Empire, Tenochtitlan, before the arrival of the Spanish in 1519



Lessons in this module

Module 14

The emergence of the modern world

Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

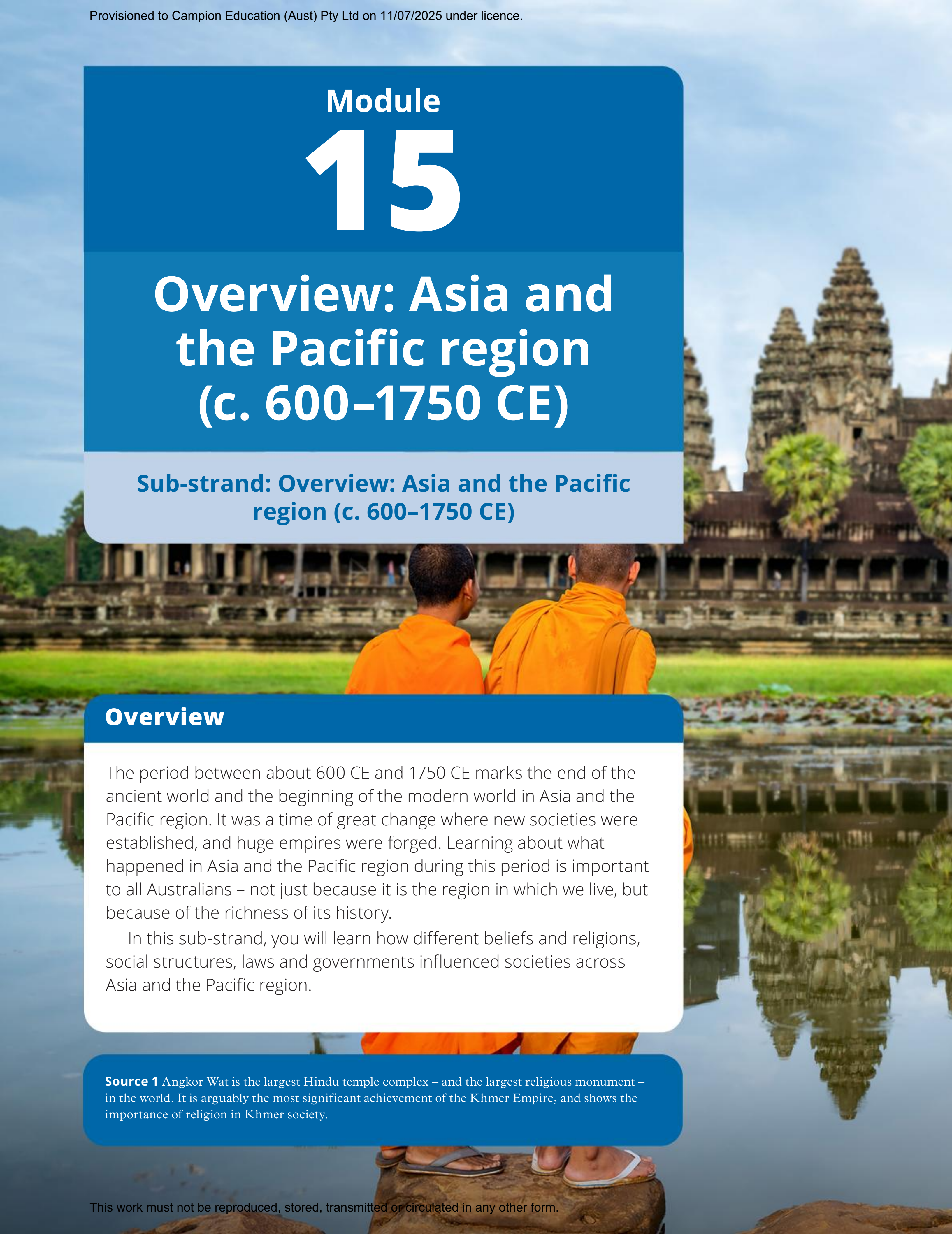
oxforddigital **This module is available on Oxford Digital.**

Overview

The period between c. 1500 CE and 1650 CE marks the emergence of the modern world. As the ancient world came to an end, the modern world began to take shape. During this period political, cultural and religious beliefs, as well as traditional ideas about society and economics, were challenged and changed. The spread of religion and ideas had a significant impact in shaping what would become the modern world. Key people and developments – such as the Scientific Revolution, and the Enlightenment, also known as the Age of Reason – significantly contributed to the emergence of the modern world.

Source 1 A modern stained-glass window in a Lutheran church in Germany, showing a spiral galaxy. In the 1500s, German monk Martin Luther broke with the Catholic Church and established the Lutheran Church. His work contributed to a shift in the balance of power in Europe away from the Catholic Church. During the Scientific Revolution in Europe, the work of thinkers such as Nicolaus Copernicus, Galileo Galilei and Johannes Kepler (whose names appear elsewhere in this window) helped overturn existing views on the motion of planets, conflicting with the Catholic Church's belief that Earth was the centre of the universe.

Lessons in this module



Module 15

Overview: Asia and the Pacific region (c. 600–1750 CE)

Sub-strand: Overview: Asia and the Pacific region (c. 600–1750 CE)

Overview

The period between about 600 CE and 1750 CE marks the end of the ancient world and the beginning of the modern world in Asia and the Pacific region. It was a time of great change where new societies were established, and huge empires were forged. Learning about what happened in Asia and the Pacific region during this period is important to all Australians – not just because it is the region in which we live, but because of the richness of its history.

In this sub-strand, you will learn how different beliefs and religions, social structures, laws and governments influenced societies across Asia and the Pacific region.

Source 1 Angkor Wat is the largest Hindu temple complex – and the largest religious monument – in the world. It is arguably the most significant achievement of the Khmer Empire, and shows the importance of religion in Khmer society.

Lessons in this module

15A Where and when did societies in Asia and the Pacific region develop?

Lesson 15.1 The where and when of Asia and the Pacific region

15B What were the key features of societies in Asia and the Pacific region?

Lesson 15.2 Key features of societies in Asia and the Pacific region

Overview: Asia and the Pacific region (c. 600–1750 CE)

This sub-strand offers a choice of four topics:

- Module 16 Japan under the shoguns
- Module 17 The Polynesian expansion across the Pacific (available on Oxford Digital)
- Module 18 The Mongol expansion (available on Oxford Digital)
- Module 19 The Khmer Empire (available on Oxford Digital).

You must choose *at least one* of these topics for study.

Lesson 15.1

The where and when of Asia and the Pacific region

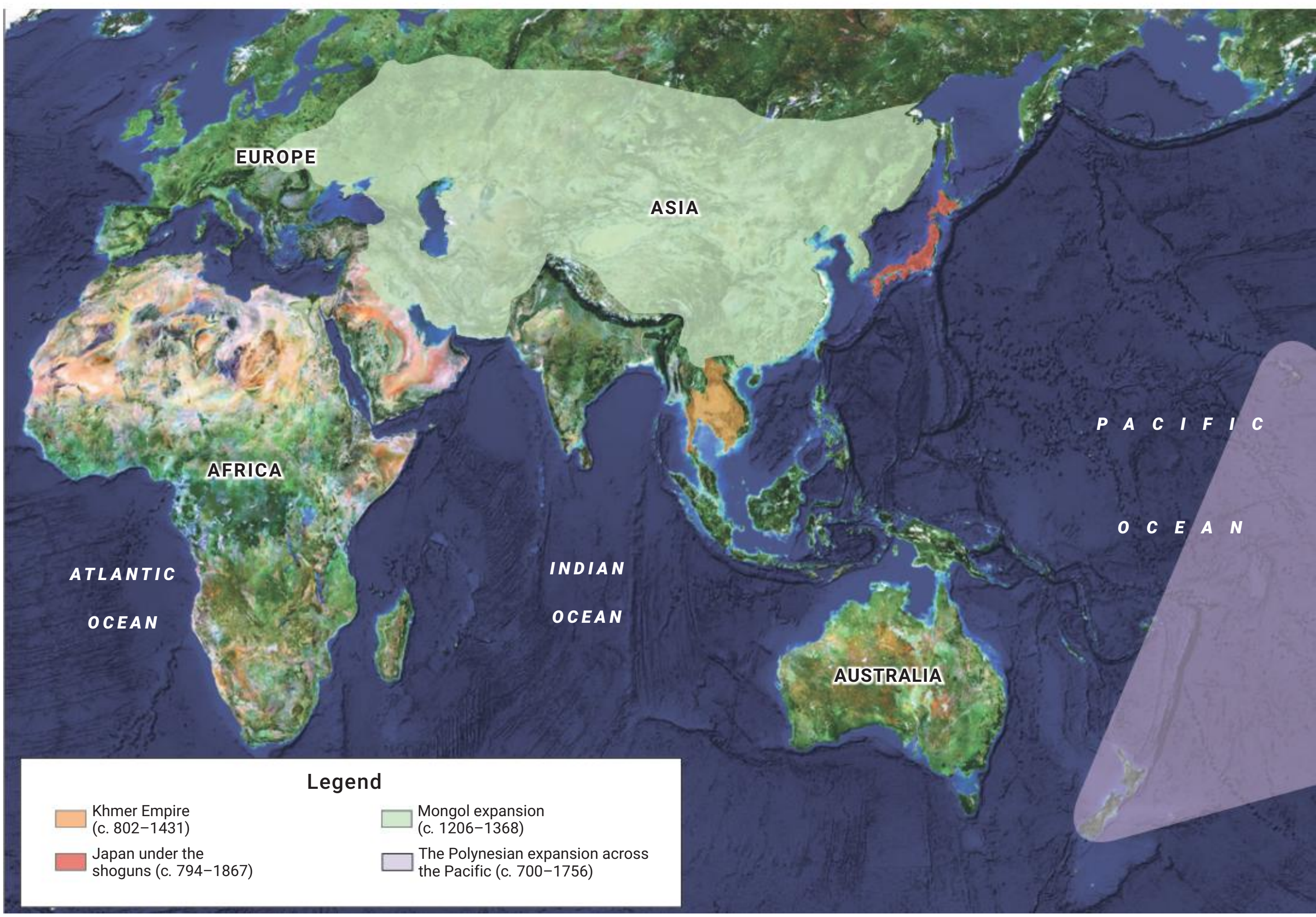
Learning intentions and success criteria

Introduction

In this sub-strand, you will learn about different societies and events that took place across Asia and the Pacific region. To help you get a better understanding of these societies and events, it helps to look briefly at some common factors that influenced each society and to think about how their development was linked.

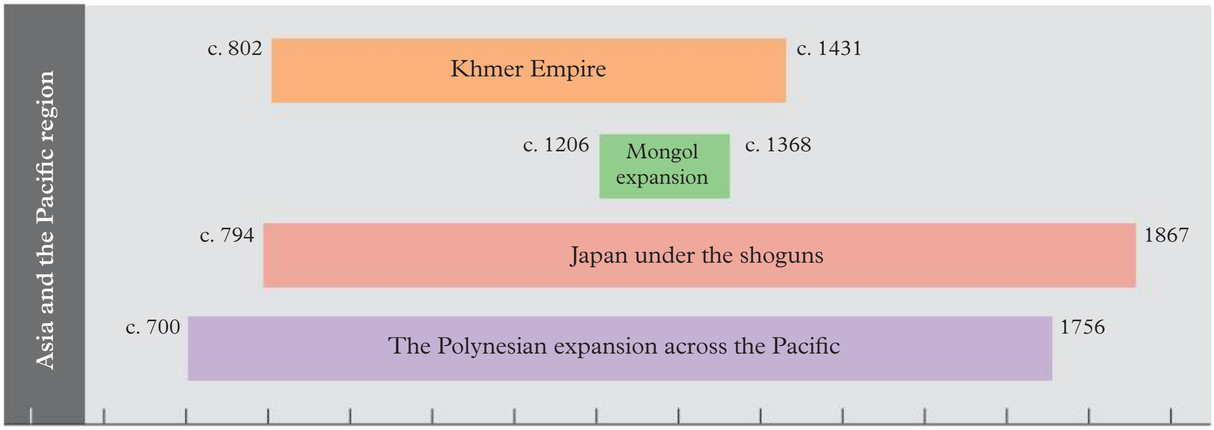
The satellite image of the world in Source 1 shows the location and size of the societies you may be learning about in this sub-strand:

- the islands of Japan
- the thousands of islands in an area of the Pacific Ocean settled by Polynesian peoples (known as the Polynesian Triangle)
- the territories of the Mongol Empire when it was at its greatest size
- the territories of the Khmer Empire when it was at its greatest size.



Source 1 This satellite image of the Earth shows the location and size of key societies across Asia and the Pacific region when they were at their peak.

The dates for each society are shown in the timeline (Source 2). Unlike societies in Europe and the Mediterranean world, the societies in Asia and the Pacific region all existed around the same time. This was possible because they all inhabited separate territories across a vast area.



Source 2 This timeline shows the rise and fall of societies across Asia and the Pacific region.

Sequence this! Societies across Asia and the Pacific region

Source: Oxford University Press

Check your learning 15.1

Check your learning 15.1

Review and understand

1 Look carefully at Source 1 and answer the following questions:

- **a** The Khmer Empire was located in an area we now refer to as South-East Asia. **Identify** the country in South-East Asia in which it was located.
- **b** List the four societies in Asia and the Pacific region in order of geographic size.

Apply and analyse

2 **Describe** Australia's geographic location in relation to the societies shown on the map.

Evaluate and create

3 The area of the Pacific Ocean that was explored by the Polynesians is known as the Polynesian Triangle. Using the internet, **research** the groups of islands that form this triangle and create a list of them.

Lesson 15.2

Key features of societies in Asia and the Pacific region

Learning intentions and success criteria

Introduction

In this sub-strand, you will study *one* of the following topics:

- Japan under the shoguns
- the Polynesian expansion across the Pacific
- the Mongol expansion
- the Khmer Empire.

Before beginning a detailed study into your chosen society, it helps to look briefly at some key factors that influenced all the societies across Asia and the Pacific region. It is useful to look at the types of belief systems and religions that were important to each one, as well as the systems of government, laws and social structures that influenced their development.

Belief systems and religions

Belief systems and religions formed the foundations of all societies across Asia and the Pacific region. The principles underpinning these belief systems, and the religious teachings that went along with them, influenced almost every aspect of life. The belief systems of many societies across Asia and the Pacific region had one thing in common – they were based around a belief in spirits of the natural world.

Japan under the shoguns

The Indigenous peoples of Japan worshipped nature and *kami* (divine spirits). The early Japanese believed all natural things were inhabited by these natural spirits, who took the form of things necessary for life, such as the sun, hills, lakes, mountains, rivers and trees. The spirits were also responsible for things like fertility. After they died, people in Japan were believed to become *kami*. These people were then worshipped by their families.

Over time, these beliefs developed into a more formal Japanese religion known as Shinto. Shinto shrines were built across Japan, and the emperor of Japan was worshipped as a god.

There are similarities between Shinto and Polynesian beliefs, and these include the telling of creation stories. One Shinto creation story tells of two gods placing a spear into the ocean. When it was withdrawn, water drops fell from the spear, forming the islands of Japan (see Lesson 16.2 Life before the shoguns, page 412).

In the fifth century CE, Buddhism was introduced to Japan from China. From this point on, Shinto and Buddhism were both followed by Japanese people; but from the eighth century onwards Buddhism became the state religion, and Buddhist temples were built all across Japan.

Between the sixth and ninth centuries CE, Confucianism was also introduced from China. Confucianism had a positive impact on ethics (morals) and politics. Finally, Christianity was brought to Japan in 1549 by Christian missionaries. At first, Christianity was tolerated, but later it was banned. It reappeared in 1859 and promoted social reform and justice in Japan.

Source 1 Shinto shrines like this one in the city of Kyoto can be seen all over Japan today. Shinto is a Japanese religion that developed out of a belief in spirits of the natural world.

The Polynesian expansion across the Pacific

The Polynesians are a group of peoples whose society expanded over a vast area of the Pacific Ocean, where they settled thousands of islands between 700 and 1756 CE. This area of the Pacific Ocean became known as the Polynesian Triangle. The points of the triangle are formed by the islands of Hawaii, Rapa Nui (Easter Island) and Aotearoa (New Zealand).

As Polynesians spread throughout the region, they formed many different societies on many different groups of islands. Each had its own belief system and religion, but there were some common features. All Polynesian cultural groups worshipped multiple gods and spirits. Like the spirits of early Japanese beliefs, these spirits were believed to be responsible for the Earth's natural features and processes, including the wind, rain, sun, moon and stars. Each cultural group passed down creation stories that explained how these important elements – such as the sun – came to be. Polynesians also worshipped their ancestors. They created rituals to please the gods, so that food was plentiful and women would give birth to healthy children.

Over time, a group of spiritual guides and priests developed in many Polynesian societies. Some priests made offerings to the gods – such as human sacrifices – to ensure protection, good fortune and healthy crops.

Source 2 Polynesian societies across the Pacific Ocean shared many beliefs about gods and the creation of the world. Many Polynesian societies during this period made representations of these gods in the form of large wooden *tikis* (carved figures), like the ones shown here.

One Polynesian cultural group that settled the islands of New Zealand was the Māori. Spirituality had a significant impact on the way Māori societies and culture developed. Their beliefs shaped the way they lived and the rituals they performed. How the Māori managed the use of their resources, and the arts and crafts they produced clearly reflect the importance of spirituality in their everyday life.

From the early 1800s, European and American missionaries moved throughout the Polynesian Triangle, trading and converting the islanders to Christianity. These Christian missionaries transformed all aspects of Polynesian beliefs and customs to make them more "civilised". In many cases, they destroyed traditional belief systems and replaced them with Christianity.

The Mongol expansion

nomadic a society of people who do not live in a set place but move around, usually in search of food and shelter, and good pasture for their animals

Before the formation of the Mongol Empire in around 1206, **nomadic** tribes of animal herders across central Asia worshipped spirits of the earth and sky – a belief system known as shamanism.

Spiritual leaders (called shamans) were believed to be messengers between the spirit world and the human world. Shamans could be men or women of any age – even young children (see Source 3). In many Mongol tribes they were important members of society. Shamans were believed to be able to communicate with the spirit world, interpreting messages from dead ancestors, performing healing rituals and predicting the future. Because the Mongols were a nomadic people, in the early days of the empire there were no temples or permanent places of worship.

Source 3 A modern-day Mongolian shaman making an offering to the spirits

Although most Mongols believed in shamanism, this was not one of the driving forces behind the growth of the empire – in fact, its rapid expansion was based more on a need for resources (such as grain and metals) and access to pastures for animal grazing.

The Mongols were very tolerant of different religions and races. Over time, religious missionaries spread the religions of Buddhism, Christianity, Islam and Judaism throughout different parts of their vast empire. Under the rule of Genghis Khan (the founder of the Mongol

Empire), institutions were set up to ensure religious freedom. As new territories were conquered, religious leaders were allowed to continue practising their own beliefs. In order to win the support of the people, these religious leaders were not taxed. Confucian scholars and Tibetan Buddhist monks also acted as court advisors.

The Khmer Empire

More than any other single factor, religion had the greatest influence on the development of the Khmer Empire. Long before the rise of the empire, the traditional people in this part of South-East Asia worshipped spirits of the natural world. This belief system – known as animism – involved the worship of all living things (such as animals, humans and plants), as well as natural events (such as the wind, rain and sun). These beliefs were passed from one generation to another through word of mouth.

Later, once the Khmer Empire had been established, the Khmer people went on to worship Hindu gods. Hinduism first developed in India and was introduced to the Khmer Empire from the ninth century CE onwards. Hinduism had a significant influence on Khmer society. Between around 800 and 1200 CE, beautiful temples were built to honour the three most important Hindu gods: Shiva, Vishnu and Brahma. At the same time, Khmer kings were regarded as living gods.

In around 1180 CE, a Khmer king by the name of Jayavarman VII came to power and changed the official religion of the Khmer Empire from Hinduism to Buddhism. Like Hinduism, Buddhism was a belief system that originated in India. It was founded by an Indian prince named Siddhartha Gautama – who would later become known to his followers as Buddha. Buddhism did not recognise the king as a living god. This reduced the number of temples built by kings to honour themselves and their Hindu gods. It also changed the way society was organised.

hierarchy a social structure that organises people with the most important group on top and others ranked beneath in decreasing order of importance

Governments, laws and social structures

Although the ways that societies across Asia and the Pacific region were organised was quite different, there were some important similarities. Broadly speaking, all three of the societies we are studying were made up of a number of social groups organised according to a strict **hierarchy**. Power was often controlled by those at the top of the hierarchy – for example, a king, a tribal or military leader, or a priest.

Source 4 Across Asia, religions such as Buddhism and Hinduism quickly became an important part of daily life. These statues in modern-day Cambodia show the significance of Buddhism in the Khmer Empire.

The social hierarchy of ancient Japan

clans groups of people linked and united in their aims and behaviours by the knowledge (or a belief) that they share common ancestors

The social structure of ancient Japan was based on **clans** – groups of families related by blood or marriage. The most direct connection people had to the ancestor *kami* (or spirit world) was through their clan leader. In early Japan, clans often fought battles over land in order to increase the power of one clan over another.

Later, as Japan moved into the medieval period, these clan structures became more formal and led to the formation of a strict social hierarchy. Social rank was determined at birth and was clearly defined. The members of each class knew what was expected of them and had rights and responsibilities to fulfil.

Source 5 During the medieval period in Japan, warrior classes evolved that were controlled by a military leader (shogun) rather than the emperor. Samurai (such as the one shown here) were an important part of the warrior classes.

Broadly speaking, there were seven social classes:

- the emperor
- the **shogun**
- ***daimyo***
- **samurai**
- peasants
- craftspeople and merchants
- outcasts.

Over time, power became concentrated in the hands of the warrior classes: the shogun, *daimyo* and samurai. The shogun held all the power, while the emperor was only a figurehead. In many ways, this system was similar to **feudalism** in medieval Europe.

Unlike other Asian societies, which changed over time because of trade and contact with people from Europe, Japan was closed to the outside world for over 200 years (from c. 1630–1860). Because of this isolation, traditional codes of behaviour established during this period in Japan are still important today.

shoguns chief military commanders of Japan between the twelfth and nineteenth centuries; shoguns dictated how the country would be ruled; their positions became hereditary during the Ieyasu shogunate

daimyo a feudal lord of Japan who was a large landowner, and offered his loyalty and service to the shogun

samurai a Japanese medieval warrior; the word "samurai" means "one who serves"

feudalism a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord (in Japan, a *daimyo*) gave a fief (parcel of land) to a person (called a vassal) in exchange for service and loyalty

The Polynesian expansion across the Pacific

In Polynesian societies, the importance of each person within the social hierarchy was often based on their relationship with their ancestors. People who could trace their ancestors back the furthest frequently had the greatest power and social standing. For example, on the islands of Aotearoa (New Zealand), Māori tribes had three main social classes:

- *rangatira* (rulers)
- *tutua* (the largest and most productive group)
- *taurekareka* (slaves who had been captured in war).

In addition, and at differing levels of the social structure, there was a fourth class called *tohunga* (specialists, educators and priests).

The *rangatira* were made up of the most important families. The *ariki* (chief) was usually the first-born son of the most senior family – one that could trace its ancestry back to the "Great Fleet" of eight founding canoes that were said to have arrived in 1350. The *ariki* was expected to listen to opinions of all members of the tribe and to prove their leadership in war, diplomacy and the wise treatment of the people.

At the bottom of the hierarchy, the *taurekareka* carried out all the manual tasks for the tribe but were not prisoners. Tribal beliefs stated that once they were captured, slaves were considered dead, so it made little sense for them to escape. These slaves could often marry into the tribe and their children would be free.

A set of laws known as *tapu* were central to Māori life. They were developed to protect sacred places, people and objects.

Source 6 Māori *rangatira* Tamati Waka Nene (c. 1785–1871)

The formation of the Mongol Empire

khans the title given to leaders of Mongolian communities (and, during the thirteenth century, to the head of the Mongol Empire)

Before the formation of the Mongol Empire, many separate tribes of Mongol people, under the leadership of **khans**, competed for land and resources on the flat grassy plains of central Asia known as the Eurasian Steppe. The Mongol Empire was formed in 1206 CE by a great ruler who united the many different Mongol tribes. He was known as Temujin, and later took the title Genghis Khan, meaning "ruler of the world". Within 100 years, Mongol territory would grow to become the largest continuous land-based empire in human history.

Under Genghis Khan's rule, the empire expanded rapidly. To thrive, it needed organisation and stability – the traditional social structures of the Mongol tribes had to be changed to suit the new empire. Mongol tribesmen were natural warriors, so Genghis Khan built on this strength. He created an organised army that became the foundation of society. All men under 60 could be called upon for military service.

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

kingdom a region ruled by a king or queen

caste a social group into which a person is born; castes are part of a social system known as the caste system, which is generally associated with the Hindu religion in India and is still used today

The army was divided into separate divisions with different functions. Each division had its own commander, who was responsible for training and disciplining men. The ultimate command of the army rested with Genghis Khan. An elite military group known as the imperial guard was also formed. It provided Genghis Khan with the people he needed to organise and administer his empire. The imperial guard also became the training ground for the empire's new ruling class. In 1206, members of the guard numbered somewhere around 10,000. Recruits came from all tribes, and membership was considered a supreme honour.

Whenever a new territory was conquered, Genghis Khan introduced immediate changes. If the rulers of these territories submitted to Mongol rule, they were treated as allies and left in a position of power. If they refused, their cities were destroyed and their populations were killed.

Once a territory was part of the empire, Genghis Khan would order a **census** to be conducted; this helped give an idea of the size of the territory's population and their possessions. Next, taxes were imposed on the population. Finally, a legal system known as the *yasa* was introduced. At its peak, the *yasa* governed over 100 million people.

Source 7 A re-enactment of a Mongol army charge. The army formed an important part of the social structure of the Mongol Empire and its expansion.

The rise of the Khmer Empire

Before the rise of the Khmer Empire, the Khmer people lived in several small **kingdoms** in the Angkor region of what is now Cambodia. In 802 CE, a prince by the name of Jayavarman II declared himself *Chakravartin* (king of kings) and formed the Khmer Empire.

Life in the Khmer Empire followed a strict social hierarchy. Roughly speaking, Khmer society was divided into five classes known as **castes**:

- the king
- nobles

Source 8 In Khmer society, the king was worshipped as a god and held the highest social caste. This stone carving at Angkor Thom shows a king at his royal court.

- military officials and priests
- common people (including peasants, architects and artists)
- slaves.

The king, at the top of the hierarchy, was the source of all legal and religious power and was head of the military (see Source 8). He was also the main force behind the creation of public buildings, such as temples, roads and canals. The nobles and military officials were required to swear an oath of loyalty to the king, and in return were trusted to administer the king's laws and carry out tasks such as tax collection.

Quiz me! Key features of societies in Asia and the Pacific region

Check your learning 15.2

Check your learning 15.2

Review and understand

1 The belief systems of most societies in Asia and the Pacific region had one thing in common. Identify and **describe** this common element.

2 Over its history, the Khmer Empire was influenced by three separate religions and/or belief systems. **Identify** them and describe how they changed society.

Apply and analyse

3 List the names of the social classes of the Khmer Empire. Suggest any other country today that has these classes.

4 **Explain** how natural spirits influenced the development of religion in Japan.

5 **Compare** the social classes of Japan and Polynesia. How were they similar, and how were they different?

Module 16

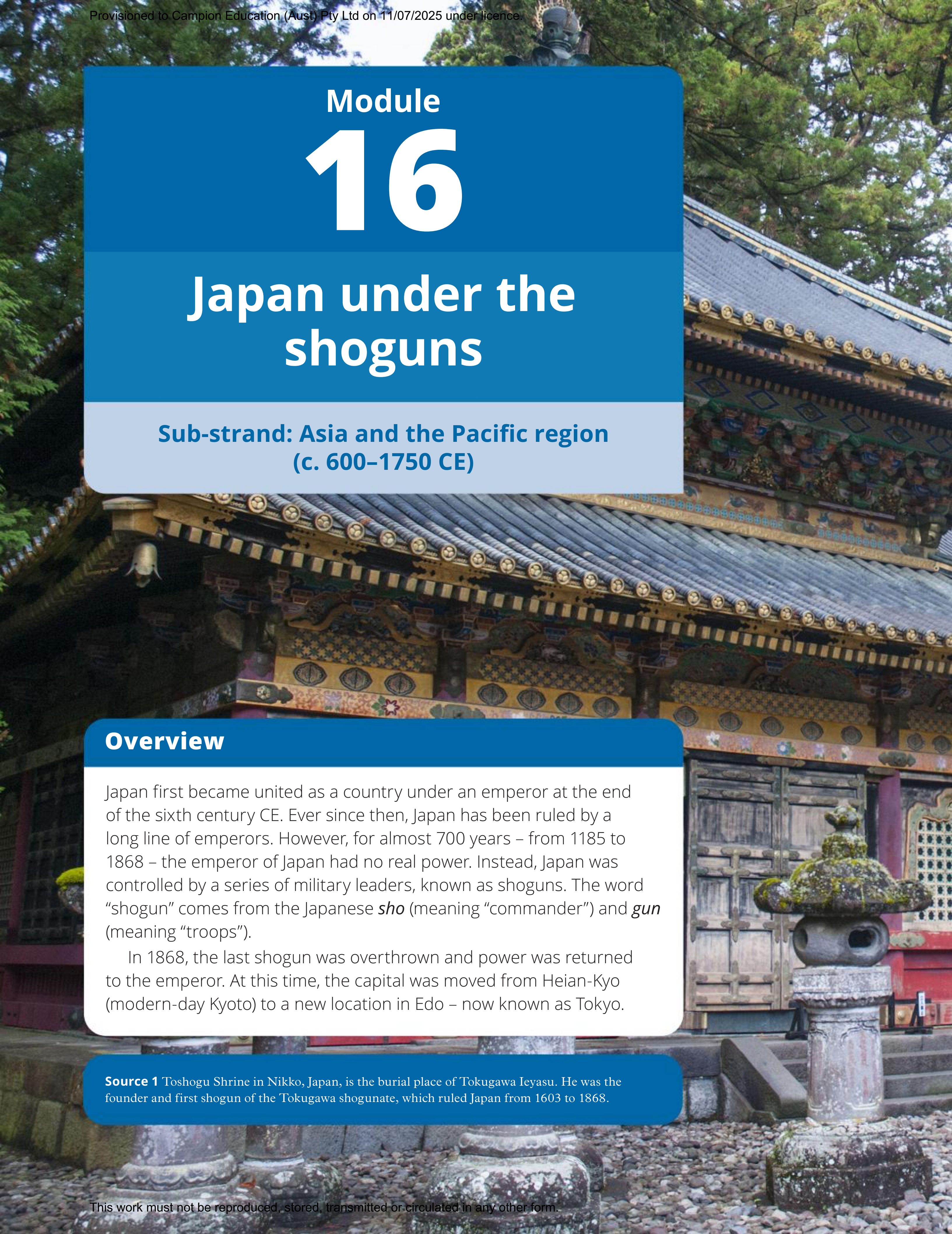
Japan under the shoguns

Sub-strand: Asia and the Pacific region (c. 600–1750 CE)

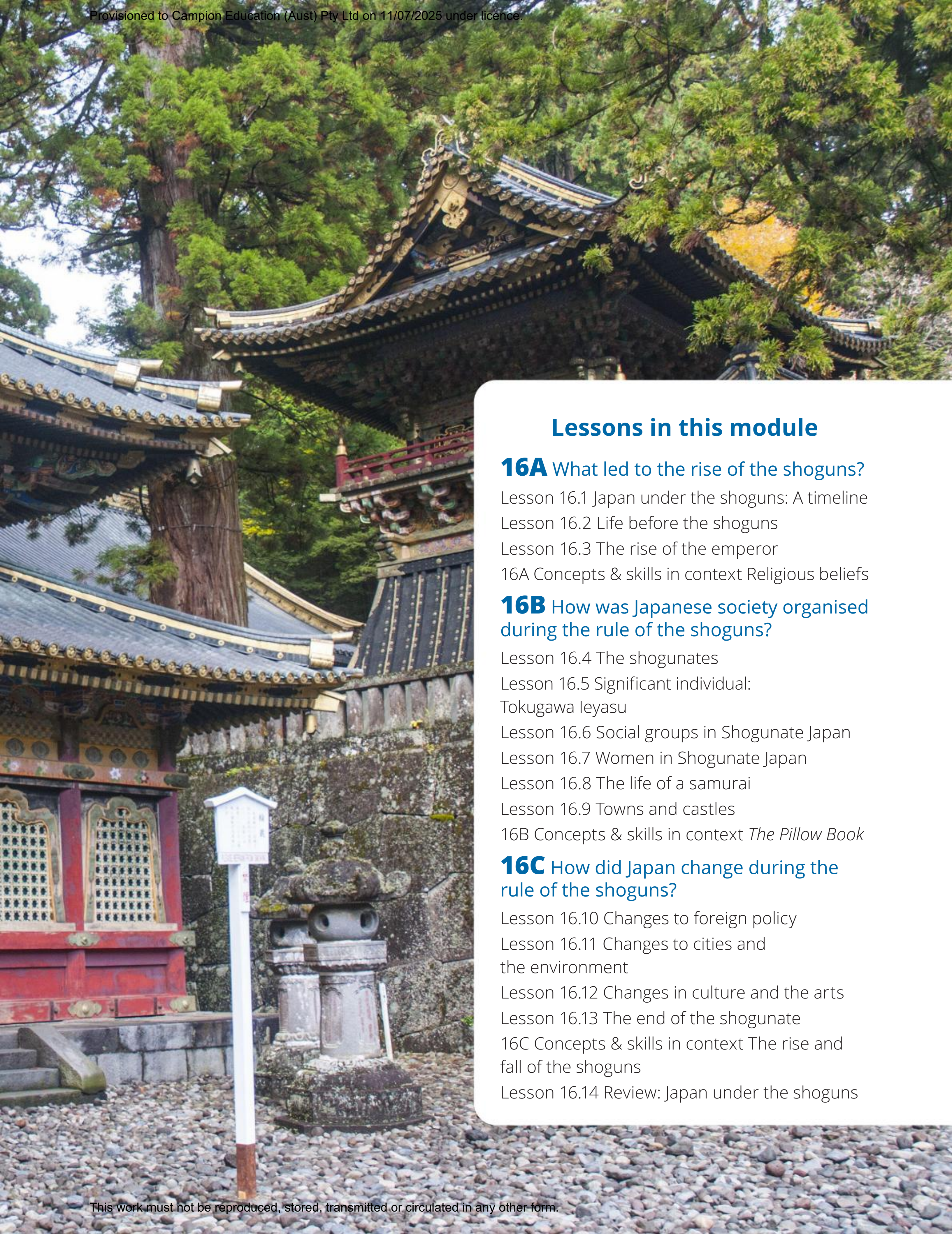
Overview

Japan first became united as a country under an emperor at the end of the sixth century CE. Ever since then, Japan has been ruled by a long line of emperors. However, for almost 700 years – from 1185 to 1868 – the emperor of Japan had no real power. Instead, Japan was controlled by a series of military leaders, known as shoguns. The word "shogun" comes from the Japanese ***sho*** (meaning "commander") and ***gun*** (meaning "troops").

In 1868, the last shogun was overthrown and power was returned to the emperor. At this time, the capital was moved from Heian-Kyo (modern-day Kyoto) to a new location in Edo – now known as Tokyo.



Source 1 Toshogu Shrine in Nikko, Japan, is the burial place of Tokugawa Ieyasu. He was the founder and first shogun of the Tokugawa shogunate, which ruled Japan from 1603 to 1868.



Lessons in this module

Lesson 16.1

Japan under the shoguns: A timeline

Learning intentions and success criteria

Introduction

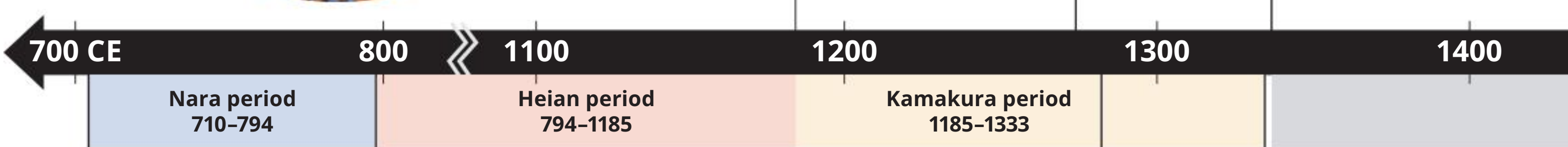
Source 1 A timeline of some key events and developments in the history of Japan under the shoguns

An artist's impression of a samurai, a member of a warrior class that served lords known as *daimyo*

1274
The Mongol army launches an attack on Japan, landing on the island of Kyushu. A typhoon destroys many of their ships and the invasion fails.

1185
The Minamoto clan seizes power from the emperor. Minamoto no Yoritomo becomes shogun and establishes his own capital city in Kamakura. With support from *daimyo* (lords) and samurai (warriors), a series of shoguns rules Japan for the next 700 years.

1336
Ashikaga Takauji seizes power from Emperor Go-Daigo to become the new shogun.



794
Under orders from Emperor Kammu, the capital of Japan moves to the city of Heian-Kyo (modern-day Kyoto). It remains the official capital of Japan for the next 1000 years.

1281
The Mongol army launches a second attack on Japan, landing once again on the island of Kyushu. For the second time a typhoon hits, destroying almost all Mongol ships, and the invasion fails.

1333
Emperor Go-Daigo overthrows the Kamakura shogunate and takes back power from the shogun for a brief period.

710
The first official capital of Japan is based in the city of Nara; the imperial family – led by a series of emperors or empresses – rules over Japan during this time.

An artist's impression of Japanese fighters facing the Mongol army during the attempted invasion of Japan

Heijo Palace in the city of Nara was the Imperial Palace, and seat of power from 710 to 784.

Sequence this! Events in Japan under the shoguns

A statue of Tokugawa Ieyasu, founder of the Tokugawa shogunate

1467
A period of civil war, known as the Warring States period, begins in Japan between rival warlords. It lasts for around 100 years.

1598
William Adams, a sailor and navigator, becomes the first Englishman to visit Japan. He befriends Tokugawa Ieyasu (a future shogun) and later becomes a key adviser to him.

1603
Tokugawa Ieyasu becomes shogun and establishes a base in the city of Edo (modern-day Tokyo). The Tokugawa shogunate rules Japan for the next 260 years.

1633
Tokugawa Iemitsu introduces a policy known as *sakoku* (meaning "locked country"). Under the policy, no Japanese people are permitted to leave Japan and no foreigners are allowed to enter. The policy remains in effect until around 1853.

1853
Commodore Matthew Perry, a US naval officer, arrives in the city of Edo (modern-day Tokyo) to persuade the Japanese to open their borders to trade.

1868
The last shogun, Tokugawa Yoshinobu, steps down and hands power back to the imperial family under Emperor Meiji.

1500 1600 1700 1800 1900

Muromachi period
1336–1573

Azuchi-Momoyama period
1573–1603

Tokugawa (or Edo) period
1603–1868

1666
A policy is introduced to reduce logging and increase the planting of trees. Only the shogun and his *daimyo* are able to authorise the use of wood.

1724
Timber harvesting in Japan has now been reduced by 60 per cent. It remains at low levels for the next 30 years, allowing Japan's forests to recover.

1854
The Convention of Kanagawa puts an end to the policy of *sakoku*. Japan opens up trade with the United States.

Check your learning 16.1

Check your learning 16.1

Review and understand

1 **Identify** the year the city of Heian-Kyo became the capital of Japan. What name is this city known by today?

2 Identify how many times the Mongol army attempted to invade Japan. **Outline** whether these attempts were successful.

Apply and analyse

3 Answer these questions.
   a **Explain** the policy of *sakoku*.
   b Use the dates provided on the timeline to calculate how many years this policy was in place.

Evaluate and create

4 The timeline shows that the shoguns ruled Japan from around 1185 to 1868 CE. Many historians break this overall period into four further periods, commonly known as:
   – the Kamakura period
   – the Muromachi period
   – the Azuchi-Momoyama period
   – the Tokugawa (or Edo) period.
   a Using the internet, **research** why each of these periods was given its name.
   b For each period, generate two inquiry questions that you would like to find the answers to. As you work your way through this chapter, check back on these questions and provide the answers to them when you can.

Lesson 16.2
Life before the shoguns

Learning intentions and success criteria

Introduction

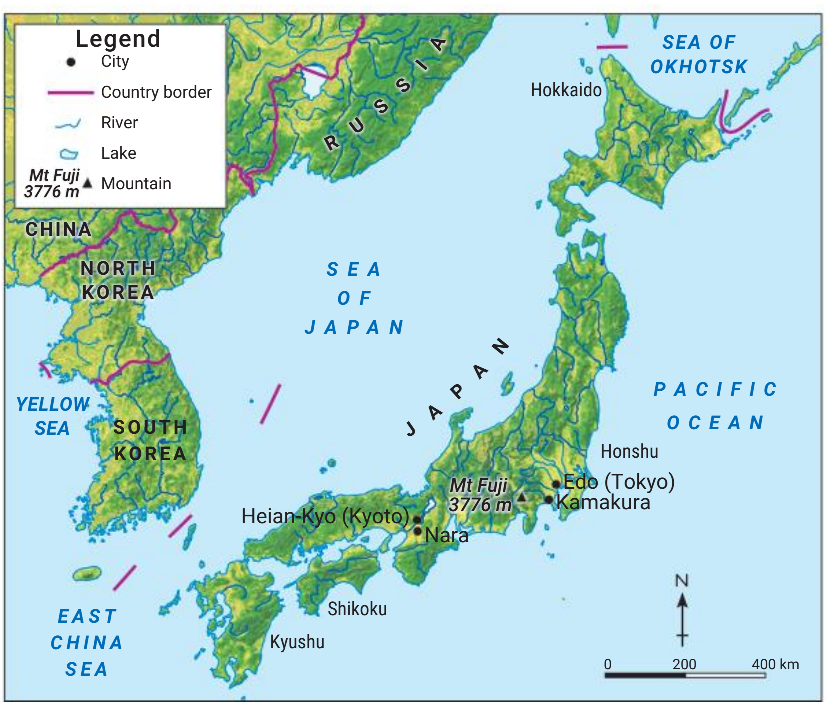
Archaeologists believe Japan was initially settled by humans around 30,000 years ago. Over time, groups of settlers from the nearby mainland (particularly China and Korea) continued to arrive in Japan. Since Japan is made up of many islands, and each island is very mountainous, different groups of settlers formed isolated communities. Over time, these communities developed extremely diverse customs and traditions.

The influence of geography

Japan is a chain of islands in the Pacific Ocean formed by the peaks of underwater mountain ranges. More than 3,000 islands are part of Japan today, but people have mostly always lived on the four largest. These are Honshu, Shikoku, Kyushu and Hokkaido (see Source 1).

Japan's rugged landscape means that only 15 per cent of the land can be farmed effectively. As a result, people settled in valleys and flatter coastal regions, which were more suited for agriculture. The lack of suitable farming areas meant there was fierce competition between people for fertile land. Commonly grown crops were soya beans, wheat, barley and millet (a type of cereal grain), and these formed the basis of the traditional Japanese diet. Rice was also grown, but this was mostly eaten by the wealthy.

Japan: Physical map



Source 1 Source: Oxford University Press

Japan is situated in an area of high volcanic and earthquake activity. It is also subject to regular tsunamis as a result of earthquakes.

The difficulty of living and farming in the mountains encouraged many people to earn their livelihoods from the ocean. Early settlers fished from coastal villages; today, seafood remains an important part of the Japanese diet.

The sea surrounding Japan separated its people from the rest of Asia and, as a result, Japan developed its own unique religion, arts and social structures.

The earliest settlers

Archaeological evidence suggests that people travelled to the Japanese islands around 30,000 BCE. A second group of settlers followed in around 14,000 BCE. Historians refer to these early people as *Jomon* (which translates roughly to "cord patterned") because of the distinctive pottery with rope-like patterns archaeologists have discovered from this era. Other artefacts – including tools, weapons and figurines – suggest there were settled communities in the north of Japan at this time.

The clan system

Over time, small, independent societies and states formed on the islands of Japan. Each of these states were made up of different **clans** – groups of families related by blood or marriage. Each clan honoured a range of different gods. Some were spirits of the trees, winds, rivers and mountains, while others were spirits of dead ancestors from their clans.

Each clan was led by a group of warrior chiefs, who protected the people in return for a share of the crops harvested each year. Local wars between rival clans broke out regularly, as they fought one another over access to resources such as fertile land.

clans groups of people linked and united in their aims and behaviours by the knowledge (or a belief) that they share common ancestors

Key concepts & skills Historical significance

Shinto creation myth

Shinto is the oldest religion in Japan and has played a significant role in the way Japanese society has evolved. According to a Shinto creation myth, in the beginning there were two gods – Izanagi and his wife, Izanami – who were asked by the spirits to create a new land. They were given a spear, which they plunged into the ocean. As they pulled the spear from the ocean, drops fell from the tip, forming the first Japanese island (see Source 2). Izanagi and Izanami settled on this first island and gave birth to all of the islands that now form Japan. They also gave birth to a range of different gods to inhabit each of these islands.

While giving birth to the god of fire, Izanami died. Izanagi followed her to the Land of the Dead to bring her back, but she refused. He returned alone, but in doing so brought many impurities back to Earth with him, causing human wrongdoing and suffering.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).

Source 2 A Shinto creation myth tells of gods Izanagi and Izanami plunging a spear into the ocean. Drops from the tip of the spear formed the first island of Japan.

Quiz me!
Life before the shoguns

Check your learning 16.2

Check your learning 16.2

Review and understand

1 **Identify** the body of water that separates Japan from the mainland.

2 **Identify** the name that historians have given to the first people to settle in Japan. Why are they called this?

Apply and analyse

3 **Explain** how the location of Japan affected the way societies there developed.

4 **Analyse** the impact of Japan's geographical features on the development of society there. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Evaluate and create

5 **Create** a facts chart on what you have learnt in this section about the early settlement of Japan.

6 Draw a simple comic strip (using stick figures) to retell the Shinto creation myth of Izanagi and Izanami.

Lesson 16.3
The rise of the emperor

Learning intentions and success criteria

Introduction

In the fifth century CE, one Japanese clan, known as the Yamato clan, became more powerful than all others. Under the rule of this clan, the organisation of Japanese society began to take shape. A type of centralised government was formed and a system of taxation was introduced, but the most significant change was the appointment of an **emperor** – a supreme ruler, believed to communicate with the gods and possess magical powers.

emperor someone who rules an empire; namely a group of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

The Yamato rulers

The Yamato clan grew to control much of southern Japan from their territorial base on the central island of Honshu. They developed great military forces to protect this territory. While other clans across Japan still technically controlled their own territories, the leaders of these clans promised their loyalty to the Yamato chief, because they knew they could never defeat him in battle.

The Yamato chief's territory was divided into a series of provinces controlled by junior clan chiefs. Each of these chiefs ensured the supreme leader was obeyed and that taxes were collected.

Even though Japan was ruled by a series of clan leaders, a system developed that recognised one Yamato chief as the supreme leader. From around the seventh century CE onwards, this leader eventually became known as emperor. The emperor was regarded as the spiritual and symbolic head of the country, and claimed to be descended from the Shinto sun goddess Amaterasu. Clan chiefs across Japan were required to show their respect to the emperor by acknowledging his superiority and making payments to him to show their loyalty.

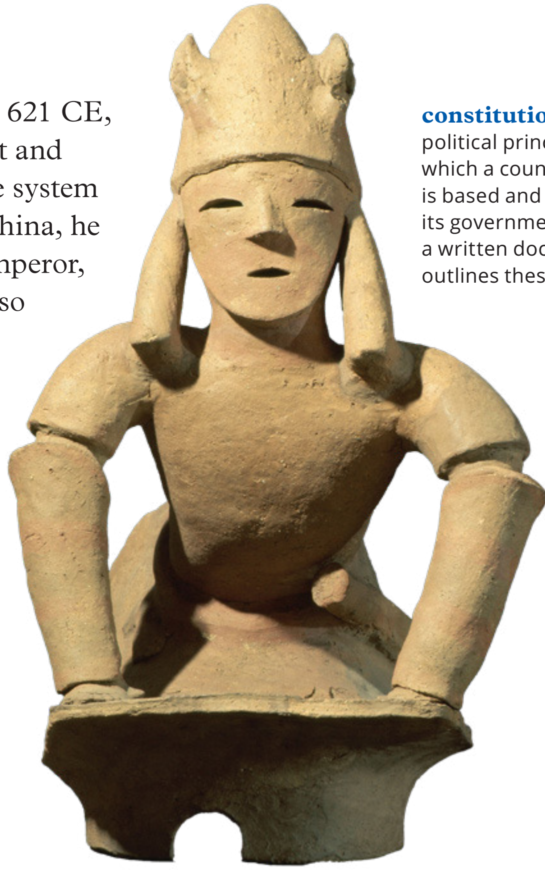
A centralised government

Prince Shotoku, a Yamato prince who ruled from 593 to 621 CE, was a key figure in establishing a centralised government and strengthening the control of the Yamato clan. Basing the system of government on that of the neighbouring country of China, he created a new **constitution** that gave all power to the emperor, who had to be obeyed by all Japanese people. Shotoku also established a large bureaucracy with 12 different ranks, and introduced Buddhism and Confucianism to Japan.

After Shotoku, in 646 CE, Emperor Kotoku introduced a series of reforms that further strengthened the centralised government. From then on, all land in Japan was said to belong to the emperor. Peasants were made to pay taxes to the emperor either in goods (such as rice or cloth) or in labour (by working on building sites or serving as soldiers). To administer this system of taxation, the country was divided into provinces, each overseen by a governor appointed by the emperor.

In 710 CE, the city of Nara was established as the first official capital of Japan and the emperor's palace was built there. From here, the new centralised government ruled Japan.

constitution the political principles on which a country or society is based and that guide its government; also, a written document that outlines these principles



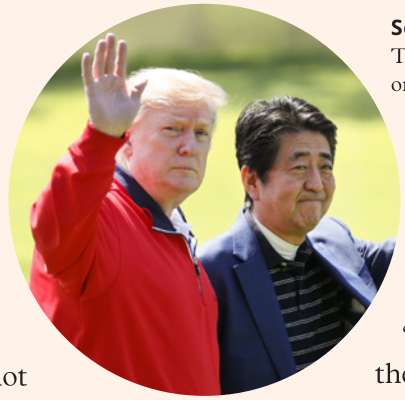
Source 1 A fired clay statue from the burial mound of a junior Yamato chief. It was made in the mid-sixth century BCE.

Key concepts & skills Historical significance

The emperor's ancestry

Yamato chiefs claimed they were descended from the sun goddess Amaterasu and therefore had a right to rule Japan. Japanese legend states that a Yamato leader named Jimmu was the grandson of Amaterasu and the first emperor of Japan – even though the word "emperor" was not used in Japanese until a thousand years after he was supposed to have lived. Jimmu is thought to have united a series of clans under his reign from 660 to 585 BCE.

Some historians think Jimmu is a mix of characters, both real and imagined, while others question whether or not he ever existed. Regardless of whether Emperor Jimmu is fact or fiction, his name is listed on the official family tree of the current ruling family of Japan, which traces its ancestry back to him.



Source 2 Current US President Donald Trump plays golf with Emperor Naruhito on a visit to Japan in 2019.

The 13 emperors who came after Jimmu are known as "legendary emperors", because their existence is also based on legend rather than solid historical evidence. The earliest recorded history in Japan begins after that, in about 300 CE.

Naruhito is the 126th Japanese emperor. He succeeded Emperor Akihito in 2019.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).

History

The Heian period (794–1185 CE)

feudalism a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord (in Japan, a *daimyo*) gave a fief (parcel of land) to a person (called a vassal) in exchange for service and loyalty

kimonos long, loose Japanese robes with wide sleeves worn as an outer garment; they have a wide belt and are often elaborately decorated; "kimono" means "thing to wear"

In 794 CE, Emperor Kammu moved the capital from Nara to a new city he had constructed called Heian-Kyo (modern-day Kyoto): see Source 4. Heian-Kyo remained the official capital of Japan for the next 1,000 years. This move marked the start of a period in Japanese history known as the Heian period (794–1185 CE). The Heian period became known for Japanese arts and culture. It was also at this time that the emperor began to lose control, and the eighth century CE marks the beginning of the feudal period of Japan, when society was organised by a system called **feudalism**.

The Imperial Court

Although he was considered the supreme ruler of Japan, the emperor did not involve himself in the day-to-day running of his country. Special advisors and ministers were appointed to carry out these functions. The emperor was removed from his people, living in a beautiful isolated palace known as the Imperial Court. It was a place of luxury and privilege for a select few. The reality of life outside the palace did not intrude.


Source 3 A portrait of a typical woman at the Imperial Court during the Heian period

During the Heian period, the Imperial Court was dedicated to fine arts and learning, both of which flourished. Music and writing were encouraged, and poetry was a central part of life at court. Both men and women were encouraged to write. Women at court dressed in elegant **kimonos**, made from silk and often composed of up to 16 layers. Although men wore robes with fewer layers, they were still required to dress elegantly and according to tradition.

Men who belonged to the court had little contact with the outside world unless they were appointed as the governor of a province; and at court, it was generally considered more important that a man be a good poet than a good administrator.

The court was often entertained with poetry or music contests, or with presentations of scrolls of picture stories. Physical activities included archery and *kemari* – a traditional game where players kicked a leather ball to each other without letting it touch the ground.

The emperor's power weakens

After the death of Emperor Kammu in 806 CE, a series of weaker emperors ruled over Japan. Their reigns resulted in the central government becoming increasingly removed from the daily governing of the provinces.

Outside the city of Heian-Kyo, the emperor's power and control grew weaker. Lords who had been granted permission by the emperor to own and administer large rural estates – called *shoen* – became more and more powerful. Originally, *shoen* were plots of land given to Buddhist monks to grow rice crops on, without paying tax to the emperor. Later on, emperors began granting *shoen* to nobles and officials as a reward for loyal service. Over time, the noble families who owned the *shoen* became increasingly wealthy and powerful, because they not only controlled the land (which was still tax free) but also collected taxes from the peasants living on it.

These noble families built up their own private armies to protect and police their *shoen*. The armies were led by generals known as **shoguns** and were made up of warriors called **samurai**. Eventually, the emperor began to depend on these private armies for support. This process marked the beginning of shogun rule in Japan.

shoguns chief military commanders of Japan between the twelfth and nineteenth centuries; shoguns dictated how the country would be ruled; their positions became hereditary during the Ieyasu shogunate

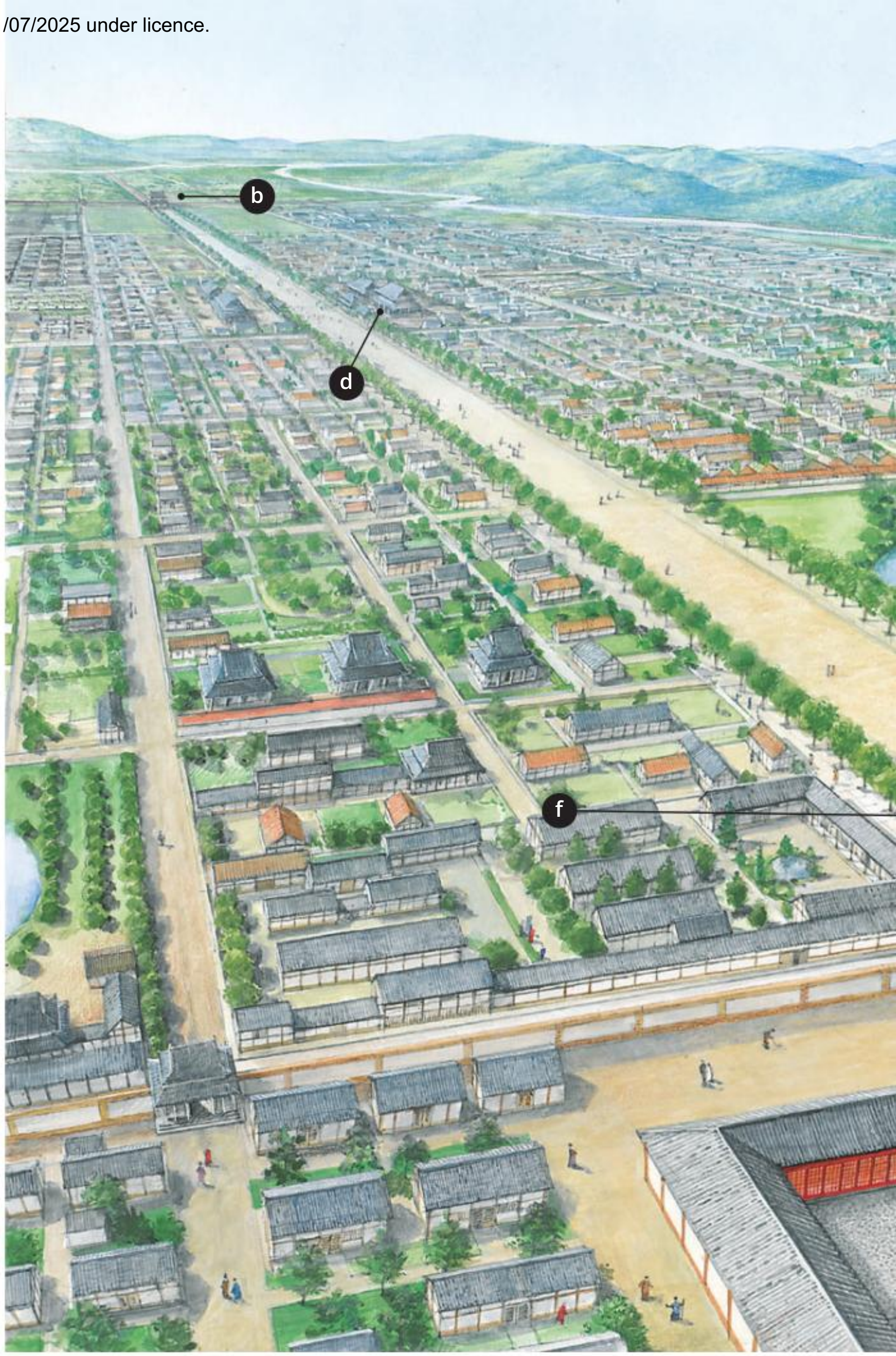
samurai a Japanese medieval warrior; the word “samurai” means “one who serves"

The city of Heian-Kyo

Heian-Kyo was a planned city (see Source 4), established in 794 CE by Emperor Kammu. It went on to serve as the official capital of Japan for the next 1,000 years. Today it is known as Kyoto.

Quiz me! The rise of the emperor

Source 4 The city of Heian-Kyo was built as the new capital of Japan by Emperor Kammu.



- **a** Heian-Kyo sat in a secluded valley surrounded by wooded hills.
- **b** The city's south gate, the *Rashomon*, marked the entrance to the planned city.
- **c** Nobles lived in large, Chinese-style homes with wooden walls, polished wooden floors and tiled roofs. Social position was demonstrated by how close a noble's home was to the royal palace. Court life was luxurious and aspired to by lesser nobles.
- **d** East and west markets concentrated all trade in two parts of the city for ease of access and taxation. Smaller night markets were shut down by the authorities whenever they were discovered.
- **e** The Imperial Palace was made up of a large rectangular walled enclosure, with several ceremonial and administrative buildings inside. Within this enclosure was the separate walled compound where the emperor lived, known as the inner palace.
- **f** Main streets running north to south were numbered, making the city easy to navigate. The main central boulevard was lined with trees, as were the avenues (sometimes with canals running through them) that formed each block of the city.
- **g** The emperor travelled in a covered wagon. He was often kept isolated and remained under constant guard. He was entertained with poetry, music, rituals and ceremonies.

Check your learning 16.3

Check your learning 16.3

Review and understand

1. **Describe** the role of the Yamato supreme leader, and how people showed him their loyalty.
2. **Identify** the Japanese rulers mentioned in this lesson and list them in chronological order.

Apply and analyse

3. **Explain** how the Yamato clan changed the way Japanese society was organised.
4. **Summarise** why historians contest the existence of Emperor Jimmu.
5. Answer these questions.
   - **a** In your own words, **define** a "*shoen*".
   - **b** **Explain** how the system of granting *shoen* to nobles eventually weakened the power of the emperor.

6 **Examine** Source 4.
   a **List** three activities that took place in the Imperial Palace.
   b **Identify** where the nobles lived.

Evaluate and create

7 Prince Shotoku was a key figure in establishing a centralised government. Using the 5Rs (see Lesson 7.7 Historical significance, page 247), **evaluate** Shotoku's significance.

8 **Create** a flowchart showing how the death of Emperor Kammu led to the rise of the shoguns.

16A Concepts & skills in context
Religious beliefs


Source 1 The Japanese garden at Melbourne Zoo

Introduction

Religion has long been an important part of life for Japanese people, significantly influencing the social and political structures of Japan.

Shinto is the oldest religion in Japan and was a part of early clan life. During the rule of the emperors, Buddhism and Confucianism were also introduced to Japanese society from neighbouring China. Prince Shotoku was a keen follower of Buddhism, and had many Buddhist temples built throughout Japan during his rule. As a result, Buddhism quickly became the religion of the ruling class. Today, Shinto and Buddhism are still the most significant belief systems in Japan.

Key concepts & skills Historical questions

Summarising your research

In history, you will often be asked to research a topic and summarise your findings. A summary is a short overview of key points that you gather from your research. When doing research, you might look closely at sources, visit the library or search on the internet.

It can be difficult to work out which parts of your research are relevant or important. It will be helpful to identify two or three key themes that each source has in common.

Follow the steps below when summarising important information from written sources.

- **Step 1:** Conduct research on your topic. Make sure you look for a range of sources written by a variety of different people. This will help you avoid bias.
- **Step 2:** Begin by reading one source. At this stage, do not annotate or highlight it – just read it from start to finish to make sure you understand what is being said.
- **Step 3:** Read the text again. In the margin, highlight and annotate some of the key themes that are being communicated by the writer.
- **Step 4:** Repeat steps 2 and 3 for each of the sources you have found in your research. Look for similar themes to those you found in the first source.
- **Step 5:** From your annotations, pick the most important points that are required for the reader to gain a clear understanding of the topic you are researching.
- **Step 6:** Write your summary. Use your own words to briefly outline the overall argument. Set yourself a word limit before writing your summary, and aim to stick to it.

For more information on historical questions, see Lesson 7.2 Historical questions (page 227).

The roots of Japan's traditional Shinto religion (meaning "the way of the gods") were laid down thousands of years ago. Followers of Shinto believe in a number of different gods and sacred ancestor spirits known as *kami*. Like many other ancient peoples, the early Japanese believed that all natural things were alive. *Kami* took the form of things and concepts important to life, such as the sun, hills, lakes, mountains, rivers, trees and fertility. The sun goddess, Amaterasu, was considered Shinto's most important *kami*.
According to Shinto, people are also believed to become *kami* after they die. They are then worshipped by their families.

Shinto is a belief system that has a positive, uplifting view of life on Earth. People are considered to be basically good. Evil spirits are seen to be responsible for the bad things that happen. Consequently, many Shinto rituals are aimed at warding off evil spirits through purification, prayers and offerings to *kami*. Shrines for worshipping *kami* are found across Japan, and in some homes, small family altars hold offerings of *sake* (rice wine) and food.

Key theme: Origins and structure

Key theme: Beliefs

Key theme: Worship and ritual

Source 2 This text describes Shinto, one of the three different religions worshipped in feudal Japan. Some highlights and annotations are included to help guide you through the above steps.

Practise the skill

1 Follow steps 1 to 6 to **summarise** how Shinto religion was observed in feudal Japan. Try to keep to a limit of 100 words. Make sure you write the summary in your own words.

2 Share your summary with a partner and **discuss** the similarities and/or differences in what you both felt were the important points.

3 Two more sources are available for you on Oxford Digital to practise **summarising:** one on Confucianism and one on Buddhism. Follow steps 1 to 6 for each source.

Additional resource: Sources on Confucianism and Buddhism

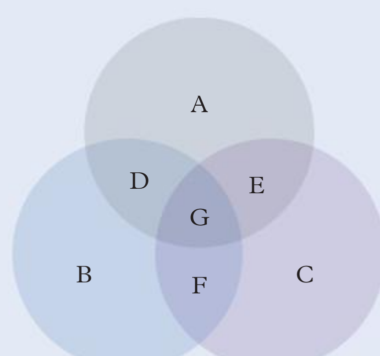
Extend your understanding

1 **Create** a Venn diagram with three circles (see Source 3) to compare the similarities and differences between the three belief systems of feudal Japan: Shinto, Buddhism and Confucianism.

2 **Research** the idea of Zen and how it has influenced the development of Japanese garden and interior design.

   a Find an image of a Zen garden or a Zen room. Annotate the Zen features that make it a calm place to meditate.

   b Design your own Zen garden or room. Perhaps you could design a Zen classroom!



Source 3 A Venn diagram comparing three things

Lesson 16.4
The shogunates

Learning intentions and success criteria

Introduction

As the power of the emperor and the Imperial Court began to weaken, the heads of Japan's noble families started to become more powerful. Their ability to tax the peasants working on their *shoen* and sell the crops grown without paying tax to the emperor also made them extremely wealthy.

The emergence of a warrior class

Until the end of the twelfth century, Japan was ruled by the emperor and his government from the Imperial Palace in Kyoto. The decisions made by the emperor were very heavily influenced by members of the Fujiwara clan (who were trusted advisors at court). However, the emperor's government focused almost completely on life and affairs in the capital and failed to pay attention to the rural provinces. Because of this, from about the tenth century onwards, a new warrior class emerged to provide order and control in the provinces that the emperor had neglected.

By the middle of the twelfth century, two powerful clans controlled most of Japan: the Taira and the Minamoto. These clans became particularly influential through supporting factions (interest groups) at the emperor's court. They also controlled large armies of samurai. Over the next 25 years, the Taira and Minamoto clans fought for control over Heian-Kyo and the emperor. By 1185, the Minamoto clan had captured Kyoto and defeated the Taira.

After the defeat, the leader of the Minamoto clan, Minamoto no Yoritomo, allowed the emperor to retain his title, but stripped him of any authority to rule over the people. Japan was now to be ruled by a military dictator known as a shogun, and the government formed under the ruling family was called the **shogunate**. This event marked the beginning of about 700 years of shogun rule in Japan (see Source 1).

shogunate
the government controlled by the shogun

Source 1 The rulers of Japan during the Shogunate era. Note: The Azuchi–Momoyama period takes its name from a combination of castle names: Azuchi Castle (Nobunaga's base) and Momoyama Castle (Hideyoshi's base).

Ruling family	Time	Capital city	Period
Kamakura shogunate	1185 (officially recognised 1192) to 1333	Kamakura	Kamakura
Imperial family (the emperor briefly regains power)	1333 to 1336	Kyoto	Kemmu restoration
Ashikaga shogunate	1336 to 1573	Kyoto	Muromachi
Shogun Nobunaga	1573 to 1582	Azuchi	Azuchi–Momoyama
Shogun Hideyoshi	1582 to 1598	Kyoto	Azuchi–Momoyama
Tokugawa shogunate	1603 to 1868	Edo (Tokyo)	Tokugawa (or Edo)

Minamoto no Yoritomo

I am Minamoto no Yoritomo. In 1185, I formed a military government in Kamakura. People thought it was temporary, but when the emperor died in 1192, I forced the Imperial Court to recognise my position as Seii Tai-shogun ("Barbarian-subduing great general"). I ruled on the emperor's behalf, and all nobles had to obey me.

I introduced a feudal system across Japan and appointed my key supporters as military governors of the provinces. These ***daimyo*** were granted land and were responsible for collecting taxes in their region. They, in turn, gave parts of this land to their samurai in return for their military support.

Emperor Go-Daigo

In 1333, I, Emperor Go-Daigo, was able to gain the support of discontented samurai who felt their elders had not been rewarded properly for their service in defeating the Mongols. They overthrew the Kamakura shogunate, promising loyalty to me. Unfortunately, my power was short-lived as Ashikaga Takauji, a once loyal general, seized power for himself.

Ashikaga Takauji

I, Ashikaga Takauji, moved the capital back to Kyoto and built a new palace in the Muromachi district. Hence, this time is referred to as the "Muromachi period". There was a focus on the arts, theatre and boosting the adoption of Zen Buddhism.

I expanded the authority of the *daimyo*. They were now responsible for military decisions, policing, the law, and economic and taxation

Source 2 Minamoto no Yoritomo

daimyo a feudal lord of Japan who was a large landowner, and offered his loyalty and service to the shogun

History

Source 3 Emperor Go-Daigo

matters. At first, this decision increased the power of the Ashikaga shogunate, mainly because it had a number of strong leaders in charge. However, as weaker shoguns came to power, the Ashikaga shogunate lost control. For the next few decades, from 1467 to 1573, Japan fell into a permanent state of civil war called the "Warring States period". My shogunate's power diminished.

Source 4 Ashikaga Takauji

Source 5 Oda Nobunaga

seppuku a form of ritual suicide common among Japanese samurai who felt they had been dishonoured; this involved self-disembowelling (cutting open the belly)

Oda Nobunaga

In 1573, after a century of civil war across Japan, it took a warrior like myself, Oda Nobunaga, to control Kyoto and become the new shogun. Ruling until 1582, I centralised political power in Kyoto again and removed any disloyal *daimyo*.

A military man, I reorganised the army into separate divisions of cavalry and foot soldiers, and equipped them all with guns. My army proved to be an undefeatable force against more traditional samurai armies, bringing one-third of Japan under my control. I committed ***seppuku*** in 1582, on the verge of defeat, after one of my generals rebelled against me.

Source 6 Toyotomi Hideyoshi

Toyotomi Hideyoshi

I am Toyotomi Hideyoshi. In 1582 I became the new shogun and continued the process of reunification in Japan, gaining control of the islands Shikoku and Kyushu. Despite being the son of a peasant, I was a great believer in a strict class system, and forbade farmers from carrying swords, and samurai from engaging in trade. I was killed in 1603 during a failed invasion of Korea.

Key concepts & skills Causes and consequences

Mongol invasions of Japan

One of the most significant events during the Kamakura shogunate was Kublai Khan's attempted conquest of Japan. Having already conquered China and Korea, the Mongol leader Kublai Khan (grandson of Genghis Khan) planned an invasion of Japan. Kublai Khan wanted to bring Japan under his control so he could expand his empire and **plunder** their treasures.

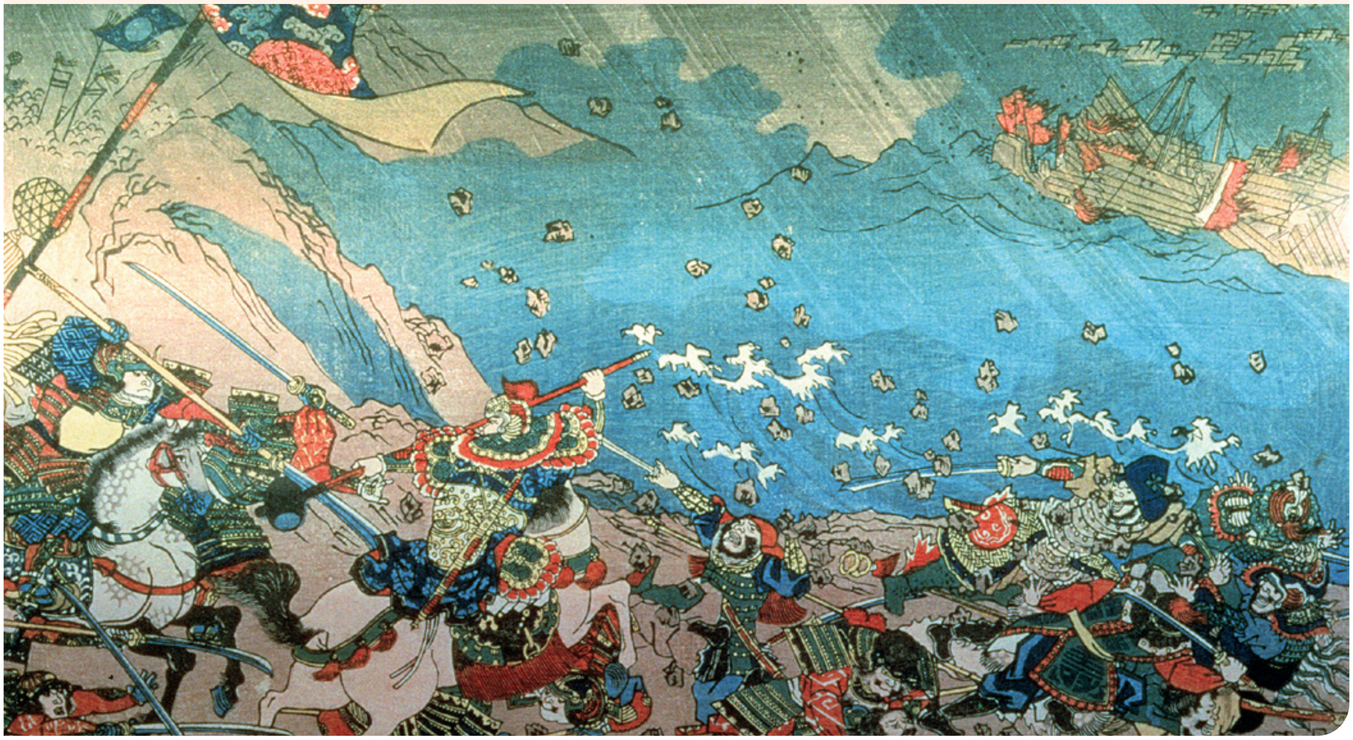
plunder to steal, often using violent force

In 1274, a Mongol army of 40,000 men set sail from Korea in nearly 900 ships bound for Japan. This was the first time Japanese clans were forced to unite to fight a common enemy. The Mongol army far outnumbered the Japanese samurai and used superior fighting techniques and weapons. The Japanese forces were no match for the Mongols. After one day of fighting, the Japanese took cover in a nearby fortress. As the Mongol soldiers rested on their ships that night, a storm hit, sinking around 200 ships and drowning about 13,000 men. The remaining ships returned home, unsuccessful in their invasion attempt.

Seven years later, in 1281, a second Mongol fleet returned, determined to conquer Japan. It was much larger, with 4,000 ships carrying approximately 140,000 soldiers. Once again, as Mongol soldiers prepared to attack the Japanese, a massive storm hit. It wrecked the Mongol ships, and most Mongol soldiers drowned. Any survivors were hunted down and killed by the samurai.

As a result of the failed invasions, there were many significant changes in Japan. The Japanese believed their gods had sent the storms to save Japan from the Mongols, so Zen Buddhism became very popular. The Japanese called the storms *kamikaze* (meaning "divine wind"). Kublai Khan seemed to agree that Japan was protected by supernatural forces and abandoned the idea of conquering the island nation. In addition, the samurai adopted different fighting styles and weapons modified from those they had seen the Mongols use.

For more information on causes and consequences, see Lesson 7.6 Causes and consequences (page 244).



Source 7 An artist's impression of the Japanese repelling Mongol invaders

Quiz me! The shogunates

Check your learning 16.4

Check your learning 16.4

Review and understand

1. **Describe** how two different clans influenced the role of the emperor.
2. Where did the Azuchi–Momoyama period get its name from?

Apply and analyse

3. **Explain** why the shift of power from the Imperial Court to the local *daimyo* weakened the Ashikaga shogunate.

Evaluate and create

4. Copy the following table.

Shogun	Effect
Minamoto no Yoritomo	Introduced the feudal system

a. Using information from Source 2 to Source 6, **list** the different consequences of each shogun on Japan. One has been done to get you started.
b. **Propose** which shogun you think had the biggest effect on Japan, and why.

Lesson 16.5
Significant individual: Tokugawa Ieyasu

Learning intentions and success criteria

Introduction

Tokugawa Ieyasu (1542–1616) was the founder of the Tokugawa shogunate that lasted almost three centuries. His successful military career spanned six decades and enabled him to control all facets of life in Japan. After years of civil war, Ieyasu was declared the shogun in 1603. This brought stability, unification and peace to the country.

Source 1 A woodblock print of Tokugawa Ieyasu as a warrior *daimyo*, c. seventeenth century

Early life

Ieyasu grew up during the Warring States period in Japan. This was a time of great upheaval and division throughout the country. He was separated from his mother when he was two years old, and at the age of five, his father – a *daimyo* – sent him away as a hostage to the powerful Imagawa clan.

During the journey to this new family, Ieyasu was captured by another rival clan and held prisoner for two years. He was finally released to the Imagawa when he was seven, after his father was murdered by a close **vassal** in 1549.

As a teenager, Ieyasu received extensive military training from the Imagawa. He became a lieutenant for the clan leader, Imagawa Yoshimoto. Ieyasu developed a love of falconry, was married and had the first of several sons. In 1560, Yoshimoto was killed, so Ieyasu returned to his hometown to assume control over the family castle.

vassal a person who offered his loyalty and service to a lord in return for his protection and the granting of land

Military career

As the head of his family, Ieyasu formed a strategic alliance with Shogun Oda Nobunaga. This meant Ieyasu was able to guarantee the safety of his family's castle, while also building his own army. He eventually became an important *daimyo* (see Source 1). As an ally of the shogun, Ieyasu distanced himself from the ongoing civil war in Japan. Instead, he devoted his time to formulating policies in administration, taxation and legal matters within his local domain.

When Shogun Nobunaga died in 1582, he was succeeded by Toyotomi Hideyoshi, who saw Ieyasu as a major rival. To avoid conflict, Ieyasu vowed to be loyal to the new shogun. In 1589, he showed his loyalty by assisting Hideyoshi in defeating a major *daimyo* clan – the Hojo – who held a large territory on the coast. As a reward, Hideyoshi gave Ieyasu the former Hojo territory, and Ieyasu moved his large army there – to a small fishing village called Edo (modern-day Tokyo).

Source 2 An artist's impression of Edo Castle in the seventeenth century

Avoiding further conflict, Ieyasu focused on strengthening and growing Edo (see Source 2). Ieyasu undertook engineering projects, including developing a water supply system and improving food supplies for the army. He also imposed taxes on the people and confiscated all weapons from peasants to avoid any revolts.

When Shogun Hideyoshi died, Ieyasu's army was the strongest in Japan (at almost 89,000 men).

Hideyoshi's soldiers triumphed against the army of another *daimyo* at the Battle of Sekigahara in October 1600, which was one of the most important battles in the history of feudal Japan, and the last major internal conflict in the country.

Ieyasu stripped all land from *daimyo* who opposed him, and allocated it to his allies in return for their loyalty. In 1603, the emperor elevated Ieyasu to shogun.

Shogun of Japan

At the age of 60, Shogun Ieyasu introduced many new laws and policies to ensure his position was strong, unchallenged and permanent. His achievements as shogun included:

- introducing laws that limited the emperor's powers – these laws meant that the emperor had no power to make court appointments, and was restricted to focusing on poetry, scholarship and costumes of the imperial family
- establishing a feudal system – all *daimyo* had to swear allegiance to the shogun, who redistributed their land; each *daimyo* managed their own *han* (feudal domain)
- imposing laws on all *daimyo* that required them to reside in Edo with their families and only retain one castle – over time, this centralised power and reduced disputes
- controlling a quarter of the countryside and earning an income from a 40 per cent tax on the harvests collected
- building the largest castle in the world in Edo, with a network of moats, stone walls, huge gatehouses, fireproof warehouses of rice and the *daimyo*'s mansion; Edo became a busy town and port
- controlling an army of over 150,000 men and a navy with thousands of ships.

After two years, he introduced the hereditary aspect of the position of shogun by retiring and passing the title to his son, Hidetada. However, he remained a key adviser and was responsible for foreign affairs.

Ieyasu welcomed trade with the Dutch, Portuguese and English. Through this trade, Edo acquired new goods and information. Christian missionaries asked to grow Christianity within Japan. However, by 1612 Ieyasu saw Christianity as a threat to the shogun's power and introduced laws to ban Christian worship.

Despite introducing so many laws, Ieyasu did not feel his family was secure. The son of the previous shogun, Hideyoshi, was growing up in a great castle at Osaka and becoming a threat. By 1614, Ieyasu was an old warrior, but he mobilised an army to attack Osaka and remove his last rival in Japan.

Source 3

The strong manly ones in life are those who understand the meaning of the word patience. Patience means restraining one's inclinations. There are seven emotions: joy, anger, anxiety, adoration, grief, fear, and hate, and if a man does not give way to these he can be called patient. I am not as strong as I might be, but I have long known and practised patience. And if my descendants wish to be as I am, they must study patience.

Quote from Ieyasu, who turned to scholarship as a retired shogun, providing great insight into leadership

Legacy

In 1616, Ieyasu fell ill and died. He left a strong family lineage and lasting peace in Japan. He accomplished the kind of leadership that warriors before him had been attempting for over a century. According to his wishes, he was honoured as a Buddhist deity at the Toshogu Shrine in Nikko (see Source 4). The shrine records his words of wisdom: "One who treats difficulties as the normal state of affairs will never be discontented ... Harm will befall one who knows only success and has never experienced failure."

The Tokugawa shogunate established by Ieyasu lasted until 1868 and is more commonly referred to as the Edo period. Historians describe it as a time of economic growth and strict social order, when arts and culture flourished. Perhaps most significantly, war and conflict were at a minimum.

Quiz me! Tokugawa Ieyasu

Source 4 A statue of Ieyasu at Toshogu Shrine, Nikko

Check your learning 16.5

Check your learning 16.5

Review and understand

1 **Outline** two strategies Tokugawa Ieyasu used to keep his power as *daimyo* under two different shoguns.

2 Read Source 3. **Define** the meaning of "patience", according to Tokugawa Ieyasu.

Apply and analyse

3 **Apply** the concept of empathy. How do you think Ieyasu's childhood affected the rest of his life?

4 **Describe** the personality traits of Tokugawa Ieyasu. How do you think he was perceived by the population?

Evaluate and create

5 Look closely at Source 1.

a **Describe** the features that highlight Tokugawa Ieyasu's status as a warrior lord.

b **Research** the clothing, accessories and symbols worn by shoguns and *daimyo* in Shogunate Japan. Design your own warrior outfit and annotate the features you include.

6 Read the list of Ieyasu's achievements under the heading Shogun of Japan. With a partner, **discuss** how each achievement helped him to maintain the shogunate. Copy and complete the table below to rank them, from most important to least important. If you do not agree on the order, then debate your reasons.

Rank	Achievement	Reasons
1		
2		
3		

Lesson 16.6

Social groups in Shogunate Japan

Learning intentions and success criteria

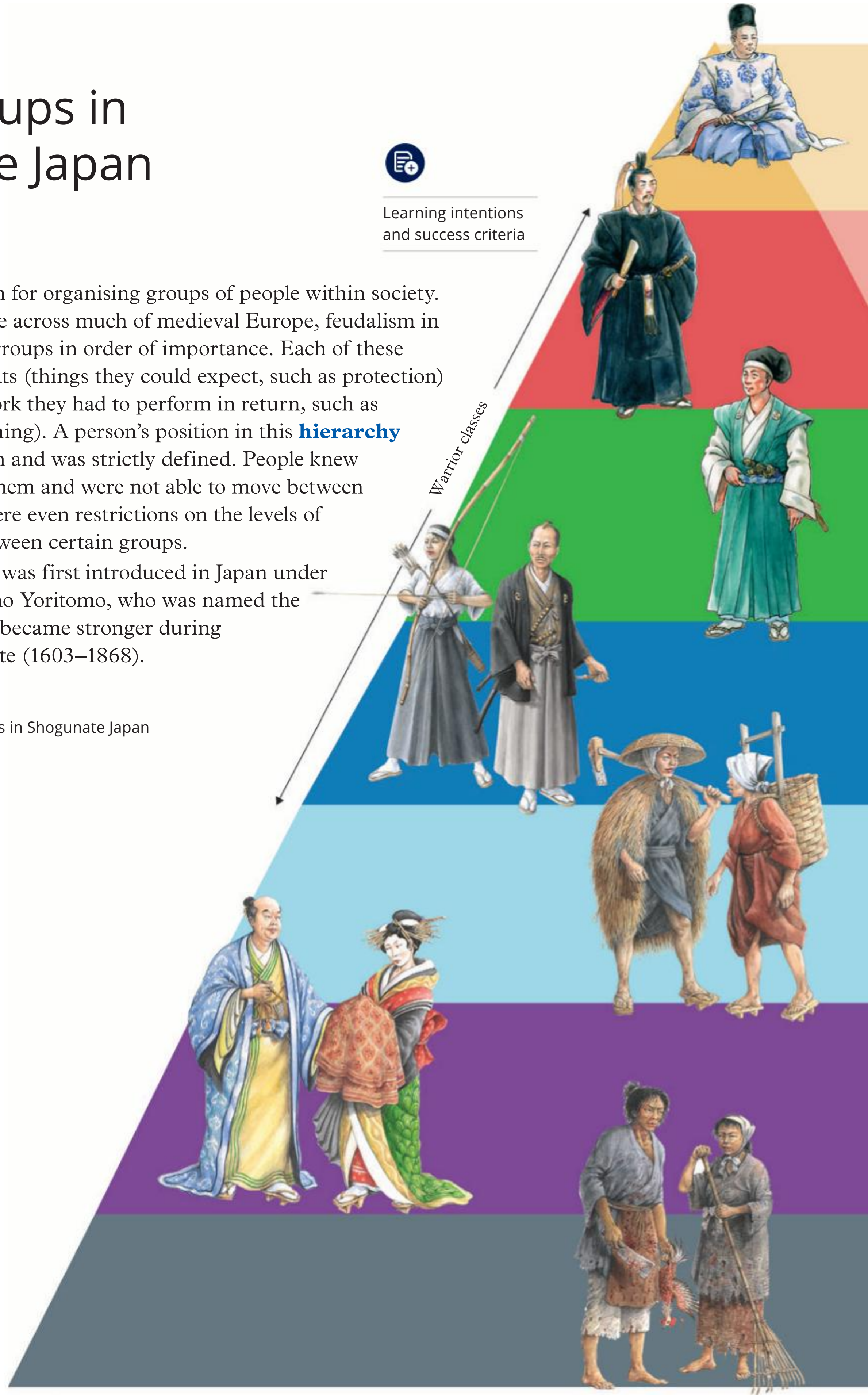
Introduction

Feudalism was a system for organising groups of people within society. Like the system in place across much of medieval Europe, feudalism in Japan classified social groups in order of importance. Each of these groups had certain rights (things they could expect, such as protection) and responsibilities (work they had to perform in return, such as military service or farming). A person's position in this **hierarchy** was determined at birth and was strictly defined. People knew what was expected of them and were not able to move between social classes. There were even restrictions on the levels of interaction allowed between certain groups.

Although feudalism was first introduced in Japan under the rule of Minamoto no Yoritomo, who was named the first shogun in 1192, it became stronger during the Tokugawa shogunate (1603–1868).

Quiz me! Social groups in Shogunate Japan

hierarchy
a social structure that organises people with the most important group on top and others ranked beneath in decreasing order of importance



Source 1 The social structure of Shogunate Japan

The emperor

1 **The emperor** of Japan was regarded as the spiritual and symbolic head of the country and descended from the gods. From 1185 onwards, however, the emperor had no real power and his role was mainly ceremonial. He was still seen as the head of state and was expected to officially give the shogun his title and right to rule. The emperor lived in the Imperial Palace in Kyoto.

The shogun

2 **The shogun** was the emperor's leading general. Between 1185 and 1868, shoguns formed their own governments and controlled Japan. As well as commanding the military, shoguns ran the everyday affairs of the country and were responsible for collecting taxes.

Daimyo

3 ***Daimyo*** were regional landowners allowed to rule provinces in return for providing loyalty and military support to the shogun. While the shogun owned 25 per cent of the land, the rest of the land was divided into 275 regions ruled by different *daimyo*. Each *daimyo* controlled a private army made up of samurai warriors that were made available to the shogun when needed. Each *daimyo* depended on the loyalty of his samurai, together with the labour, taxes and military assistance of the peasants living in his province, in order to hold power.

Samurai

4 **Samurai** were warriors who swore allegiance and loyalty to their *daimyo*. They wore plain, dark clothes bearing a clan crest so they could be easily identified. Male samurai wore two swords denoting their warrior status. Female samurai would also train in martial arts, such as archery.

Peasants

5 **Peasants** were the largest single group in Japanese society, making up around 80 per cent of the population. Most peasants were farmers, but this group also included woodcutters, fishermen and mine workers. Unlike European peasants, peasants in Japan were given a higher rank than merchants and craftspeople, because it was believed that they performed an essential and important role in society – that is, producing food on which everyone depended. Despite this higher status, peasants lived a harsh life.

Craftspeople and merchants

6 **Craftspeople** were those who made goods and tools, including sword smiths, printers, boatbuilders and carpenters. Craftspeople received less official respect than peasants because, according to Confucian thought, people could live without the goods they made.

7 **Merchants** lived by trading and transporting goods, lending money and running shops. They were given little respect because it was considered that they produced nothing useful themselves, only profited from the hard work of others. Merchants tended to live in the larger towns and cities and, despite their low status, they could be very wealthy.

Outcasts

8 At the bottom of the social ladder were two **outcast** groups: the *eta* and the *hinin*. The *eta* ("much filth") performed tasks such as butchery, leatherwork, or burials that involved the handling of dead people or animals. The *hinin* ("non-persons") were undesirables, such as street-cleaners, ex-convicts and actors.

History

Check your learning 16.6

Check your learning 16.6

Review and understand

1 In your own words, **describe** how the feudal system was organised in Japan.

2 **Describe** the rights that each *daimyo* received from the shogun, and what responsibilities he had in return.

Apply and analyse

3 **Explain** why Japanese craftspeople and merchants were seen as being lower on the social hierarchy than peasant farmers.

Evaluate and create

4 Imagine you had the opportunity to interview a person from each of the social groups described in this topic. Write three questions for a person in each social group that would help you to gather information about their lives and experiences as a member of that group.

Lesson 16.7
Women in Shogunate Japan

Learning intentions and success criteria

Introduction

Women were seen as less important when compared to men in Shogunate Japan. They had few freedoms and were mainly responsible for the household.

Most historical sources are written by or about men, which means there is limited information about the role of women in Shogunate Japan. There is, however, some evidence that women were allowed to inherit property and could move around freely under certain shoguns.

Marriage and everyday life for the higher classes

An upper-class girl's education involved learning domestic duties and some academic disciplines, such as reading, writing, history, counting and philosophy.

To increase a family's social status and wealth, it was common practice for daughters to be married into families of higher status. Women had no say in this arrangement and were expected to obey their husband and father-in-law once married. If a woman became a widow, she was not allowed to remarry.

Two women became empresses during the Edo period, but women have been legally excluded from the throne since 1869.

Source 1

> The five worst maladies that afflict the female mind are: indocility, discontent, slander, jealousy, and silliness. Without any doubt, these five maladies infest seven or eight out of every ten women, and it is from these that arises the inferiority of women to men. A woman should cure them by self-inspection and self-reproach.
>
> Extract from Japanese Confucian scholar Kaibara Ekken (1630–1714)

Women of the warrior classes

Most women learnt some combat skills in order to defend their home during wartime. Some women could train to become an *onna-bugeisha* (female martial artist) or samurai. Samurai women were highly sought-after due to their bravery and loyalty. It was very rare for them to fight on the battlefield; instead, their role was to defend towns and villages in times of need.

Source 2 A Japanese painting of a samurai woman defeating a man

Geisha culture

Geishas were performing artists who were trained in music and dance. Training began during childhood, when a young girl would live in an *okiya* (training house). There, she learnt musical instruments, traditional dances, poetry and the art of entertaining conversation.

geishas Japanese women trained to entertain men with conversation, dancing and singing

Geishas provided light entertainment to guests. They were highly respected for their skills, femininity and wealth. They walked with the utmost elegance, wearing a draped kimono, platform shoes and striking make-up. This included a white powdered face, blackened teeth, small red lips, and red and black eye make-up.

See, think, wonder

Look at Source 2.

- What do you see?
- What do you think?
- What do you wonder?

A geisha was expected to continue training throughout her life. Geishas earned money, but it was often given back to their *okiya*.

Peasant women

Women in the lower classes enjoyed greater freedoms in life. They would work on farms, or as servants for the rich and look after their children. Wives of artisans or labourers could assist with their husband's business. These women were able to spend the money they earned more freely than other women, and were also allowed more freedom to choose who they married.

Source 3 A staged photo portraying the type of peasant dress worn in Shogunate Japan, c. 1880

History

Key concepts & skills Continuity and change

Japanese tea ceremony

The ritual of tea-making was introduced during the twelfth century by a Buddhist monk who established a specific way to prepare tea, by mixing matcha – a powdered green tea – with hot water. Tea came to be seen as a status symbol among the male warrior class.

By the sixteenth century, drinking tea was so treasured that a ceremony evolved. Every tea ceremony included the principles of harmony, respect, purity and tranquillity.

During the Edo period, tea ceremonies were reserved for upper-class men. However, after the Meiji restoration in 1868 (see Lesson 16.13 The end of the shogunate, page 451), geishas underwent training in tea ceremonies. Young women were also expected to study tea ceremonies to be eligible for marriage. This was a significant change in the gender roles of tea-making, which continues today (see Source 4).

Source 4 A modern-day geisha performing a Japanese tea ceremony

For more information on continuity and change, see Lesson 7.5 Continuity and change (page 242).

Quiz me! Women in Shogunate Japan

Check your learning 16.7

Check your learning 16.7

Review and understand

1 **Describe** how marriage could be used to advance a family's social status.

2 **Identify** one way in which peasant women had more freedom than women from higher social classes.

Apply and analyse

3 Read Source 1 carefully.

   a **Identify** the intended audience for this extract. **Explain** why you think this is the case.

   b **Identify** the purpose of this extract. **Explain** why you think this is the case.

   c **Identify** the tone of the author. What values do you think they might hold? **Explain** why you think this.

   d In a paragraph, **summarise** how useful this extract is in understanding perspectives on a woman's place in Shogunate Japan. Use your answers from questions 3a–c to help form your response.

Evaluate and create

4 **Evaluate** the freedom of women in Shogunate Japan. Remember, when you evaluate something you should talk about its strengths and weaknesses. Be sure to give your overall opinion. Think about the level of freedom women had in education, marriage and work.

5 **Research** a female Japanese samurai. Write a paragraph about her achievements. Include a description of the image and its portrayal of her.

Lesson 16.8
The life of a samurai

Introduction

Learning intentions and success criteria

All *daimyo* had armies of samurai. The samurai played a key role in Japanese society during the Edo period (1603–1868).

Each samurai warrior was expected to live and die by a set of rules. During the Edo period, the training for every samurai began at the age of five. Young samurai learned fighting and military skills, as well as reading, writing, calligraphy, etiquette and public service. By the age of 15, the samurai had finished their training.

The *bushido* code

bushido the code of behaviour of the Japanese samurai warrior that required honour, loyalty (even to death), good living, thrift and martial arts skills

Samurai lived under a strict code of behaviour known as ***bushido*** (meaning "the way of the warrior"). This code was based on honour, loyalty, respect and discipline. During training, samurai were expected to withstand many physical challenges, such as walking barefoot through snow or going for long periods without food. According to *bushido*, every samurai's first duty was to honour and obey his master. If a samurai was defeated in battle, captured by the enemy or dishonoured in any way, the code required him to commit ritual suicide – an act known as *seppuku*. It was believed that by taking his own life in this way, the samurai and his family would be spared public shame and disgrace.

Important elements of the *bushido* code were:

- benevolence: showing kindness towards others and those in need
- readiness: mental and physical health; being ready for action
- organisation: efficiency in all things
- respect: to others, to parents, to their ancestors and lords
- fidelity: always doing the right thing and following others.

Source 1 A samurai's sword became a symbol of his status and honour.

Weapons and armour

Samurai armour was created by lacing together small pieces of leather and iron using silk thread. Together, these pieces were like fish scales – creating armour that was flexible and easy to fight in, and weighed as little as 10 kilograms. This armour was decorated so others could identify the person wearing it.

Each samurai had both a long sword and a short sword. Swords became a symbol of honour and status during the Edo period, as no other groups in Japanese society (other than the shogun and *daimyo*) were allowed to carry them. If a samurai lost his sword, it was considered a great loss of honour. If the samurai was dishonoured, he was also expected to use the short sword to commit *seppuku*. Most samurai also carried bows and arrows.

History

Warfare

In early samurai traditions, warfare took place in the open and there were strict rules governing how battles were fought. The opposing sides would agree where and when each battle was to take place. Once the armies were lined up facing each other, a single samurai would move forward from each side to issue a challenge. The pair talked of their strength and of the power of their ancestors. They then fired an arrow at each other. It was only then that the two samurai moved in to fight.

Each samurai would cut off the heads of those he killed on the battlefield and present them to the *daimyo*. In later wars, samurai stopped removing enemy heads and simply collected noses, as they were easier to carry.

During the Warring States period in the 1500s, the size of samurai armies increased from thousands to tens of thousands. Military tactics also developed during this period, with armies organised into troops. Samurai rode on horseback, but commoners could join the armies as foot soldiers. With the increased use of guns, the samurai began to adopt more European-style group warfare, as well as siege warfare.

The peaceful Edo period began in 1603 and meant the samurai had nobody to fight. As a result, the shogun began to reduce the number of samurai being trained, and many samurai took up administrative positions.

Key concepts & skills Communicating

Writing a historical description

Historical descriptions pull out the main characteristics of a historical source and "paint a picture" in words for the reader. Writing historical descriptions is an important skill for all historians to master.

Look at the two images in Source 2. Compare the samurai and the medieval knight, using the annotations to assist you in describing each painting.

Source 2 Paintings of a samurai (left) and a medieval knight (right). There were many similarities between the two warriors, but also some differences.

Complete the key skill worksheet "Writing a historical description" to practise this skill. A link is provided on Oxford Digital.

Key skill worksheet: Writing a historical description

Quiz me! The life of a samurai

Check your learning 16.8

Check your learning 16.8

Review and understand

1 In your own words, **define** the term "*bushido*". List three qualities that were demanded under the *bushido* code.

2 What action was a samurai required to take if he was captured or defeated in battle?

Apply and analyse

3 In a short paragraph, **explain** the way of life for a samurai living under the shoguns.

4 Answer these questions

a **Compare** the images in Source 2. What are their similarities and differences?

b Which would be better in battle and why?

Evaluate and create

5 Using the information provided in this lesson, together with information gathered on the internet, **create** a week-long training program for a young samurai who has recently been recruited at age five.

Lesson 16.9
Towns and castles

Introduction

Learning intentions and success criteria

Most towns built across Japan during the rule of the shoguns were made from wood, as this was the most freely available material. Internal walls of buildings and houses were typically screens made of paper or light wood, and rooms were divided with sliding doors. Initially, towns and castles were surrounded by simple moats or wooden fences, but more complicated structures began to be built from the fourteenth century onwards.

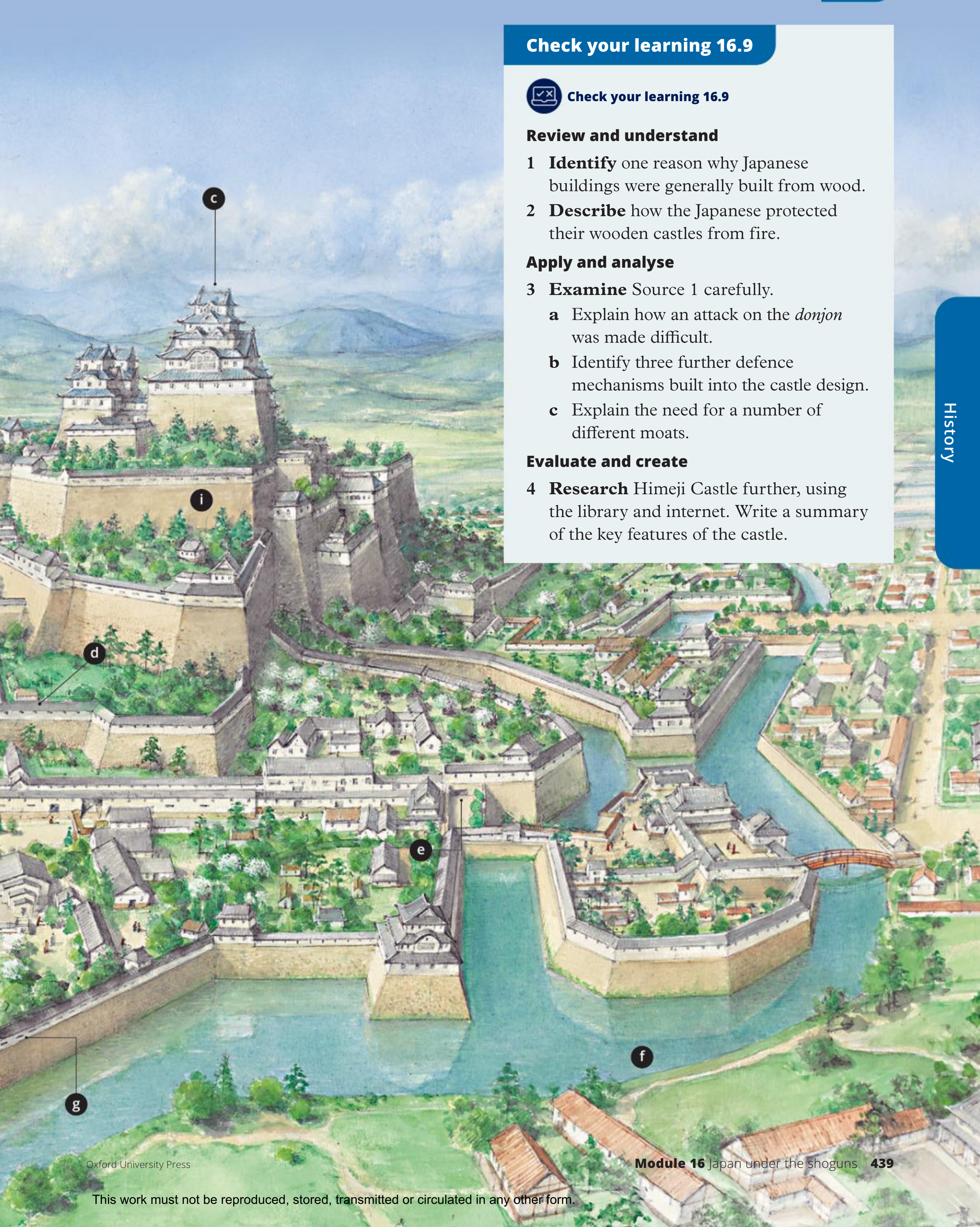
By 1615, over 200 castles had been built all over Japan by *daimyo* who were eager to display their wealth and power. These castles were surrounded by homes belonging to the *daimyo,* his family, his samurai and other social groups. The *daimyo* and his samurai would often retreat to the castle tower when they were being attacked. When not under attack, many would live in the areas inside the outer walls in more comfortable homes.

Himeji Castle is located in the city of Himeji, 100 kilometres west of Osaka. Himeji Castle is often referred to as the "White Heron Castle" because its bright white plaster walls and black woodwork resemble a bird taking flight. The castle sits at the top of a hill and its *donjon* (central tower) stands 46.4 metres above the ground (see Source 1). It has a complicated defence system, similar in many ways to a maze. When the castle was rebuilt in the seventeenth century, it incorporated the most up-to-date military technology of the period.

Source 1 An artist's impression of the Himeji Castle complex

- **a** Townhouses were built with thin lattice screens on the outside that could be opened or removed to allow the circulation of the breeze. Floors were covered with straw mats and the rooms were heated, when necessary, by portable coal- or wood-fired heaters.
- **b** The inner compound had a moat, and the outer compound was surrounded by two larger moats. These protected both the castle and the city beneath it.
- **c** The donjon ("central tower") was connected by three corridors to three smaller towers that enclosed a courtyard. To approach this, people had to weave their way through a series of twisting gates, walls and other towers.
- **d** Japanese castles like Himeji could often only be approached along zig-zag paths (like mazes) that forced attackers to advance in small numbers.
- **e** Several one-way gates were included to allow a quick escape, while preventing an easy approach for attackers.
- **f** The castle was surrounded by a complex of moats, walls and gates.
- **g** Slots were built into the walls to allow arrows or guns to be fired out onto attackers.
- **h** The lower walls were made from stone, to protect against gunfire and earthquakes.
- **i** The plaster on the walls was resistant to fire.

Explore it! A virtual trip to Himeji Castle



Check your learning 16.9

Check your learning 16.9

Review and understand

1 **Identify** one reason why Japanese buildings were generally built from wood.

2 **Describe** how the Japanese protected their wooden castles from fire.

Apply and analyse

3 **Examine** Source 1 carefully.

  a Explain how an attack on the *donjon* was made difficult.

  b Identify three further defence mechanisms built into the castle design.

  c Explain the need for a number of different moats.

Evaluate and create

4 **Research** Himeji Castle further, using the library and internet. Write a summary of the key features of the castle.

16B Concepts & skills in context
The Pillow Book

Introduction

Sei Shonagon (c. 966–1017 CE) was a court lady during the Heian period. She kept a diary to express her thoughts and feelings. She called it her "pillow book".

This valuable source provides first-hand insights into life in the Imperial Court, which were not intended to be viewed by others. These include Shonagon's perspectives on authorities, her descriptions of daily life, and her personal poems, ideas and essays.

Key concepts & skills Using historical sources

Writing a source analysis

Source analysis is one of the most important skills historians need to master. When presented with a source to analyse, begin by asking questions. The use of an acronym such as "DAMMIT U" can make it easier to remember which questions to ask, and also how to structure your response.

Source 1 The "DAMMIT U" acronym helps you to remember the questions you should ask yourself.

Feature	The questions you should ask when looking at sources
Date	When was the source created? Is it a primary or secondary source?
Author	Who is the author? Think about their gender, age, social status and profession. For example, they could be a historian, a leader, an aristocrat, a soldier or a prisoner.
Material	Is the source written, oral or visual? It could be a newspaper, letter, diary, photograph, textbook, online blog or social media post, or even statistics in the form of a graph or map.
Motive	Why did the author produce this source? Was it for official government use, a religious affiliation, the media or personal reasons?
Intended audience	Who was the source produced for? Was it for academics or the general public? Was it intended to be viewed, or was it meant to be private?
Tone	How is the information in the source expressed? How does it make you feel?
Usefulness	What are the strengths and weaknesses of the source as a piece of evidence? Does it show a balanced opinion or a one-sided point of view?

Follow the steps below to analyse a source.

- **Step 1:** Look closely at the source and seek to answer the questions in Source 1.
- **Step 2:** Begin writing your source analysis. The "DAM" (date, author, material) can be summarised in about one to three sentences.
- **Step 3:** Continue your source analysis by writing about the "MIT" (motive, intended audience, tone) in a little more detail. You should provide examples from the source to support what you are saying in the "MIT" section.
- **Step 4:** Finish by talking about the "U" (usefulness) of the source. Do this by discussing one strength or weakness of the source.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Source 2 An artist's impression of Sei Shonagon from the illustrated book *Collection of Pictures of Beauties*. Historians believe this illustration was created around 1683.

Source 3

When I make myself imagine what it is like to be one of those women who live at home, faithfully serving their husbands – women who have not a single exciting prospect in life yet who believe that they are perfectly happy – I am filled with scorn ... I cannot bear men who believe that women serving in the Palace are bound to be frivolous and wicked. Yet I suppose their prejudice is understandable. After all, women at Court do not spend their time hiding modestly behind fans and screens, but walk about, looking openly at people they chance to meet. Yet are the gentlemen themselves any less so? They are not exactly bashful when it comes to looking at the great people in the Palace. No, everyone at Court is much the same in this respect.

Extract from *The Pillow Book* on court life

Additional resource: Extracts from *The Pillow Book*

Practise the skill

1 Copy the table from Source 1, but in place of the questions in column 2, write your observations and answers to them in response to Source 2.

2 Having now answered all of your questions, follow steps 2 to 4 to write a short paragraph **analysing** Source 2.

3 More sources on *The Pillow Book* are available on Oxford Digital. Follow steps 1 to 4 to continue practising the skill.

Extend your understanding

1 **Apply** the concept of empathy to describe how a female living during Shogunate Japan may have felt about the regulations that authority figures imposed on her. Try to discuss both positive and negative aspects from the female's point of view. Present your description as your own *ThePillow Book* entry.

2 **Research** *The Pillow Book* on the internet and find two sources that you think are interesting. In small groups, hold a discussion about *The Pillow Book*. Read each of your sources aloud and then explain why you chose them.

Lesson 16.10
Changes to foreign policy

Learning intentions and success criteria

Introduction

Under the rule of the shoguns, Japanese society, customs, arts and culture, and government policy changed in many ways. One of the most significant changes related to Japan's foreign policy.

Since the mid-1500s, Portuguese, Spanish, English and Dutch traders had been visiting Japan; however, during the Edo period (1603–1868), Japan's relationship with the outside world became strained. Although many *daimyo* wanted contact with foreigners – mainly to buy weapons and other products – the Tokugawa shoguns feared that the influence of the West would corrupt Japan. They put in place a policy to first limit, and then completely cut off contact between Japan and the West. This policy of isolation would create many changes in Japanese society.

Christian missionaries

The early Portuguese and Spanish traders brought missionaries with them who came to convert the Japanese to Christianity. This religion spread rapidly in Japan, and by 1570 over 30,000 Japanese had become Christians.

Though Christianity was allowed to grow until about 1620, Shogun Tokugawa Ieyasu soon began to see it as a real threat to the stability of the shogunate. It threatened Japanese society on several levels. For example, it called for loyalty and obedience to a foreign power – the Pope – before the shogun. Christian church congregations were also mixed and allowed interaction between different social classes. This was frowned upon in Japanese society. Ieyasu eventually banned missionaries from Japan. Around 10 years later, another shogun by the name of Tokugawa Iemitsu

sakoku the name given to Japan's foreign policy during the Edo period that forbade any Japanese person from leaving Japan, or any foreigner from entering it; the penalty for disobeying was death

Source 1 This painting by a Japanese artist shows Portuguese missionary Francis Xavier and his entourage arriving in Japan in 1547.

took even stronger action. He began persecuting Christians from 1633 onwards, and finally outlawed Christianity altogether in 1637.

Foreign trade

Between 1603 and 1635, Ieyasu attempted to monitor and control trade with the outside world by putting a permit system in place. He issued 350 red-sealed permits for merchant ships. He then allocated these permits mainly to his favourite *daimyo* and to key merchants who were interested in foreign trade. Only 12 European and 11 China-based traders are known to have received permits; all other non-Japanese traders were refused. At this time, Japanese merchants mainly exported silver, copper, diamonds and swords, while Japan primarily imported silk from China, and sugar and deerskins from South-East Asia.

The shogun's red seal guaranteed the protection of the ships and allowed them to enter Japanese ports. Ieyasu vowed to pursue any pirate or nation that violated the seal.

The policy of isolation

When Shogun Tokugawa Iemitsu came to power in 1623, he wanted to limit contact between Japan and the outside world even further, because he believed that foreign influence was a threat to his rule. In 1633, he outlawed Western traders from stepping foot on mainland Japan and also made it illegal for Japanese people to leave. Any Japanese person who did manage to leave and was then caught trying to return was sentenced to death. This policy was known as ***sakoku*** ("locked country"). It was an attempt to put a stop to Western influences (such as religion, philosophy and technology) on Japanese people. From 1633 until 1853, there was no trade with the outside world, apart from some limited contact with China and the Netherlands through a small human-made island off the coast of mainland Japan called Dejima, which was heavily guarded.

Quiz me! Changes to foreign policy

Key concepts & skills Historical significance

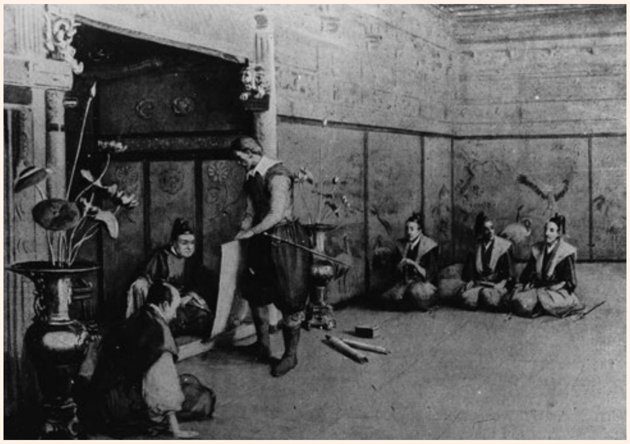
William Adams and the shogun

William Adams is a significant figure in the history of Japan. Adams was an Englishman who sailed with a Dutch fleet. In 1598, he anchored off the coast of the Japanese island of Kyushu. After a long and difficult voyage, only nine of his crew were fit enough to land. Following their arrival, Adams' crew were imprisoned because Portuguese missionaries on the island claimed they were pirates. Adams was questioned by the future shogun, Ieyasu, and struck up a relationship with him. In 1604, Adams was ordered by Ieyasu – who was now shogun – to help build Japan's first ship according to Western designs. The following year, a second ship was constructed.

By 1608, Adams was acting for Ieyasu, helping to establish relationships with traders in the Philippines. Over time, he became a personal adviser to Ieyasu.

Adams helped to establish a Dutch trading base in Hirado, Japan. He also encouraged the English in Indonesia to trade with Japan, helping establish the British East India Company in 1613. Thanks to Adams, the English gained a red seal that gave them the right to live, buy, sell and trade in Japan.

For more information on historical significance, see Lesson 7.7 Historical significance (page 247).



Source 2 In 1598, sailor and navigator William Adams (standing) was the first Englishman to visit Japan.

History

Check your learning 16.10

Check your learning 16.10

Review and understand

1 Why were many *daimyo* interested in trading with foreign countries?

2 By 1620, Christianity had come to be considered a threat to Japanese society. **Outline** the steps that led to this.

Apply and analyse

3 **Explain** the significance of William Adams. What skills and technology did the Japanese learn from him?

4 **Examine** Source 2. What evidence does this source present that Adams was well treated and that the Japanese attitude towards outsiders was changing?

Evaluate and create

5 **Evaluate** the policy of *sakoku*. Remember, when you evaluate something you should talk about its strengths and weaknesses, and also give your overall impression of it.

Lesson 16.11
Changes to cities and the environment

Learning intentions and success criteria

Introduction

When the Tokugawa shogunate began its rule in 1603, it ended the conflict of the previous four centuries. The Tokugawa (or Edo) period brought 250 years of stability to Japan. The shogun had national authority, and his *daimyo* had regional authority. In response to this stability and peace, Edo became an economic and cultural hub.

However, the expansion of the city of Edo started to push Japan to its ecological limits. With a booming population and limited resources, the people were required to develop a more sustainable way of life.

The development of Edo

After coming to power in 1603, Shogun Tokugawa Ieyasu began a period of rapid development in the city of Edo, with the building of Edo Castle one of the highlights. Canals were dug to deliver clean water and to drain marshland. During the peak period of Edo's development, there were over 150 kilometres of water pipes underneath the city, making it one of the largest water networks in the world. Extensive road networks were also built to support the constant travel of *daimyo* and their samurai to and from the new centre of Japanese society – even though Kyoto (where the emperor lived) was still officially the capital.

Towns and businesses grew along the roads. By 1721, the feudal town of Edo had become the largest city in the world, with over 1 million residents (see Source 1).

Today, Edo is known as Tokyo and is still one of the largest cities in the world, with a population of more than 35 million.

Environmental management

In 1570, Japan's population reached 10 million. This spike in population led to unsustainable logging practices. Wood had always been a primary source of building material as well as fuel in Japan. It was used extensively in temples, shrines, castles, houses and shipbuilding. The huge growth in the size of cities led to increased demand for wood, which caused widespread **deforestation**.

deforestation the action of clearing a wide area of trees

In around 1666, the shogunate introduced an advanced forestry management policy called *Yamakawa Okite* to reduce logging and increase the planting of trees. From then on, only the shogun and *daimyo* could authorise the use of wood.

The Tokugawa shogunate also established a policy of planting Japanese cedar trees, and controlled who could own land in forest areas. The shogunate banned individual ownership of forested land, and limited access to forests by the *daimyo*. Communities were encouraged to plant trees on common land. Children would learn the phrase "a mountain without trees is of little worth".

By 1724, timber harvesting had declined by 60 per cent. It remained at low levels for the next 30 years, but many historians believe Japan's forests did not fully recover until the early twentieth century.

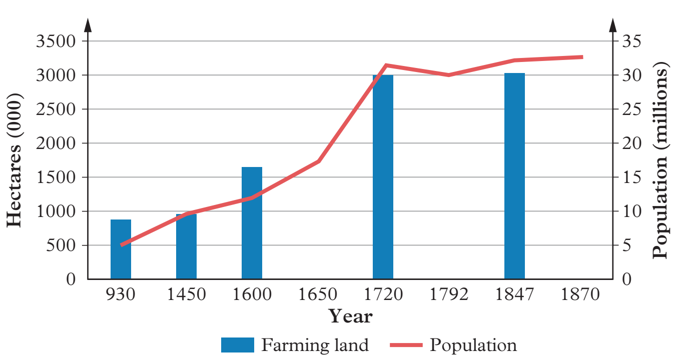
Source 1 A map of the city of Edo (with Edo Castle shown in the centre), drawn around 1844

Source 2 A satellite image of Edo Castle today

The development of agriculture

In agricultural regions, *daimyo* looked at methods to increase productivity on their land to meet the growing demand for food production. More land became available for farming as water projects delivered more reliable water supplies for irrigation and also provided solutions to control flooding. These improvements enabled rice production to move from subsistence levels (growing only enough to eat) to commercial levels (growing enough to eat and trade).

Source 3 and Source 4 give more details on the country's expansion during the Edo period.



Source 3 Population growth and farming land on the Kanto Plain surrounding Edo

Source 4 Number of major civil engineering projects in Japan

Time	Period	Number of projects
1467–1595	Pre-Edo period	once every nine years
1596–1672	Early Edo period	approx. twice every year
1673–1745	Mid-Edo period	once every three years
1746–1868	Late Edo period	once every five years

Quiz me! Changes to cities and the environment

Check your learning 16.11

Check your learning 16.11

Review and understand

1 **Identify** three key developments that took place in the city of Edo.

2 **Outline** three examples of how timber was used as an important resource in Shogunate Japan.

Apply and analyse

3 **Examine**Source 3 and Source 4.

a Describe the relationship between population growth and farming land shown in Source 3.

b Identify the period of the most growth and development in Japan.

c *Yamakawa Okite* was introduced around 1666. What impact did it have on agricultural development in Japan?

4 After 1724, a common saying in Japan was "one cyprus tree, one human head". What do you think this tells us about the changing attitude towards using timber?

5 With a partner, look closely at Source 1 and Source 2. **Determine** (decide) whether they demonstrate the historical concept of continuity and change.

Evaluate and create

6 In small groups, **research** the current logging policy in Japan. In your groups, discuss any examples of continuity or change between Japanese forest management during the Edo period and today.

Lesson 16.12

Changes in culture and the arts

Learning intentions and success criteria

Introduction

During the Edo period (1603–1868), there was great cultural growth in Japan. The samurai educated themselves in areas such as literature, philosophy and the arts. They were expected to be as skilled in writing poems as they were in fighting. Townspeople also adopted a new focus on the arts, which they saw as expressions of learning and education.

Source 1
This 550-year-old *bonsai* pine tree was pruned by Shogun Tokugawa Iemitsu.

Bonsai

During the Kamakura period (1185–1333), when Zen Buddhism was spreading into Japan, the practice of cultivating miniature trees in ceramic trays quickly became popular. In fact, the art of *bonsai* ("tray planting") remains popular today. The roots and branches of *bonsai* trees are continually trimmed to make them look as natural as possible. For example, a Japanese maple tree that might grow to 6 metres in the wild can be kept as small as 10 centimetres when grown according to *bonsai* methods. One of the oldest known living *bonsai* trees is a pine tree pruned by Shogun Tokugawa Iemitsu (see Source 1).

Japanese poetry

Another art form that flourished during the rule of the shoguns was poetry. The Japanese created distinctive forms of poetry to capture the beauty of nature, and the joy and sadness of life.

Haiku poems became very popular in the seventeenth century. They are made up of 17 syllables (single sound units) divided into three parts – the first part has five syllables, the second has seven syllables and the third has five syllables. The most famous poet of the Edo period in Japan was Matsuo Basho. His *haiku* poems, such as the one in Source 2, captured the feeling of a scene in a few simple words.

Source 3 For the *Hina Matsuri* celebration, girls display their ornamental dolls dressed in traditional dress from the Heian period and dedicate peach blossom to them. According to superstitions, they must remove the dolls immediately on 4 March to avoid a late marriage.

Source 2 The most famous Japanese *haiku* is "Old Pond" by Matsuo Basho.

In Japanese script	Pronounced in Japanese	Translates in English
古 池 や 蛙 飛 込 む 水 の 音	fu-ru-i-ke ya (5) ka-wa-zu to-bi-ko-mu (7) mi-zu no o-to (5)	The old pond A frog leaps in … A sound of water splashing.

Doll-making

Doll-making is an ancient Japanese tradition. In ancient Japan, dolls were used in rituals and often placed in shrines within the home. It was believed dolls could trap bad spirits and offer protection.

Wealthy families began buying dolls as gifts, elevating them to a status symbol. As a result, trade became so competitive that regulations were placed on the materials used to make dolls. Since the late seventeenth century, a festival has been held each year on 3 March called *Hina Matsuri*. It is a celebration dedicated to girls, where parents pray for the health and happiness of their daughters. Dolls are an important part of this festival (see Source 3).

Origami

The Japanese word *origami* is made up of two smaller words: *ori* ("to fold") and *kami* ("paper"). Japanese *origami* began in religious ceremonies after Buddhist monks carried paper from China to Japan during the sixth century.

During the Edo period *origami* became a popular form of entertainment for the merchant classes and the common people. It is now also a popular art form with children around the world.

Woodblock prints

Woodblock printing became popular during the Edo period as a means to mass-produce artwork. Images would be carved onto wooden blocks, and ink would be spread over the wood. The wood was then pressed onto the chosen surface, creating a copy of the image on the woodblock.

From the seventeenth century, woodblock prints began to capture the more extravagant aspects of the upper-class Japanese lifestyle in Edo. The art form became accepted as a genre called *ukiyo-e*, meaning "images of the floating world".

Source 4 This woodblock print is called *Three Beauties of the Present Day.* Created by Kitagawa Utamaro, c. 1793, it is an example of how *ukiyo-e* represented the bustling urban culture of Edo.

Source 5 A sumo fighter is usually very big, with a large belly around which he wears a mawashi belt that indicates his rank. This sumo tournament is taking place in Tokyo.

Martial arts

Followers of Zen Buddhism learnt to control their bodies through martial arts or combat sports.

Jujutsu

Jujutsu ("the gentle art") is used to train for close combat. The aim of *jujutsu* is to use the opponent's energy against them, rather than directly opposing it. This is achieved through holds and techniques to throw an opponent off balance.

Kenjutsu

Kenjutsu ("the art of the sword") involves the practice of swordsmanship. During the Edo period, the development of the bamboo practice sword and protective armour allowed full sparring with reduced risk of harm. This came to be known as *kendo* ("the way of the sword").

Sumo wrestling

Sumo wrestling, an ancient temple ritual, became a form of professional sporting entertainment during the Edo period. It is still a national sport today (see Source 5). A sumo tournament is lengthy, and can go on for 15 days. During that time, the sumo wrestler will carry out matches against opponents using many of the 70 possible categories of moves.

Quiz me! Changes in culture and the arts

Check your learning 16.12

Check your learning 16.12

Review and understand

1 **Describe** the art of *bonsai*.
2 **Identify** two practices related to Zen Buddhism.
3 **Identify** the festival held on 3 March each year involving Japanese dolls.

Apply and analyse

4 **Distinguish between** *jujutsu* and *kenjutsu*. Remember, when you distinguish between two things, you need to explain how they are different.

Evaluate and create

5 **Research** the woodblock print created by Hokusai titled *The Great Wave off Kanagawa*. Explain why and how it has become so significant to Japan. Use the 5Rs (see Lesson 7.7 Historical significance, page 247) to help you.
6 Evaluate the most important cultural achievement that occurred during the Edo period. **Justify** (give reasons for) your answer.
7 **Research** the steps and create a piece of *origami*. Share your artwork with your class.

Lesson 16.13
The end of the shogunate

Introduction

In the mid-1800s, countries around the world began to push for Japan's restrictions on foreign trade to be lifted. One such country was the United States of America.

Learning intentions and success criteria

Japan opens up

On 8 July 1853, four black ships led by Commodore Matthew Perry of the US navy anchored at Edo Bay (now Tokyo Bay). Perry had arrived in Japan to persuade the Japanese to open their borders and trade with the United States. He carried with him a letter from the president to the emperor of Japan.

Because Japan had been closed to the outside world for so long, the Japanese had never seen steamships before. They thought the ships were "giant dragons puffing smoke" and were shocked by the size of the ships and the number of guns they carried. In total, the four ships carried around 1,000 men and 61 guns.

Perry was an experienced naval officer who, at the age of 60, had enjoyed a long and distinguished career. He knew this mission to Japan would be one of his most significant assignments. After dropping anchor in Edo Bay, Perry waited. He refused to receive low-ranking diplomats, instead insisting on seeing only the most senior representatives of the emperor.

He refused demands to leave and threatened the Japanese by fixing his weapons on the capital. The Japanese Government realised the country was in no position to defend itself against a foreign power, and that Japan could not retain its policy of isolation without risking war.

On 31 March 1854, after weeks of diplomatic talks, Perry received what he had been working towards – a treaty with Japan, known as the Convention of Kanagawa. It was signed by Perry and the Tokugawa shogunate. In the years that followed, Japanese ports opened to American trade; and after more than 200 years of isolation, Japanese society began opening to the world.

Many Japanese people resented the increased power and position of the Westerners that followed Perry's arrival. The *daimyo*

Source 1 A Japanese artist's impression of Commodore Matthew Perry, drawn in 1856

began to lose faith in the shogun, who was supposed to suppress "foreign barbarians". There was talk of forcing his resignation. As a result, the power of the shogun decreased. In 1868, Shogun Tokugawa Yoshinobu handed back power to Emperor Meiji. This change in how Japan was governed was known as the **Meiji restoration**.

Meiji restoration
a period in Japanese history from 1868 to 1912 when the last shogun was overthrown and the emperor regained control over Japan

On 3 January 1869, Emperor Meiji formally declared the restoration of his power.

Source 2 A Japanese artist's impression of the black ships entering Edo Bay, created in 1853

The Meiji restoration

The handing over of power from the shogun to the emperor, and the moving of the Imperial Court from Kyoto to Edo, represented the return of imperial rule in Japan. Edo was renamed Tokyo (meaning "Eastern capital"). Emperor Meiji quickly made his mark by establishing Shinto as the state religion. This reinforced his power, because under Shinto he was viewed as a living god.

In 1871, it was declared that all provinces were to be returned from the *daimyo* to the emperor. These 300 provinces were combined to form 75 larger areas known as prefectures. Each prefecture came under the control of a state-appointed governor.

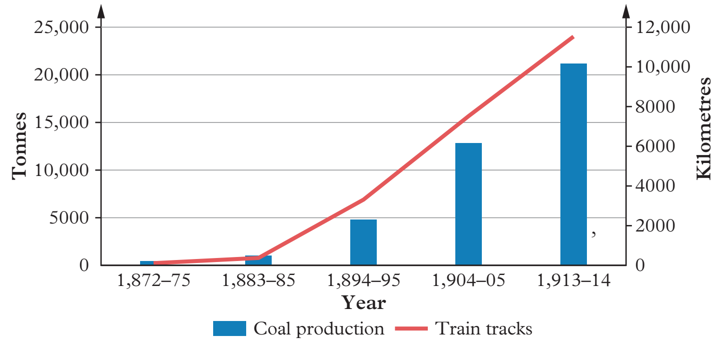
Modernising and Westernising Japan

Emperor Meiji moved rapidly to modernise Japan. Western fashions and ideas were quickly adopted, often at the cost of traditional practices and beliefs. The military was strengthened with the adoption of Western weapons and a modern navy. The government instituted nationwide military conscription (mandatory military service) in 1873, ordering that every man would serve for four years in the armed forces upon turning 21. Samurai were no longer allowed to walk around town bearing swords; instead, many became officers in the newly modernised army and navy.

A new constitution was written under the guidance of Prince Ito Hirobumi. It was adopted in 1889. A period of rapid development and industrialisation followed.

Japan began to aggressively expand overseas, winning wars with China in 1894–95 and with Russia in 1904–05. Japan gained the island of Taiwan from China in 1895, and annexed (took control of) Korea in 1910, becoming a powerful new force in the region.

The industrialisation of Japan required a huge increase in production capabilities. Shipyards, iron **smelters** and spinning mills were built. Coal was in great demand to power factories, trains and ships (see Source 3). Industrial centres grew quickly with the migration of workers from the countryside. A national railway system was also built to connect industrial regions with ports (see Source 4). Trade also developed rapidly, thanks to a series of treaties signed with Western nations.



Source 3 Industrialisation in Japan, 1872–1914

Source 4 An artist's impression of the Tokyo terminus of the new Tokyo–Yokohama railway, built in 1872 with the aid of foreign engineers

smelters places where metal is extracted from its ore by a process that involves heating and melting

Key concepts & skills Using historical sources

Using historical sources to understand perspectives

Analysing perspectives gives us an insight into what a person values or prioritises in their life. We can analyse perspectives from primary sources (that is, from people who were there at the time) or from secondary sources (that is, from historians writing about the past).

When reading historical sources, it is important to ask questions about who created the source and why. Think about the *context* (situation) of when the source was produced, the *opinions* (views) expressed and what messages are *inferred* (suggested) in the source.

Read the extract in Source 5. It has been annotated to show you how to extract the information on context, opinion and inference.

> Now we can no longer restrict ourselves to bowing from a kneeling position … Moreover, if we look at contemporary Western women's wear, we find that it combines a top or jacket and a skirt in the manner of our ancient Japanese system of dress.
>
> This is not only suitable for the formal standing bow but also convenient for action and movement and makes it only natural to adopt the Western method of sewing.

Inference: We will have more freedom to move

Context: Bowing suggests a royal context

Context: The West is more modern

Inference: There are similarities between the West and Japan

Opinion: These phrases aim to persuade the reader to agree with the point being made

Source 5 Proclamation of Empress Haruko, 1887

Read more perspectives and complete the key skill worksheet "Using historical sources to understand perspectives". A link is provided on Oxford Digital.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 232).

Key skill worksheet: Using historical sources to understand perspectives

Quiz me! The end of the shogunate

Check your learning 16.13

Check your learning 16.13

Review and understand

1 **Identify** two things Emperor Meiji did to quickly demonstrate his authority.

2 How did the role and status of the samurai change under Emperor Meiji?

3 **Identify** the task that brought US Commodore Matthew Perry to Japan.

Apply and analyse

4 Why do you think the Imperial Court moved from Kyoto to Edo? **Explain** your answer.

5 **Explain** why coal became important in the industrialisation of Japan.

6 **Examine** Source 3.
   - **a** Why do you think the development of the rail system was important for trade?
   - **b** Analyse the change over time. What does this tell you about the process of industrialisation in Japan?

Evaluate and create

7 Read Source 5. What does this short extract reveal about the ways in which Japan began changing as a result of contact with the West?

8 Think about what you have learnt about the shogunate period of control in Japan. Overall, do you think it was a period that produced gains for Japan, or one that slowed down its development? **Justify** (give reasons for) your response.

16C Concepts & skills in context

The rise and fall of the shoguns

Introduction

In 1868, the rule of the shoguns came to an end, and power was handed back to the emperor. After being somewhat sidelined for a significant part of Japan's history, it was the emperor who outlasted the shoguns and who continues to hold power today.

The fall of the shoguns was not something that happened overnight but was rather the result of many internal and external changes in Japan at the time. It is useful to look at various aspects of life under the shoguns to decide when they were at their peak, and when the decline started.

Historians have the benefit of hindsight to evaluate the changes that occurred during this period. When evaluating a significant place, person or development, they must always consider its strengths and weaknesses. For example, it was in the Shogunate era that the current capital of Japan, Tokyo, was established. Many historians would consider this a strength of the Shogunate era in Japan.

Yet life under the shoguns also meant Japan was unaware of the Industrial Revolution occurring in the Western world during the eighteenth century. The foreign policy of *sakoku* meant there was no trade with the outside world, apart from some limited contact with China and the Netherlands. Historians may consider this a weakness, as it stopped any technology, philosophy or religion from the West influencing developments in Japanese society.

Some questions that can be used to begin your evaluation of the decline of the shoguns have been supplied. Just as a historian would, discuss the questions below with others to help form your own opinions about the rise and fall of the Shogunate era and its level of influence over time:

- Has the Shogunate era heavily influenced the culture of modern-day Japan?
- Did the samurai *bushido* code instill a code of conduct that is still present in Japanese culture today?
- Was the social hierarchy beneficial for all people, or did it stop some people from reaching their full potential?
- Did the problems caused by deforestation contribute to the decline in the power of the shoguns?
- Did the *sakoku* foreign policy contribute to the decline of the shoguns, or did it help them to preserve Japanese culture?

Key concepts & skills Communicating

Writing an evaluative essay

An evaluative essay is a formal written document that presents a series of reasoned arguments with supporting evidence. It may also be called an argumentative essay. It usually addresses a stimulus. A stimulus could be a question, quote, source, event or issue that you are presented with, and that you need to refer to throughout your written response.

In history, an evaluative essay is similar to participating in a debate. You may prefer one side of the argument, but it is important to acknowledge that there is another viewpoint to make sure you are providing a proper evaluation of the stimulus.

Follow the steps below to start planning an evaluative essay.

- **Step 1:** Read your essay prompt carefully. Are there any words, phrases or images you don't recognise? Take the time to find out what they mean.
- **Step 2:** Decide on your viewpoint. In an essay, your viewpoint is known as your "hypothesis". This is a fancy term for your opinion, which you will maintain throughout the essay.
- **Step 3:** Choose two strong arguments to support your hypothesis. You might already have some good examples in your notes from class. Otherwise, conduct some research.
- **Step 4:** Choose one alternative argument that shows a different side to your hypothesis. By doing so, you will avoid bias and show your understanding that two sides to the debate exist.
- **Step 5:** Decide on the order of your arguments. In history, your essay can follow the chronological order of events as they happened. Or you may prefer to discuss the arguments you support first, and then the counter-argument last.

For more information on communicating, see Lesson 7.8 Communicating (page 249).

Practise the skill

1. Read this essay prompt closely:
   "The fall of the shoguns was caused by their failure to adapt to change."
   Follow steps 1 to 5 as outlined above to plan how you will respond to this prompt.
2. Now that you have finished planning, write an essay that answers the prompt in question 1. As a guide, try to keep your response to 750 words. Remember, there are detailed instructions on how to write paragraphs that include evidence in Lesson 7.8 Communicating (page 249).
3. Following the instructions in Lesson 7.8 Communicating (page 249), provide a list of references for the evidence you used to write your response.

Extend your understanding

1. **Create** a timeline showing the events, leaders and developments that you believe caused the progress of Shogunate Japan to improve or decline.
   a. Choose seven to 10 dates to include on your timeline.
   b. Present your timeline on a poster. Include some images relevant to any of the dates you have chosen.
2. Rank the events on your timeline from the most important to the least. How different is your ranking to the chronological order of events?
3. Display your posters around the classroom. **Compare** your posters with those of your classmates. Did you choose similar or different dates? Why do you think this is?

Lesson 16.14

Review: Japan under the shoguns

Review activity

Read Source 1 and answer the following questions.

Laws for the Military Houses

Source 1 is a summary of some of the *Laws for the Military Houses* imposed on the warrior classes in 1615 by Shogun Tokugawa Ieyasu. These provided a code of conduct for honourable behaviour.

Source 1

The samurai class should devote itself to pursuits appropriate to the warrior aristocracy, such as archery, swordsmanship, horsemanship, and classical literature.

- Amusements and entertainments are to be reasonable and expenses not excessive.
- The *han* (feudal domains) are not to harbour fugitives and outlaws.
- Domains must expel rebels and murderers from their service and from their lands.
- *Daimyo* are not to engage in social interactions with the people (neither samurai nor commoners) of other domains.
- Castles may be repaired, but such activity must be reported to the shogunate. Structural innovations and expansions are forbidden.
- The formation of cliques for scheming or conspiracy in neighbouring domains must be reported to the shogunate without delay, as must the expansion of defences, fortifications or military forces.
- Marriages among *daimyo* ... must not be arranged privately.
- *Daimyo* must present themselves at Edo for service to the shogunate.
- Conventions regarding formal uniform must be followed.
- Samurai throughout the realm are to practise frugality.

Extract from *Laws for the Military Houses*, 1615

1 **Identify** what type of source this is (that is, primary or secondary). (1 mark)
2 Using empathy, **outline** the perspectives of each of the following social groups towards this law:
   a a samurai living by the *bushido* code
   b a *daimyo* and his family. (2 marks)
3 Choose two of the laws and **explain** how they helped to hold power in the Tokugawa shogunate. (6 marks)
4 **Compare** these laws to modern-day regulations, rules or laws within society – within the home, school, local area or nation. Explain the continuity and change in the laws presented above and how they may apply today. (7 marks)
5 **Analyse** the source using the "DAMMIT U" acronym (see Lesson 7.4 Using historical sources, page 232) to structure your response. (4 marks)

(Total: 20 marks)

Module checklist: Japan under the shoguns

Module review quiz: Japan under the shoguns

Module 17

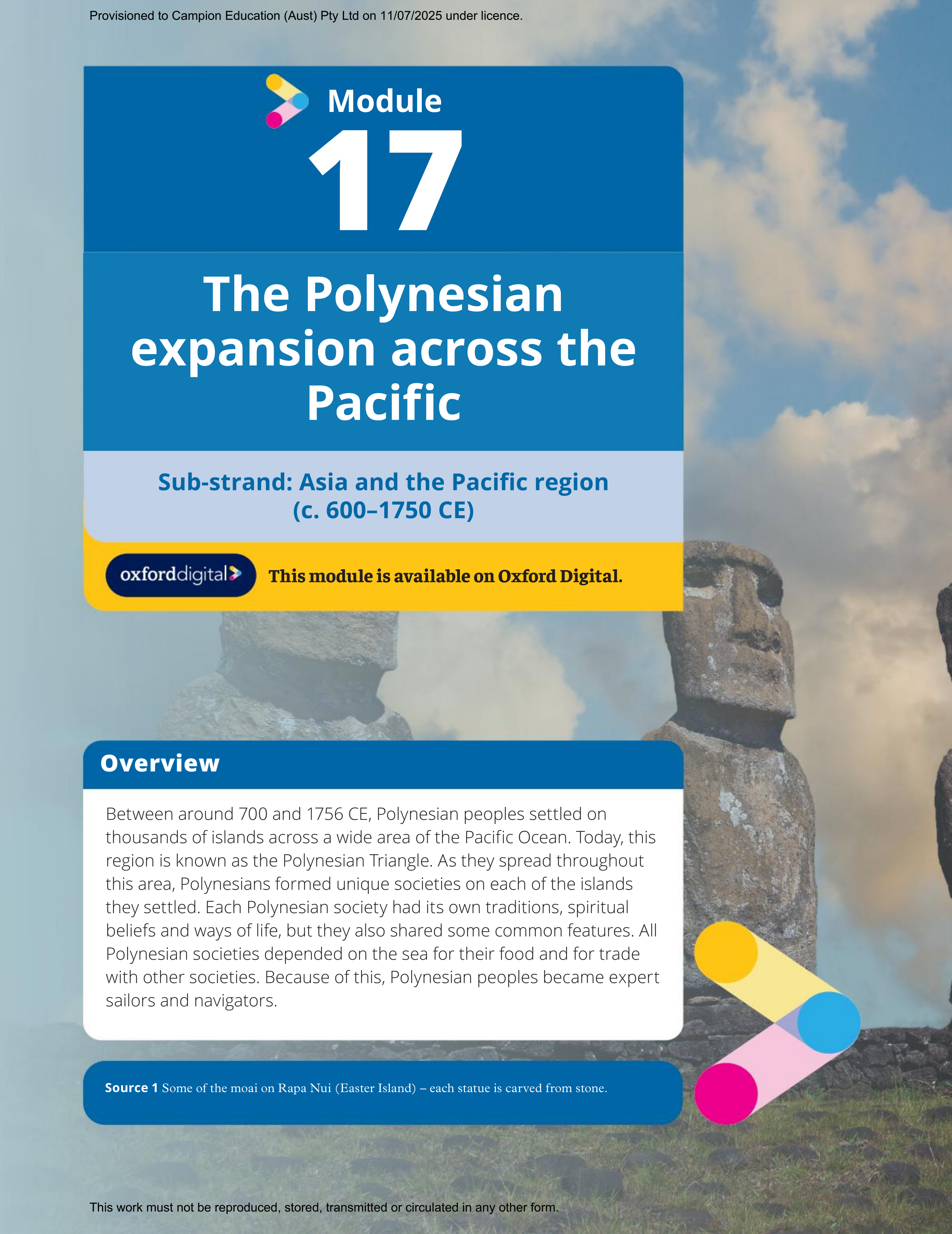
The Polynesian expansion across the Pacific

Sub-strand: Asia and the Pacific region (c. 600–1750 CE)

This module is available on Oxford Digital.

Overview

Between around 700 and 1756 CE, Polynesian peoples settled on thousands of islands across a wide area of the Pacific Ocean. Today, this region is known as the Polynesian Triangle. As they spread throughout this area, Polynesians formed unique societies on each of the islands they settled. Each Polynesian society had its own traditions, spiritual beliefs and ways of life, but they also shared some common features. All Polynesian societies depended on the sea for their food and for trade with other societies. Because of this, Polynesian peoples became expert sailors and navigators.



Source 1 Some of the moai on Rapa Nui (Easter Island) – each statue is carved from stone.

Lessons in this module

Module

18

The Mongol expansion

Sub-strand: Asia and the Pacific region (c. 600–1750 CE)

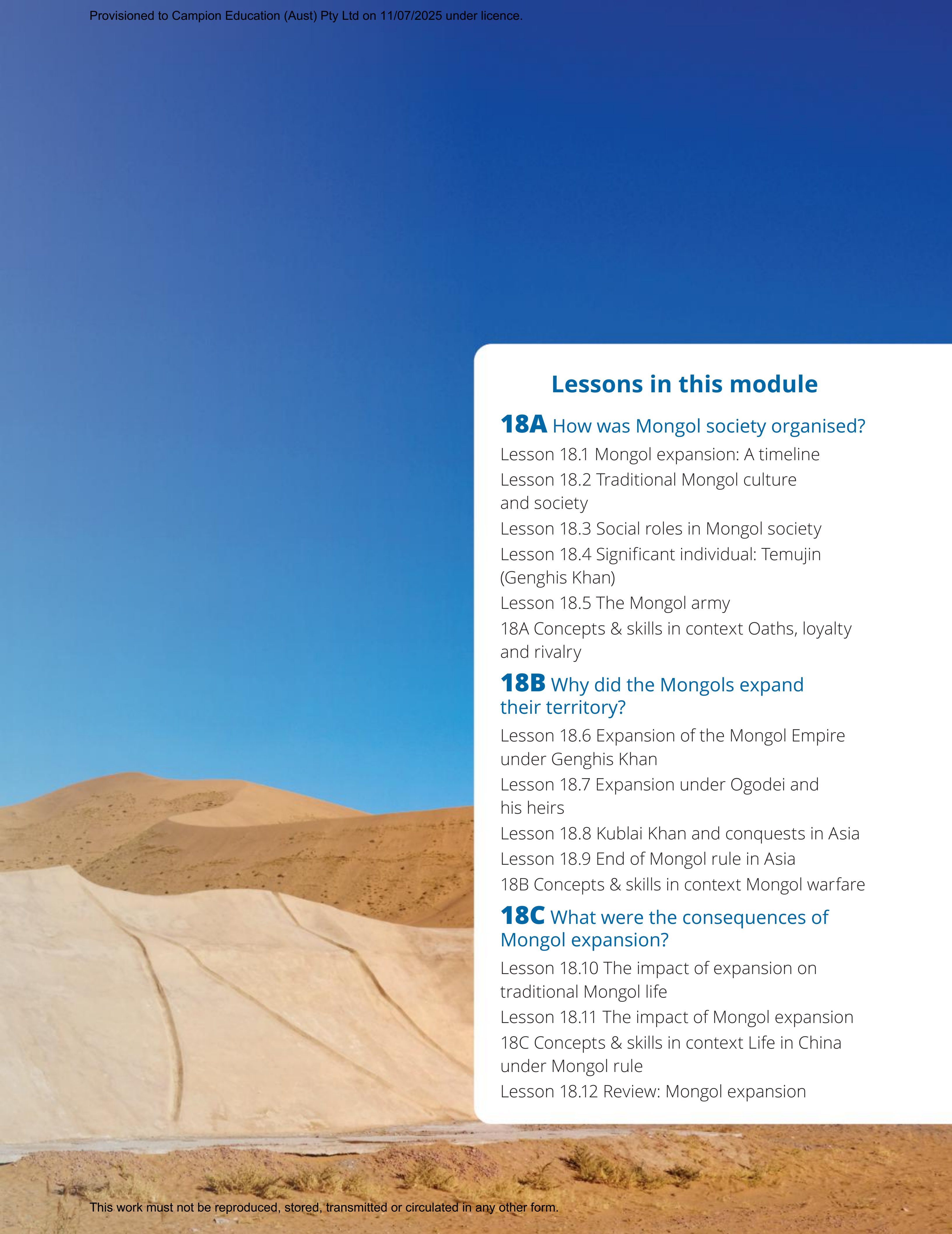
oxforddigital This module is available on Oxford Digital.

Overview

The Mongol Empire began as small tribes of nomadic animal herders on the vast grasslands of northern Asia. Around 1206 CE, a number of these tribal groups united to form a great army that began to invade and conquer neighbouring lands. The Mongol Empire only lasted for around 150 years; however, it became one of the largest and most powerful empires the world has ever known.

Although they were feared as violent and merciless warriors, the Mongols also made many positive contributions. They allowed religious freedom across their empire and introduced many policies and laws. They were also responsible for establishing vital trading routes between the East and West.

Source 1 A sand statue of Mongol Emperor Genghis Khan in the Badain Jaran Desert, inner Mongolia, China



Lessons in this module

Module 19

The Khmer Empire

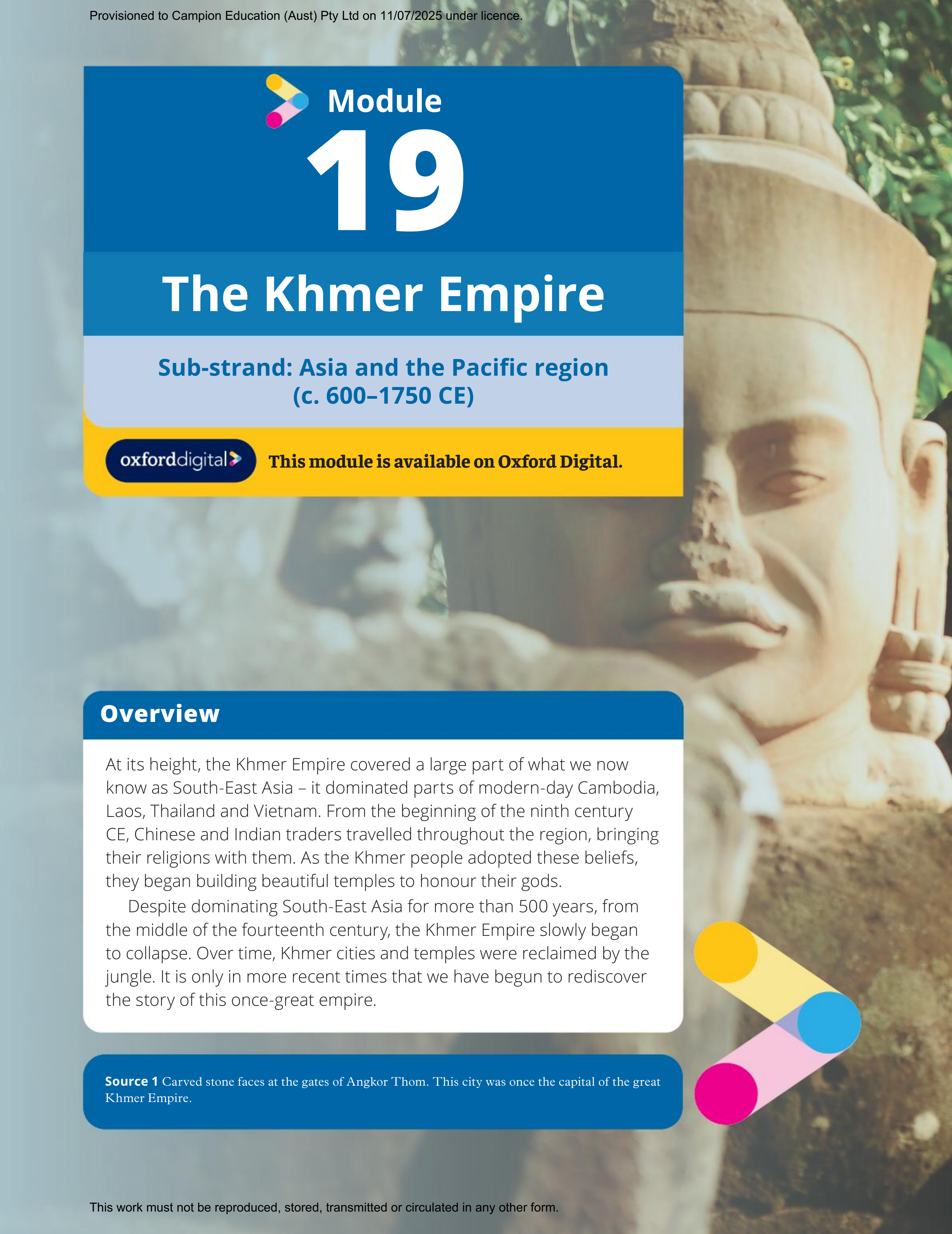
Sub-strand: Asia and the Pacific region (c. 600–1750 CE)

This module is available on Oxford Digital.

Overview

At its height, the Khmer Empire covered a large part of what we now know as South-East Asia – it dominated parts of modern-day Cambodia, Laos, Thailand and Vietnam. From the beginning of the ninth century CE, Chinese and Indian traders travelled throughout the region, bringing their religions with them. As the Khmer people adopted these beliefs, they began building beautiful temples to honour their gods.

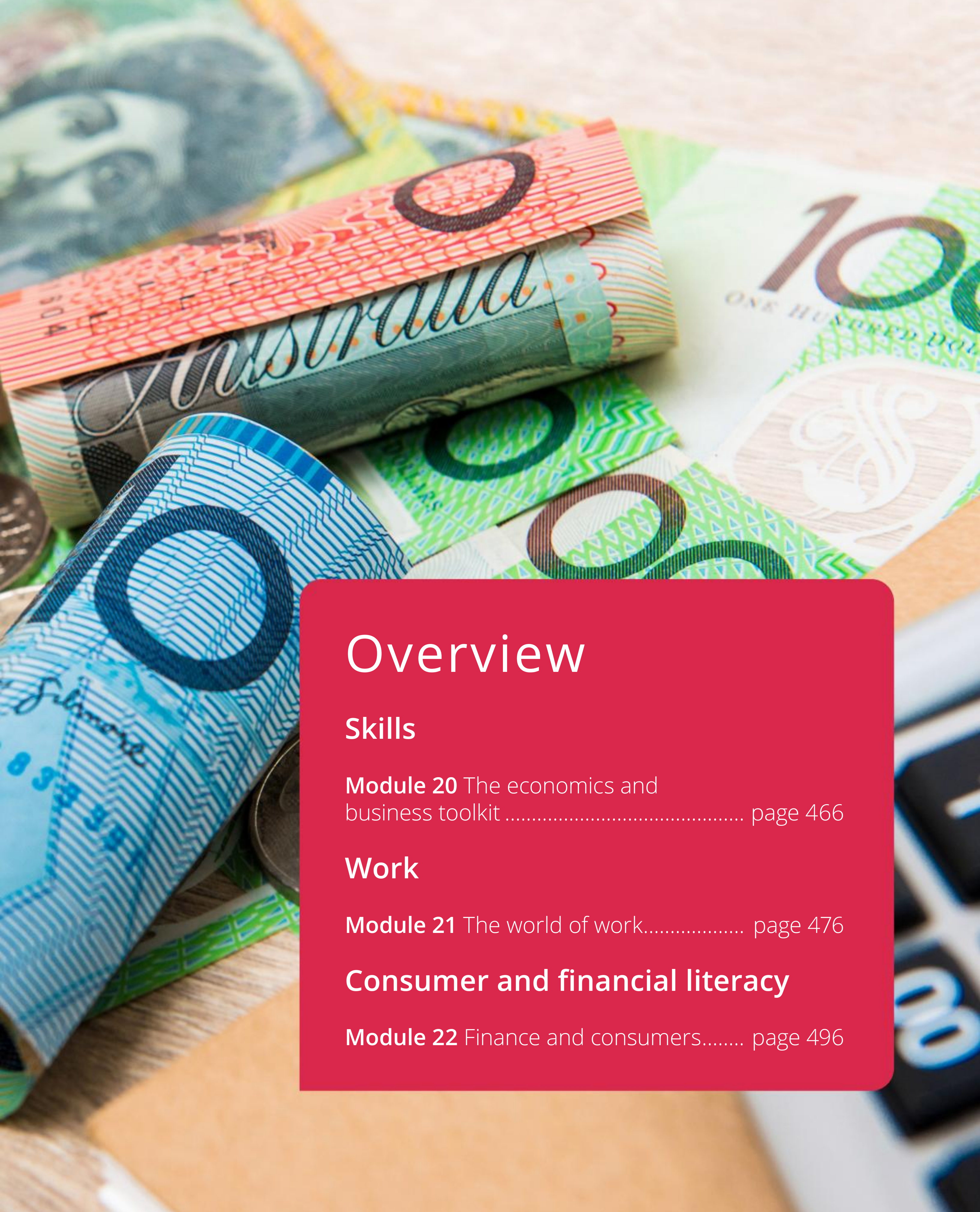
Despite dominating South-East Asia for more than 500 years, from the middle of the fourteenth century, the Khmer Empire slowly began to collapse. Over time, Khmer cities and temples were reclaimed by the jungle. It is only in more recent times that we have begun to rediscover the story of this once-great empire.



Source 1 Carved stone faces at the gates of Angkor Thom. This city was once the capital of the great Khmer Empire.

Lessons in this module

Part 3
Economics and business



Overview

Skills

Work

Consumer and financial literacy

Module 20

The economics and business toolkit

Sub-strand: Skills

Overview

Economics is the study of how a society shares the world's limited resources to satisfy the needs and wants of individuals. Economics is not only about making money, but so much more: how goods and services are made and distributed, the choices we make as consumers, and the consequences of these choices. As much as anything, economics is the study of human behaviour – how people interact with one another locally, nationally and globally. As an economics and business student, you will gain knowledge and skills that will help you make good economic decisions and avoid unnecessary risks throughout your life.

Source 1 Economics is about more than making money. It is about making informed choices and managing resources carefully so that all of us can have our needs met and society can function effectively.

Lessons in this module

Lesson 20.1

Economics and business skills

Introduction

Studying economics and business requires students to access real-life examples that will help them generate questions, analyse information and argue their point of view. In this area of study you will also learn through experiences where you are provided with opportunities to be innovative, to show leadership and to practise making business decisions.

Analysing information and asking a range of questions will help you find out more about a topic. You will learn to ask "what", "why", "when", "where", "how" and "who" to uncover the truth about an issue. Your investigation may involve weighing up the costs and benefits of economic or business choices, and making recommendations.

As shown in Source 2, there are four skills economists use when investigating economics and business issues. These skills are:

- investigating
- interpreting and analysing data and information
- evaluating, concluding and decision making
- communicating.

Source 1 We can access a great deal of information about businesses and the economy.

Source 2 There are four key skills used when studying economics and business. Each of these skills is like a tool in a toolkit.

Lesson 20.2
Investigating

Developing questions

As an economics and business student, you should ask lots of questions. You should seek out real-life economic and business cases, and undertake investigations to learn from mistakes made in the past. It is important for you to check facts and look at the arguments for and against a certain issue before reaching your own conclusions.

When you have formed your own opinion, you should be able to back up your viewpoint with supporting evidence, such as statistics and quotes.

For example, Source 1 shows how the owner of a pizza shop could develop a question and plan to conduct research to decide whether they should sponsor the local basketball team.

Key content video: Developing questions in economics and business

Gathering data and information

Sources provide information for economics and business students. Sources can take many different forms, from written records in books or online, to live video and audio recordings. Examples of sources include economic journals, newspaper articles, letters, the websites of government departments and businesses, blogs and Facebook posts, cartoons and interviews.

Being able to locate a range of relevant, reliable sources is a valuable skill, which usually involves a number of different research methods, including:

- using online search engines, such as Google
- following social media, such as Facebook and X
- reading newspaper and magazine articles in print or online
- contacting local businesses and entrepreneurs or asking people who are experts in the subject area.

Source 1 An example of how to develop a question and plan to conduct research when investigating an economics or business issue.

Key research question	Information needed	Possible sources of information
Is it a good idea for the owner of the local pizza shop to sponsor the local basketball team?	• How much does it cost to sponsor the local basketball team? • What is the team offering in return? • Who and how many people will know about the sponsorship? • How will the sponsorship affect the pizza shop's brand or public image?	• Contact the basketball team and ask for information about the sponsorship. • Ask past or current sponsors about their experiences of sponsoring the basketball team. • Conduct fieldwork into the basketball team's spectator numbers. • Survey current customers at the pizza shop.

Key content video: Gathering information in economics and business

Check your learning 20.2

Economics and business

Lesson 20.3

Interpreting and analysing data and information

Interpreting data

Economics and business students use questionnaires, surveys and statistics from many different sources – such as textbooks, websites, newspapers and the wider community – to gather data. They then create graphs and tables to summarise and represent the information.

Once you have collected, recorded and represented your data, it is time to interpret the data by identifying any trends, patterns, links or relationships in the information. You could use charts, statistical tables, case studies, interviews and simulation games to help identify the cause of a problem or event and its likely outcome or effects.

For example, Andy collected data on a phone company's advertising expenses. His data showed that the more money the company spent on advertising, the more phones it sold. Andy also recorded the number of complaints received by the phone company **employees** during this time. He found that the amount of money the company spent on advertising seemed to have no effect on the number of complaints. This means Andy was able to identify that:

employees people who work for a business

- there was a relationship between advertising and the number of phones sold
- there was no relationship between advertising and the number of complaints received.

There are many different theories and approaches to economics, which means there are often several different answers to the same problem. It is quite common for two reputable economists to have completely different opinions on the same topic or issue. For instance, another economist may collect different data or find different trends, and think that Andy is wrong and that there is a link between advertising and complaints. Many issues require us to weigh up different points of view, while keeping an open mind.

The above example of Andy studying the data to reach a conclusion demonstrates a way of interpreting and analysing data. However, Andy forgot to verify the data he was using as well. To verify the data means "to check" and ensure it is reputable or trustworthy. This includes noting where the data originated from and studying the methods the original source used to collect it. If you are satisfied that the information you have collected is trustworthy, you have completed the process of verifying the data and information.

In the above example, one source of the data Andy used came from the phone company's customer complaints. To verify this data, Andy can start by asking himself how the complaints were recorded by the company and whether there was any doubt or concerns that the data had been tampered with. After conducting a review and confirming it was legitimate data that customers had lodged, Andy has completed his verification.

Source 1 Individuals and businesses analyse a range of information and data to help them make decisions.

Key content video: Interpreting data in economics and business

Check your learning 20.3

Lesson 20.4
Evaluating, concluding and decision making

Evaluating alternatives

There is usually more than one way to solve an economic problem or find the right solution in business. An economics and business student carefully considers all of the circumstances related to an issue with an open mind. They consider the different options and make a rational decision that they believe will lead to the best outcome.

Key skill Evaluating, concluding and decision making

Evaluating options

Evaluating involves considering all the information about an issue and making a judgment based on that information. In economics and business, evaluating information and using reasoning (thinking in a logical way) to make a decision is a skill.

Before looking at the different options in a business situation, you must first find out more about the topic. Once you know about the topic, you can then assess the options available and choose the best one.

To evaluate options, follow the steps below.

- **Step 1:** Read different sources of information and find out what the experts say about the topic. Write down the different options.
- **Step 2:** Make your own notes as you go, and write down any interesting facts, statistics or information that will help you to explore the options.
- **Step 3:** Next to each option, write down the advantages and disadvantages, or costs and benefits, of that option.
- **Step 4:** Get rid of the options that are weakest, based on their advantages or disadvantages.
- **Step 5:** Concentrate on the strongest options, and either decide which one is best or conduct further research before choosing the best option.

Key content video: Evaluating, concluding and decision making

Practise the skill

Let us see how we could apply this skill to help a business owner make the right decision.

Tony owns a popular pizza shop, but he is concerned with the amount of electricity the restaurant is using. He is looking for ways to reduce his electricity costs. A regular customer told him that she installed solar panels at home in order to save on her electricity bill and help the environment. Tony is considering this, as well as other options, for his pizza shop.

Answer the questions below (Source 1) to work out the best choices for Tony.

Source 1 Business owners like Tony are regularly faced with economic choices that can determine whether or not their business is successful.

1 Consider the following options and **suggest** a third alternative that could help Tony reduce his energy bill:
   a replacing halogen lights in the restaurant with LED lighting
   b installing solar panels on the roof of his restaurant.
2 Use the internet to research each option and write down any additional information that will help you evaluate that option.
3 **Identify** the advantages and disadvantages of each option.
4 **Suggest** which option you think would be least suitable for Tony.
5 **Suggest** which option you think would be most suitable for Tony.

Developing responses to resolve economics and business issues

Applying the knowledge you have learnt to a real business situation is a valuable experience for an economics and business student. There are a number of ways you can do this, including:

- talking to someone in business about their experiences to see whether the theories you have learnt apply in real life
- observing the world around you – when you next go shopping, think about some of the things you have been studying, such as customer service, competition, **marketing** techniques, and types of businesses (see Source 2)
- trying to come up with your own innovative business idea and discussing it with others
- using opportunities to role-play or play simulation games to improve your skills and put what you have learnt into practice.

marketing
activities that businesses undertake to promote the buying or selling of products

Source 2 Observe your surroundings when you next go shopping. Try applying your knowledge of economics and business to familiar situations.

Check your learning 20.4

Lesson 20.5
Communicating

Introduction

In every subject, a common language is used. Source 1 lists and defines some commonly used terms in economics and business. Additional economics and business terms are listed in the glossary at the end of this book, and are also defined throughout the modules.

Source 1 Terms commonly used in economics and business

Term	Definition
Business	an activity that involves making goods or providing services in exchange for money
Consumers	people who buy things to use
Cost–benefit analysis	an estimate of what will need to be paid (cost) and the possible profits (benefit) derived from a business proposal
Economics	the study of how people and society choose to use limited resources to satisfy their needs and wants
Entrepreneur	a person who starts a business or independent organisation, takes risks and uses initiative to achieve success
Income	the money paid to an individual (or business) in exchange for their labour, or for providing a service or for producing goods
Interest	the amount of money a person has to pay a lender in addition to the original amount borrowed
Investing	putting money into shares, property or other financial schemes in the hope of making a profit
Market	where buyers and sellers interact to exchange money for goods and services
Opportunity cost	what we miss out on when making a choice
Producers	people or businesses that make and sell goods and services for a profit
Profit	the amount of money a business earns after taking away the expenses that it has to pay
Work	a job that returns income for the tasks provided; the tasks or activities done in the course of a job

Additional resource: Using task words

Communicating in economics and business

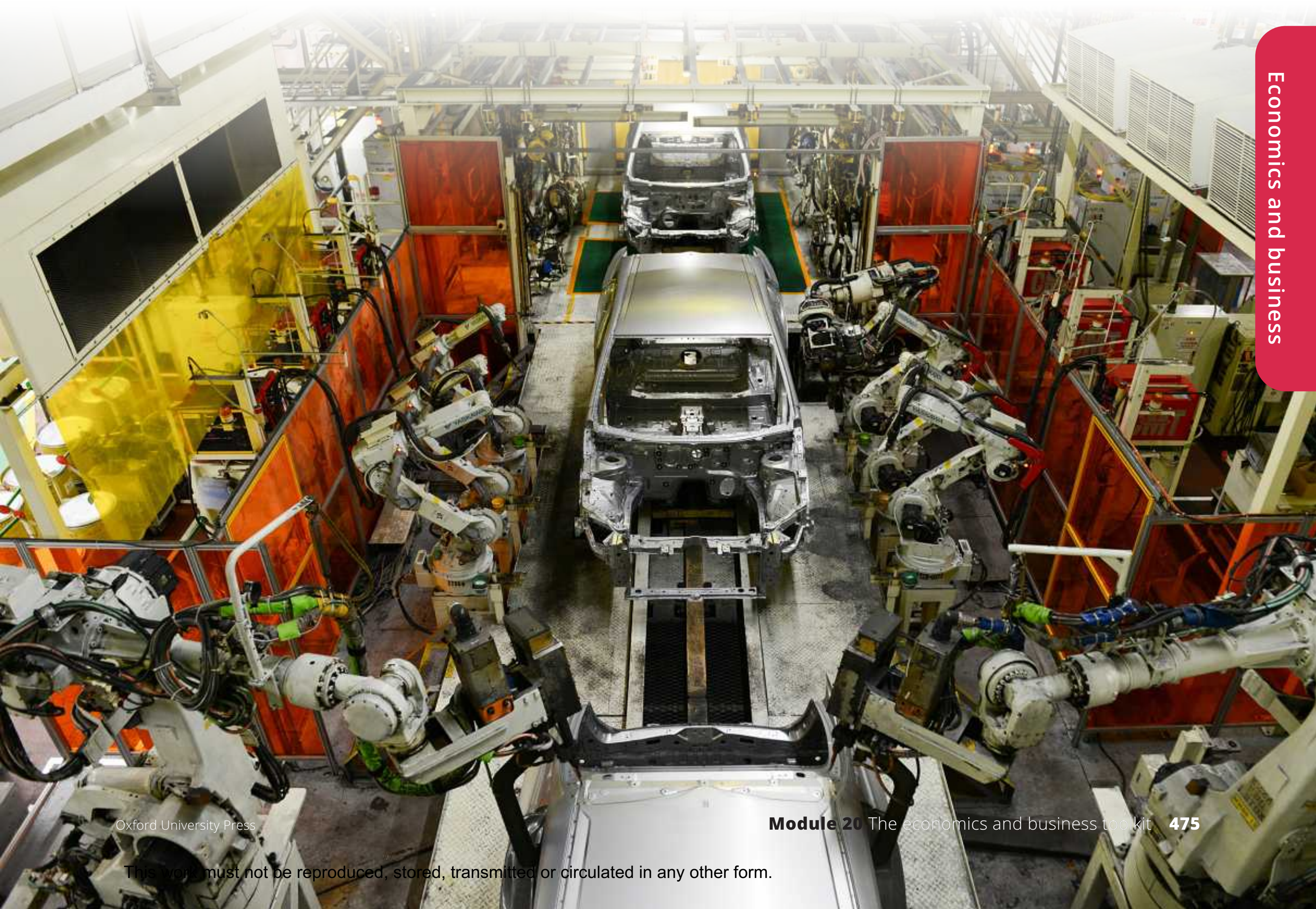
The ability to communicate your findings is an important skill in economics and business. You can communicate your findings in many ways, including through multimedia presentations (for example, using software such as PowerPoint or Prezi), posters, reports or essays. Whichever format you decide to use, it is a good idea to include the following elements:

- *An introduction* – state what your research or inquiry question was, why you asked that question and why it is important.
- *An explanation of what research you did* – why did you use the particular sources you chose? Discuss the facts and the arguments for and against a certain issue.
- *An explanation of your results* – you can present your results as graphs, tables or photographs for your audience.
- *A conclusion* – what were your findings? Explain how you came to that conclusion.

Key content video: Communicating

Check your learning 20.5

Source 2 A business, such as this car manufacturing plant, involves making goods or providing services in exchange for money.



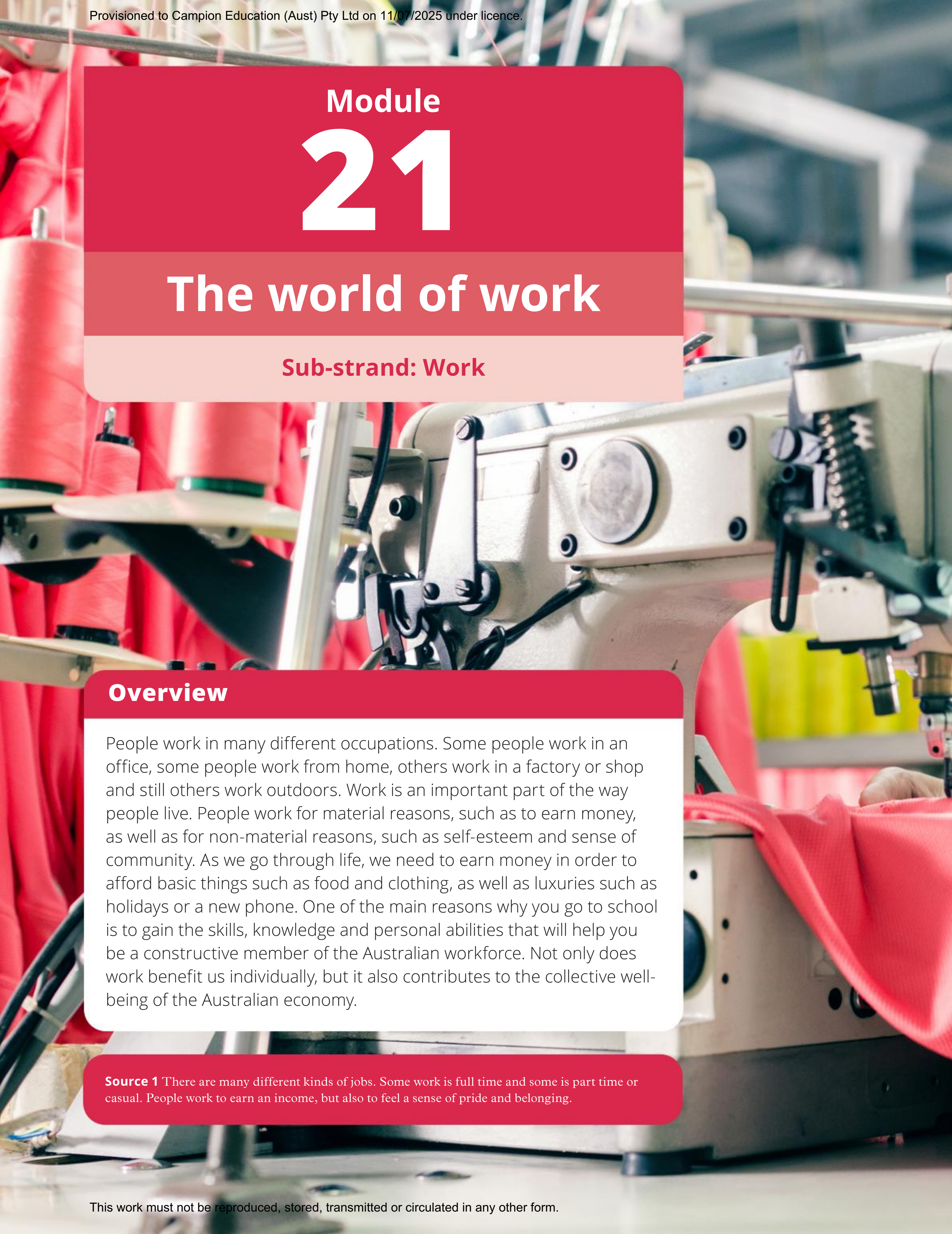
Module 21

The world of work

Sub-strand: Work

Overview

People work in many different occupations. Some people work in an office, some people work from home, others work in a factory or shop and still others work outdoors. Work is an important part of the way people live. People work for material reasons, such as to earn money, as well as for non-material reasons, such as self-esteem and sense of community. As we go through life, we need to earn money in order to afford basic things such as food and clothing, as well as luxuries such as holidays or a new phone. One of the main reasons why you go to school is to gain the skills, knowledge and personal abilities that will help you be a constructive member of the Australian workforce. Not only does work benefit us individually, but it also contributes to the collective well-being of the Australian economy.



Source 1 There are many different kinds of jobs. Some work is full time and some is part time or casual. People work to earn an income, but also to feel a sense of pride and belonging.

Lessons in this module

Lesson 21.1
Why we work

Learning intentions and success criteria

Introduction

Work provides us with an income that allows us to buy the things we want and need. Work also provides people with many other benefits. The reasons why people work can be grouped into two main categories:

- material reasons (related to financial gain)
- non-material reasons (not related to financial gain).

In reality, both material and non-material reasons for working (see Source 1) affect how we feel about our place in society and how happy we are.

Source 1 A range of material and non-material reasons for working

Material reasons for working	Non-material reasons for working
• Income (i.e. money earned by a person in exchange for goods or services that can be used to buy things such as food, clothing, cars, houses) • Superannuation (i.e. money paid into a fund that can be accessed when a person retires) • Other financial benefits (such as cash bonuses, car allowances, meal allowances, staff discounts)	• Ability to learn new skills and improve existing skills • Sense of pride, value, respect, identity and/or personal achievement (which help people's physical and mental health) • Opportunity to contribute to the success of an organisation • Ability to help people and/or make a difference for an important cause (such as refugees, animal welfare, the environment) • Opportunity to express creativity and try new things • Opportunity to build strong relationships with work colleagues (and make new friendships) • Ability to achieve a good "work–life balance"

Source 2 While income is important, people do not work for money alone.

Understanding material reasons for working

As shown in Source 1, there are many different material reasons why people choose to work, but earning an income is probably the most important among them.

Earning an income

Depending on the type of work people do, their income can be paid in different ways:

- People who work for companies or organisations that they do not own (employees) earn a **wage**. A wage is a fixed amount that is paid regularly (for example, weekly, fortnightly or monthly) to an employee in return for work they do for the company. For example, an employee who works at a local supermarket might earn their wage by working on the checkout or stacking shelves for 25 hours a week. They will be paid for the hours they work.
- People who own their own company or organisation (business owners) earn **profits** taken from the business. Business owners might not earn a regular amount or be paid regularly. Instead, they may earn large amounts when their business performs well, or small amounts when it does not. For example, the owner of an ice-cream shop may earn a lot during the summer months, and less during the winter months.

wage an amount of money that an employee is paid based on the work that they provide

profits the amount of money a business earns after taking away its expenses

The amount of income that people earn will depend on a wide range of factors, such as the ones listed below.

- *Time worked:* This includes the number of hours or days worked and when they are worked. For example, employees may be paid more for working late at night, over the weekend or on public holidays.
- *Nature of work*: This refers to how difficult or specialised the work is. For example, surgeons who specialise in certain fields of medicine earn higher wages for their services than if they worked in other specialties (see Source 3).
- *Qualifications and experience:* Jobs often require certain qualifications or experience. People with high qualifications and more experience may be able to do a job better than someone with less experience. For example, a lawyer who has excellent qualifications and many years of experience winning cases will generally be paid more than a lawyer who has just started their career.
- *Number of workers available:* This refers to how many other people are able and willing to do the same job. For example, teachers and doctors who work in remote locations can often receive additional payments.
- *Laws and regulations:* In every country, there are laws about the minimum amount that workers must be paid. For example, in Australia in 2024, the minimum wage for an adult was $24.10 per hour, or $915.90 per 38-hour week. By comparison, in the United States, the federal minimum wage for an adult in 2024 was (in Australian dollars) $11.62 per hour, or $441.56 per 38-hour week.

Other material benefits

In addition to money earned as income, people also receive other material benefits from working, including:

- **superannuation** (Australian employers must make superannuation payments to their employees)
- other financial benefits, such as:
  - bonuses (payments to some employees and business owners if they or their company perform well)
  - allowances such as car expenses and meals if employees are required to travel
  - discounts on goods sold by the company.

superannuation money paid regularly into a fund that cannot be accessed until retirement

Quiz me! Why we work

Source 3 In a 2024 study by the Australian Taxation Office, surgeons and anaesthetists ranked as the first and second highest paid professionals in Australia.

Check your learning 21.1

Check your learning 21.1

Review and understand

1 **Explain** what a wage is and how individuals earn one.

2 **Summarise** three material and three non-material reasons why people work.

Apply and analyse

3 Read the second bullet list under the Earning an income heading and **determine** (decide) why you think surgeons and anaesthetists are the first and second highest paid professionals in Australia.

Lesson 21.2
Types of work

Introduction

Learning intentions and success criteria

There are many different ways to classify jobs performed by people. One such way is to look at the different types of contracts that are agreed between employees (workers) and employers (such as businesses). The kind of work you perform will determine the income you earn (see Source 1).

- *Full-time:* Full-time workers are those that are considered employed for 35–38 hours a week or more on an ongoing basis. Full-time workers often receive more benefits, such as sick **leave** and annual leave, than casual workers.
- *Part-time:* Permanent part-time workers are entitled to the same benefits as full-time workers, but they work set times that amount to less than 35–38 hours a week.
- *Casual:* Casual employees are not contracted to work set hours and are generally not entitled to many of the leave entitlements that permanent employees are. Because of the lack of job security and lost benefits, casual workers are generally paid more than permanent workers performing the same job.

leave a period of time when an employee does not work because of illness or holidays; it can be paid or unpaid

Source 1 A snapshot of types of work in Australia

Voluntary work

Work allows a person to contribute to society in a positive way, but some people feel the need to help others so much so that they will even work without pay. This is known as unpaid volunteer work and is common with many charities and foundations who generally aim to make the world a better place. In 2020, just before the COVID-19 pandemic, approximately 5 million people in Australia were doing some kind of voluntary work for an organisation or group.

The important thing about volunteer work is that it is completed without any expectations of gaining anything in return. However, in some cases, volunteering can be a good way of gaining work experience. There are many ways you can volunteer, including for social justice, health, environmental and community support organisations.

Source 2 An Amnesty International volunteer at World Refugee Day

Internships

Internships are a form of work that involves a person working for a business or organisation to gain experience in a particular field. Most people who do internships are young people, trying to break into an industry and looking for experience to learn more about their chosen career path.

Internships can be paid, but are more commonly unpaid. This is because many people view internships as a learning experience. Regardless of whether or not they are paid, people completing the internship should be benefiting from their work and time within a business or organisation. In some instances, businesses may use interns to complete work rather than paying employees. If the business or organisation is the one benefiting from the intern's work, then it is possible the intern should be a paid employee.

For example, if the internship is a permanent position, and the intern is completing work normally done by a paid employee, then the organisation they are working for should be paying them as an employee.

However, if the position is short term and the organisation does not rely on an intern to complete any important work, but rather expects the intern to observe and learn from what others are doing, it is more likely that the position is going to be helpful for the intern and a good learning experience.

Source 3 In Australia, people who study medicine complete internships, where they must gain enough clinical experience to be registered as a medical practitioner.

Contract work

Contract work refers to an arrangement where an employee will work for an employer for a set amount of time on a particular task, which is specified by a contract. They can work part time or full time on the job, depending on the terms they have agreed to in the contract.

contractors individuals or businesses that are hired to perform work or provide a service as part of a contract

People working on a contract, known as **contractors**, are not guaranteed any further work once the task they have been contracted to do is over. Unlike full-time and part-time employees, contractors are not entitled to any benefits such as sick leave.

Some people do not like contract work, as they prefer the stability of ongoing full-time work. However, others might like the flexibility of contract work, which allows contractors to work in different environments, for different employers and on a range of tasks that they might find more interesting. Contractors typically earn a regular income by organising regular job contracts, so that when one contract comes to end, it is not long before the next job starts.

Contract work can also include any work that a business outsources to a person outside of the organisation, known as an independent contractor or freelancer. A freelancer is often free to work for multiple companies at the same time and earns income based on the completion of short-term tasks.

Quiz me! Types of work

See, think, wonder

Look at Source 4.
- What do you see?
- What do you think?
- What do you wonder?

Source 4 On-demand work like food delivery services and ride sharing is a kind of contract work.

Check your learning 21.2

Check your learning 21.2

Review and understand

1. Why does work play an important role in our lives?
2. **Recall** how many hours a person who is considered full time works each week.
3. **Explain** two differences between casual and permanent employees.
4. **Describe** what contract work is.

Apply and analyse

5. Minjee works at a local fish and chip shop. She doesn't have set hours but often gets called in by the owner of the shop to work on the weekends. What type of employment contract is Minjee working under? Provide reasons for your response.
6. Draw a table to **compare** the similarities and differences of volunteer work and unpaid internships.

Evaluate and create

7. Visit the Australian Government's Your Career website (a link has been provided on Oxford Digital) and **investigate** three types of jobs that you may be interested in doing once you finish school. **Create** a fact sheet for each job, showing what the job is about, what kind of skills and education you need to do the job and why you think that the job would be suitable for you.

Weblink: Your Career

Lesson 21.3
Earning an income

Introduction

Learning intentions and success criteria

Although for most people work is their main source of income, there are other ways that a person can earn the money they need to pay for their needs and wants.

Owning a business

Owning a business is a dream that many Australians have. It means a person can earn an income while being their own boss. Running a business allows the owner to provide people with a good or service in a way that reflects the personality, ambition and character of the owner.

However, owning a business is also a big responsibility. Most businesses require the owner to invest a great deal of time, effort and money, all of which could go to waste if the business doesn't perform well enough. For this reason, it is important for prospective business owners to carefully plan out how they will start up and run their business for the foreseeable future.

Shares

shares portions of ownership in a company

Often large companies look for investors that will give them money in exchange for a share of the profits the company makes (known as **shares**). This allows the company to grow its operations while providing the investor with an income in the form of dividends paid out of the profits earned by the company. If the company grows in value, so does the value of the shares owned by the investor. The investor or shareholder can sell the shares to make a profit, or they can continue to earn dividends.

The benefit of shares is that they are fairly easy to buy and sell, and don't require large sums of money like many other investments do. Buying shares can also be a very risky investment. If a company loses value or goes bankrupt, the shareholder is likely to lose any money they have invested in the company.

Source 1 The shares of large public companies are sold on the Australian Securities Exchange (ASX).

Property

interest the cost of borrowing money from a bank; a person has to pay the bank interest on top of the original amount borrowed from the bank

In recent years, many people have used their savings to invest in properties, such as houses or shops. By owning properties, the investor or landlord can lease the property to a tenant in exchange for money or rent. Purchasing a property in Australia requires a large amount of money, which people generally have to borrow from a bank. This means that they have to repay the amount back to the bank over many years, with **interest**. The large increase in the price of properties around Australia in the last 20 years has meant that people have to take out even greater loans. For this reason, purchasing a property as an investment or home has become very difficult for many Australians today (see Source 2).

Quiz me! Earning an income

Source 2 Rising property prices have meant that owning a home has become unachievable for many young Australians. In 2024, the average price of a residential dwelling was more than $1,000,000. The price of home ownership has increased significantly in the last 10 years, with the average price of a home around $500,000 in 2012.

Check your learning 21.3

Check your learning 21.3

Review and understand

1 **Describe** three ways a person can earn an income.

2 **Summarise** the risks and benefits of starting a business.

3 **Explain** where the shares of public companies are sold.

Apply and analyse

4 **Discuss** one advantage and one disadvantage of shares as an investment. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

5 **Discuss** one advantage and one disadvantage of property as an investment.

21A Skills in context

Career goals

Introduction

Setting goals is an important step in making the most of your talents and achieving what you want in life. A goal-setting technique commonly used by both individuals and businesses is the SMART goal principle. Writing a SMART goal can also be useful when seeking to achieve a career goal or get that dream job.

In this module so far, you have learnt about why people work. Setting career goals can be a very fulfilling process and often is what keeps people in a job. Examples of career goals include:

- gaining a new skill
- starting your own business
- improving your sales record
- completing further study at university
- making a career switch
- becoming an expert in a field.

Not only does setting a goal give people a vision of what they would like to achieve in the long term, but it also motivates them in the short term. Goal-setting allows people to focus on what they would like to achieve, and assists them with organising their time and resources to best achieve that goal.

Source 1 Setting career goals helps people to aim high and achieve their potential.

Source 2 What career goals will you set?

Key skill Investigating

Setting SMART career goals

One way of getting into the career that you want is to set career goals. These goals are the steps that you take to get the career that you want.

The SMART goal technique can help you think about the steps you need to take.

Setting SMART career goals involves conducting research about the kind of career you are interested in, and asking questions of yourself and others about how your goals can be achieved.

Follow the steps below to set SMART career goals.

- **Step 1:** Brainstorm some careers that you are interested in. Select one career that you will set SMART goals for.
- **Step 2:** Recap the SMART goal principle.
  - *Specific:* The goal is clear and easy to understand. It states exactly what will be achieved and when.
  - *Measureable:* The goal is measurable in dollars, time, quantity, etc.
  - *Achievable:* The goal is challenging, but it can be reached.
  - *Relevant:* The goal is something that the individual or business should be aiming to achieve.
  - *Time-bound:* There is a realistic time frame within which the goal should be achieved.
- **Step 3:** Write down a career goal, using the SMART goal acronym. If there are any questions or parts of the acronym you cannot answer, leave these parts blank.
  - *Specific:* The goal should say exactly what will be achieved and by when. To help you make the goal specific, consider the "W" questions of the goal: "who" ("who is involved?"), "what", "where" ("where will this goal be achieved?"), "when" and "why" ("why do you want to achieve this goal?")
  - *Measurable:* The goal should be able to be measured as a number (for example, in a quantity, in time or in dollars). To help you make your goal measurable, consider how you will know if you have reached your goal.
  - *Achievable:* The goal should be challenging, but able to be achieved. To help make your goal achievable, consider whether other people you know have achieved similar goals, or whether you have everything you need to be able to achieve your goal.
  - *Relevant:* The goal should be something that is relevant to your life. To help you make your goal relevant, consider why it is important to you and how achieving the goal will help you.
  - *Time-bound:* The goal should have a target date. Consider a deadline or time frame for your goal to help you make the goal time-bound.
- **Step 4:** Research the answers to any questions or parts of the acronym that you could not answer, or that you need more information on. For example, you may want to research how other people who have achieved your career goal managed this. You can use sources such as the internet, or people you know.

For more information on investigating, see Lesson 20.2 Investigating (page 469).

Practise the skill

1. Use the above steps to set one short-term and one long-term SMART career goal.
2. **Summarise** your SMART goals in 100 words, including how you will start working towards achieving these goals.

Extend your understanding

1. You can use the SMART goal principle at school to help achieve both personal and academic goals. Choose a subject you would like to improve in by the end of the term, and **create** an academic goal for yourself, using the SMART goal principle. You can share your goal with a parent, caregiver, grandparent or teacher, so that they can check in with you from time to time. It is always great to have someone motivate you towards a goal!

Lesson 21.4
The changing work environment

Introduction

Learning intentions and success criteria

The world around us is changing. Technological advances have created new ways of doing things that most people could not have even imagined in the past. This has changed the way that goods and services are produced, and has affected the **labour market**.

labour market
the supply of and demand for labour; also known as the job market

Working from home

Working from home is becoming more common, thanks to improvements in communication technology. People might prefer to work from home for a number of reasons:

- It saves a lot of travel time.
- It allows those with an illness to continue working without needing to travel.
- Many people find they can concentrate better when they are working away from a noisy office environment.
- It gives people more flexibility to work when they want to.
- It allows some working parents to work flexible hours around their children's schooling.
- It enables people to feel safe and helps stops the spread of infectious diseases. This was especially true during the COVID-19 pandemic, when many people around Australia worked from home for several months at a time (see Source 1).

Source 1 During the COVID-19 pandemic, more people – including teachers and students – worked from home. This mode of work is still preferred by many people.

However, the ability to work from home often depends on the type of work a person is employed to do. For example, a brain surgeon would not be able to operate on their patients from home. They would require access to equipment and the support of other employees such as nurses, anaesthetists and other doctors – not to mention the patient – that they do not have at home.

During the COVID-19 pandemic, more people – including teachers and students – worked from home. It is possible that many in the workforce will not return to full-time, on-site work in the future.

Economics and business

The gig economy

One term you may have heard more frequently in recent years is the "gig economy". This is a new concept that entered mainstream society around the middle of the 2010s. The term "gig" is a slang word that describes when an artist (like a singer or comedian) does a one-off performance as a "gig". Most people in Western societies (like Australia) have likely had some interaction with the "gig economy".

The "gig economy" refers to the workforce that earns an income by performing one-off "gigs" or "tasks" for a consumer. Most of the time, this "gig work" is done through an application on a smartphone. The application uses the internet to connect the consumer to the company that is offering the service, which in turn connects the consumer with the gig worker that is providing the labour for the company.

A famous example of the "gig economy" is Uber Eats. When someone orders food from Uber Eats on their smartphone they are participating in the "gig economy": the consumer is the person sitting at home wishing to order food, Uber Eats is the company that is providing the application with the list of restaurants offering food, and the delivery driver is the "gig worker" who is performing "contract work" for the company.

See, think, wonder

Look at Source 2.
- What do you see?
- What do you think?
- What do you wonder?

Artificial intelligence

Artificial intelligence (AI) gives machines and robots the ability to think and act more like humans. Robots with AI have been used in factories and warehouses for many years. Some robots have the ability to do highly professional tasks, such as analysing data, generating reports and even diagnosing patients. While using robots has the potential to improve our **living standards** and create new industries, a study by the McKinsey Global Institute for business and economics research predicted that, by 2025, robots could jeopardise between 40 million and 75 million jobs worldwide.

Some people argue that the increasing use of technology will put people out of work in the future. However, others believe that technology will improve our **work–life balance**, giving us more time to relax or socialise as a result of technology making our jobs quicker and easier.

living standards the level of wealth, material goods and comfort available to people

work–life balance the relationship between a person's work and lifestyle, and the impact they have on each other

Source 2 Google has successfully designed a self-driving car. The car uses sensors and software to detect objects – such as pedestrians, cyclists and vehicles – and to safely drive around them.

Outsourcing

For decades, Australian businesses have **outsourced** part of their operations to nations where labour is cheaper than it is in Australia. This reduces costs and helps the businesses compete with the cheaper products of international **competitors**. In the past, Australian businesses have mainly outsourced manual labour overseas to take advantage of the lower wages paid to unskilled workers in **developing countries**. However, in recent years, advances in communication technology have allowed for the outsourcing of more technical jobs, such as those in information technology. With more people from developing countries gaining access to education and the internet, some predict the outsourcing of many more jobs in the future.

However, outsourcing does not only give work to people overseas. Australian businesses can also benefit by outsourcing work to other local businesses. For example, a business might outsource its **marketing** or advertising to a local marketing company. This might be because the business does not have the resources to hire an employee to supply this skill or service, or because it is cheaper for the business to outsource the work than to employ someone. This is often the case for businesses that need a one-off job completed and do not want to hire a staff member to complete one task.

outsourced to have obtained goods and services from outside suppliers to reduce costs

competitors rival businesses that make products in the same market

developing countries less economically developed countries that have some difficulties in supporting the needs of their people

marketing activities that businesses undertake to promote the buying or selling of products

Quiz me! The changing work environment

Check your learning 21.4

Check your learning 21.4

Review and understand

1. In your own words, **define** “work–life balance”.
2. **Explain** the meaning of “artificial intelligence” and how it impacts the way people work.
3. What sort of jobs do you think would be under threat from self-driving cars like the one shown in Source 2?

Apply and analyse

4. **Evaluate** the advantages and disadvantages for a business using robots. Be sure to give your overall opinion.
5. **Discuss** the idea that technology will improve our working lives in the future. Do you agree or disagree? **Create** a presentation that argues for or against this idea.

Lesson 21.5
Workers in Australia

Learning intentions and success criteria

Introduction

Work has changed dramatically over the past 50 years, both in Australia and around the world. In the 1960s, men traditionally went to work full time in order to support their wives and young families. Women often married at a relatively young age, and it was common for them to leave the workforce in their early twenties to start a family. In 2023, according to the World Bank, 61.5 per cent of the female population in Australia over the age of 15 was either employed or seeking employment. Many of these women juggle work and family commitments. Some men now also choose to spend more time at home with their young children rather than work full time.

There has also been great change in the industries that people work in. In Australia in the 1960s, the manufacturing industry employed 26 per cent of all workers. By 2024, manufacturing employed approximately 6.3 per cent of workers (seasonally adjusted). The manufacturing industry has been in decline since the 1960s. However, some government experts predict that employment in manufacturing may grow to make up more than 10 per cent of the Australian workforce by 2033.

service sector companies, businesses and government enterprises that provide intangible goods that benefit consumers, such as tutoring, accountancy, hairdressing and legal advice

The **service sector** is now our largest industry, employing 78.6 per cent of workers in 2023, according to the World Bank. Examples of large service industries include tourism and hospitality services, financial and insurance services, education and training services, and health care.

The impact of COVID-19 on the workforce

From early 2020 to early 2022, businesses were forced to adapt to accommodate the restrictions that the global pandemic placed upon them. Every employer had to become creative and resourceful in order to maintain their business and continue working during the pandemic, particularly in the tourism and hospitality sectors. Many retailers switched to online-only shopping, while cafes and restaurants increased their takeaway services to reduce the risk of spreading the virus.

Workers' unions

workers' unions organised associations of workers that are formed to protect and further the workers' rights, interests and working conditions

strikes a refusal to work as a form of protest until something is done to address the workers' concerns

Workers and their employers have had many disputes over the years. This is because businesses are usually mainly concerned with making as much profit as possible, which sometimes means paying their workers as little as possible. This is why **workers' unions** are so important. The roles of workers' unions include meeting with employers to negotiate better terms of employment, and holding **strikes** or other protests when negotiations fail (see Source 1). In many cases, the rights of workers have been protected thanks to laws introduced after campaigns from workers' unions.

Source 1 Members of unions, such as the Australian Rail Tram and Bus Industry Union, will at times strike to draw attention to their cause.

Laws affecting Australian workplaces

There are many laws that affect Australian workplaces. These laws relate to matters such as:

- *occupational health and safety* – businesses are required by law to ensure that their workplaces are safe at all times (see Source 2)
- *the minimum wage* – although the government does not set the exact amount that workers must be paid for their work, it does set a minimum wage; it is illegal for employers to pay below the minimum wage
- *discrimination* – there are strict laws to ensure that people are treated equally. This means that it is illegal for a business to mistreat someone because of their race, beliefs, disability, gender or other personal circumstances that do not affect the way they do their job.

Source 2 Under occupational health and safety laws, a business must do everything in its power to prevent workplace accidents from happening. This includes providing employees with safety equipment and training them to perform tasks safely.

Quiz me! Workers in Australia

Check your learning 21.5

Check your learning 21.5

Review and understand

1 **Describe** the role of workers' unions in changing the workforce.

2 Look at Source 2. **Summarise** why it is important for businesses to provide safety equipment on worksites.

Apply and analyse

3 **Reflect on** female participation in the workforce and suggest three reasons why it has increased in the past 50 years.

Evaluate and create

4 **Explore** your school and take note of any potential safety hazards that could harm staff, students or visitors. **Propose** (put forward) suggestions for how these can be made safe, and report back to your teacher with your findings.

5 What lockdown restrictions did the Victorian Government impose during the COVID-19 pandemic? In small groups, **discuss** the pros and cons of these restrictions for the workforce.

21B Skills in context
Minimum wages

Introduction

Working Australians enjoy high living standards compared to many people around the world. Part of this is because minimum wage laws try to ensure that we all get a fair share of the profits if we work for an employer.

The minimum wage is the legal standard for how much people must be paid, and employers cannot pay their workers less than this amount. A minimum wage prevents workers from being taken advantage of and falling into poverty, even when they are working.

However, because businesses can outsource work to other countries, some economists argue that the minimum wage in Australia is too high and that a lower minimum wage is needed to keep jobs in Australia. These economists believe that businesses that cannot afford to pay Australia's minimum wage will either close down or move overseas, meaning fewer jobs for Australians who need employment.

Other people argue that lowering the minimum wage does nothing but cause competition between workers around the world to see who will settle for the lowest wages. Would Australians be willing to work for less than a dollar an hour, as is the case in many other nations? They argue that business owners already make substantially more than the workers who perform the actual tasks of the business, and should be required to pay workers their fair share.

Source 1 Protesters hold signs at a union rally in Melbourne in 2018. The protesters were demanding better working conditions and higher pay.

Key skill Interpreting and analysing data and information

Analysing economic data from a bar graph

Economists need to be able to analyse economic data from graphs to answer questions about the information presented in them.

To analyse the bar graph in Source 2, follow the steps below.

- **Step 1:** Read the "Practise the skill" questions. This will help you know what to look for in the graph and have a better understanding of the purpose of the task.
- **Step 2:** Read the caption for the graph and the labels on each axis. This will give you an understanding of what the graph is measuring.
- **Step 3:** Find the relationship. The point of placing data in a bar graph is to visually compare values – in this case, the minimum wages for different countries.
- **Step 4:** Identify points of interest. Are there any values that stand out as being much bigger or smaller than the other values? If so, what might be the reasons for this?
- **Step 5** Answer the questions.

For more information on interpreting and analysing data and information, see Lesson 20.3 Interpreting and analysing data and information (page 470).

Practise the skill

Apply the first four steps above to answer the following questions about the bar graph shown in Source 2.

1 **Identify** the country that has the highest minimum wage.

2 What is New Zealand's minimum wage?

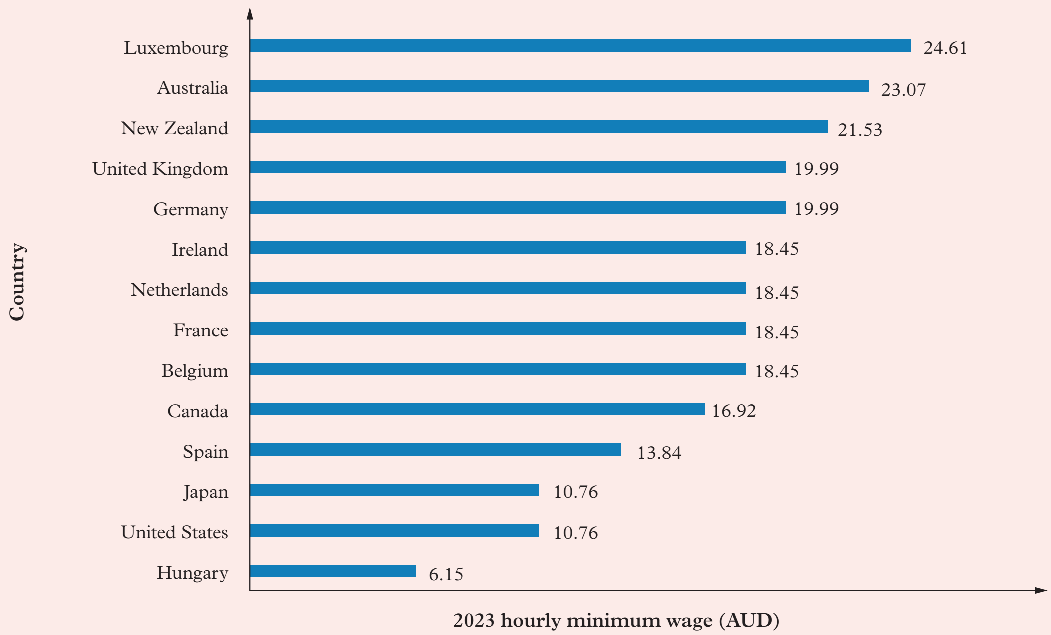
3 **Identify** the country that has the lowest minimum wage.

4 From the information in this graph, which country would you most like to live in? **Explain** your answer.

5 Do you think that Australia should lower its minimum wage, or try to help other countries raise theirs? **Justify** (give reasons for)your answer.

Extend your understanding

1 Some people argue that there needs to be a "maximum wage" to promote equality in our society. **Investigate** the idea of a "maximum wage" and write a paragraph explaining why you think this would be a good or bad idea.



Source: https://stats.oecd.org

Source 2 The hourly minimum wage (shown in Australian dollars) in a selection of countries, 2023

Review: The world of work

Review activity

Read the information and study Source 1, and then answer the questions that follow.

Working from home during the COVID-19 pandemic

In 2020, the number of Australians working from home rose significantly, due to the COVID-19 pandemic. Working from home helped to stop the spread of the virus, and allowed many to continue working while feeling safe from infection. In addition to pre-existing apps and software, businesses took advantage of newer technology – such as Microsoft Teams and Zoom – to hold meetings and keep in touch with workers remotely.

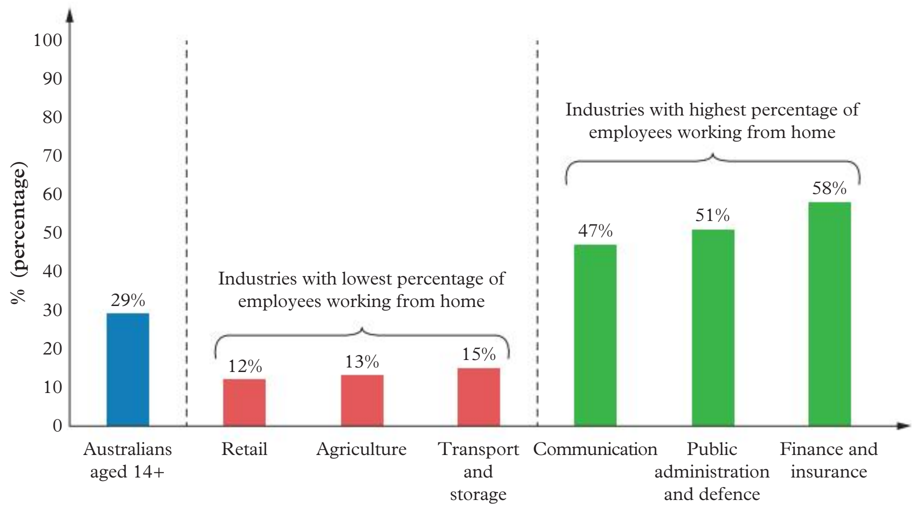
The World Economic Forum released the data in Source 1 in December 2020 to show the Australian industries with the highest and lowest number of employees working from home.

Module checklist: The world of work

Module review quiz: The world of work

1 What percentage of workers worked from home in the industry with the lowest number of "working from home" employees? (1 mark)
2 **Identify** the three industries that had the highest percentage of employees who worked from home. (3 marks)
3 **Describe** two reasons why there was a rise in the number of employees who worked from home in 2020. (4 marks)
4 **Propose** (put forward) why transport and storage industries had the lowest percentage of workers working from home. (6 marks)
5 Use the information in Source 1 to write a paragraph that explains the working-from-home trends in Australia during the COVID-19 pandemic. (6 marks)

(Total: 20 marks)



Source 1 The industries in Australia with the highest and lowest number of employees working from home in 2020

Module 22

Finance and consumers

Sub-strand: Consumer and financial literacy

Overview

All Australians play the role of consumer when they buy products or services. Without consumers, Australia's economy would collapse. Consumers in Australia have many rights that are protected by the law. Consumers also have many responsibilities. Smart consumers make informed decisions about what they buy, ensuring that they know what they are purchasing. Businesses also have many legal rights and responsibilities. Both businesses and consumers benefit from setting and achieving their financial goals. Keeping track of how much money we earn and creating budgets are important ways of managing our finances. By being responsible with our purchases and finances, we are supporting ourselves and the economy.

Source 1 Knowing how to spend money responsibly is an important part of being an informed consumer.

Lessons in this module

Lesson 22.1
Consumer rights

Learning intentions and success criteria

Introduction

When making choices about what products to purchase, consumers in Australia are legally protected from unfair treatment.

Australian consumer law

In Australia, the *Competition and Consumer Act 2010* (Cth) is one of several laws that protect the rights and responsibilities of consumers. While you do not need to know all the details of Australian consumer law, it is important that you understand your basic rights and responsibilities as a consumer, as well as where you can get help if you are experiencing unfairness.

There are government bodies at both the federal and state levels that enforce the *Competition and Consumer Act 2010* (Cth) because it is so important. At the federal level, the Australian Competition and Consumer Commission (ACCC) makes decisions and provides guidance on issues that affect markets across Australia. At the state level, Consumer Affairs Victoria is the **regulatory body** that aims to maintain a fair and competitive marketplace for businesses and consumers in Victoria. As well as providing information to consumers, these bodies guide businesses towards operating in a way that avoids unfair situations.

regulatory body an organisation that monitors or oversees certain aspects of an industry in order to protect those affected by it

Source 1 The Australian Competition and Consumer Commission (ACCC) monitors petrol prices.

Consumer guarantees

Under Australian consumer law, when you buy goods or services they come with an automatic guarantee that they will work to a reasonable level – that is, the goods or services will work as you would expect. This is a consumer guarantee that means the goods you buy must:

- be safe
- be of reasonable quality (that is, they will not break after a few uses)
- do all the things that a person would normally expect them to
- match the descriptions made on packaging and labels, in promotions or advertising, and by the salesperson
- not have any hidden costs associated with their use or purchase
- meet any extra promises made about performance, condition and quality, such as lifetime guarantees and money-back offers
- have spare parts and repair facilities available for a reasonable time after purchase unless you were told otherwise.

Services that are provided by people through their skills, knowledge and effort must:

- be provided with acceptable care and skill, with all necessary steps taken to avoid loss or damage
- achieve the results that the consumer and the business had agreed to
- be delivered within a reasonable time if there is no agreed end date.

Source 2 While Australian consumer law protects consumers, the law does not apply when the consumer has caused the problem.

Exceptions to consumer guarantees

There are some exceptions to the consumer guarantees that protect sellers from unfair situations. Consumer guarantees do not apply if you:

- got what you asked for but simply changed your mind, found the product cheaper somewhere else, decided you did not like the product, or had no use for it
- misused a product in any way that caused the problem
- knew of, or were made aware of, the faults before you bought the product
- asked for a service to be done in a certain way against the advice of the business or were unclear about what you wanted.

I used to think, now I think

Reflect on your learning about consumer rights in Australia and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

importer a business that brings to Australia products made overseas (to sell in the Australian market)

Resolving issues

If a product or service does not satisfy the consumer guarantee, a consumer has the right to approach the seller and request that the problem be fixed by the product or service being repaired, replaced or refunded. In some cases, a consumer can ask for compensation (usually in the form of money) for damages and losses. This is why it is important to keep your receipt to prove that the product or service was purchased from the seller.

The seller of the product or service must help the consumer directly, or refer them to the manufacturer or **importer** of the product who is responsible for the problem. If a consumer has made a complaint to the seller but is having difficulty resolving the problem, they should contact the ACCC or Consumer Affairs Victoria; these bodies can advise them on the best course of action.

Quiz me! Consumer rights

Check your learning 22.1

Check your learning 22.1

Review and understand

1. What is one Australian law that protects the rights of consumers?
2. **Identify** two government bodies that regulate the marketplace and ensure that consumers are protected from being treated unfairly.
3. **Explain** why there are exceptions to the consumer guarantee.
4. Look at Source 2. **Explain** whether you think the seller of the phone would be required to replace it if:
   a. the consumer opened the box to find the phone was already broken upon purchase
   b. the consumer accidentally dropped the phone, causing the damage.

Apply and analyse

5. Write a letter of complaint to the owner of a store about a faulty product you have purchased. The ACCC's website has a template that can help you (a link has been provided on Oxford Digital). In your letter, **propose** (put forward) how the store owner could resolve your complaint.

Weblink: ACCC – Write a complaint letter

Lesson 22.2
Consumer responsibilities

Introduction

While consumers have many rights that are protected by law, we also have many responsibilities. One of these responsibilities is to ensure that we know what we are purchasing. Consumers also have a social and moral responsibility to the environment and the people who share our planet. Ethical consumers meet this responsibility by, for example, buying local produce and consuming less.

Learning intentions and success criteria

Legal responsibilities of consumers

As discussed in Lesson 22.1 Consumer rights (page 498), there are certain exceptions to the guarantees we automatically receive when we buy a product or service. After all, it would be unfair for the seller if we did not take the time to consider what we were buying and then demanded a refund because we made a careless mistake. For this reason, it is our responsibility, as consumers, to learn about the product or service we wish to buy before we purchase it.

Learning about the product or service we wish to buy involves:

- carefully reading the description and specifications of the product or service
- researching the prices of similar products or services at other stores

See, think, wonder

Look at Source 1.

- What do you see?
- What do you think?
- What do you wonder?

Source 1 It is important to carefully read a product's specifications before purchasing it. These are usually printed on the product's packaging.

- reading reviews and information about the product or service
- asking questions about the product or service
- carefully reading the terms and conditions of purchase.

After we purchase a product, we must ensure that we:

- read and follow the instructions for the product's use
- take care of the product so that it is not exposed to anything that is likely to damage it (such as leaving a computer outside when it might rain)
- contact the seller or manufacturer with any important questions about how to properly use the product.

Social responsibilities of consumers

Socially responsible consumers (that is, ethical consumers) make an effort to purchase goods and services that do not have a negative impact on other people, animals or the environment. Ethical consumers consider how they can satisfy their needs and wants in the way that is least harmful to others and to the environment.

Consume less

The easiest way that we can minimise our negative impact on the environment is by buying less, especially if it does not satisfy our basic needs. To consume less, we need to be aware of how we use the products we buy and how the disposal of them affects the environment. If we do not change our wasteful consumption, the world will continue to face environmental problems.

Case study Australian Competition and Consumer Commission

The Australian Competition and Consumer Commission (ACCC) enforces the *Competition and Consumer Act 2010* (Cth). The ACCC promotes competition and fair trading and expects businesses to compete fairly when they are doing business.

The ACCC website has many useful resources for both businesses and consumers. For instance, consumers can fill out an online form to anonymously report a business that may not be doing the right thing under the *Competition and Consumer Act 2010* (Cth).

Source 2 Fairtrade changes the way trade works through better prices, decent working conditions, and a fairer deal for farmers and workers in developing countries.

Buy local

It is more ethical to buy locally made products if you can afford them, because the people working in Australia are required to be paid a minimum appropriate wage and work under conditions that meet Australian standards. Locally made products have also not been transported across the world from the producer to the consumer – this transportation has a negative effect on the environment.

Research the product and company

Researching the products we regularly buy – as well as the companies that make them – gives us a better idea of what we are buying. This research will help us decide for ourselves whether a product is being made in an ethical way. We can also research alternatives to products. We can access much of this information on the internet via our smartphones while we are shopping.

Look for certification

Another way to be socially responsible consumers is by looking carefully at a product's packaging. Some products have certification logos on their packaging, such as the Fairtrade logo (see Source 2). A product with Fairtrade certification has been made by workers who received a fair wage for their labour.

Weblink: Fairtrade International

Quiz me! Consumer responsibilities

Check your learning 22.2

Check your learning 22.2

Review and understand

1 **Identify** three legal responsibilities of consumers.
2 What does it mean to be an ethical consumer?
3 **Explain** why consuming less is the easiest way to reduce our negative impact on the environment.
4 **Summarise** why buying locally made products reduces our environmental impact.
5 Use the Fairtrade website (a link has been provided on Oxford Digital) to complete the following tasks:
   a **Describe** one key issue Fairtrade is addressing.
   b **List** three examples that show why this is an important issue.
   c **Explain** how Fairtrade is addressing this issue.

Apply and analyse

6 **Discuss** which strategy for being an ethical consumer you might use in the future. How will you implement this strategy?

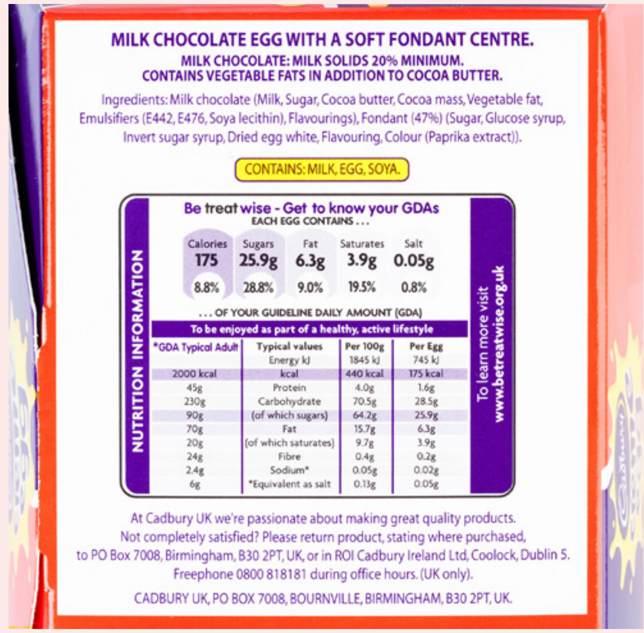
22A Skills in context

You are what you eat

Introduction

Of all the products we purchase, none are more important to understand than food and drink. What we eat and drink can have a dramatic effect on our health and wellbeing.

However, with so much information on food and drink packaging, including different ingredients, finding out whether an item of food or drink is healthy can be difficult. Fortunately, the law states that nearly every packaged item of food and drink has to provide nutritional information on its wrapping. By learning how to read this information, you can make more informed choices.



*GDA Typical Adult	Typical values	Per 100g	Per Egg
	Energy kJ	1845 kJ	745 kJ
2000 kcal	kcal	440 kcal	175 kcal
45g	Protein	4.0g	1.6g
230g	Carbohydrate	70.5g	28.5g
90g	(of which sugars)	64.2g	25.9g
70g	Fat	15.7g	6.3g
20g	(of which saturates)	9.7g	3.9g
24g	Fibre	0.4g	0.2g
2.4g	Sodium*	0.05g	0.02g
6g	*Equivalent as salt	0.13g	0.05g

Source 1 This nutrition label is from a pack of milk chocolate eggs.

Key skill Interpreting and analysing data and information

Reading a nutrition label

The infographic in Source 3 shows us what each part of a nutrition label means. Many labels also show the recommended daily intake of each nutrient for adults.

To read a nutrition label, follow the steps below.

- **Step 1:** Locate the nutrition label on a product's packaging.
- **Step 2:** Identify the serving size, which is usually at the top of the label. This indicates how much of the product you should consume. This amount also relates to the per serve nutrition information.
- **Step 3:** Use the information in the label to identify the amount of energy, protein, fat, carbohydrates (including sugars), fibre and sodium in the product, either per serve or per 100 grams.
- **Step 4:** Use the list of ingredients to decide whether this product is something you can eat or you want to eat. The list of ingredients is especially helpful for people with food allergies or intolerances. For example, it is important for people who are gluten intolerant to identify whether there is wheat in a product.
- **Step 5:** Look up any ingredients you do not recognise and decide whether you do or do not want to eat the product.

For more information on interpreting and analysing data and information, see Lesson 20.3 Interpreting and analysing data and information (page 470).

Source 2 This nutrition label is from a carton of juice.

Practise the skill

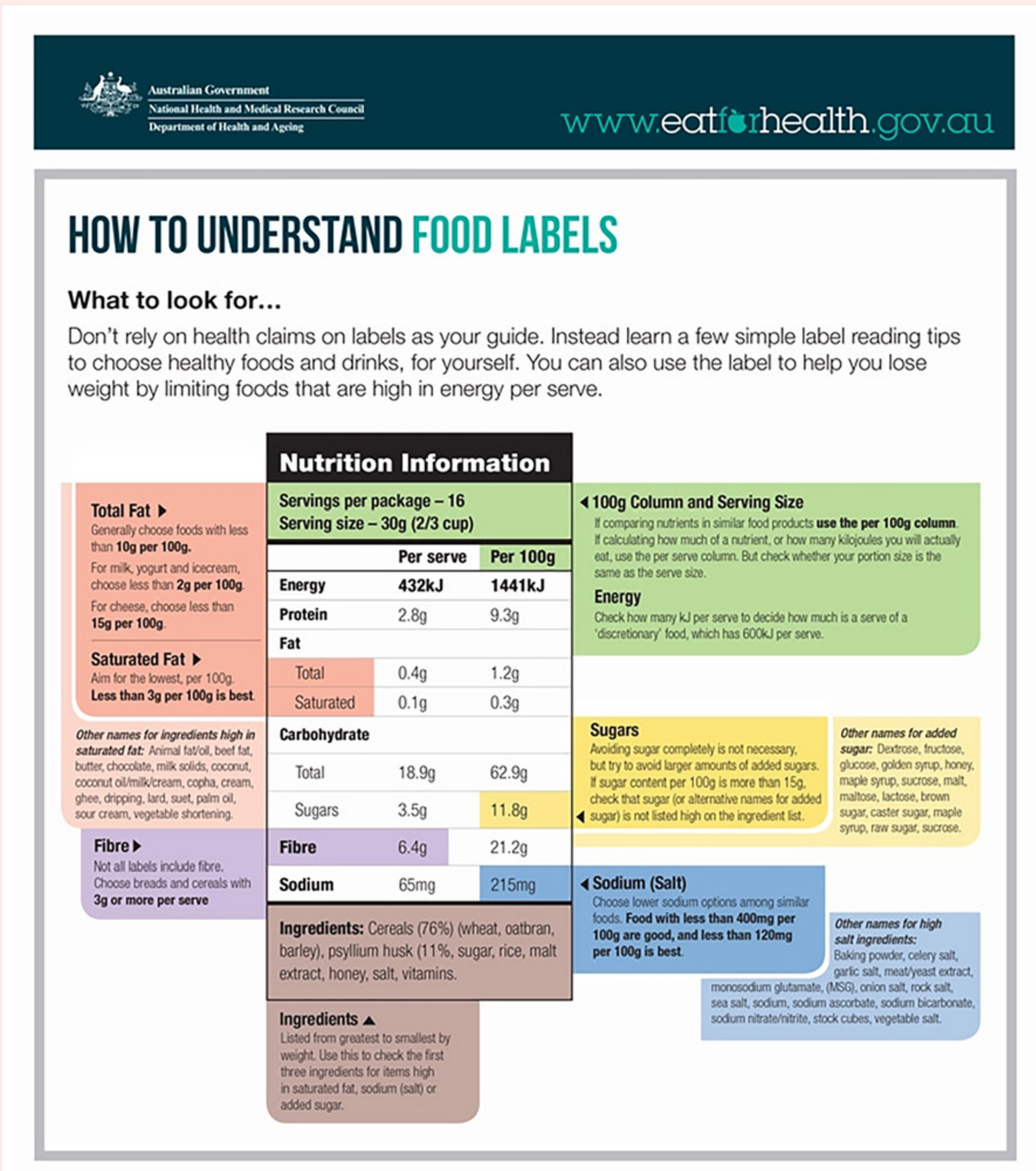
1 **Compare** the nutrition labels in Source 1 and Source 2. For each nutrient listed on both the labels, suggest which product is healthier.

2 Which product is healthier overall: the product in Source 1 or in Source 2? **Explain** your answer.

3 Imagine if food and drink products did not have nutrition labels. How do you think this would affect consumers?

Extend your understanding

1 Find three different food or drink products in your kitchen at home. For each product, read the nutrition label, using the five steps from earlier in this lesson. **Compare** the information about the products and **rank** the products from the healthiest to the most unhealthy.



Source 3 You can use this infographic to help you understand what you are eating and drinking.

Lesson 22.3
Responsible businesses

Introduction

Learning intentions and success criteria

A business owner has legal rights and responsibilities. In running their business, a business owner must follow the law. While they have the right to legally make a profit from their business, they should do so in a way that does not harm the community or the environment. This is known as **social responsibility**.

social responsibility the duty to conduct business in a manner that benefits the community and the environment

Legal rights and responsibilities

There are many laws that outline the rights and responsibilities of business owners and consumers in Australia. These laws protect both business owners and consumers from unfair treatment. This topic discusses some of the laws that relate to businesses.

Competition and Consumer Act 2010 (Cth)

The *Competition and Consumer Act 2010* (Cth) sets out the rules that businesses and consumers have to follow when buying and selling products. The rules in this Act are enforced by the Australian Competition and Consumer Commission (ACCC). The *Competition and Consumer Act* covers a wide range of issues, including the safety and quality of products, refunds and advertising. It also protects the right of a business to compete in a market without being treated unfairly by other businesses. This Act was put in place so that both businesses and consumers would get a "fair go".

The rights and responsibilities of employers

As an employer, a business owner has many rights and responsibilities when it comes to dealing with their employees. For example, a business owner must ensure that their employees are treated fairly and equally, and are not discriminated against on the basis of their gender, race, beliefs, sexual orientation, disability or any other personal characteristic. An employer must also provide a safe and healthy working environment at all times.

Product safety recalls

Businesses are responsible for providing safe products to consumers. If a business has sold a product that is faulty or dangerous, the business owner must organise a **product safety recall**.

product safety recall when a business must notify consumers and organise for a faulty or dangerous product to be returned to the business

In 2016 in Australia, a number of car manufacturers were legally required to recall certain cars after it was discovered that the cars had been installed with faulty airbags. Many well-known car brands were affected – including BMW, Honda, Mazda, Nissan and Toyota – because they had sourced their airbags from the same supplier. The faulty airbags have been linked to at least 32 deaths and 350 injuries around the world.

Consumers can find all product safety recalls in Australia by visiting the Product Safety Australia website, which is run by the ACCC.

Source 1 All businesses must ensure their employees are treated fairly.

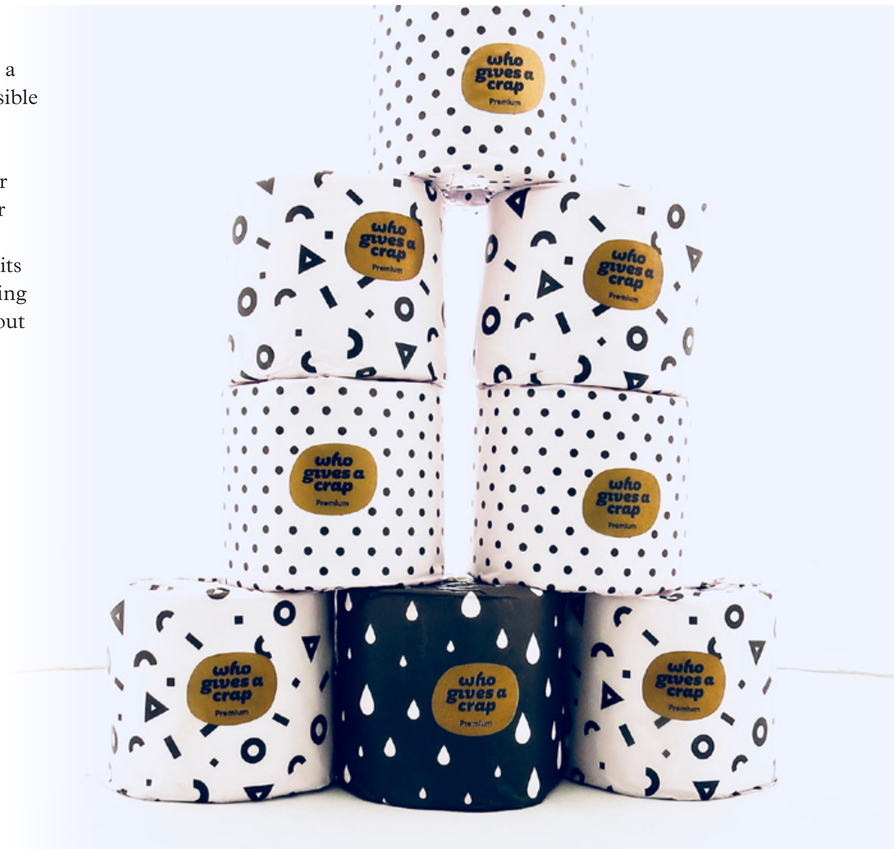
Source 2 WorkSafe is a state government body that promotes and enforces safety in Victorian workplaces. One of WorkSafe's responsibilities is to inspect workplaces, particularly those with high injury rates and potential safety hazards.

Social responsibility

A business owner can be socially responsible by always considering the impact of their business on the community and the environment when making decisions. This can include implementing environmentally friendly practices, such as recycling, reducing waste and decreasing pollution. For example, some businesses might only buy their materials from ethical sources, so that no child labour, sweatshops or destructive farming practices are involved. A business can also be socially responsible by giving donations to charities.

Finding the balance between making money and being socially responsible can be a tricky but rewarding task. While doing the right thing may be more expensive, it can often be more profitable in the long run. Socially responsible businesses are likely to attract customers who want their money to go to businesses that "do their bit" for the community and the environment. These businesses are also less likely to lose employees, who may not want to work for a business that does the wrong thing.

Quiz me! Responsible businesses



Source 3 Who Gives a Crap is a socially responsible Australian company that sells toilet paper and other paper products. It donates half of its profits to building toilets throughout the developing world.

Check your learning 22.3

Check your learning 22.3

Review and understand

1. In your own words, **define** "social responsibility".
2. **Identify** the legislation that protects businesses and consumers.
3. **State** the responsibilities business owners have towards their employees.
4. Look at Source 3. Do you think consumers are more likely to buy products from the Who Gives A Crap business, rather than from another toilet paper company? **Explain** your answer, using evidence from this lesson to support your points.

Apply and analyse

5. Think of a business you shop from. Use the internet to **investigate** the business to see whether it is socially responsible. Brainstorm a list of things the business owners could do to be more socially responsible.

22B Skills in context

Socially responsible business: The Body Shop

Source 3 The Body Shop is a business that is internationally renowned for its commitment to social responsibility.

Introduction

The Body Shop is a cosmetics company that was founded by Dame Anita Roddick, who once said: "Business shapes the world. It is capable of changing society in almost any way you can imagine."

The Body Shop started in England in 1976 and opened its first Australian store in 1983. It is now well known around the globe and has around 2,500 stores worldwide.

Much of The Body Shop's success is due to its reputation as a socially responsible business, as well as the quality of its products. Over the years, The Body Shop has run campaigns relating to human rights, protecting animals and saving the environment. The business has also shown its commitment to boosting body image and self-esteem. Through these actions, The Body Shop has won the support of many consumers.

In 1990, the business started its own charity, The Body Shop Foundation. The foundation gives financial support to innovative organisations that are unlikely to receive funding from other sources. It focuses on assisting those who are working in the areas of human rights and civil rights, saving the environment and protecting animals.

The Body Shop regularly monitors its impact on society and the environment through official investigations, called audits. The business releases this information publicly and uses it to improve its social responsibility strategies.

Source 1 The founder of The Body Shop, Dame Anita Roddick, died in 2007, but the core values she instilled in the business remain present today.

Source 2 The Body Shop has more than 90 stores in Australia.

Key skill Communicating

Creating a concept map

A concept map is a visual display of ideas and how they link to one another. Ideas are usually represented in boxes or circles. When there is a relationship between ideas, the boxes or circles are connected with lines. Words can be placed on the lines to explain the relationship between the ideas. A concept map is a great way to show others what you are thinking and to keep track of your thoughts. You can map out your ideas on paper, or on your computer or tablet.

To create a concept map, follow the steps below.

- **Step 1:** Identify a topic you are interested in. In the example shown in Source 4, the topic is "cosmetics business".
- **Step 2:** Write down the name of the topic and a list of all the main ideas that are related to the topic.
- **Step 3:** Connect related ideas with a line. Add a word or two to a line if the relationship needs clarification.
- **Step 4:** Keep adding ideas that relate to or follow on from the main ideas you have identified. Use the same process as in the previous step.

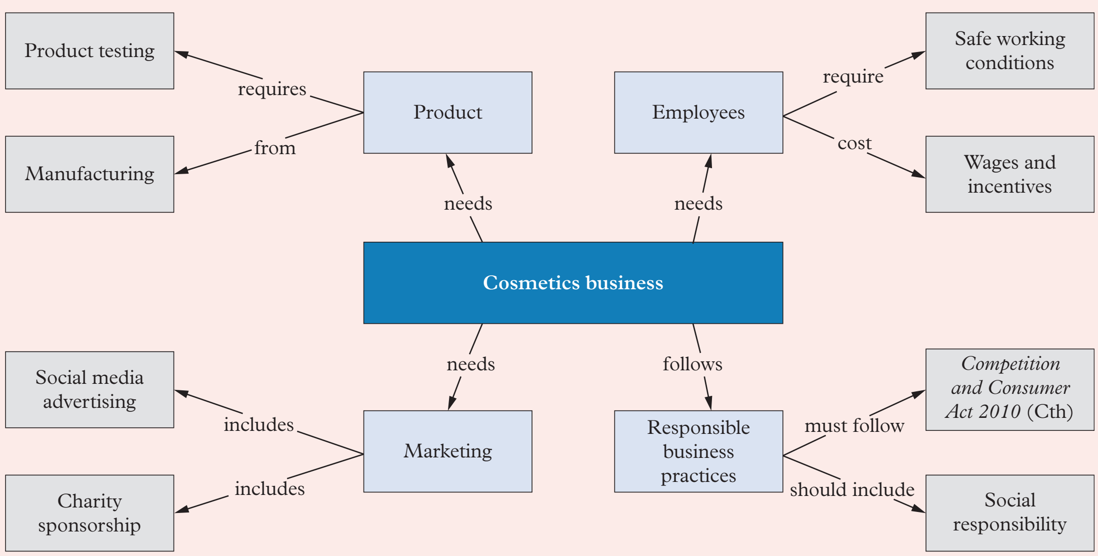
For more information on communicating, see Lesson 20.5 Communicating (page 474).

Practise the skill

1 Follow the steps above to **create** a concept map for the topic "social responsibility".

Extend your understanding

1 **Investigate** The Body Shop (its website is a good place to start) and write down a list of things that the company does to be socially responsible.
2 **Identify** two benefits you think The Body Shop receives by operating in a socially responsible way.
3 **Explain** the potential costs or disadvantages of The Body Shop being socially responsible.



Source 4 A basic concept map exploring a cosmetics business

Weblink: The Body Shop

Lesson 22.4
Financial goals

Learning intentions and success criteria

Introduction

When buying and selling, businesses, governments and individuals must make decisions about the best way to manage the money they have to buy the things they need and want. Knowing how to manage your money is an important life skill, and the first step to managing your money is to set financial goals for yourself. The easiest way to set financial goals is by thinking about what you would like to spend money on in the future. Once you have set financial goals, you can start to figure out how you will achieve them.

Setting short-term financial goals

Short-term financial goals can be achieved in a few weeks or months. For example, a short-term financial goal could be saving up enough money to buy a new computer game.

Setting long-term financial goals

Long-term financial goals take much longer to achieve. They require consistent effort over months, or even years, allowing us to save enough money to purchase more expensive things. A long-term financial goal could be to buy a car when we are old enough to drive, or even to save an amount of money in our bank account for the future, without knowing exactly what it will be spent on.

Source 1 Buying a car is an example of a long-term financial goal.

Achieving financial goals

saving setting aside money to spend later

Knowing how to save money is important to achieving your financial goals. **Saving** means putting money aside to spend at a later date. People save money for a variety of reasons; here are some common ones:

- *emergencies* – many people feel it is important to have money set aside to help protect them in the event of an emergency, such as damage to their house or car
- *expensive goods and services* – many people save for a new television, computer or car, or for services, such as education and holidays
- *major events* – to avoid future financial stress, many people will save for an important occasion, such as a wedding, starting a family, or a funeral
- *retirement* – having savings can help provide for a higher standard of living in retirement.

If you do not have enough money to pay for the things you need and want, you might have to borrow money. If you cannot pay back the money you borrow, you might end up in **debt**.

debt money that is owed to others

Setting savings goals

Saving money can be easier if you set a savings goal. To set a savings goal, follow these steps:

1. Identify what you would really like to have in the future and how much it will cost.
2. Identify the amount of money you can put aside per week or month.
3. Identify how long it will take you to reach your goal.

For example, if your savings goal is to go on a holiday that will cost $2,000 and you can save $100 per month, it will take you one year and eight months to reach your savings goal.

Opening a savings account

bank interest the amount of money paid to a person by a bank for keeping their money in an account with the bank

Did you know that banks will pay you money for keeping your savings in a bank account? This money is called **bank interest**, and the more money you have in the account, the more interest you will be paid. However, some banks can also charge fees, so you should look for a bank account that does not charge any fees.

Source 2 Saving money (setting money aside to spend later) is important to achieving your financial goals.

Increasing your savings

There are two simple ways to increase the amount of money you can save.

1 Earn more – some people work multiple jobs so that they can earn more money. You could also earn more through **investing** your money.

2 Spend less – monitor what you spend your money on. Identify areas where you might be wasting money and hold off buying items you can easily live without.

investing when a person uses their money to make more money over time; for example, by buying a house to rent out to tenants

Quiz me! Financial goals

Check your learning 22.4

Check your learning 22.4

Review and understand

1 Why is it important to set financial goals?

2 **Identify** two short-term financial goals you have.

3 In your own words, **define** "investing".

Apply and analyse

4 Set one long-term financial goal of your own. **Identify** what you would like to purchase, how much it costs and how long you think it will take you to save the money needed.

Evaluate and create

5 **Create** a flow diagram showing how a savings goal is set.

6 **Investigate** the banks listed below. Find out what kind of savings accounts they offer for people your age. Be sure to write down any important information, such as how much interest they offer and what fees they charge.

   a Commonwealth Bank of Australia

   b National Australia Bank (NAB)

   c Westpac

   d Australia New Zealand Bank (ANZ)

Lesson 22.5
Being a smart consumer

Introduction

In today's world, all Australians take on the role of consumer when they buy products or pay for services. Without consumers, the Australian economy would collapse.

Learning intentions and success criteria

What is a "smart consumer"?

As a consumer, you play an important role for all businesses (from major corporations like Amazon and Apple to small businesses in your local area). For this reason, businesses are always trying to find ways to gain the attention of consumers to purchase their goods or services. Usually, they will use advertising to convince you that the product they are offering is an essential need and something your happiness or quality of life depends upon.

One aspect of being a "smart consumer" involves being able to decide whether an item or service you are purchasing is a "need" (something you can't live without) or a "want" (something you would like). It also means being able to identify when a business is trying to manipulate you into purchasing their products.

Unfortunately, this is not the only aspect of being a "smart consumer". With the rise of the internet and things like email, SMS and online shopping, businesses can now reach consumers online and try to convince them to purchase goods and services. Scammers all over the world are also aware that consumers are now willing and able to transfer money online, and they are constantly inventing new ways to trick people into paying for goods or services that are fake.

What is a scam?

A scam is an act of fraud or deceit. It is when a person or group of people intentionally seeks to deceive someone and lies to them with the motivation that the person targeted will give up something that is legally theirs, like their identity or money.

Scams come in many different shapes and sizes. They can be via an SMS, call, email or social media. According to Scamwatch (an official Australian Government body), some of the most famous and well-known types of scams include (but are not limited to):

- *online dating and romance scams* – when scammers use dating sites to prey on people and, after building up a level of trust with someone, take money from them
- *investment scams* – when scammers create fake opportunities to excite a person into investing money into something that is not real
- *impersonation scams* – when scammers pretend to be a legitimate organisation or business selling a good or service
- *threats and extortion scams* – when scammers threaten to hurt a person if the person does not give them money, or blackmail a person by pretending they have hacked the person's personal devices and will reveal all their personal information to others if the person does not give them money
- *jobs and employment scams* – when a scammer deceives a person into giving them money by offering a "guaranteed" way to make fast money, or a high-paying job for little effort
- *unexpected money scams* – when a person receives a call, SMS or email informing them they have won a lot of money in a competition and must share their personal information or give some money upfront to claim the prize.

How to identify a scam

According to Scamwatch, common signs of a scam to look out for include:

- it is an opportunity that is too good to be true
- someone you haven't met needs your help and money
- the message contains links or attachments (see Source 1)
- you feel pressured to act quickly
- you are asked to pay in an unusual or very specific way
- you are asked to set up a new account or PayID.

If you are worried or concerned that you are in the middle of being scammed, you should:

1 *stop* – don't give money or personal details or click on any links if you are unsure; say no, hang up, delete

2 *check* – scammers pretend to be from organisations you know and trust, like myGov, a bank, the police or the government; if unsure, call the official phone number of the organisation to check

3 *report* – report the scam to the police or an organisation like Scamwatch.

Source 1 An impersonation scam pretending to be a text message from the post office, with a link to a fraudulent website where the person is asked to provide sensitive and private information

Weblink: Scamwatch – Scam statistics

Quiz me! Being a smart consumer

Check your learning 22.5

Check your learning 22.5

Review and understand

1 **Define** what a "scam" is and provide an example.

Apply and analyse

2 Use the Scamwatch website (a link has been provided on Oxford Digital) to **classify** all the types of scams that exist and **explain** which one you think would be the most successful type of scam.

3 Go to the Scamwatch website and use the "Scam statistics" data to answer the following questions.

  a How many reported losses across Australia are there?

  b **Identify** which types of scams had led to the highest amount of losses and how much had been lost due to each specific type of scam.

  c **Identify** the highest type of contact (call/email/SMS etc.) and write the exact amount of reported scams via this type of contact.

Economics and business

- **d** **Rank** from highest to lowest the states and territories of Australia in terms of reported scams.
- **e** Go to the section of the webpage that reveals data about scams by age group. **Identify** which age group had the greatest number of reported scams. **Suggest** why this age group had the greatest number of scams committed against it.

Evaluate and create

4 **Research** the data on scams around Australia on the "Scam statistics" webpage of the Scamwatch website (a link has been provided on Oxford Digital). You can also use your findings from question 3. **Create** a poster that you could show to the Australian public that warns of the dangers of scams and outlines what steps can be taken to prevent them.

Lesson 22.6
Government in the market

Learning intentions and success criteria

Introduction

While some economists believe that the market forces of supply and demand can allocate resources efficiently, the government often has to intervene in the market to act in the best interest of society as a whole. It does this to reduce or prevent the over-production of harmful goods, such as alcohol and tobacco, and to provide socially beneficial goods or services that would otherwise be underproduced. Public health, education, roads, welfare and defence are all examples of goods and services that the government provides with the taxes that it collects from the public.

Source 1 The government uses taxes to provide goods and services with a social benefit, like public hospitals.

Australia's taxation system

For thousands of years, governments have collected taxes from the public to pay for public goods and services. The goal of Australia's taxation system is to collect the money it needs from the areas of the economy that can afford to pay it and redistribute it in a way that benefits the community (see Source 1). There are as many as 125 different taxes that are collected at a federal, state and local level in Australia, but most people only have to pay a few of these.

The three main taxes that make up two-thirds of all tax collected in Australia are **income tax**, **goods and services tax (GST)** and company tax.

income tax a tax that is taken from a person's income

goods and services tax (GST) a tax that is taken from consumers when they buy most goods and services

Income tax

If you earn an income, you are most likely paying income tax. This tax is taken directly from a person's income and is adjusted based on how much money they earn annually. Higher income earners are taxed at a higher rate, meaning they pay the government more money than lower income earners. You do not have to pay income tax if you earn less than $18,200 a year, known as the tax-free threshold.

Goods and services tax (GST)

Even if you don't earn an income, you are probably still paying tax. This is because the majority of goods and services sold in Australia include a goods and services tax (GST). GST is an extra cost added to products that is collected by businesses and then paid to the government. In Australia, the GST is 10 per cent of the original price, which you can calculate by dividing the total cost of a product by 11. GST is also listed on most receipts.

Some goods are free from GST because the government considers them good for society. This includes basic foods, most education, childcare and certain health goods and services.

Managing tax

Before the government can make decisions about where to spend the money collected from tax, it must decide how much tax each individual and business should pay. To do this, the government's tax collection agency, the **Australian Taxation Office (ATO)**, keeps track of how much money each person earns using a unique identification number called a **tax file number (TFN)**. A TFN allows the ATO to calculate the amount of income tax a person should pay and take it directly out of their earnings.

It is the responsibility of individuals to apply for a TFN before (or soon after) starting work, which they can do on the ATO's website. If you do not have a TFN when you start work, you may end up having to pay more tax than you should.

Australian Taxation Office (ATO) the Australian Government's principal tax collection agency

tax file number (TFN) a personal reference number used by the government to identify people for tax purposes

Weblink: ATO website

Case study Medicare

For many of us, the cost of health care is very expensive. Operations, medication and consultations with specialist doctors can cost a lot of money. This is why the government provides us with Medicare, a service run on behalf of the Department of Health.

Medicare gives Australian citizens and residents access to a range of medical services, lower-cost prescriptions and, in some cases, free care in public hospitals. For those of us who are eligible, Medicare covers:

- free or subsidised (meaning it is paid for in part by the government) treatment from doctors, specialists, optometrists and other health practitioners
- free treatment and accommodation in a public hospital for public Medicare patients (patients in private hospitals must pay for care either themselves or through their private health insurance).

Medicare is an example of the Australian Government intervening in the allocation of resources by redistributing money to provide all Australians with affordable (or free) access to important medical care. Without this kind of government intervention, the expensive medications and treatments that sick people need would become inaccessible to many of them.

Watch it! A video and quiz on getting a tax file number

Check your learning 22.6

Check your learning 22.6

Review and understand

1 What does "GST" stand for?

2 In your own words, **define** "income tax".

3 **Explain** why the government intervenes in the market.

4 **Summarise** the purpose of Medicare.

Apply and analyse

5 Ajuma buys a new pair of roller skates for $132.00, including GST. **Calculate**:

  a the GST charged

  b the price of the roller skates without GST.

6 Use the weblink on Oxford Digital to go to the ATO website and **investigate** whether you should apply for a TFN.

22C Skills in context

The federal budget

Introduction

Keeping track of how much money we earn (our income) and spend is an important part of managing our finances. A budget is one way to track how much money we have and how much money we spend. Budgets are used by individuals, businesses and even governments to figure out how they are tracking financially (see Source 1).

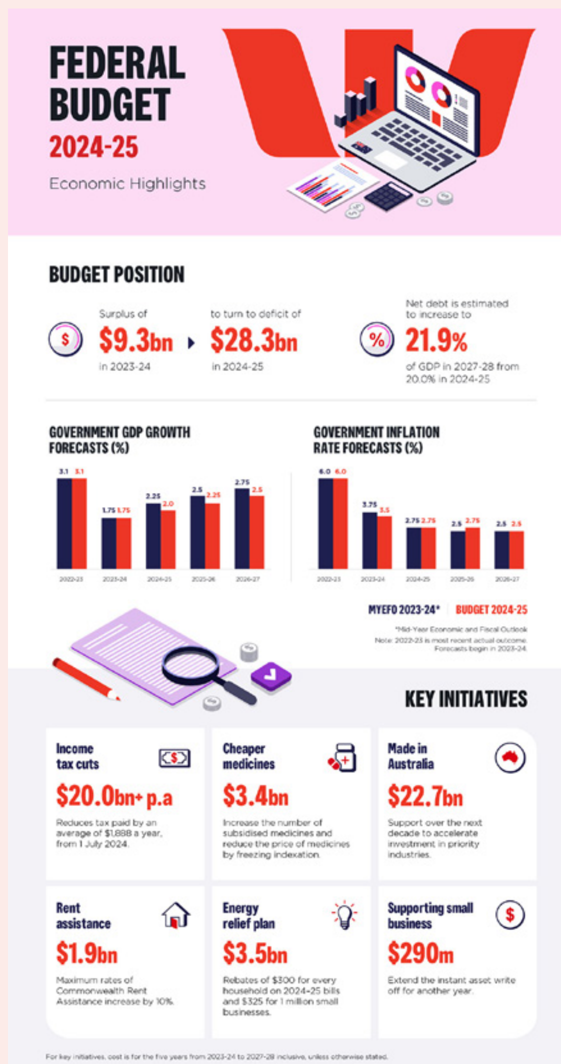
Budget	May 2021	
	Budgeted	Actual
Income		
Allowance	$150	$150
Interest on savings	$10	$9
TOTAL MONTHLY INCOME	$160	$159
Expenses		
Phone bill	$50	$60
Fast food	$20	$15
Bus and train tickets	$20	$10
Cinemas	$20	$0
Birthday present for friend	$30	$20
TOTAL MONTHLY EXPENSES:	$140	$150
Income less expenses		
Total monthly income − Total monthly expenses =	$20	$54

Source 1 This is what an individual monthly budget might look like. This person would be happy to know that they have saved more than they have spent.

Managing the federal budget

The Australian Government makes important financial decisions that affect the lives of every Australian. The government receives most of its money through taxes paid by people and businesses who earn an income. The government then invests this money into areas that they believe will improve the lives of Australians by providing services to the community. This might include funding for schools, hospitals and roads.

Every year, the Australian Government releases a federal budget. This budget outlines how much money the government expects to receive and spend throughout the next financial year. The infographic in Source 2 shows what the Australian Government expected to spend money on throughout the 2024–25 financial year. As you can see, the Australian Government has spent part of the federal budget on social security and welfare, which includes rent assistance, energy bill relief payments and cheaper medicines. This federal budget is also spent on supporting Australian businesses and industries.



Source 2 This infographic shows key facts about the Australian Government's budget 2024–25, such as where some of the money is intended to be spent.

Key skill Evaluating, concluding and decision making

Creating a budget

Being able to create a simple budget for yourself or your family is an important skill that you will be able to use your whole life. Follow the steps below to create a simple budget.

- **Step 1:** Decide what time period you want your budget to cover. This is known as the budget period. The federal budget covers a whole financial year, but you would probably find it more useful to prepare a monthly budget for yourself.
- **Step 2:** Under the heading "Income", list all the different types of income you expect to receive for the budget period. This can include things such as money you have earned from doing odd jobs, pocket money that you have received from your parents, or interest from your bank account.
- **Step 3:** Add up all your income to get your total income.
- **Step 4:** Under the heading "Expenses", list all of the different types of payments you would expect to make over the budget period. This could include things such as daily bus tickets, food and a gift for your friend's birthday.
- **Step 5:** Add up all your expenses to get your total expenses.
- **Step 6:** Subtract your total expenses from your total income to check whether you will earn enough money to pay your expected costs, and whether you will save any money.
- **Step 7:** At the end of the period, enter in all of your actual income and expenses in the "Actual" column and compare them against what you budgeted. How close were your estimations? Why do you think there were differences? Did you forget to include something? These are all questions that will help you prepare a more accurate budget for the next period.

For more information on evaluating, concluding and decision making, see Lesson 20.4 Evaluating, concluding and decision making (page 471).

Practise the skill

1 Using the steps above and the information in the Source 2 infographic, **calculate** the budget for the key initiatives of the Australian Government for 2024–25. **Create** a list as in the sample budget in Source 1 to help with your calculation.

2 In its budget, the government often expects to have greater expenses than income, meaning it expects to spend more money than it receives. **Explain** whether you think this is good or bad.

Extend your understanding

1 Follow the steps above to **create** your own monthly budget. You should refer to Source 1 as a guide.

2 Did you save more money than you spent or did you spend more than you had budgeted? **Explain** where you were able to save money or where you spent more money than you had budgeted.

Source 3 Collecting receipts and invoices of your expenses throughout the budget period can help you remember what your actual expenses were. This will help you create a more accurate budget.

Review: Finance and consumers

Review activity

Read the following information and then answer the questions that follow.

The ACCC targets potentially harmful products

One of the roles of the Australian Competition and Consumer Commission (ACCC) is to protect consumers from harmful goods and services. In 2024, the ACCC announced its five product safety priorities for the year:

- young children's product safety
- product safety online
- sustainability and maintaining product safety
- emerging technology and product safety
- improving product safety data.

The ACCC set these priorities because of the potential harm to some consumers who use these products. Across the five priorities, there has been an increased focus on consumer activity online, reflecting the continuing global trend of increased internet use.

1 **Identify** what ACCC stands for. (1 mark)
2 **Summarise** what the priorities of the ACCC were in 2024 in terms of reducing harm to consumers. (3 marks)
3 **Propose** (put forward) two ways in which consumers can minimise potential consumer harm online. (6 marks)
4 "Consumers should take responsibility for their own safety and not rely on producers or governments to protect them." **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? **Discuss** your position in a short paragraph. (10 marks)

(Total: 20 marks)

Module checklist: Finance and consumers

Module review quiz: Finance and consumers

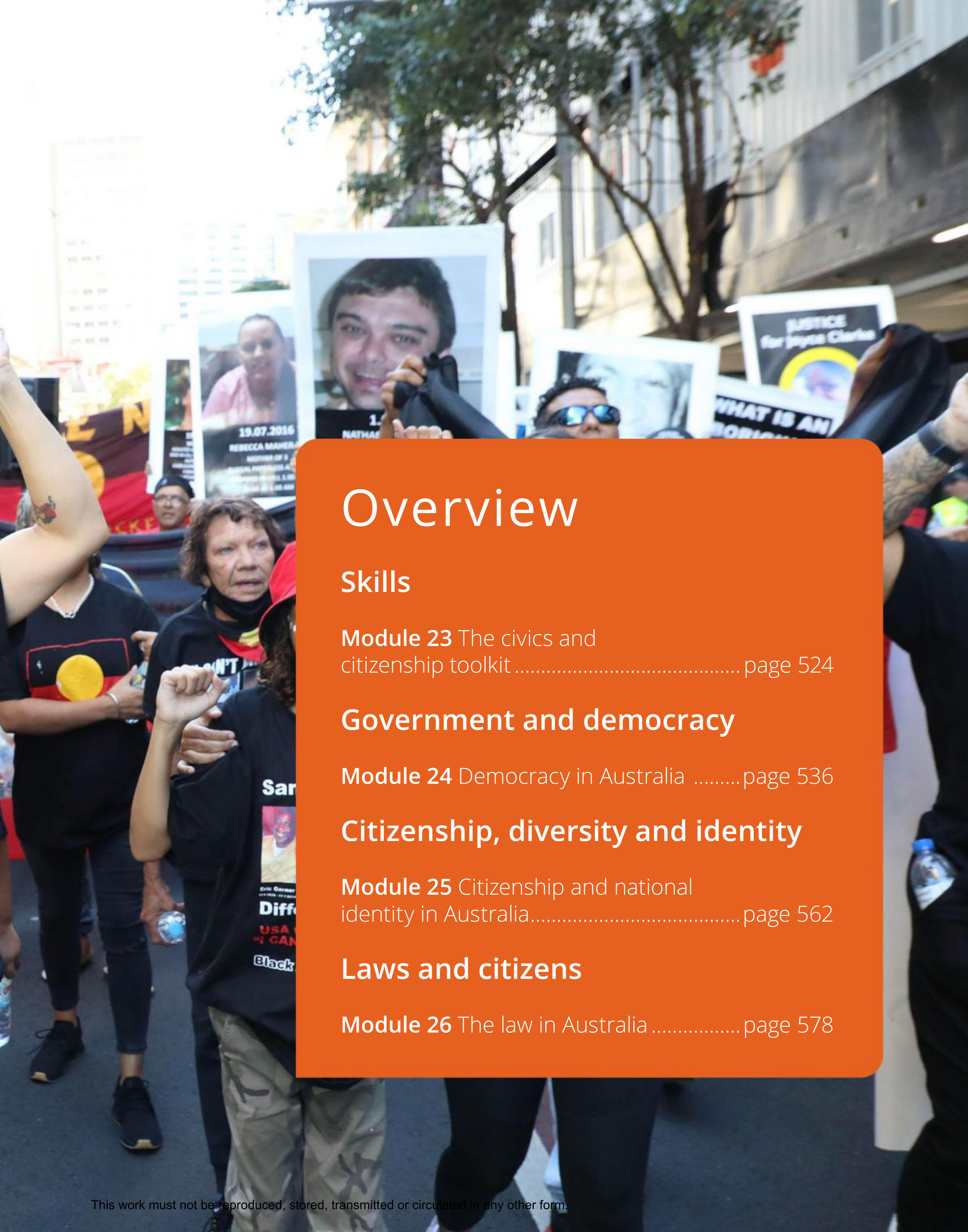
A

B

C

Source 1 Harmful incidents involving (A) quad bikes, (B) falling furniture and (C) button batteries are of interest to the ACCC, which has the job of ensuring these products are safe for consumers to use.

Part 4
Civics and citizenship



Overview

Skills

Government and democracy

Citizenship, diversity and identity

Laws and citizens

Module 23

The civics and citizenship toolkit

Sub-strand: Skills

Overview

Civics and citizenship is the study of Australia's political and legal system. It looks at how Australians can participate in our democracy and how our laws are made. It also looks at how citizenship and national identity are understood and expressed in Australia.

Civics and citizenship teaches us to ask questions about important civics issues in order to understand and participate in the world around us. It teaches us the importance of finding, analysing and interpreting information and how to develop and communicate our own opinions. It also teaches us methods of civic participation and how to understand the perspectives of our fellow citizens.

Source 1 Situated in Canberra, Parliament House is where important decisions are debated and made by our democratically elected politicians.

Lessons in this module

Lesson 23.1
Civics and citizenship skills

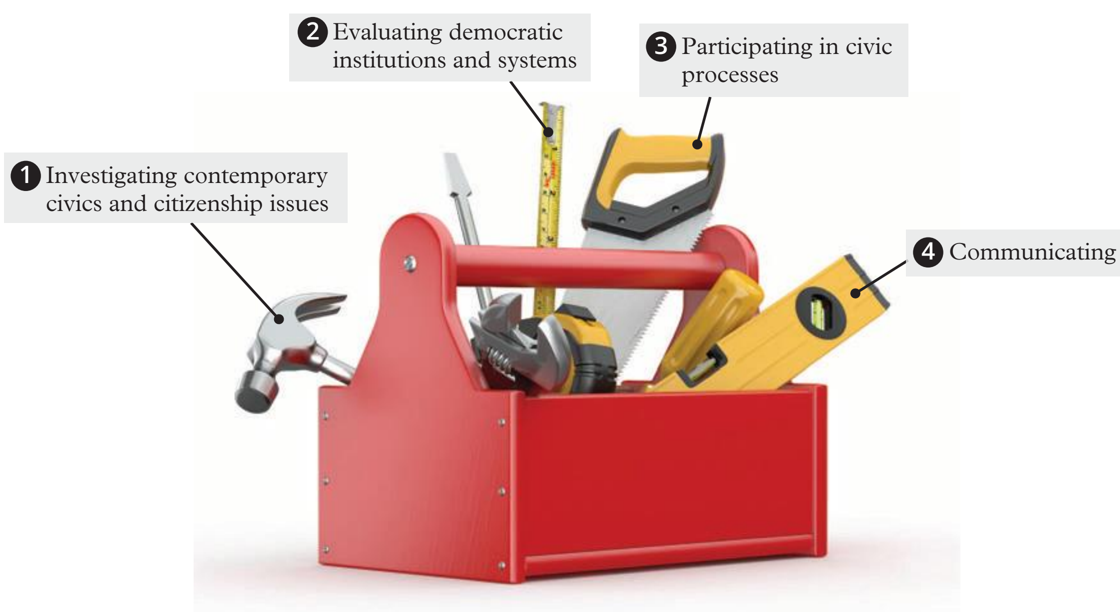
Introduction

Active citizens are able to question, analyse and interpret information and argue their point of view. For civics and citizenship students, the classroom is a place where you learn to share your opinions and see things from different perspectives. You should take this approach when examining how Australians participate in democracy, as well as when considering the debate about Australia's national identity.

Studying civics and citizenship requires you to ask and develop a range of questions about civic issues. To answer these questions, you will need to develop an understanding of how to locate and select information to investigate contemporary civic issues. You will learn how to analyse information and how to evaluate different perspectives. You will explore the meaning of active citizenship and understand how Australian citizens can create change in local, national and global communities. You will also learn how to use evidence and civics and citizenship terminology to communicate your explanations and arguments.

As shown in Source 1, there are four skills to use when investigating civics and citizenship issues. These skills are:

1. investigating contemporary civics and citizenship issues
2. evaluating democratic institutions and systems
3. participating in civic processes
4. communicating.



Source 1 There are four skills used when studying civics and citizenship. Each of these skills is like a tool in a toolkit.

Lesson 23.2
Investigating contemporary civics and citizenship issues

Developing questions

As a civics and citizenship student, you should develop questions to investigate Australia's political and legal systems and civic issues. By asking key questions, such as "What are the main features of a democracy?", you will investigate the important features that make up Australia's political and legal system. When developing questions, consider current events as a place to start generating questions. For example, have there been any recent examples of young people participating in democratic processes in order to influence an issue important to them? What is the issue, and why is it so important? You can also consider developing closed or open questions around the issue or topic you are investigating.

- Closed questions can be answered with "yes" or "no" or have only a limited range of responses.
- Open questions have a broad range of possible responses.

Key content video: Developing questions

Locating information

Sources provide information for civics and citizenship students. Examples of sources are case transcripts and judgments, newspaper articles, letters, blogs and social media posts, cartoons and interviews.

Being able to locate a range of relevant, reliable sources is a valuable skill, which usually involves a number of different research methods, including:

- using online search engines, such as Google
- following social media, on platforms such as Facebook and X
- reading newspaper and magazine articles in print or online
- contacting local members of parliament or asking people who are experts in the subject area
- speaking with other students or family members.

Source 1 Conduct research to become as informed as possible about a topic.

Key content video: Locating information

Researching online

Although books and newspapers are valuable sources of information, a lot of research today is conducted online. The following guidelines will help you ensure that the online sources you are using are accurate, reliable and relevant.

Use search engines

Search engines such as Google are useful research tools, but much of the material in search results will be unreliable and inaccurate. When using search engines, be sure to define your search using specific keywords. Ask your librarian or teacher for help with this.

Understand website domains

Information from the websites of educational institutions (such as universities) is likely to be reliable and accurate. Other reliable sites are those linked to government departments and reputable companies. A quick way of telling whether a site is linked to an educational institution or a government department is to look at the suffix of the domain name, which is part of the URL (internet address) – government websites have ".gov" at the end of the URL, and educational institutions have ".edu".

Source 2 Use reliable online sources you can trust to find information to support your point of view.

Avoid unreliable sources

Avoid blogs or social media posts created by unknown individuals. If you find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source. Sites like Brittanica can be a great place to check information and are updated regularly by experts.

Avoid plagiarism

Never cut and paste online information without referencing where it is from. Taking someone else's work, ideas or words and using them as if they are your own is called plagiarism and is against school rules, while copying and pasting anything from a website without the website owner's permission is against the law.

Analysing information

Once you have located information from a range of sources, you can analyse the information and sources you have found. A useful source is one that adds to your understanding of a civics and citizenship issue. The source needs to be relevant to the topic and it must also be reliable. The following are good questions to ask when determining whether a source is useful:

- Is the information current?
- Is it a reliable source?
- Is there enough detailed information in the source?
- Is it balanced or does it present one point of view (bias)?
- Is it based on fact or opinion?

Key content video: Analysing information

Separating fact from opinion

When analysing information, it is important to distinguish between facts and opinion. A *fact* is something that can be proved: when an event took place, what happened and who was involved. An *opinion* is what a person may believe to be true.

A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words such as "might", "could" and "think" all indicate that an opinion is being expressed.

For example, this is fact: Australia's age of criminal responsibility is 10 years old. It is one of the youngest ages of criminal responsibility among similar democratic nations. The United Nations Committee on the Rights of the Child recommends that the age of criminal responsibility be 14 years old. (As of October 2023, some Australian jurisdictions have considered raising the age to 12 or 14.)

This is opinion: The age of criminal responsibility in Australia is too low and is unfair.

Source 3 The Raise the Age campaign advocates to raise the age of criminal responsibility in Australia.

Understanding different perspectives

In civics and citizenship it is important to understand different perspectives. Perspective is the position from which people see and understand events going on in the world around them. People will have different points of view about issues depending on their perspective, which can be influenced by their age, gender, social position, life experiences, financial situation and education. The more controversial an issue is, the more likely it is that there will be different points of view. In politics (and therefore in the study of civics and citizenship), people often write or speak about issues from their own perspective, which is why we must carefully evaluate sources when we are drawing conclusions from them.

Key content video: Understanding different perspectives

Check your learning 23.2

Lesson 23.3
Evaluating democratic institutions and systems

Introduction

Australia's democratic system has been influenced by different cultures, religions, and social movements. British traditions, Aboriginal and Torres Strait Islander heritage, and diverse immigrant cultures have all played a role in how the government and legal systems work today.

Cultural, religious and social influences

Australia's laws and political systems are partly influenced by Judeo-Christian values, which emphasise fairness, justice and equality. Judeo-Christian values are the religious beliefs, writings and traditions that are commonly held by the Jewish and Christian faiths. They have an influence in Australia because our democratic institutions were initially based on British values, which were in turn partly based on Judeo-Christian values. Most notably, these influences are reflected in the structure of parliament, which is based on the Westminster system, as well as the main religious holidays, which reflect Christian faith, and the judicial system, which is based on the principle of the separation of powers.

In recent times, these cultural and political principles have been extended to try to ensure the inclusion of people of diverse cultures and religions. Anti-discrimination laws and the promotion of multicultural values are examples of efforts to support and celebrate diversity within the political and social landscape.

The *Equal Opportunity Act 2010* is a foundational anti-discrimination law in Victoria. This law means that someone cannot be discriminated against based on personal characteristics such as race, gender, age, disability, sexual orientation, religion, marital status, pregnancy, and more. The Act applies in various areas of public life, including employment, education, accommodation, goods and services, clubs and sport. At the time of the Act's implementation, Victoria was the only state in Australia to have completely updated its anti-discrimination laws in 20 years.

Aboriginal and Torres Strait Islander peoples have also influenced Australia's democratic institutions. Practices like the Acknowledgement of Country and Welcome to Country ceremonies are now included in parliamentary sessions and official events, highlighting the importance of Aboriginal and Torres Strait Islander heritage. For many Aboriginal peoples in Victoria, these practices are not enough, and a state Treaty is in process to formally recognise the importance of culture and heritage.

Source 1 The *Equal Opportunity Act 2010* reflects Victoria's ongoing commitment to protect the rights and safety of a diverse cross-section of its community.

Influence of democratic values on our legal system

Democratic values empower individuals to be a part of the political process, and one way this is upheld is through Australia's legal system. The legal system upholds two fundamental values: the rule of law and the presumption of innocence with access to a fair trial.

The rule of law aims for everyone in society to be treated equally, and that all laws are applied with fairness and consistency. This includes everyday citizens, members of parliament, officials, and even the police. In practise, this is not always the case, especially for many minority groups. Additionally, the court system (judiciary) is independent of the parliament that makes the laws (legislature), and of those who approve the laws and put them into action (executive), mainly the government. This independence means judges and magistrates are not influenced to be unfair in their application of the law.

For example, a former member of parliament (MP) for Morwell, Russell Northe, was charged with misusing $180,000 in funds for his own personal purposes, which is against the law. The fairness of the legal system, and the democratic values it upholds, means that all are equal in the application of the law, including former MPs.

The presumption of innocence is equally important, as it means that the prosecution is responsible for proving that a person has committed a crime. The prosecution is the legal representation of the state, which is seeking to convince a judge to enforce the law in court. The presumption of innocence means that the law is more fairly applied and that individuals are given the opportunity to defend themselves, sometimes with the assistance of a lawyer.

In Victoria, the Koori Court is another example of democratic values in our society. Koori Court is a service offered within the Magistrates' and County Courts to support Aboriginal and Torres Strait Islander peoples during sentencing. In the Koori court, a sentencing conversation occurs after a person enters a plea of guilty, to determine the official consequence they are to receive. A person sits around a table with the judge, Aboriginal Elders or Respected Persons from the community, their lawyer, family, the Koori Court office, and others who help in the court. The goal is for the participants to have an open conversation, instead of using complicated legal language, and for the Elders to advise the court on a fair decision. A key part of Koori Court is the cultural conversation that occurs between the participant and the Elders, which often involves life advice and support for the individual to avoid making the same mistakes again.

Source 2 Australia's democratic values aim to promote greater inclusion of Aboriginal and Torres Strait Islander peoples, though there are some areas where work can still be done.

Role of political actors in our democracy

Political actors are individuals or groups who have some political influence or power. There are many political actors in Victoria, outside of the Victorian Parliament, the Premier, the courts and the Governor.

Interest groups and lobbyists also try to influence democracy. A lobbyist is someone who tries to influence government leaders to make decisions that help a specific group, company or cause. They might meet with politicians, provide information, or organise events to show why their idea is important. Lobbyists work to change or create rules and laws that benefit the people or groups they represent. Being a part of a lobbying group is one way for individuals to participate in the democratic process.

Another way is to be a member of a political party. Political parties are central actors in Victoria's democratic system. Major parties, like the Australian Labor Party (ALP), Liberal Party, and Greens, influence policy decisions when gaining power through elections. There are also smaller political parties in Victoria, such as the Animal Justice Party, that represent people's concerns or views on certain key issues outside of the major Australian political parties.

One thing that makes Australian democracy significant is that power is shared across many bodies, and no one person, party or institution holds it all. This creates and maintains a fair, just and more equal society for all.

Check your learning 23.3

Lesson 23.4

Participating in civic processes

Introduction

Being an active and informed citizen means participating (taking part) in your community. Many Australian citizens go beyond the legal responsibilities they have as citizens, and help make the world a better place by contributing to their community on a local, regional/national or global level. They do this because they care about the community they live in and believe they have a social responsibility to make it a better place. Australian citizens may participate in three ways – and can do so at the same time if they want:

- in a local community – citizens may give their time or resources to help others in their local communities
- in the regional or national community – citizens may work at a regional or national level to help provide a better future for a greater number of Australians
- in the global community – citizens may act on the global level to help make the world a better place to live in.

Source 1 One way to participate in democratic society is to vote.

Methods for civic participation

Participation is an important part of living in a democracy. In Australia, we participate in society in a number of ways, such as by voting in an election or a referendum, serving on a jury or paying taxes. One of the most important ways we participate in a democracy is by voting in an election (see Source 1). By voting according to the issues that are important to us, we have the power to influence the way our country is run. Other ways of participating in a democracy might include:

- volunteering
- protesting or demonstrating about important social issues
- signing petitions
- contacting your local member of parliament (such as by calling or writing emails)
- campaigning for a person or party who is trying to get elected.

Participation is important as it allows citizens to have a say in how our democratic society is run.

Key content video: Methods for civic participation

Key content video: Active citizenship

Check your learning 23.4

Lesson 23.5
Communicating

Using civics and citizenship terminology

In every subject, a common language is used. Source 1 lists and defines some commonly used terms in civics and citizenship. Additional civics and citizenship terms are listed in the glossary at the end of this book, and are also defined throughout the modules in Civics and citizenship (page 522). If you come across a term that you are unsure of, you should use a dictionary, search for the term online or ask your teacher to help you understand what it means. It is a good idea to keep your own glossary of subject-specific terms, adding any new words that you come across.

Source 1 Terms commonly used in civics and citizenship

Term	Definition
Citizen	a person who legally lives in a geographical area, such as a town or country
Citizenship	a person's status as a citizen; in a wider context, citizenship encompasses citizens' rights and responsibilities
Civics	the study of the rights and responsibilities of citizens and how government works
Common law	law that is created by the courts when a judge makes a ruling about a case
Customary law	rules, customs and traditions upheld by Aboriginal and Torres Strait Islander peoples
Democracy	a system of government where each citizen has an equal right to influence the political decisions that affect their society
Government	the elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament
Multiculturalism	the idea that people of many different cultures, races and religions can live peacefully with one another as equals
Parliament	the organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed laws; in Australia, the King's representative (the governor-general) is also part of parliament and officially creates the laws
Representative democracy	a system of government in which the people elect members of parliament to make laws and manage the country on their behalf
Statutory law	law that is made by parliament; also called statute law

Key content video: Using civics and citizenship terminology

Communicating in civics and citizenship

The ability to communicate your findings is an important skill in civics and citizenship. You can communicate your findings in many ways, including through multimedia presentations (using software such as PowerPoint or Prezi), posters, reports or essays. Whichever format you decide to use, it is a good idea to include the following:

- *An introduction* – state what your research or inquiry question was, why you asked that question and why it is important. This is also a good place to define any key terms.
- *An explanation of what research you did* – why did you use the particular sources you chose? Discuss the facts and the arguments for and against a certain issue.
- *An explanation of your results* – you can present your results as graphs, tables or photographs for your audience.
- *A conclusion* – what were your findings? Explain how you came to that conclusion.

Key content video: Communicating in civics and citizenship

Check your learning 23.5

Module 24

Democracy in Australia

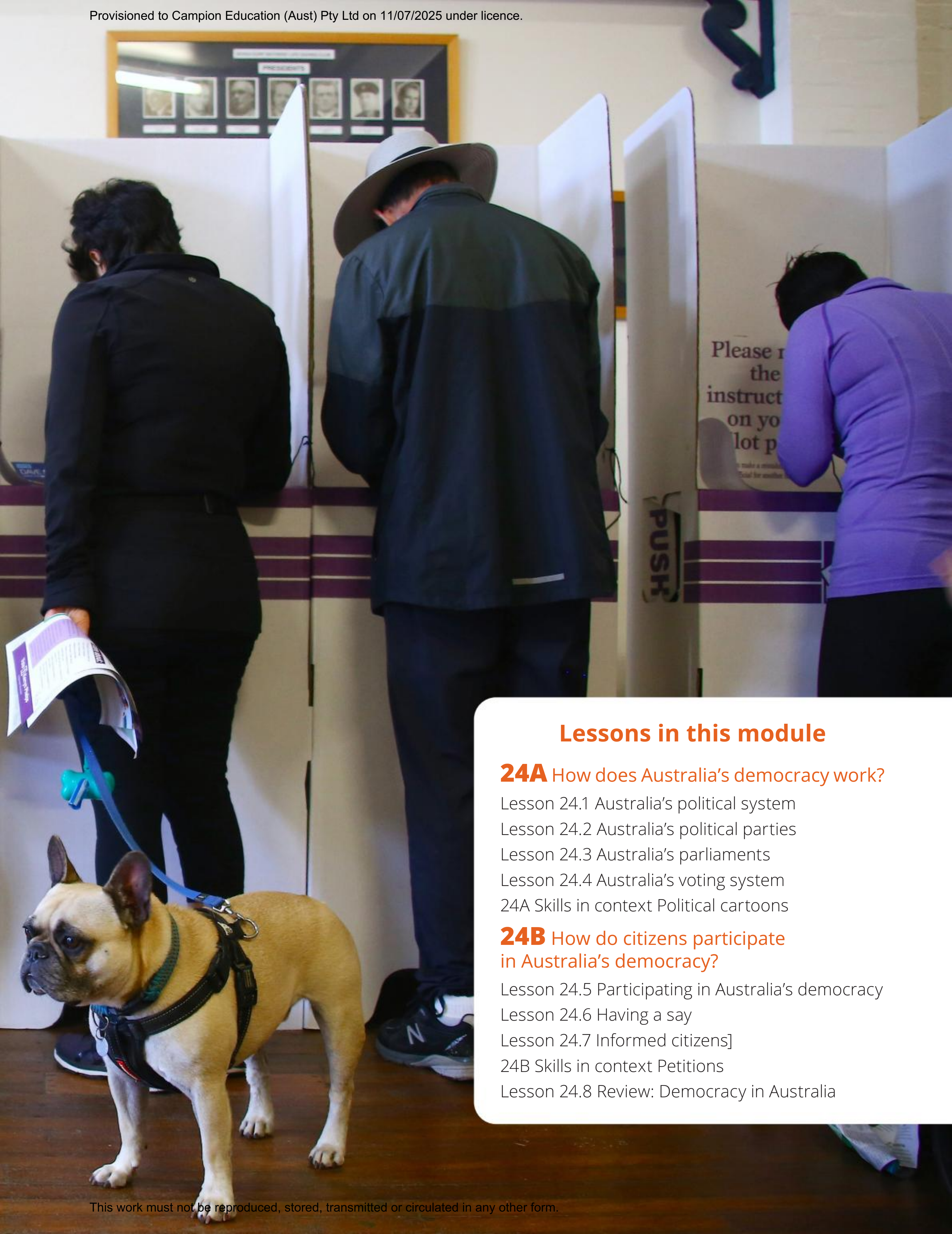
Sub-strand: Government and democracy

Overview

Australia is a democracy. In a democracy, each citizen has an equal right to influence the political decisions that affect their society. This means that each person may express their opinions to help decide how their society is governed.

In a nation of over 27 million people, making sure everyone is heard can be quite difficult. For this reason, Australia has a voting system that allows us to elect politicians or political parties to represent us at local, state and national levels. A democracy relies on individuals being informed to be able to make decisions about which political party best reflects their views and values.

Source 1 Voters at a polling booth in the 2019 federal election. Australia has a representative democracy in which people vote for the political party or politician that best reflects their opinions on most political issues.



Lessons in this module

Lesson 24.1
Australia's political system

Learning intentions and success criteria

representative democracy a political system based on citizens voting to elect representatives

elections processes whereby the people are able to choose their representatives and members of parliament

candidates members of political parties who are nominated to run for office in an election

parliament an organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed law; in Australia, the King's representative (the governor-general) is also part of parliament and officially creates the laws

members of parliament individuals who have been elected by the people to represent their views and values in parliament

Introduction

Throughout the world, there are different types of political systems (or systems of government). A political system is a set of principles, processes and laws that determine the way in which a country is run.

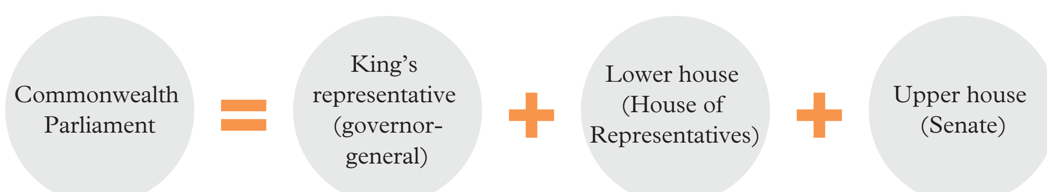
In Australia, our political system is known as a **representative democracy**. This means that the people vote at **elections** for representatives or **candidates** to become members of **parliament**. Once in parliament, these members make decisions and laws on behalf of the Australian people. One key feature of our representative democracy is that elections are held regularly. If our elected representatives do not make laws that reflect the views and values of the majority of the population, they may not be re-elected.

In addition to being a representative democracy, Australia is also a constitutional monarchy. This means that the reigning monarch of England (for example, King Charles III) is our head of state. Although Australian citizens elect members of parliament to make laws on their behalf, any laws made by the parliament must also have approval from the reigning monarch of England. This approval (referred to as royal assent) is given by the governor-general, who is the monarch's representative in the federal parliament.

The structure of the Commonwealth Parliament

In Australia the Commonwealth Parliament consists of:

- the King: he is the head of state, represented by the governor-general
- two houses: a lower house and an upper house, with each house made up of elected representatives called **members of parliament** (see Source 1).



Source 1 The structure of the federal parliament

The lower house

The lower house of our federal parliament is called the House of Representatives. The House of Representatives is made up of 151 members of parliament (MPs), each representing one of Australia's federal electorates. Their role is to represent the views of Australian citizens and to make and scrutinise laws based on these views. Most proposed laws, called bills, are introduced into parliament in the House of Representatives.

Most of the members elected to parliament will belong to a **political party**. Members of a political party have similar ideas about how to best govern the country. To win an election, a party (or group of parties, known as a **coalition**) must win an **absolute majority** of seats in the House of Representatives. This means at least 76 of the 151 seats in the House of Representatives must be won by the same party (or coalition) to form government. The role of the government of the day is to make laws on behalf of the Australian people.

The leader of the winning party (or coalition) becomes the prime minister. The leader of the party (or coalition) that has the largest number of seats but has *not* gained a majority in the House of Representatives is the leader of the **Opposition**. The Opposition's role is to hold the government accountable for its actions.

The government is the party (or coalition) that has a majority of seats in the lower house. By contrast, the parliament consists of all the members who are elected to both houses of parliament, as well as the governor-general.

political party a group of people with similar views and ideas about how a country (nation), state or territory should be governed

coalition two or more political parties that join together in an attempt to win an election and form government

absolute majority the requirement of a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

Opposition the second-largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies

Source 2 The House of Representatives in Parliament House, Canberra. The House of Representatives is also known as the lower house.

The upper house

The upper house of our federal parliament is called the Senate. It was originally set up to protect the interests of the states. The Senate is made up of 76 senators who represent the states and territories. The Senate's purpose is to act as a "house of review". Any bills that are put forward by the House of Representatives are reviewed by the Senate. The Senate can approve proposed bills, with or without changes; and it can also reject them.

Quiz me! Australia's political system

Check your learning 24.1

Check your learning 24.1

Review and understand

1 **Explain** what is meant by the term "representative democracy" and why holding regular elections is important in this type of political system.

2 **Describe** the role of the governor-general in a constitutional monarchy.

Apply and analyse

3 **Examine** the election results from the 2022 Australian federal election (below) and **explain** which party or coalition formed the government.

Australian Labor Party	77
Liberal/National Coalition	58
Greens	4
Katter's Australian Party	1
Centre Alliance	1
Independents	10

Evaluate and create

4 **Create** a diagram that illustrates the structure of the federal parliament. Search online to find some relevant images to support your diagram.

Lesson 24.2
Australia's political parties

Learning intentions and success criteria

independent
a member of parliament who is not associated with a political party

Introduction

The federal parliament is made up of members from a number of different political parties, along with **independent** candidates (who do not belong to a political party).

Political parties

Political parties are made up of groups of people who share similar ideas about how their country or state should be governed. In Australia, two political parties are most popular: the Australian Labor Party (generally referred to as the Labor Party or the ALP) and the Liberal Party of Australia (referred to as the Liberal Party). There are many other smaller political parties, such as the National Party and the Australian Greens.

The main purpose of the two major political parties is to win the election and form the government. Each political party puts forward its own candidates at election time, and the party (or coalition) that wins more than half of the seats in the lower house will form government. The Liberal Party and the National Party often join forces in a coalition (partnership) to form government together. It is the government of the day that has the power to make important decisions about how our country is managed.

Party discipline

Political parties are made up of people who share similar ideas, but this does not mean they always agree. Party discipline is how parties in parliament control their members to make sure that members of a political party all vote the same way. In parliament, political parties are powerful when all members of a party work together.

Labor

KEY PRINCIPLES

- Australia's oldest political party
- Believes that the government should play a strong national role
- Strives for a fairer Australia for all workers
- Tries to close the gap between the rich and poor so that wealth is more evenly distributed

LIBERAL

KEY PRINCIPLES

- Believes in the power of the individual and business to make their own choices and prosper
- Strives for less government control
- The Liberals and the Nationals join forces at the federal level so they have enough members to form government

NATIONALS for Regional Australia

KEY PRINCIPLES

- Represents the interests of those Australians that live outside the cities in country Australia
- Believes in strong local communities, referring to themselves as the 'local champions'

Source 1 The Labor and Liberal Parties are the two dominant political parties in Australia today. The Liberal Party often forms a coalition with the National Party to form government.

The role of independents in parliament

Not all members of parliament belong to a political party. Members who do not belong to a party are called independents. Some independents may have belonged to a political party but were dissatisfied and so left the party to run as independent candidates. Independents often have views and values that differ from those of the main political parties. While independents can never form the government, they can play a very important and powerful role in the parliament – particularly if a major party relies on their votes to pass important laws.

Case study Why don't Australians want to party?

In the 1950s, both major political parties had around 350,000 members nationally. Although the Australian population has more than doubled since then, from around 9 million in 1955 to more than 27 million in 2024, memberships to political parties have decreased. By 2020, for example, the total membership across both major parties was around 115,000 people nationally. By contrast, the former Australian Football League Premiers (the Richmond Football Club and the West Coast Eagles) each had more than 100,000 members.

Source 2 Many political parties exist within Australia.

Despite the decline in party membership, evidence suggests that people *do* have an interest in political issues and debate. Political activist group GetUp claims to have more than 1 million members. GetUp is not a political party but rather a movement that aims to raise awareness of important political issues (such as the need for a safe and healthy climate, equality and justice for disadvantaged groups, including refugees and asylum seekers, and a fair and honest democratic political system). Support for independent candidates has also increased over recent years.

So why is the membership of the two main political parties failing to keep pace with the increasing population? Perhaps many people feel they have their say at the polling booth, so why bother joining a party? Perhaps others feel dissatisfied with the current major political parties and would rather support one-off political issues than a party. Some commentators suggest that disputes between and within the major parties and a lack of action on major issues of importance, such as climate change and the treatment of asylum seekers, may be contributing to a general lack of trust in politicians.

There are more than 50 different political parties registered on the Australian Electoral Commission's website. Some parties have broad-ranging ideals, while others focus on fighting for specific causes.

Weblink: Australian Electoral Commission – Register of political parties

Quiz me! Australia's political parties

Check your learning 24.2

Check your learning 24.2

Review and understand

1 **Identify** the main aims of the two dominant political parties in Australia.

2 **Identify** at least two possible reasons why someone might want to join a political party.

3 **Summarise** the role of independents in parliament.

Apply and analyse

4 Do you think the two major political parties always uphold their core values and beliefs? **Explain** your response.

5 **Reflect on** why membership of political parties is not as strong as it used to be.

Evaluate and create

6 A list of political parties can be found on the Australian Electoral Commission's website. Choose three parties and explain in no more than two sentences each what the party stands for. Decide whether you would consider voting for each party. Give reasons to **justify** your choice.

7 **Discuss** some possible strengths and weaknesses of having only two dominant political parties. **Create** a table and **categorise** your ideas under the column headings of "pros" and "cons".

Lesson 24.3
Australia's parliaments

Introduction

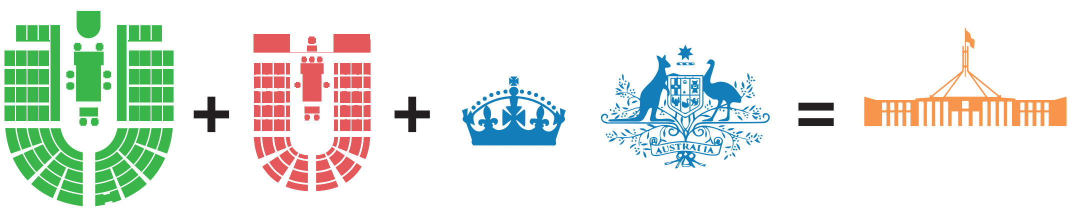
Learning intentions and success criteria

At the time of the arrival of the First Fleet in 1788, Aboriginal and Torres Strait Islander peoples in Australia had their established system of law and government. Despite this, British colonists put in place their systems from England. From 1788, the British began developing a system of government where each of the colonies (which are now called states) was able to establish its own parliament. Together with the British Parliament, each colonial parliament had the power to make laws for its own colony.

The colonial parliaments followed the British parliamentary model, called the **Westminster parliamentary system**. This meant each parliament consisted of one or two houses and the reigning English monarch, or "the Crown".

Westminster parliamentary system a system of government that includes a head of state, an elected parliament and a government formed by the political party with the majority support in the lower house of Parliament; the British parliamentary system, upon which the Australian parliamentary system is modelled

The Westminster parliamentary system is still followed in Australia today, as each of the state/territory parliaments and the Commonwealth Parliament consists of one or two houses and the Crown. The Commonwealth Parliament and each of the state parliaments (except Queensland) have two houses: a lower and an upper house. The parliaments of Queensland and the territories have only the lower house.



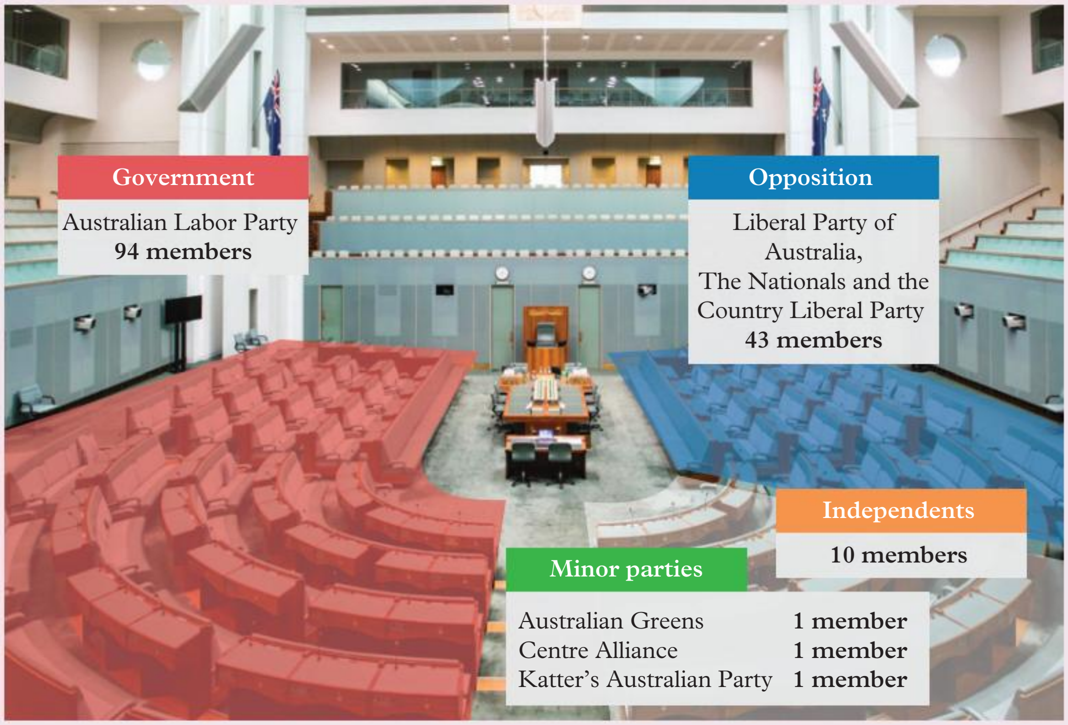
Source 1 The key elements of the Commonwealth Parliament

Case study Australia's 48th Parliament

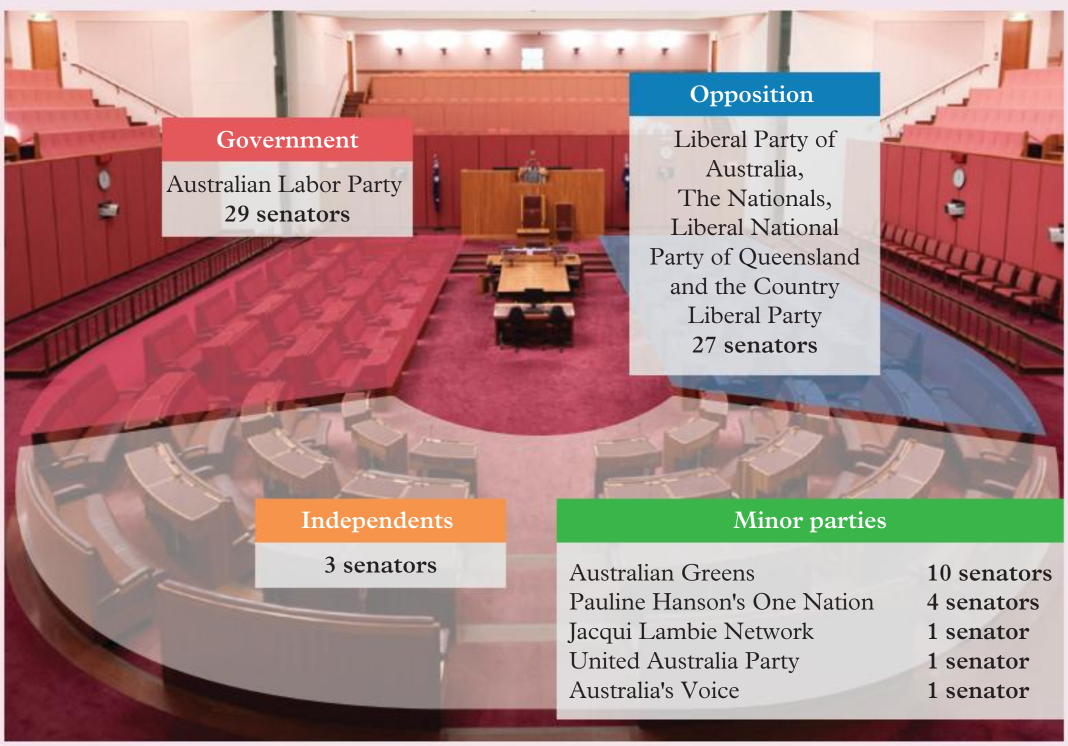
Australia's national parliament is made of elected representatives in the House of Representatives and the Senate. The political party (or coalition) that wins the majority of the 150 seats in the House of Representatives forms government. In the 2025 federal election, the Labor Party (led by Anthony Albanese) won a majority of seats, forming government (see Source 2). The Coalition formed the Opposition. The Independent elected representatives and minor parties (such as the Australian Greens) are smaller groups who can work with the government when their **ideologies** and values align.

ideologies sets of ideas or beliefs about politics, economics or society

In the Senate, 39 out of the 76 seats are needed for a political party (or coalition) to claim the majority. A government has not won a majority in the senate since 2004. As the current government does not have a majority in the Senate (see Source 3), to fulfil its role as a house of review, it needs to work with the Opposition and other parties to negotiate amendments that will secure them the votes required to pass laws.



Source 2 Composition of the House of Representatives following the 2025 federal election



Source 3 Composition of the Senate following the 2025 federal election

Australia's Commonwealth Parliament

In Australia, our national parliament makes laws that apply to the whole of Australia. This includes laws on:

- defence
- immigration
- trade.

This national parliament is referred to as the federal parliament (or Commonwealth Parliament) and is located in Canberra.

Australia's state and territory parliaments

In addition to the federal parliament, each of the six Australian states and two territories also has its own parliament to make laws. However – unlike the federal parliament – these parliaments only make laws that apply within the boundaries of their states or territories. This includes laws on:

- education
- public transport
- law and order
- health.

Each state parliament in Australia follows the Westminster parliamentary system, and generally consists of two houses and the Crown. In state parliaments, the lower house is called either the Legislative Assembly or the House of Assembly, while the upper house is called the Legislative Council. Queensland is the only state that does not have an upper house. The parliaments of the two mainland territories (the Australian Capital Territory and the Northern Territory) have only one house, too, and do not include the Crown. This is because they were created by the Commonwealth Parliament after Federation. They were given limited power to govern themselves.

Each state and territory parliament is elected by the residents of that state or territory. Source 4 outlines the structure and names of each house in the Australian state and territory parliaments.

Source 4 The Australian state and territory parliaments

State	Name of lower house	Number of elected members	Name of upper house	Number of elected members	Crown representative
Victoria	Legislative Assembly	88	Legislative Council	40	Governor
New South Wales	Legislative Assembly	93	Legislative Council	42	Governor
Western Australia	Legislative Assembly	59	Legislative Council	36	Governor
South Australia	House of Assembly	47	Legislative Council	22	Governor
Tasmania	House of Assembly	25	Legislative Council	15	Governor
Queensland	Legislative Assembly	93	N/A	N/A	Governor
Australian Capital Territory	Legislative Assembly	25	N/A	N/A	Governor-General
Northern Territory	Legislative Assembly	25	N/A	N/A	Administrator (appointed by the Governor-General)

Minority governments, hung parliaments and the balance of power

hung parliament
a parliament where no one political party has enough seats to have the overall majority in the House of Representatives

minority government
a government formed by a party (or coalition of parties) which does not have a majority in the House of Representatives, but is able to govern with the support of other members in the House of Representatives who aren't formally in their party

crossbench
the physical middle of parliament where Independent members or those of minor parties sit, inside either the House of Representatives or the Senate

balance of power
the ability of individuals who are Independents or part of a minor party to decide an issue by the way they vote; this is due to no single party or coalition of parties having majority support

In Australia, the government – the group of people with the authority to govern – is formed by the political party (or coalition) that holds a majority of seats in the House of Representatives. The leader of that party becomes the prime minister. This government remains in power until they lose their majority in the House of Representatives, usually in an election. However, one political party might not win a majority of 76 seats. This is called a **hung parliament**.

One way to resolve a hung parliament is to form a **minority government**. In a minority government, a party will still form government but will be reliant on the support of minor parties or Independents to pass laws. This was seen in 2018 after the Coalition narrowly won the 2016 federal election by one seat, but then lost their majority (due to members of parliament resigning or losing their seats). However, the Coalition managed to maintain government by having the support of the **crossbench**, which is made up of Independents and minority party members. Individuals in this position hold the **balance of power**, where their support is crucial in the passing of laws. This situation can occur in both the House of Representatives and the Senate.

Case study Victoria's 60th Parliament

The Parliament of Victoria consists of the Legislative Assembly (the lower house) and the Legislative Council (the upper house). The Legislative Assembly has 88 members; each member represents an electoral district in Victoria, such as Ballarat, Deakin, Higgins and Gippsland. The Legislative Council has 40 members, representing eight regions across Victoria. Each region elects five members.

At present, the Labor Party holds 54 seats in the Legislative Assembly, meaning that they are the ones who form government. As the leader of the party, Jacinta Allen is the premier. The Liberal and National Party as a coalition have 28 seats, forming the Opposition. There are also four members of the Greens and two Independents that form the crossbench.

The Crown is represented through the Governor of Victoria, currently Margaret Gardner, who performs constitutional, ceremonial and community roles. This includes appointing the premier, summoning and dissolving parliament, and giving royal assent to bills. The governor also holds reserve powers, used rarely and only in extraordinary circumstances, such as dismissing a premier or refusing to dissolve parliament.

Weblink: Victorian Electoral Map

Quiz me! Australia's parliaments

Check your learning 24.3

Check your learning 24.3

Review and understand

1. In your own words, **define**:
   a. the Westminster parliamentary system
   b. hung parliament
   c. minority government
   d. balance of power.
2. **Identify** the powers that the federal government and state governments possess.
3. **State** the three territories or states that do not have an upper house.
4. **Explain** the difference between parliament and government.
5. Read the case study on Victoria's 60th Parliament. **Explain** why, in 2025, Jacinta Allen was Premier of Victoria.

Apply and analyse

6. Look at Source 4. **Identify** and briefly describe the role of the governor in the Australian state and territory parliaments.

Evaluate and create

7. **Create** a poster that outlines the composition of the two houses of the Commonwealth Parliament.

Lesson 24.4

Australia's voting system

Introduction

In Australia, voting in federal, state and territory elections is compulsory. Any eligible people who fail to vote may be fined. Voting is by secret ballot, which means no one has the right to know who someone voted for.

Learning intentions and success criteria

The preferential voting system

In a federal election, voters are given two ballot papers to record their vote. The green ballot paper is used for electing one member of the House of Representatives. Members of the House of Representatives are elected for a term of three years.

The white ballot paper is used to elect senators to the Senate. Senators are elected for six years. At election time, only half the positions in the Senate become vacant. After the election, half the Senate are newly elected senators and the other half are senators who are midway through their six-year term. This ensures that the Senate reflects the view of voters at different times.

In Australian federal elections we use a **preferential system of voting**, which requires voters to *either* indicate their preference for every candidate on the ballot paper *or* indicate a specific number of preferences.

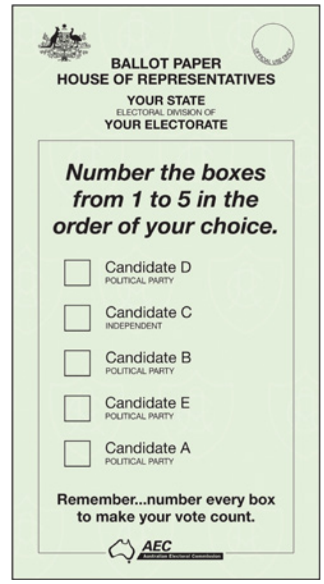
preferential system of voting a voting system that provides multiple counts of ballot papers to determine who has gained an absolute majority of total votes

Casting formal votes

formal vote a valid ballot paper that has been correctly completed in accordance with the instructions

informal vote an invalid ballot paper that has not been completed in accordance with the instructions and therefore is not counted in the final vote tally

To cast a **formal vote** or valid vote for the House of Representatives, voters must indicate their preference for *every* candidate on the ballot paper. For example, they must mark "1" in the box next to their most preferred candidate, mark "2" in the box next to their second choice, and so on. This continues until all candidates have been ranked from most to least preferred on the ballot paper. If a voter does not follow this procedure, the vote will be considered an **informal vote** and won't be counted.



Source 1 A House of Representatives ballot paper

To cast a formal or valid vote for the Senate, voters must indicate their preference for *a specified number* of candidates on the ballot paper. This can be done in two ways:

- *Above the line:* Voters can mark their preferences numbered from 1 to at least 6 in the boxes "above the line". (They can also number all boxes above the line.)
- *Below the line:* Voters can number their preferences for candidates from 1 to at least 12 below the line. (They can also number all boxes below the line.)

proportional voting a system of voting which allocates seats in proportion to votes cast for candidates in an election

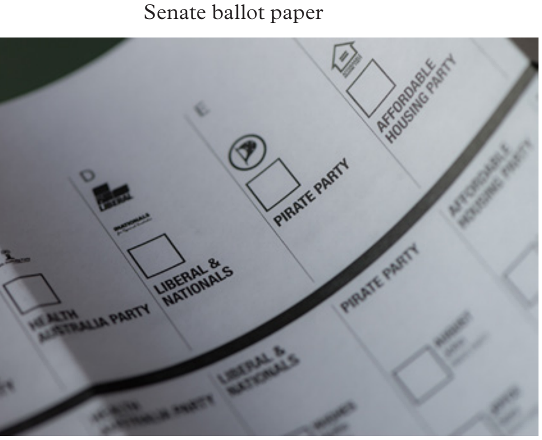
Senators are elected using **proportional voting** within the preferential system of voting. This is designed to give seats to candidates in proportion to the votes cast for each candidate in an election. This usually results in more members who are Independents or from minor political parties being elected to the Senate.

Counting the votes in the House of Representatives

To win a seat in the House of Representatives, a candidate must receive an absolute majority of the votes. This means they must receive at least 50 per cent of the votes, plus one. If a candidate receives 50 per cent or more of the first preferences, they are elected straight away. If this does not occur, then the candidate with the fewest first preferences is eliminated. The second preferences on those ballot papers are distributed to the other candidates. If there is still no clear winner, the next candidate with the least number of votes is eliminated and their preferences are distributed.

quota in a Senate election, the number of votes a candidate must receive before they are elected

Source 2 Example of a Senate ballot paper



Counting the votes in the Senate

Counting the votes in the Senate is more complex than counting the votes in the House of Representatives. This is because the preferential voting system used in the Senate (which is slightly different from the one used in the House of Representatives) allows for ballot papers to be counted a number of times to determine which candidates achieve the required **quota** of formal votes to be elected.

Quiz me! Australia's voting system

Check your learning 24.4

Check your learning 24.4

Review and understand

1 **State** the consequences of failing to vote in a federal state election in Australia.

2 **Explain** what is meant by the "preferential voting system". How does it work?

Apply and analyse

3 **Identify** which of the candidates shown in the table below has won their seat in the House of Representatives election. Assume that there are only 100 voters in the electoral division and no informal ballots are cast.

Candidate	Rachael	Yoshiko	Tony	Aditi
First preferences	40	31	15	14
Secondary preferences	– Yoshiko 15 – Tony 15 – Aditi 10	– Rachael 20 – Tony 10 – Aditi 1	– Rachael 5 – Yoshiko 5 – Aditi 5	– Rachael 11 – Yoshiko 2 – Tony 3

Evaluate and create

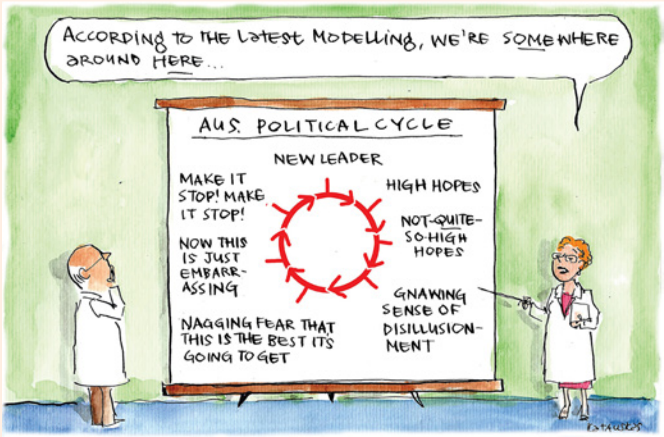
4 Go online and **investigate** Australia's preferential voting system. **Explain** one strength and one weakness of this system of voting.

24A Skills in context
Political cartoons

Introduction

Political cartoons are drawings that make a statement or deliver a message about political, economic and social issues, such as the way a country or state is governed, the people involved in government, and important public issues. They often portray people, political and social events in an exaggerated or humorous way. Political cartoons have been around for more than a hundred years; the term was first used in a British publication called *Punch* in the 1840s.

Over the years many historical and political figures, including US presidents and Australian prime ministers, have been the subject of political cartoons. Throughout history, political cartoons have served a number of purposes, including criticising government policies and raising awareness of the need to change the law.



Source 1 Many people feel that new leaders come into power making promises and making the public feel hopeful –
only to fall into the same pattern as disappointing leaders before them.

Cartoonists are often able to simplify complex public issues and encourage people to consider alternative viewpoints.

Political cartoonists can also use humour to comment on political, economic and social issues. Political cartoons appear in newspapers and magazines, and online.

Civics and citizenship

Key skill Investigating contemporary civics and citizenship issues

Analysing political cartoons

Political cartoonists use different techniques to communicate their message. These could include:

- *exaggerated features*, where a person's physical features are exaggerated or "caricatured" to make them look a certain way; for example, a politician with a naturally big nose might be drawn with an enormous nose
- *metaphor*, where a parallel is drawn between two things that are different – for example, representing a stubborn person as a mule
- *symbolism*, where the cartoonist uses objects that stand for a larger concept or idea – for example, a dove representing peace
- *irony*, where the cartoonist shows the difference between the way things are and the way things should be.

When analysing political cartoons, follow the steps below.

- **Step 1:** Identify the date when the cartoon was first published and the title of the cartoon or its caption.
- **Step 2:** Look at the cartoon and identify what is happening without trying to understand or interpret it.
- **Step 3:** Identify the political event or issue being shown in the cartoon. Look for visual clues to help you.

Source 2 A political cartoon may be analysed by following the steps outlined.

1. The cartoon has the date marked, which tells us it was drawn in August 2020.
2. President Donald Trump is at the centre of the cartoon. This tells us he is the topic of the cartoon on which the artist is commenting. The other main focus is the COVID-19 virus, represented in the speech bubble and the background.
3. The term "crush" is in capital letters. By doing this, the cartoonist is trying to get the audience to focus on the word "crush". "Crush" is a word that has connotations of force, damage and destruction. It is a lot stronger than other words that could be used, such as "overcome", "best" or "control". "Crush" tells the reader that Trump believes the United States can destroy the COVID-19 virus. However the background of the image suggests the opposite.
4. The cartoonist has used exaggerated features to portray Trump. His skin is a fluorescent orange colour. His mouth is rounder to look like he is shouting. His head is also much larger than his body and hands. These exaggerations make Trump appear obnoxious and comical, which tells the reader he is not to be believed.
5. The cartoonist has shown the irony of Trump's claims that the United States will crush the COVID-19 virus in many ways. First, the flags that cover the background suggest that the COVID-19 virus is now a part of the American life. Second, Trump has been drawn with no eyes, suggesting that he is "blind" to the reality of the devastating virus. The cartoonist has used two recognisable symbols: the COVID-19 virus icon that represents the virus, and the American flag, which represents freedom and democracy by the American people. By combining these two symbols, the cartoonist suggests that those two things – the COVID-19 virus and the United States – have become inseparably linked.

- **Step 4:** Look for any symbols, metaphors and caricatures that give further clues to the cartoon's meaning.
- **Step 5:** Identify the method the cartoonist has used to bring our attention to the issue. Have they used humour? Is there a serious message the cartoonist is trying to convey behind the humour, and if so what is it? Do you agree with the message?

For more information on investigating contemporary civics and citizenship issues, see Lesson 23.2 Investigating contemporary civics and citizenship issues (page 527).

Practise the skill

1 Visit some online news sites and find a cartoon on a current political issue. **Analyse** the cartoon following the steps above.

Extend your understanding

1 **Create** a political cartoon of your own about a current political event by following these steps.
  a Investigate the current political event that you have chosen. Create a short list of "central facts" that you need to know to draw the cartoon.
  b Think of images that might help you illustrate your point. Think about how you will make people laugh. Consider using symbols, metaphors and caricature.
  c Roughly sketch out the idea and check whether it works. Is the message too easy or too difficult to interpret?
  d Adjust your image, and **create** a final copy.

Lesson 24.5

Participating in Australia's democracy

Introduction

Learning intentions and success criteria

Australia is a representative democracy, which leaves much of the decision making to politicians elected by the people. It is therefore important that people make their voices heard. By ignoring politics or issues of national importance, people increase the chances of their representatives making political decisions with outcomes that might go against their interests, values or beliefs.

Contact with elected representatives

In a democracy, it is the role of people elected to parliament or to local council to provide a voice for the citizens who voted them into office. They can only do this by having contact with their **constituents** and finding out about the issues that concern them. For example, in 2020, Tasmanian Senator Jacqui Lambie sought the advice of her constituents on how she should vote on a federal government bill that proposed to increase university fees for certain degrees (see Source 1).

constituents people living in an area that has elected someone to act as a political representative

Source 1 Senator Jacqui Lambie is a politician who has consulted with her constituents.

She spoke with students and academics at the University of Tasmania to help her understand how the bill would affect higher education in the state she represents. As a result of Lambie's consultation with her constituents, she voted against this bill in the Senate.

In addition, in a democracy it is the role of constituents to contact their elected representatives (by email, phone, through social media, or by arranging a meeting in person) to ensure they know about and understand the concerns of the people they represent.

Elections

As informed citizens, we can participate in democracy by voting for the people who we think will best represent our opinions and beliefs at the local, state and federal levels of government. In fact, Australia's **compulsory** voting system means that all those who are **enrolled** to vote must do so or pay a fine.

compulsory when you have to do something; in this instance, all Australian citizens over the age of 18 must vote

enrolled when a person is put on a roster or list by their name, location and date of birth

direct action forms of public protest that seek to raise awareness about issues

Direct action

Another way that Australians can participate in our democracy is by raising awareness about issues through **direct action**, which is also known as "non-violent resistance". This includes protests (such as marches and demonstrations), boycotts of products and services, and strikes. These methods of direct action have been used in the past to raise awareness and gain attention for many different causes, and to try to influence the decision-making of the people in power (such as our elected representatives).

One of the benefits of direct action is that you do not have to be of voting age to make your voice heard. Direct action has proven to be a very effective way of raising awareness about political issues.

Case study Direct action

In August 2018, Swedish teen activist Greta Thunberg began missing school on Fridays to go on strike outside Sweden's Parliament to demand more action from her government on climate change. By March 2019, she had inspired a global "Fridays for Future" movement, with students all over the world skipping school to campaign for greater action by their governments to address climate change. In September 2019, Thunberg delivered a speech at the United Nations headquarters as part of the 2019 Climate Action Summit.

Source 2 School Strike for Climate Australia organisers Jean Hinchliffe (left) and Daisy Jeffrey at a climate rally in Sydney on 20 September 2019

Inspired by Thunberg, an Australian teenager, Jean Hinchliffe, became one of the lead organisers of School Strike for Climate Australia (see Source 2). In September 2019, an estimated 300,000 Australians attended School Strike for Climate rallies nationwide. These were some of the largest protests in our nation's history.

Lobby groups

Another way that Australians can participate in our democracy is by raising awareness about issues through **lobbying**. In Australia, there are two main types of lobby groups (sometimes called "interest groups"): insider and outsider lobby groups. Insider lobby groups work to achieve change by working with politicians directly, while outsider lobby groups harness community support to pressure the government on particular issues. School Strike for Climate is an example of an outsider lobby group. The Australian Christian Lobby (ACL) is an example of an insider lobby group.

lobbying making requests to politicians or public groups to try to influence the government to change the law

Quiz me! Participating in Australia's democracy

Check your learning 24.5

Check your learning 24.5

Review and understand

1 In your own words, **define** a "constituent".
2 **State** two ways in which Australians can participate in our democracy.
3 **Identify** three types of direct action.
4 **Describe** the difference between an insider and an outsider lobby group.
5 **Explain** how being an active citizen helps to uphold Australia's representative democracy.

Evaluate and create

6 Greta Thunberg uses direct action, or non-violent resistance. What do you think are the advantages of using direct action to advance a political cause?
7 Use the Australian Electoral Commission's website to identify your local MP in the House of Representatives. Conduct some further research, and then **create** a profile for your local MP that includes:
  a their picture
  b the name of your federal electorate
  c their political party (if they are a member of one)
  d how long they have been an MP
  e the location of their electorate office
  f one issue they are passionate about.

Weblink: Australian Electoral Commission – Find my electorate

Civics and citizenship

Lesson 24.6
Having a say

Learning intentions and success criteria

Introduction

Participation in Australia's democracy has not always been available to everybody. Australia inherited its democratic system of government from the British, who colonised Australia in 1788. None of the colonists, convicts, women, or Aboriginal and Torres Strait Islander peoples in these colonies had a say in how the colonies were governed.

Over the next few decades, more colonies were established. Increasing numbers of free settlers (people who left their homeland by choice) arrived in Australia and demanded a say in how the colonies were governed. By the 1850s, there were six independent colonies of Australia. These would go on to become the states and territories that we recognise today. Most of these colonies had their own parliaments. Women were not allowed to vote in elections for these parliaments, except in South Australia after 1894. In some colonies, men had to own property worth a certain value to be able to vote. Some Aboriginal and Torres Strait Islander men had been granted voting rights, but many did not know their rights and they were not encouraged to use them, nor was it accessible for them to do so.

Changes to voting since Federation

Since the federation of Australia on 1 January 1901, there have been a number of changes to who is able to vote in Australia.

- 1901: Most men who were British subjects, over 21, and resided in Australia were able to vote. Aboriginal and Torres Strait Islander men in Victoria, New South Wales and Tasmania were able to vote. Women and Aboriginal and Torres Strait Islander peoples in South Australia were able to vote.
- 1902: The *Commonwealth Franchise Act 1902* granted all Australian women over 21 the right to vote. This Act excluded Aboriginal and Torres Strait Islander peoples (unless they were on the electoral roll before 1901). Most Aboriginal and Torres Strait Islander peoples were not allowed to vote in federal elections.
- 1962: The *Commonwealth Electoral Act 1962* granted all Aboriginal and Torres Strait Islander peoples the right to vote in federal elections.
- 1965: Queensland was the last state to grant Aboriginal and Torres Strait Islander peoples the right to vote in state elections.
- 1973: The voting age was lowered from 21 to 18.

The role of independent electoral services

In Australia, voting in federal, state and territory elections is compulsory. Any eligible people who fail to vote may be fined. There are independent state/territory and federal electoral commissions (organisations). Their role is to ensure that all state/territory and federal elections are free, fair and conducted according to state/territory and Commonwealth law.

For example, the Australian Electoral Commission (AEC) is responsible for managing federal elections and must:

- make sure Australians are informed about enrolling to vote and voting
- maintain the Commonwealth electoral roll, which lists the names and addresses of all eligible citizens who have enrolled to vote
- check that votes are honestly counted.

Case study The 2023 Voice Referendum campaign

A referendum is a proposal to change the Australian Constitution and is achieved through all eligible Australians voting "yes" or "no" in response to the proposed change. The 2023 Voice Referendum in Australia was a national vote asking Australians whether they supported amending the Constitution to establish an Indigenous Voice to Parliament. The proposed amendment aimed to create a permanent advisory body that would provide Aboriginal and Torres Strait Islander peoples with a greater say on policies and legislation affecting their communities. The Voice also intended to give Aboriginal and Torres Strait Islander peoples a formal role in the political process, promoting better outcomes and inclusion. This role involved consultation only and had no actual law-making or governing powers.

Despite significant public debate, the referendum did not achieve the required majority, as both a national majority of votes and a majority in at least four out of six states are needed to pass a constitutional change. Therefore, the proposal to establish an Indigenous Voice to Parliament was rejected, and the Constitution remained unchanged.

Source 1 The Vote Yes movement for the 2023 Referendum had many people rallying in support of changing the wording of the Australian Constitution to introduce an Aboriginal and Torres Islander position, or "voice", into parliament.

Ways citizens can have a say

Participation refers to the way people can contribute or "have a say" in society. One of the main ways we can participate in a democracy is by voting in an election. In Australia, we all can participate in society through activities such as writing to and lobbying a member of parliament, serving on a jury or paying taxes. Younger Australians who are not yet of voting age can participate in politics by engaging with direct action (such as protests) or engaging with political and social media campaigns.

Quiz me! Having a say

Civics and citizenship

Check your learning 24.6

Check your learning 24.6

Review and understand

1 **State** the role of electoral commissions.
2 **Identify** one responsibility of the Australian Electoral Commission.
3 **Summarise** how the ability of the following groups to participate in Australian democracy has changed since Federation:
   a Aboriginal and Torres Strait Islander peoples
   b women
   c young people.

Evaluate and create

4 Think about one issue you are concerned about. It could be a local issue affecting your area, or a global issue affecting the wider world. **Propose** (put forward) one way you could act politically to help address this issue.
5 In small groups, brainstorm examples of campaigns (like the Vote Yes movement or climate change activism) that advocate for political change. Choose one of these campaigns to analyse. Conduct research to determine:
   a how the campaign started
   b who are the main people/organisations involved
   c the aim of the campaign
   d the campaign's message to the Australian public
   e how Australians can participate in the campaign.

Lesson 24.7
Informed citizens

Learning intentions and success criteria

Introduction

Informed citizens are citizens who have the knowledge to understand what is happening in the world. Information is often learned and spread through traditional and social media. Traditional media are forms of mass communication, such as newspapers, television and radio. Social media are the websites and apps that are used to share digital content widely (for example, X and TikTok).

A democracy relies on individuals being able to make informed decisions about which political party or independent candidate would best reflect their views and values. When making such decisions, most voters gain their information from the media.

Advertising and interest groups can also influence how people understand different issues and can even influence how they will vote in elections.

Influences on citizens and voters

People learn information from many sources, and can be influenced by:

- *media exposure or representation* – what we read, see and hear in traditional and social media can influence our views on social and political issues. It can also influence our views on political parties and candidates. The media may not always present information in an unbiased (fair) way. Sometimes information is presented in a way that reflects the political views of their creators. Traditional and social media can also be used to spread disinformation. Disinformation is false information, which is deliberately spread to mislead people.

- *interest groups* – an interest group is a group organised to promote a certain issue the members have in common. For example, The Wilderness Society is an interest group that campaigns on environmental issues, such as protecting Tasmania's forests from industrial logging.
- *political campaigns* – at elections, political parties need to communicate their policies in a way that will be understood by a wide variety of voters. Political campaigns can include strategies such as publicly meeting with voters, political advertising, and using traditional and social media.
- *political parties* – some people will always vote for the same political party, no matter what. Sometimes this party loyalty can be influenced by their family or their area of employment.
- *vested interests* – having a vested interest means that a person or organisation may support a political party or candidate to make a personal gain (for example, to increase their own financial wealth).

Source 1 Informed citizens use the media to learn information. People can also be influenced by what they read, see and hear in traditional and social media.

Recently, there have been concerns that some very wealthy individuals and large corporations have been able to influence Australian politics. This is done by making large donations to political parties that benefit their interests. For example, Clive Palmer, the owner of a number of Australian mining companies, spent millions of dollars on "anti-Labor" advertising in the 2019 federal election. This may have influenced some people to vote for the Liberal–National Coalition.

I used to think, now I think

Reflect on your learning about media influence and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

The influence of disinformation

Disinformation can be spread at elections to influence how people vote. The Australian Electoral Commission (AEC) maintains a disinformation register. In the 2022 federal election, the AEC's disinformation register listed over 30 pieces of disinformation – for example, that Australian voters who were not fully vaccinated would not be able to vote. The AEC's disinformation register outlines the source of the disinformation (for example, Reddit) and the action taken in response.

Weblink: Australian Electoral Commission – Disinformation register

Quiz me! Informed citizens

Civics and citizenship

Check your learning 24.7

Check your learning 24.7

Review and understand

1 In your own words, **define** "disinformation".

2 **Summarise** three factors that can influence voter behaviour.

3 **Describe** the role of the media in influencing voter behaviour.

Apply and analyse

4 **Explain** how an individual or organisation with a vested interest can influence political outcomes.

Evaluate and create

5 Go online and **investigate** an issue that has been in the news recently. Try and find an example of this issue being discussed in traditional media (for example, in a newspaper article or interview transcript) and in social media (for example, on X). For issues related to Australian politics, search online for #auspol.

24B Skills in context

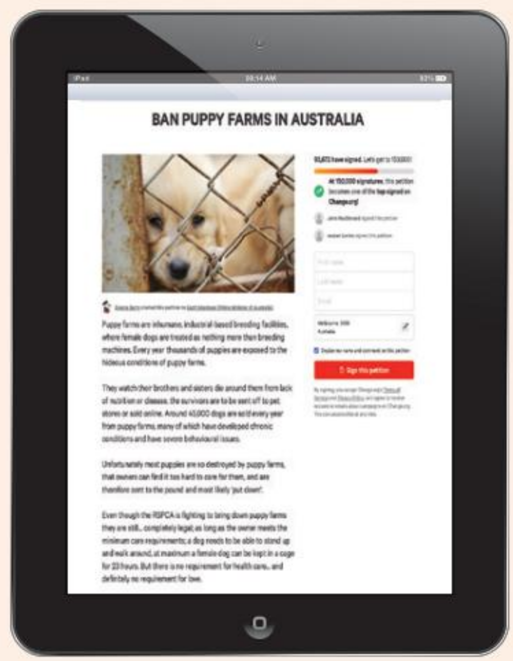
Petitions

Introduction

Even if you are not old enough to vote, you can still make your voice heard. One method of direct action that can help raise political awareness is the use of petitions. A petition is a collection of signatures that identify people who share a stance on a particular issue. A petition can be started by anyone.

Petitions have been used for centuries by people who want to show the government that many people support a particular cause. Large numbers of signatures have often persuaded politicians and others to take up the cause of the petitioners. These days, handwritten and online petitions continue to help political causes gain momentum and ensure that politicians are made aware of their constituents' points of view.

In recent years, online petitions have become a popular form of direct action (see Source 1). Websites such as Change.org allow anyone to create a petition and share it via social media or email to as many people as possible.



Source 1 Online petitions are an easy way to reach lots of people. This petition about puppy farms led to the Western Australian Government drafting legislation to ban puppy farms.

Having petitions online allows people from all over the world to see and sign these documents, which means that online petitions can gain many more signatures than handwritten petitions.

Petitions can also be created via the Parliament of Australia website. Any citizen or resident of Australia can create an e-petition that will then be submitted to the House of Representatives. For example, in 2020, former Prime Minister Kevin Rudd created an e-petition to request that the House of Representatives establish a Royal Commission (an independent investigation, with power to call witnesses) into media ownership in Australia (see Source 2). The petition received more than 500,000 signatures; however, it was ultimately unsuccessful.

Key skill Participating in civic processes

Creating a petition

Before starting a petition, you must become well informed on the issue at hand. Many people will only sign your petition if you can explain why it is an important cause. This will require you to research the issue in depth, and to explore all sides of the argument.

To create a petition, follow the steps below.

- **Step 1:** Select a title for your petition. The title should be a simple and strong statement explaining exactly what you want to achieve with the petition.
- **Step 2:** Identify who you are petitioning. Is your petition directed at a local politician, the prime minister, the CEO of an organisation, or your school principal? You need to clearly state the title and name of the person whom you wish to receive the petition.
- **Step 3:** Outline the reasons why people should sign the petition. These reasons can be written in bullet points or in a few short paragraphs.
- **Step 4:** Get signatures. These days, a great way of getting signatures is by using social media to gain support for your petition. A traditional way is to approach people whom you believe may be interested in signing the petition. A stand with a sign in a public place is an effective way of drawing people to you. Just make sure that you have the approval of your parents and teacher before you make any decisions about where to look for signatures.

For more information on participating in civic processes, see Lesson 23.4 Participating in civic processes (page 533).

Practise the skill

1 **Identify** an issue that you wish to create a petition for, in order to raise support and awareness for that issue.
2 **Create** a petition using the steps above, and see how many signatures you can get from the students at your school.

Extend your understanding

1 **Research** and write a 200-word report on one of the following historical petitions:
   – Yirrkala Bark Petitions, 1963
   – Bendigo Goldfields Petition, 1853
   – Women's Suffrage Petition, 1891 (Victoria).

Source 2 Labor MP Andrew Leigh shows a printed copy of Kevin Rudd's e-petition on media ownership to the House of Representatives in 2020.

Weblink: Parliament of Australia – Petitions

Review: Democracy in Australia

Review activity

Read the following information and then answer the questions that follow.

Should the voting age be lowered in Australia?

In 2018, Senator Jordon Steele-John of the Greens Party proposed lowering the voting age from 18 years to 16 years. Under the proposal, in addition to retaining compulsory voting for Australian citizens aged 18 years and over, the law would allow young Australian citizens aged 16 and 17 years the option to vote in federal elections. Voting for people aged 16 and 17 years would be voluntary. The proposal also suggested that people aged 14 and 15 years should be able to enrol to vote. Currently a person must be aged 17 years to enrol to vote.

There are many reasons why people believe the voting age should be lowered to 16 years, including that it would allow young people the opportunity to have a voice in the discussion of issues they will inherit from the older generations. For example, young people will be required to deal with the impact of climate change, rising house prices and the increasing government debt.

Many young people are also interested in and affected by social and political issues. For example, many are concerned about national and global social justice issues, including the need

to recognise and improve the living standards of Aboriginal and Torres Strait Islander peoples, and treat refugees and asylum seekers with dignity and respect.

People who disagree with the proposed law argue that young people lack the life experience and maturity to be able to cast an informed vote. They also argue that young people can already participate in our democracy in other ways, such as by joining the "youth branch" of a political party, participating in political conventions made available to schools, or by attending organised protests for issues of concern to them.

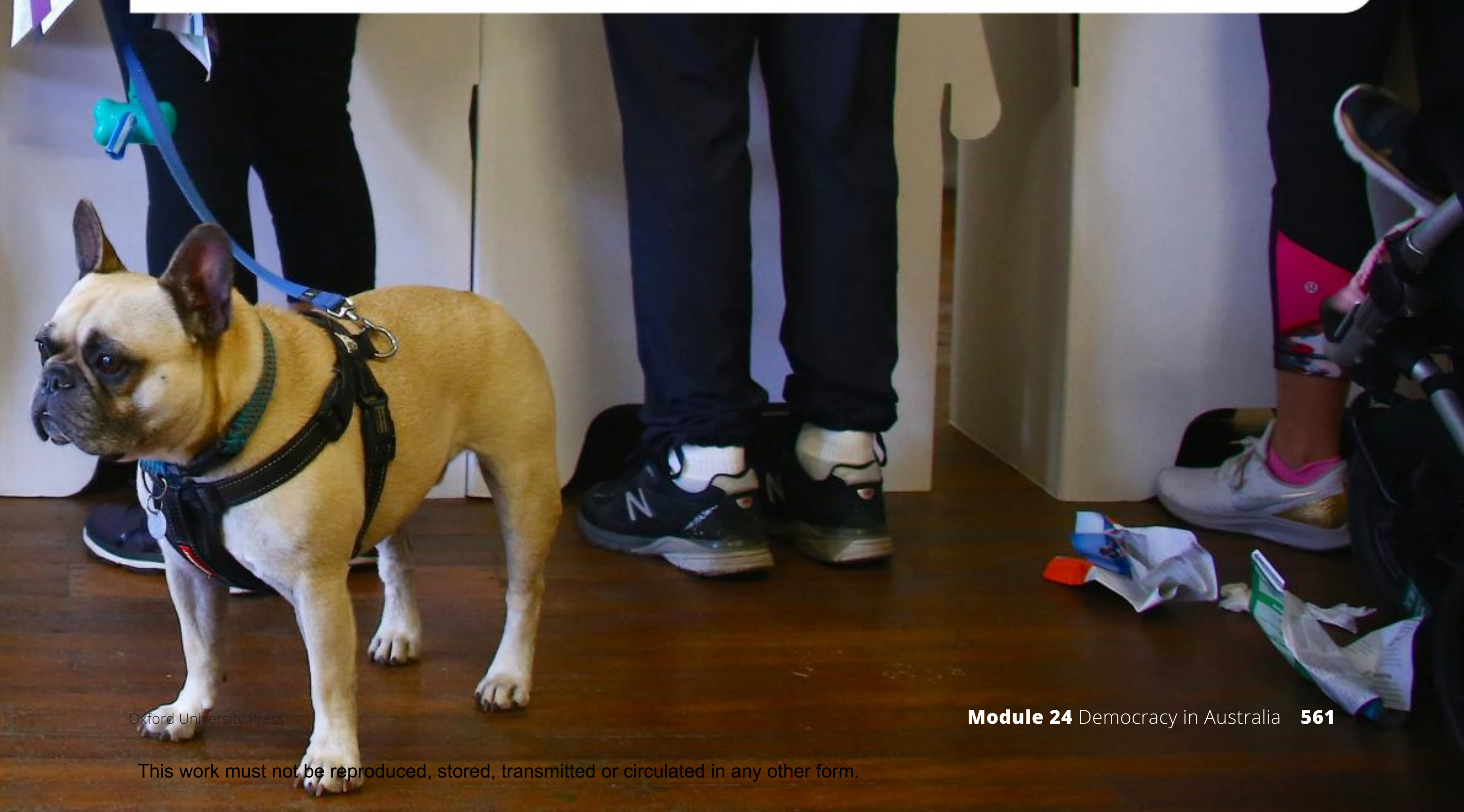
1 **Research** online to answer the following questions.
   a **Identify** when the law in Australia was changed to lower the voting age from 21 to 18 years. **Explain** one reason why this change was made. (4 marks)
   b **Identify** the most common voting age throughout the world. (2 marks)
   c **Identify** three countries that have a minimum voting age of 16 years and three countries that have a minimum voting age of 21 years. (6 marks)

2 **Discuss** whether the federal parliament should change the law to allow young people aged 16 and 17 years the option of voting in a federal election. Use the above evidence you have found to support your contention. (8 marks)

(Total: 20 marks)

Module checklist: Democracy in Australia

Module review quiz: Democracy in Australia



Module 25

Citizenship and national identity in Australia

Sub-strand: Citizenship, diversity and identity

Overview

Australia is a nation with an identity that is difficult to define. The continent of Australia had been inhabited by Aboriginal peoples for tens of thousands of years before the first Europeans arrived. British colonisation changed the continent forever.

Over many generations, people from all over the world have come to settle in Australia and many have become Australian citizens. These people have made Australia a multicultural nation – adding their different cultures, beliefs and values to create a rich and diverse national identity.

Source 1 The National Multicultural Festival is held each year in Canberra. The festival celebrates the cultural diversity that is part of Australia's national identity.

Lessons in this module

Lesson 25.1
Australian identity

Learning intentions and success criteria

Introduction

Australia's national identity is made up of our shared history and values along with our diverse traditions and cultures. More than 27 million people live in Australia today. Aboriginal and Torres Strait Islander peoples – the original inhabitants of Australia – make up approximately 3.8 per cent of the population. The rest of the population is made up of migrants or their descendants.

Australia's changing identity

Australia is home to the oldest continuous culture on Earth, with evidence showing that Aboriginal peoples have occupied mainland Australia for at least 65,000 years. British colonisers established the first European colony at Sydney Cove in 1788. They were the first migrants to Australia.

colonisation the process of setting up outposts or settlements in other lands, by a country, kingdom or empire

Following **colonisation**, Australia has experienced many waves of migration. From July 2022 to June 2023 over 737,000 migrants arrived in Australia, with a further 446,000 people migrating from July 2023 to June 2024.

By the time of Federation in 1901, many Australians with European heritage identified very strongly as being part of the British Commonwealth. At this stage, Australia's population was mainly white and Christian, and the national anthem was "God Save the Queen" (or King), which is the national anthem of the United Kingdom.

migrants people who move from one place to another to settle

multicultural having many different cultures, races and/or religions

Since then, **migrants** have come to Australia from approximately 190 countries, making us a culturally diverse nation with people from many different cultural backgrounds. Due to migration, Australia's national identity has gone through many changes over the past 250 years. Australia has gone from being a land where only Aboriginal and Torres Strait Islander peoples lived, to one occupied by British colonists, to being home today to people with a range of different backgrounds. Today, half of all Australians have at least one parent who was born overseas.

As Australia's population becomes increasingly **multicultural**, this diversity has become an important part of our society and of Australia's national identity. As a diverse and multicultural country, Australia's national identity is made up of people who have different racial, cultural, religious and socio-economic backgrounds, lifestyles and life experiences. Although Australians have a diverse array of cultural backgrounds and beliefs, many of us share common values. Values are beliefs that we consider important as individuals and as a nation. Sharing values such as compassion and equality help us to live in harmony.

Source 2 Aboriginal and Torres Strait Islander peoples are the Indigenous peoples of Australia. Their cultures are the oldest continuous cultures on earth.

Source 1 Australia is one of the most culturally diverse nations in the world. Our population is made up of Aboriginal and Torres Strait Islander peoples, migrants who were born overseas and the descendants of those who have come to Australia since 1788.

Australian citizenship

A citizen is a person who legally lives in a geographical area, such as a country. Being an Australian citizen means not only having a legal right to live in Australia, but also having rights and responsibilities. For example, Australian citizens have the right to vote for members of parliament to represent their views and to stand for election to parliament. The responsibilities of Australian citizens include voting in federal and state and territory elections, and obeying the law. Australian citizens also have a social responsibility to members of our community.

Many Australian citizens also see themselves as global citizens who belong to the world community. Issues such as climate change are global issues that require a response from not just citizens of Australia, but people everywhere in the world.

Australia's national anthem

Australia's national anthem, "Advance Australia Fair", is often played at public ceremonies or community events, such as sporting matches. It is also played at official ceremonies, both in Australia and overseas. As of 1 January 2021, the second line of the Australian national anthem is "For we are *one* and free". The original line – "For we are *young* and free" – was changed to reflect Aboriginal and Torres Strait Islander peoples' long history in Australia. Then-prime minister Scott Morrison stated that the change was for all Australians and helped better reflect Australia's unity.

Quiz me! Australian identity

Check your learning 25.1

Check your learning 25.1

Review and understand

1 **State** when the British colonised the country that is now called Australia.
2 **Summarise** how Australia's population has changed between 1700 and now.
3 **Describe** one right and one responsibility of Australian citizens.

Apply and analyse

4 Today, half of all Australians have at least one parent who was born overseas. **Calculate** the percentage of your class that has at least one parent born overseas. State whether your class reflects this statistic and **reflect on** some possible reasons for any similarities or differences.

Evaluate and create

5 In pairs or small groups, **discuss** what Australia's national identity means to you. Think about how your view may have been shaped by the experiences in your life so far.

Lesson 25.2
Becoming an Australian citizen

Learning intentions and success criteria

Introduction

Migrants are people who move from one country (or region) to another, in order to settle there. People who migrate to Australia do so for many reasons. For example, people who migrate to Australia might be economic migrants (people seeking employment or to improve their financial position) or skilled migrants (people who are encouraged to migrate due to their skills or profession).

Australian citizenship

Migrants to Australia can choose to become citizens after living in Australia for a certain period of time and meeting specific requirements. People who are born overseas generally need to meet a number of criteria and pass a citizenship test before being granted Australian citizenship (see Source 1). The citizenship test is an assessment of a person's:

- knowledge about Australia
- understanding of the rights and responsibilities of Australian citizenship
- understanding of Australian values
- English language skills.

Source 1 These are sample questions from the Australian citizenship test. Migrants to Australia must pass the Australian citizenship test to become Australian citizens.

The Australian citizenship practice test	
Sample question 1 **What do we commemorate on Anzac Day?** • The landing of the Australian and New Zealand Army Corps at Gallipoli, Turkey during World War I • The arrival of the first free settlers from Great Britain • The landing of the First Fleet at Sydney Cove	Sample question 5 **Which of these statements about voting in Australian elections is correct?** • People are free and safe to vote for any candidate • Voting is by a show of hands • People must write their name on their vote
Sample question 2 **What is the Commonwealth Coat of Arms?** • The national anthem • Australia's national flower • The official symbol of Australia, which identifies Commonwealth property	Sample question 6 **Which of these is a responsibility of Australian citizens aged 18 years or over?** • To attend local council meetings • To vote in federal and state or territory elections, and in a referendum • To have a current Australian passport
Sample question 3 **What happened in Australia on 1 January 1901?** • The Australian Constitution was changed by a referendum • The separate colonies were united into a federation of states called the Commonwealth of Australia • The Australian and New Zealand Army Corps was formed	Sample question 7 **Which of these statements about government in Australia is correct?** • The government does not allow some religions • The government in Australia is secular • Religious laws are passed by Parliament
Sample question 4 **Which of these statements about passports is correct?** • Australian citizens can apply for an Australian passport • Permanent residents can hold an Australian passport • Australian citizens need a passport and visa to return to Australia	Sample question 8 **Should people in Australia make an effort to learn English?** • People in Australia should speak whichever language is most commonly spoken in their local neighbourhood • There is no expectation to learn any particular language in Australia • Yes, English is the national language of Australia and it helps to get an education, a job, and to integrate into the community

Weblink: The Australian citizenship practice test

Source 2 Australian citizens can apply for an Australian passport.

The final stage of becoming an Australian citizen is the citizenship ceremony. This ceremony gives the Australian Government the chance to welcome its new citizens. During this ceremony, new citizens are given the opportunity to take the Australian citizenship pledge:

> From this time forward, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.

Once a person becomes an Australian citizen, they take on the rights and responsibilities that come with citizenship.

Multiple or dual citizens

Not everybody who migrates to Australia wants to or is able to become an Australian citizen. Australian citizens are allowed to also be citizens of other countries. Being a citizen of more than one country is known as holding dual (two) or multiple citizenship. However, some countries do not allow their citizens to hold dual or multiple citizenship. India is one example of a country that does not allow its citizens to have dual citizenship. If a person who has Indian citizenship wants to become an Australian citizen (or a citizen of another country), they need to renounce (formally give up) their Indian citizenship.

Quiz me! Becoming an Australian citizen

Check your learning 25.2

Check your learning 25.2

Review and understand

1 What are some of the reasons that people migrate to Australia?
2 **State** three things that the Australian citizenship test assesses.
3 **Explain** what it means to hold dual citizenship.

Evaluate and create

4 **Consider** whether or not people born overseas should be required to pass the Australian citizenship test before being granted citizenship. Remember, when you consider something, you should think about it carefully before making a decision.
5 Look at Source 1 or follow the weblink to the Australian citizenship practice test on the Department of Home Affairs website. What do you think the questions that are asked in the Australian citizenship test say about Australia's national identity?

25A Skills in context
The creation of Australian citizenship

Introduction

Even though Australia identified as a nation from its federation in 1901, the idea of an Australian citizen didn't exist until much later. Until after World War II, Australia was still considered by many to be an extension of Britain, and anyone born in Australia or naturalised (made a citizen) became a British subject.

The Australian Government wanted to build Australia's small population, but many people were still attached to British culture and wanted to encourage migrants only from the United Kingdom. By 1947, more than 400,000 people had registered with the Assisted Passage Migration Scheme (also known as the "Ten-Pound Pom" scheme), which helped British citizens relocate to Australia.

While the post-war immigration drive saw Australia begin to accept migrants from non-English-speaking countries, they were carefully chosen groups of people who were considered "suitable migrants". A new life in Australia was very appealing to many people after the devastation of World War II.

The *Nationality and Citizenship Act* was introduced to the House of Representatives by Arthur Calwell, Australia's first immigration minister. The Act detailed who could become a citizen, and how (see Source 1). It came into effect on Australia Day of 1949.

Source 1

The *Nationality and Citizenship Act* 1948 (Summary)

All Australian-born and other British subjects resident in Australia for the five years prior to 26 January 1949 were automatically Australian citizens.

Anyone born in Australia on or after that date was automatically an Australian citizen unless their father was considered an enemy alien.

Anyone defined as an Australian citizen also became or retained the status of British subject.

Tests could be administered to determine if an alien person not of British origin was suitable for citizenship.

A summary of the Nationality and Citizenship Act 1948

Source 2

PART II. –BRITISH NATIONALITY. 7. –(1.) A person who, under this Act, is an Australian citizen or, by and enactment for the time being in force in a country to which this section applies, is a citizen of that country shall, by virtue of that citizenship, be a British subject.

PART III. –AUSTRALIAN CITIZENSHIP. 10. –(2.) A person shall not be an Australian citizen by virtue of this section if, at the time of his birth – (a) his father was not an Australian citizen and possessed the immunity from suit and legal process which is accorded to an envoy of a foreign country accredited to His Majesty; or (b) his father was an enemy alien and the birth occurred in a place then under occupation by the enemy.

12. – (1.) (d) that he has an adequate knowledge of the English language or, if he has not such a knowledge, that he has resided in Australia or New Guinea, or partly in Australia and partly in new Guinea, for a continuous period of not less than twenty years;
(e) that he has an adequate knowledge of the responsibilities and privileges of Australian citizenship …

Excerpts from the *Nationality and Citizenship Act 1948*

Source 3 Migrants arriving in Sydney in 1947.

Key skill Investigating contemporary civics and citizenship issues

Analysing the *Nationality and Citizenship Act 1948*

Migrants were told to assimilate to the Australian way of life to gain citizenship. Language and culture classes were offered to migrants and Australians were encouraged to help new immigrants fit into Australian society. The *Nationality and Citizenship Act 1948* reflects Australian cultural values of the time.

Source 2 gives some clauses of the Act. A clause is one particular point of the law. Follow the steps below to analyse the Act.

- **Step 1:** Read the clauses of the Act and identify evidence of bias in the Act. (For example, is there any indication that these were written to impact a specific group positively or negatively?)
- **Step 2:** Determine the purpose of these clauses. (For example, why do you think these clauses were added? Who was considered to be the ideal Australian citizen when the law was written?)
- **Step 3:** Critique (review analytically) the main clauses of the Act. (For example, what do you think are the biggest issues with the Act? What group is not mentioned?)
- **Step 4:** Redevelop the Act. (For example, how would you change or adapt the clauses below to make them more suitable to our modern view of citizenship and Australian society?)

For more information on investigating contemporary civics and citizenship issues, see Lesson 23.2 Investigating contemporary civics and citizenship issues (page 527).

Practise the skill

1 In pairs or small groups, **discuss** the purpose of introducing a citizenship Act to a country. Why is it important to define what a citizen is and how to become one?

2 In your groups, rewrite the clauses of the Act to reflect the purpose you have identified. Include everything you think a person should know about what the government and citizens should expect from each other.

3 Present your updated citizenship Act to the class and hold a vote on each clause. Rewrite your Act based on the input of the class.

Extend your understanding

1 Use the weblink provided on Oxford Digital to gain a deeper understanding of how immigration contributed to the development of Australian society.

   a Watch the video testimonials from various perspectives.

   b **Identify** the testimonial that you believe best outlines the positive impacts that migrants have had on Australian society. Write a summary that outlines the key points of the video.

   c **Reflect on** the idea of Australian citizenship over time. What has changed? What has stayed the same?

Weblink: Video testimonials on immigration

Lesson 25.3
Citizens in communities

Introduction

Learning intentions and success criteria

Australia is one of the most culturally diverse nations in the world. It is difficult to define the identity of a "typical" Australian. This is because of our cultural diversity – and because each of us has different ideas about the unique characteristics that make us Australian.

Community groups

Most Australians belong not only to the **community** of Australia, but also to communities related to their culture or religion, or even their interests. Many Australians belong to multiple communities, such as:

community a group of people who live in the same place and share interests

- *cultural communities* – these are made up of people who share common characteristics, such as ancestry, ethnicity, language and social customs, or traditions of food, music or art. There are more than 250 cultural and ethnic groups in Australia.
- *faith communities* – these are made up of people who belong to a particular religion. Since colonisation, Christianity has been the most common religion in Australia. The Christian faith community has historically been active in Australia. For example, many Christian charities (such as the Salvation Army) have worked in the Australian community for more than 100 years.

There are many charities and not-for-profit organisations in Australia formed by people from various faith communities. For example, during the COVID-19 pandemic, Sikh Volunteers Australia cooked and delivered more than 800 meals a day to people in need.

Source 1 Many Australians are active citizens who are involved in their local communities. In 2020, before the COVID-19 pandemic, approximately 5 million Australians participated in some form of volunteering, such as helping out in charity or op shops.

Sports and social clubs

Australians can also belong to local, community-based groups, such as:

- *sporting clubs* – these are made up of groups of people who play the same sport. For example, more than 1.4 million Australians play football in community and social clubs.
- *social clubs* – the purpose of social clubs is to provide social interactions within communities. RSL (Returned and Services

Economics and business

League) clubs are an example of a social club that exists throughout Australia. RSL clubs are places for people who are serving or have served in the Australian Defence Forces to get together and share a meal.

Professional associations

Many Australians also belong to professional communities, such as:

- *professional associations* – these are formed when groups of people who are involved in specific industries come together to share knowledge. Many industries (for example, the accounting industry) have professional associations.
- *trade unions* – these are organisations of workers in a trade or profession who come together to advocate for their common interests.

Active and global citizens

All Australian citizens have responsibilities that come from having legal citizenship. These responsibilities include obeying the law, serving on a jury if asked, and voting in elections. In addition to these responsibilities, many Australians make the choice to be active citizens. Active citizens are citizens who are actively involved in their communities (for example, through volunteering at local foodbanks or op shops) and who demonstrate shared values such as compassion.

Source 2 Many Australians see themselves as global citizens, with a responsibility to act on issues that affect not only our local community and country, but also the whole world – such as climate change, which can fuel extreme weather events like bushfires.

Many Australians are also global citizens. Global citizens are people who see themselves as belonging not just to their local community and country, but also to the global community. Global citizens help to make the world a better place by taking action to address issues that affect everyone in the world, such as environmental issues or human rights issues.

Anjali Sharma is an example of a global citizen. In 2020, while still a high school student, Anjali (along with seven other teenagers and Christian nun Sister Brigid Arthur) filed a class action to stop the then environment minister Sussan Ley from approving a new coal mine expansion in New South Wales. This legal action was intended to protect young people in Australia and around the world from the future harm caused by the climate change impacts of the coal mine.

Quiz me! Citizens in communities

Check your learning 25.3

Check your learning 25.3

Review and understand

1 In your own words, **define** the following terms:

- **a** community
- **b** active citizenship
- **c** global citizenship.

2 Think about how many different communities you belong to (for example, your school community or sporting community). **Describe** how the different communities you are involved with affect your life.

Evaluate and Create

3 Read the following quotes and **reflect on** which statement you most agree with. **Explain** your response.

Source 3

> "I am a citizen of the world."
>
> – Diogenes Laertius, Greek philosopher (220 CE).

Source 4

> "I am not a citizen of the world. I think the entire concept is intellectual nonsense and stunningly dangerous!"
>
> – Newt Gingrich, American politician

4 **Investigate** a human rights campaign such as one of the End Poverty campaigns, the Live Below the Line challenge, the Human Rights Campaign (relating to achieving a world where every member of the LGBTQIA+ community has the freedom to live with equality under the law) or Reconciliation Australia (which promotes respect, trust and positive relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community). Using dot points, **describe** some of the methods used in these campaigns to create change for the better.

25B Skills in context
Maintaining identity

Introduction

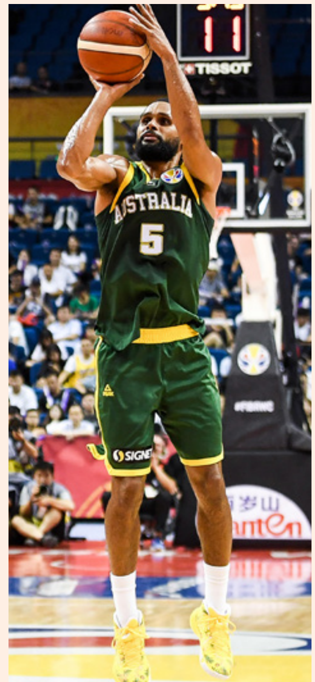
Since Federation in 1901, Australia has experienced a significant shift in cultural identity. For a long time, Australia preferred to admit migrants from Western European backgrounds, ideally from the United Kingdom. This was reflected in a formal policy, called the White Australia Policy, which aimed to exclude migrants of non-European ancestry through a dictation (speaking) test upon entry to Australia. This policy was established by Australia's first government in 1901. Migrants who did not come from the United Kingdom were encouraged to assimilate, leaving behind their own culture, language and identity to become "Australian", and taking on customs that reflected our national ties to Britain.

There is now a strong focus on accepting the cultures that come together to make up Australian society, rather than trying to change them. Hearing the experiences of people in our Aboriginal and Torres Strait Islander and migrant communities allows us to make better-informed decisions on how to support our culturally diverse community.

Source 1

In Australia, January 26 is officially the country's national day and the sole purpose of this national day is to unite people. But to Indigenous Australians this particular day is a day of mourning to reflect, acknowledge and remember all the lives that have been lost since the British claimed the land on this same day in 1788. From slavery to mass murders, this day means extreme loss and trauma to all Indigenous Australians.

Patty Mills, an Olympic basketballer and Member of the Order of Australia (AM), speaking as an Aboriginal and Torres Strait Islander person about the significance of the Change the Date campaign



Source 2 Patty Mills, a Kokatha, Naghiralgal and Duaureb-Meriamat man, at the 2019 FIBA Basketball World Cup in China

Source 4 Duckie Thot in Florida, United States, in 2022

Source 3

Coming to Australia from South Sudan created a sense of diaspora for my parents so they were always very diligent about incorporating our culture into our everyday lives as much as possible. Whether that be speaking to each other in our mother language, eating traditional foods, attending a South Sudanese church, and consuming entertainment directly related to our culture.

Duckie Thot, a South Sudanese-Australian model, speaking about maintaining her cultural identity while living in Australia

Key skill Investigating contemporary civics and citizenship issues

Exploring public holidays in Australia

National public holidays that are celebrated in Australia reflect the values and religious beliefs of most of the population at the time of Federation. Only two national holidays have been added since 1901: Australia Day and Anzac Day.

Aboriginal and Torres Strait Islander peoples and migrant communities together make up a significant portion of Australia's population. In recent years, there have been debates about whether Australia's public holidays still reflect the values and beliefs of the population. Asking questions is a good way to find out where you stand on an important issue. To formulate questions about the issue of national public holidays in Australia, follow the steps below.

- **Step 1:** In small groups, identify the groups of people involved in this issue. (For example, who is this issue important to?)
- **Step 2:** Describe the perspective of each group you have identified. (For example, how do you think each group feels about the issue?)
- **Step 3:** Conduct research to find at least one significant day that each group might like to celebrate to maintain and acknowledge their identity in Australia.
- **Step 4:** Suggest an updated calendar of public holidays. Present your ideas to your classmates and take note of any feedback on why these days might be accepted or rejected.

For more information on investigating contemporary civics and citizenship issues, see Lesson 23.2 Investigating contemporary civics and citizenship issues (page 527).

Practise the skill

1 Using the sources in this activity, **summarise** what you think identity means in Australia.

2 Choose a holiday or cultural event that is significant to either Aboriginal and Torres Strait Islander peoples in Australia or first-generation Australians from either India or China. **Research** the holiday or event and **create** a flyer that describes it to other Australians. Include:

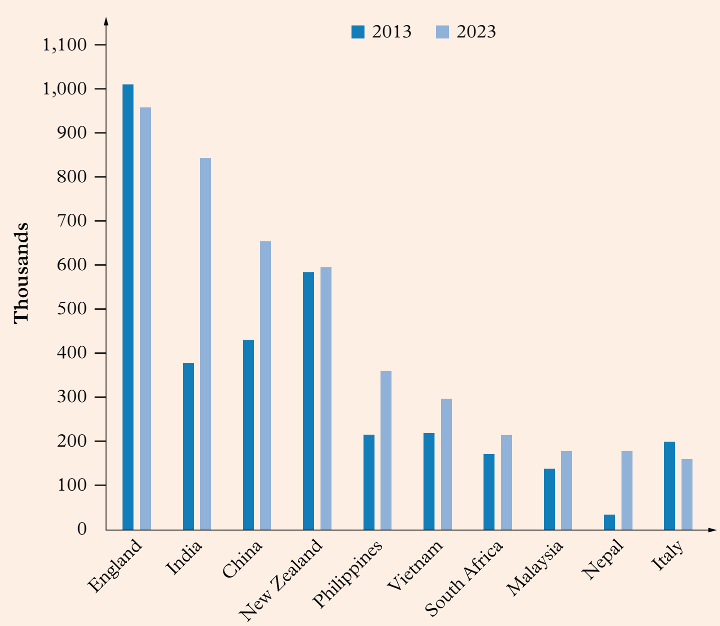
   a the name of the event
   b when it occurs
   c what the event celebrates or commemorates
   d common activities that are a part of the event.

3 Integrating cultural days into the public calendar is a way of celebrating Australia's diverse community. **Propose** another way that Aboriginal and Torres Strait Islander peoples or migrant Australians can celebrate their heritage and maintain their identity.

Extend your understanding

1 **Research** an Australian of your choice. **Summarise** this person's life so far, including:

   a Where are they or their family from?
   b What languages do they speak?
   c What was their upbringing like?
   d What issues or causes are important to them?



Source 5 The top countries of birth for people living in Australia in 2013 and 2023

Lesson 25.4

Review: Citizenship and national identity in Australia

Review activity

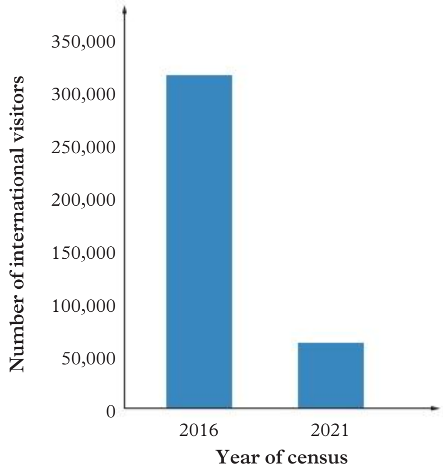
Read the following information and then answer the questions that follow.

The Australian Census

The Census, conducted every five years, is an official survey that each household in Australia answers. The topics covered by the questions on the Census range from ethnicity to education levels to income. By asking every person in Australia questions about their ancestry, country of birth, language and religion, the Census can provide information about Australia's social and cultural composition. Answers to all these questions help to form a snapshot of Australia's population.

COVID-19 and the 2021 Census

Census data is considered to be some of the most accurate evidence of significant changes and events in history. The data collected on 10 August 2021 for the 2021 Australian Census provides some insight into what it was like to live in Australia during the global COVID-19 pandemic. COVID-19 restrictions were in place across the nation on Census night.



Source 1 Number of overseas visitors counted in the 2021 Census

Source 2 Population and location on Census night (10 August 2021) Source: ABS

Count of persons, 2021 Census (excludes overseas visitors)		Location on Census night, 2021	Count of persons	% of population
Australia	25,422,788	At home	24,437,979	96.13
By state and territory		**Visiting a home in a different statistical area**		
New South Wales	8,072,163	New South Wales	249,715	3.09
Victoria	6,503,491	Victoria	199,361	3.07
Queensland	5,156,138	Queensland	217,085	4.21
South Australia	1,781,516	South Australia	72,272	4.06
Western Australia	2,660,026	Western Australia	146,692	5.51
Tasmania	557,571	Tasmania	27,080	4.86
Northern Territory	232,605	Northern Territory	16,187	6.96
Australian Capital Territory	454,499	Australian Capital Territory	15,849	3.49

Note: There are small random adjustments made to all cell values in Source 2 to protect the confidentiality of data. These adjustments may cause the sum of rows or columns to differ by small amounts from table totals

1 **Define** the term “census”. (1 mark)

2 **Explain** why regularly conducting a census is important for understanding Australia's social and cultural composition. (3 marks)

3 **State** the percentage of households that completed the 2021 Australian Census online. (1 mark)

4 **Explain** how the Census data demonstrates that Australia’s international borders were closed during the Census period. Support your response using specific statistics from the data provided. (5 marks)

5 **Analyse** the Census data to **identify** which regions of the country experienced the most significant and least significant impacts from lockdown restrictions. **Justify** your response using the data provided. (10 marks)

(Total: 20 marks)

Source 3 Location of population on Census night, 2021 and 2016. Source: ABS

Count of persons, 2021 Census (excludes overseas visitors)		Count of persons, 2016 Census (excludes overseas visitors)	
Australia	25,422,788	Australia	23,401,892
At home on Census Night, 2021	24,437,979	At home on Census Night, 2016	21,974,376
Percentage of population at home	96.13%	Percentage of population at home	93.90%

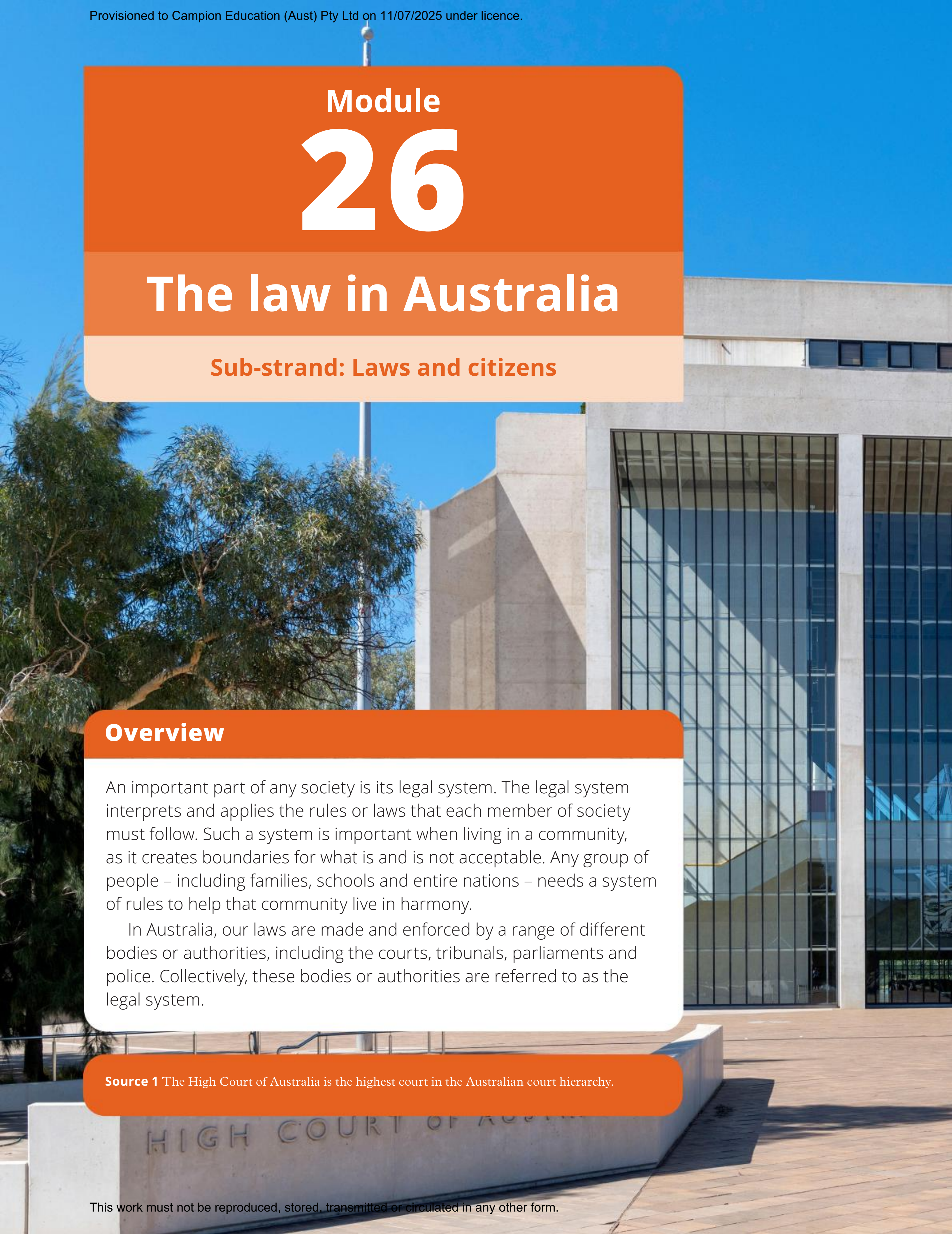
Module checklist: Citizenship and national identity in Australia

Module review quiz: Citizenship and national identity in Australia

Module 26

The law in Australia

Sub-strand: Laws and citizens

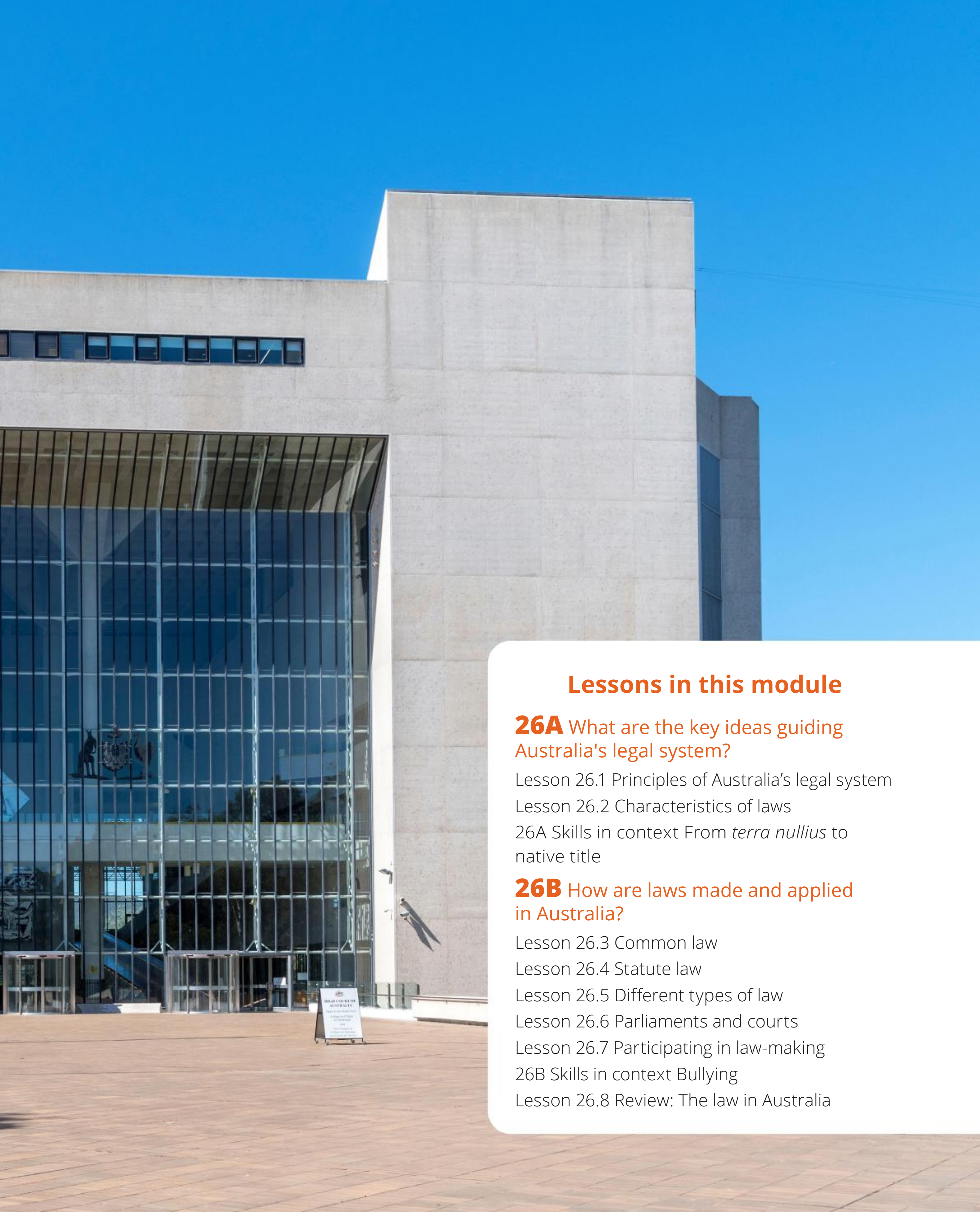


Overview

An important part of any society is its legal system. The legal system interprets and applies the rules or laws that each member of society must follow. Such a system is important when living in a community, as it creates boundaries for what is and is not acceptable. Any group of people – including families, schools and entire nations – needs a system of rules to help that community live in harmony.

In Australia, our laws are made and enforced by a range of different bodies or authorities, including the courts, tribunals, parliaments and police. Collectively, these bodies or authorities are referred to as the legal system.

Source 1 The High Court of Australia is the highest court in the Australian court hierarchy.



Lessons in this module

Lesson 26.1
Principles of Australia's legal system

Learning intentions and success criteria

Introduction

Several key ideas, or principles, guide Australia's legal system to ensure that justice is served. They focus on our responsibility as individuals to obey the law, as well as our right to fair treatment within the legal system.

The rule of law

rule of law the idea that everyone is equal before the law, regardless of their power or status in society

The legal system enforces the laws that are designed to protect our way of life by defining our rights and responsibilities. Everyone must follow these laws. This is known as the **rule of law**. For example, even though he was Deputy Prime Minister at the time, Barnaby Joyce was fined $200 for breaching state COVID-19 health orders by not wearing a face mask while at a service station in Armidale (New South Wales) in 2021.

Source 1 The right to a fair trial is one of the principles of Australia's legal system. Trials take place in courtrooms around Australia every day.

crime an act that breaks an existing law, is harmful to an individual or to society as a whole, and is punishable by law

jury a group of people who are required to decide on a "guilty" or "not guilty" verdict in a court case

magistrate a person who has the authority to administer the law, typically in a lower court or a local court setting

The right to a fair trial

Australia's system of trial is an adversarial system. This means that the trial is a truth-seeking contest between two opposing parties: the prosecution and the defence. A number of characteristics help ensure that a fair trial takes place:

- A person's race, gender, religion, characteristics or any other factors not related to the **crime** should not affect the outcome of the trial.
- Each party is given an equal chance to present their argument.
- A person's guilt or innocence is determined by an independent and impartial third party – a judge (sometimes with a **jury**) or a **magistrate**.
- Trials are public. You can visit any court and observe what is happening, except under special circumstances. Allowing the public to observe trials helps ensure transparency.

The right to legal representation

Most members of the public have limited knowledge of the law and need help from professionals to understand legal processes. That is why every Australian who is accused of having committed a crime has the right to a legal professional to represent them in court. In addition, a person with hearing disabilities or who does not speak English has the right to access interpreters or translation services.

Source 2 Lawyers, such as barristers, are highly skilled professionals who use their knowledge of the law to advise and represent people.

Presumption of innocence and burden of proof

The idea that someone is innocent until proven guilty is an important part of any legal system. It means that a person who is accused of a crime (such as murder or assault) is not required to prove their innocence. Instead, the prosecutor must prove that the person is guilty of the crime **beyond reasonable doubt**. This means that the **burden of proof** is on the prosecutor, as they are the one required to prove or disprove the facts in court. In **civil law** cases (such as disputes between people: see Lesson 26.5 Different types of law, page 592), it is up to the person making the complaint to prove that they are right.

The presumption of innocence is considered a human right around the world, and is used as a guiding principle in most democracies. Behind this principle is the idea that it is better to let someone guilty walk free than to imprison someone who is innocent.

beyond reasonable doubt the standard of proof in a criminal trial; the judge or jury must be satisfied that there is no "reasonable doubt" before finding the accused guilty

burden of proof the responsibility for proving the case

civil law an area of law that defines the rights and responsibilities of individuals, groups and organisations, and regulates private disputes

Quiz me! principles of Australia's legal system

Check your learning 26.1

Check your learning 26.1

Review and understand

1 In your own words, **define** "burden of proof".
2 **Identify** three characteristics of a fair trial.
3 **Explain** why someone might need legal representation, even if they are allowed to represent themselves in court.
4 **Summarise** why the rule of law is important in a democratic system.
5 **Explain** why the burden of proof is on the prosecution and not the defence.

Lesson 26.2

Characteristics of laws

Learning intentions and success criteria

Introduction

Laws in Australia help to ensure the safety of citizens and protect our basic rights. Laws are formal legal rules that are designed to govern the way people act so we can all live together in one united society. There are legal consequences for not following laws (e.g. paying a fine or going to jail).

The laws that the legal system enforces must be effective for society to function properly. There are five characteristics laws should have in order to be effective:

- reflect society's values
- be enforceable
- be known
- be clear and understood
- be stable.

Source 1 The characteristics of laws

The characteristics of laws are that they must:				
reflect society's values	be enforceable	be known	be clear and understood	be stable

Laws must reflect society's values

For a law to be effective, it must reflect society's current values. If a law is in line with society's current values, then members of society are more inclined to follow that law than disregard it. This means that laws need to change when society's values change.

For example, in 2017 changes were made to Australia's marriage laws to allow people of the same sex to lawfully marry each other. This was after a public vote (**plebiscite**) on whether the laws should change to allow same-sex marriage. The public voted in favour of the change. Society's views and values about same-sex couples have changed over time, and the law has also changed to recognise this.

plebiscite a vote held by all eligible voters in a country to ask the public their opinion on a key question, matter or interest

Laws must be enforceable

An effective law must be enforceable. That is, if people break the law, it must be possible to catch and punish them, or sue them. If this is not possible, people may be less inclined to follow the law.

Laws must be known

For a law to be effective, the public must know about it. If people do not know about a law, they cannot follow it. It is the responsibility of individuals to find out what the law is on a matter that affects them. However, law-makers also need to keep the public informed of any new laws that are passed by parliament. Major changes in the law, or new laws, are usually reported in the media, and many laws are debated in the media and in society before they are introduced.

Laws must be clear and understood

It is important for a law to be written in a way that people can understand, and so that the intent of the law is clear. If a law is too vague, unclear, or written in language that people don't understand, it is possible people won't follow it.

Laws must be stable

For a law to be effective, it must be stable. If a law was constantly changing, no one would be certain what the law is. For example, there have been very few changes to the law relating to murder in Australia. Murder has always been a crime, and so there is certainty that murdering another person is against the law.

Quiz me! Characteristics of laws

Source 2 In Australia, road laws are generally known because of visible signage on roads.

Check your learning 26.2

Check your learning 26.2

Review and understand

1 **State** the five characteristics of laws.

2 **Explain** why a society (such as Australia) has laws.

3 In your own words, **summarise** any two characteristics of laws.

Apply and analyse

4 **Reflect on** a law that you think is important. How does it reflect your values? **Explain** your answer.

Evaluate and create

5 **Discuss** how society's views and values change over time and how the law should reflect that change. Can you **identify** any laws in Australia that should be adapted to reflect modern values?

I used to think, now I think

Reflect on your learning about the characteristics of laws and complete the following sentences.
- I used to think ...
- Now I think ...

What has changed in your understanding?

26A Skills in context
From *terra nullius* to native title

Introduction

Australia inherited its system of government from the British, who colonised Australia in 1788. When the British set up the first colonies, they imposed the British legal system. The British failed to acknowledge the existing laws and presence of Aboriginal peoples who had been on the land (or "on Country") for thousands of years.

The British Government imposed the legal principle of *terra nullius*, meaning that Australia was officially considered to be an "empty land" before British settlement. This false legal principle remained part of Australian law until 1992.

In 1992, the High Court made a significant ruling in a case called *Mabo*. The ruling was named after Eddie Koiki Mabo, a man from the Mer Island in the Torres Strait who, along with his community, campaigned for recognition of Aboriginal and Torres Strait Islander peoples as the traditional owners of their land. He was ultimately successful, and the High Court's decision in *Mabo* stated that under Australian law:

- Aboriginal and Torres Strait Islander peoples have rights to land
- these rights had existed before colonisation and still exist.

This right is called native title. Native title is the recognition of Aboriginal and Torres Strait Islander peoples' traditional rights in land and waters, as held under traditional law and custom, by Australian law. The *Native Title Act 1993* is an example of native title law. There are strict criteria that need to be established to claim native title. Often this is hard for Aboriginal and Torres Strait Islander peoples to achieve, like proving an uninterrupted connection to the land, for example. In many circumstances, peoples were forcibly removed from the land and the disconnect was not of their choosing.

Replacing the legal principle of *terra nullius* with native title law could not address the impact of colonisation on Aboriginal and Torres Strait Islander peoples. Nevertheless, there was significant backlash against the *Mabo* decision and the *Native Title Act 1993*. Many non-Indigenous people believed that they would lose their homes or property, or that Aboriginal and Torres Strait Islander peoples might be granted ownership of large amounts of valuable land. There are still a lot of misconceptions surrounding the *Native Title Act* and debate about how much it realistically achieved for Aboriginal and Torres Strait Islander peoples. For example, actual land rights are still very restricted.

As of April 2022, 13.4 per cent of Australia's land is covered by native title. More information on the *Native Title Act 1993* is included in Source 1.

Source 1 The *Native Title Act 1993* is an example of native title law.

Name of Act	*Native Title Act 1993*
When was it passed?	In December 1993, the federal government passed the *Native Title Act* to place the *Mabo* decision in a piece of formal legislation.
What rights are included?	The Act gives the right to: • use the land for traditional purposes (such as ceremonies or camping) • hunt and gather food on the land • look after sacred sites on the land.
What is not included?	The Act does not give the right to: • exclude people from the land • stop projects (for example, mining projects) from occurring on the land • build permanent houses on the land.
Who owns the land claimed under the *Native Title Act 1993?*	Native title holders do not own land claimed under native title. Native title is most often non-exclusive and exists alongside non-Indigenous property rights such as pastoral leases.
What land can be claimed under the *Native Title Act 1993*?	Crown lands that are *not* lawfully being used or occupied (for example, as private land such as homes, for public purposes such as town services, or for pastoral purposes).

Key skill Evaluating democratic institutions and systems

Evaluating opportunities and limitations of laws

When evaluating the opportunities and limitations of laws, it is important to understand what the law does and does not include. Opportunities are the factors or circumstances that make something possible, while limitations act as restrictions. The title of the law will often provide the context or "big picture", but the finer details are what allow us to understand the impact it will have on the real world.

- **Step 1:** Working in small groups, choose an issue you have seen in the media that people are trying to address by making or changing the law. Identify possible reasons why people who advocate (support) or create certain laws would want these laws in place. (For example, what were they hoping to get? What were they hoping to prevent?)
- **Step 2:** Examine laws relating to this issue that are currently in place and identify exactly what each law includes and does not include. (For example, does the law allow or prevent an action? Does it apply only in certain situations?)
- **Step 3:** Identify any opportunities or limitations that are present in the law. (For example, what do you think is missing or should be changed? Should the law allow for greater freedoms or should it restrict these further?)
- **Step 4:** Consider whether the law might be symbolically important, even if there are limitations. (For example, how does the law represent change or progress? Is this law important to a specific group?)

For more information on evaluating democratic institutions and systems, see Lesson 23.3 Evaluating democratic institutions and systems (page 530).

Practise the skill

1 **List** some possible reasons why Aboriginal and Torres Strait Islander peoples might want native title laws granted.

2 Did the native title claim of the Eastern Maar peoples in Victoria. **Explain** how the Native Title Act is important to the preservation of culture and identity for many Aboriginal and Torres Strait Islander peoples.

3 What limitations can you **identify** in the *Native Title Act*? **Explain** your answer.

4 In small groups, rewrite the *Native Title Act* to address its limitations. You can add new points or change the existing ones; it's up to you!

5 In a few sentences, **reflect on** why the *Mabo* decision and the *Native Title Act* could be considered symbolically important.

6 Follow the weblinks to view the map of native title claims and the AIATSIS map of Aboriginal and Torres Strait Islander Australia. **Compare** the two maps and explain why the *Native Title Act* does not benefit all Aboriginal and Torres Strait Islander people.

Weblink: Map of Native Title claims

Weblink: AIATSIS map of Aboriginal and Torres Strait Islander Australia

Extend your understanding

1 Follow the weblink to read the article about the Juukan Gorge cave. **Explain** how this case is an example of the limitations of the *Native Title Act*.

Weblink: Juukan Gorge cave

2 Follow the weblink to read the article about the native title claim of the Eastern Maar peoples in Victoria. **Explain** how the *Native Title Act* is important to the preservation of culture and identity for many Aboriginal and Torres Strait Islander peoples.

Weblink: Eastern Maar people's native title claim

Lesson 26.3
Common law

Learning intentions and success criteria

Introduction

Australia's laws are made in two ways. **Statute law** is made and passed by parliaments (see Lesson 26.4 Statute law, page 588). **Common law** is created by judges and is based on the precedents they set when deciding a case.

statute law law that is made by parliament; also called statute, legislation, Act of Parliament or statutory law

common law law that is created by the courts when a judge makes a ruling about a case; also referred to as a precedent, because it sets a standard for all future judges to refer to when deciding a case

precedent a previous case or example that is used as a guide for decision making when similar circumstances arise

codification when parliament creates a statute based on a precedent set by a judge

Australian Constitution a written set of rules and principles that guide the way Australia is governed

Making common law

The role of a judge is to interpret statutes and apply them to individual cases. However, statutes cannot anticipate every single issue that may arise, so sometimes the law is not clear about how a particular case should be dealt with. In these circumstances, judges have the power to use their legal expertise to apply a statute in a way they think best upholds the intention of the law and resolves the issue fairly. This decision may set a **precedent**, which means that similar cases in the future should be dealt with in the same way. Parliament can also decide that a precedent set by a judge is so important that it needs to be turned into a statute. This process is known as **codification**.

Common law can be created by judges in all courts. However, a judge only has to follow a precedent if it was set by a judge in a superior court in Australia's court hierarchy (see Source 1). This means that all common law created by the High Court – the highest court in the land – is binding on every court in Australia.

Which is the most powerful type of law?

When you think about the law, you probably think about the kind that is made or enforced by courts – that is, common law. However, in the hierarchy of laws in Australia, common law is actually at the bottom (see Source 3 in Lesson 26.4 Statute law, page 589).

In this country, the **Australian Constitution** is the most powerful piece of law, as it can only be changed by the agreement of the citizens of Australia through a process called a Referendum. The second most powerful type of law is statute law, as it can only be created or changed after a robust process through both houses of parliament (see Source 4 in Lesson 26.4 Statute law, page 590), after which it must be given royal assent by the governor-general. Common law is the least powerful type of law in Australia, because it can be easily changed by parliament. If parliament disagrees with a new precedent set by a judge, a statute can be passed that overrides the common law and is to apply in all future cases.

Quiz me! Common law

a High Court of Australia: The highest court in the land

Commonwealth courts

b Federal Court of Australia

c Federal Circuit and Family Court of Australia

State and territory courts

d Supreme Courts

e Intermediate courts: District and County Courts

f Lower courts: Magistrates and Local Courts

Source 1 Australia's court hierarchy. Australia has many different courts, and each has a different role, responsibilities and level of authority.

- a The **High Court of Australia** is the highest court in the land. It is composed of the Chief Justice and six other justices. Cases may be heard by three, five or all seven judges (full bench). Rulings are by majority decision – they are binding. The Court has jurisdiction to hear all cases, including cases involving the federal government. The Court hears appeals from supreme and federal courts. It is the only court that can interpret the Constitution.
- b The **Federal Court of Australia** is a Commonwealth court that hears cases under federal laws (e.g. industrial relations, bankruptcy, taxation). It holds court sessions in all capital cities and some towns. It has a Chief Justice (and sometimes other judges) who hears appeals from lower Commonwealth courts.
- c The **Federal Circuit and Family Court of Australia** is a Commonwealth court that was formed in 2021 after a reform that brought together the Federal Circuit Court and the Family Court. The Court hears cases relating to family law (e.g. divorce, parenting arrangements, property settlement), discrimination, migration, privacy and copyright. It holds hearings in all capital cities in metropolitan and regional (rural) areas.
- d The **Supreme Courts** are state and territory courts that hear the most serious criminal cases (e.g. murder) and the most complex civil cases. The Supreme Court is the highest court in each state and territory. Each Court is composed of the Trial Division and Court of Appeal. Each Court hears appeals from lower state and territory courts.
- e **Intermediate courts:** The **District and County Courts** hear more serious criminal cases and more complex civil cases. A judge hears and decides civil cases, while a judge and jury hear criminal cases, wth the jury deciding guilt and the judge deciding the sentence. These Courts hear appeals from Magistrates and Local Courts.
- f **Lower courts:** The **Magistrates and Local Courts** hear minor civil, family law and criminal cases (e.g. small property claims, drink driving, domestic violence). The Magistrate hears and decides cases, and there are no juries involved.

Civics and citizenship

Check your learning 26.3

Check your learning 26.3

Review and understand

1 In your own words, **define** "precedent".
2 **State** which court has the highest level of authority in Australia.
3 **Explain** why the need for common law might arise.
4 **Summarise** why common law is less powerful than statute law and constitutional law.

Evaluate and create

5 **Propose** (put forward) one reason why higher courts hear appeals from courts lower in the court hierarchy.
6 Look at Source 1. **Determine** (decide) which court is best suited to hear the following cases:
  a a murder case
  b a drink-driving case
  c a taxation case
  d divorce proceedings.

Lesson 26.4
Statute law

Learning intentions and success criteria

federal relating to the central government of the Commonwealth of Australia

bill a proposed law that has not been passed by both houses of parliament

Introduction

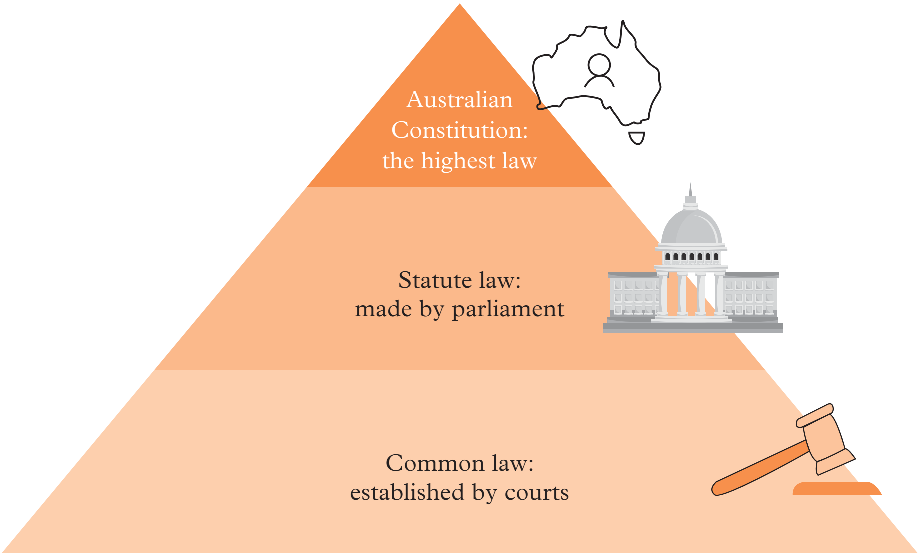
As you have learnt, statute law is created by parliaments. A state parliament can only pass laws relating to issues affecting its own state. On the other hand, the **federal** parliament can pass laws that apply to the entire nation. For example, the *Coronavirus Economic Response Package (Jobkeeper Payments) Amendment Act 2020* (Cth) is a federal statute that was passed to provide financial support to Australian workers and businesses affected by the COVID-19 pandemic.

Source 1 The Australian House of Representatives

Making statute law

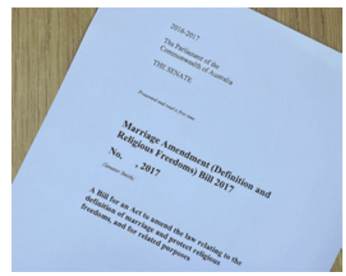
Both federal and state parliaments follow similar steps to make statute law. Source 4 shows the process of how a **bill** becomes a law in federal parliament, using the 2017 amendment to the *Marriage Act 1961* (Cth) as an example. Note that this bill was first introduced in the Senate. While most bills begin in the House of Representatives, they can be introduced in either house of parliament. They then follow the same procedure in each house before they become law. (See Lesson 24.1 Australia's political system (page 538) for an explanation of the houses of parliament.)

Source 2 The Australian Senate



Source 3 The process of how a bill becomes a law through federal parliament, using the 2017 amendment to the *Marriage Act 1961* (Cth) as an example.

Source 4 The hierarchy of laws in Australia

Process	Example	
1 Preparation of a bill • A bill is proposed by a member of parliament (MP). • Bills are introduced to change an existing law or to establish a new law. • A bill only becomes a law if and when it has been approved in the exact same form by both houses of parliament and by the governor-general (the monarch's representative).	In 2017, Australians had the opportunity to have their say (in a national postal survey) on whether the definition of "marriage" should be changed in the *Marriage Act 1961* (Cth). In the survey, Australians were asked to respond "Yes" or "No" to the question "Should the law be changed to allow same-sex couples to marry?". Nearly 80% of Australians voted, and, of these, 61.6% voted "Yes" to changing the law. After this survey, a bill to legalise same-sex marriage was introduced to federal parliament.	 A bill to legalise same-sex marriage in Australia was introduced after many years of campaigning and debate about this issue.
2 First reading • The MP who is introducing the Bill notifies parliament that a bill will be discussed. • The MP provides a copy of the Bill to every other MP. • At this stage, only the title of the Bill is read in parliament, giving the other members a chance to read the Bill in their own time.	On 15 November 2017, Senator Dean Smith introduced a bill to change the definition of marriage from "the union of a man and a woman" to "the union of two people".	 The Marriage Amendment (Definition and Religious Freedoms) Bill 2017 (Cth)
3 Second reading debate • The MP who is introducing the Bill gives a "second reading speech", explaining why the Bill is being introduced. • Other MPs are allowed to ask questions, suggest changes to the Bill and debate whether the Bill is the right way to tackle the issue that it aims to address. • Because laws are such an important part of how our society functions, the second reading debate can often get quite heated, with MPs passionately arguing their different opinions on the issue. • After the debate, the MPs vote on the Bill and any changes to it. • If the Bill is passed, it progresses to a third reading.	On 16 November 2017, Senator Smith gave his second reading speech, where he stated: "[T]his Bill gives effect to the view that all Australians should have equal access to Australia's marriage laws and that extending marriage to same-sex couples will strengthen and not diminish marriage in Australia."	 Senator Dean Smith introduces the Marriage Amendment (Definition and Religious Freedoms) Bill 2017 (Cth) to the Senate.
4 Third reading • After having more time to consider the details of the Bill and any changes resulting from the second reading, the house votes on the Bill. • If the majority of MPs vote to pass the Bill, it moves to the other house of parliament for consideration.	On 29 November 2017, a majority of the Senate passed the Marriage Amendment (Definition and Religious Freedoms) Bill 2017 (Cth). There were 43 "Yes" votes and 12 "No" votes.	 Celebrations after the Marriage Amendment Bill 2017 (Cth) was passed in the Senate

Process	Example	
5 Other house • The Bill goes through the three reading stages again in the other house (usually the Senate). • The Bill is passed to and from the upper and lower houses until both houses agree to any changes in the Bill, or until the Senate rejects the Bill completely.	On 4 December 2017, the Marriage Amendment Bill 2017 (Cth) was introduced into the House of Representatives. Debate on the Bill occurred across a number of days, and on 7 December 2017 the Bill was passed (with no amendments from the original bill received from the Senate). Only four MPs voted against the Bill.	 Celebrations after the Marriage Amendment Bill 2017 (Cth) was passed in the House of Representatives
6 The governor-general • If the Bill is passed by both houses, the governor-general reviews and approves the law by giving the Bill **royal assent**. • Giving royal assent is usually just a formality, as no governor-general has ever refused to give assent to a law.	The governor-general assented to the Marriage Amendment Bill 2017 (Cth) on 8 December 2017.	 Then Governor-General Sir Peter Cosgrove (right) signs the Marriage Amendment Bill 2017 (Cth), with then Prime Minister Malcolm Turnbull (left) and Attorney-General George Brandis (centre) in attendance at Government House, Canberra.

Quiz me! Statute law

royal assent approval given by the governor-general (as the King's representative) for a bill to become official law

Check your learning 26.4

Check your learning 26.4

Review and understand

1 **State** how the two houses of the Australian Parliament propose laws.

2 When does a bill become a law?

3 **Explain** what you think is the purpose of the second reading speech given by the MP who introduces a bill.

4 Think about why it is important that both houses of parliament debate a bill. What do you think would happen if this debate did not occur?

Evaluate and create

5 **Create** a flow chart that shows the process of a bill becoming a law. Keep your explanation of each stage of the process to 25 words or less, and use pictures to aid your explanation.

Lesson 26.5
Different types of law

Learning intentions and success criteria

Introduction

In Australia, law falls into different categories:

- *Civil law* generally deals with disputes between people or organisations, as well as acts that cause loss to others.
- *Criminal law* generally deals with acts that are seen as causing harm to others.
- *Customary law* refers to the rules, customs and traditions of Aboriginal and Torres Strait Islander peoples and, while it does not apply to all Australians, can be of great significance to Indigenous peoples.

Civil law

Civil law protects individuals. It typically deals with disputes between individuals, corporations and government bodies over actions (or lack of action) that result in a person experiencing loss or harm. Civil law generally aims to right wrongs by granting compensation (payment) to the person experiencing loss or harm for that loss or harm.

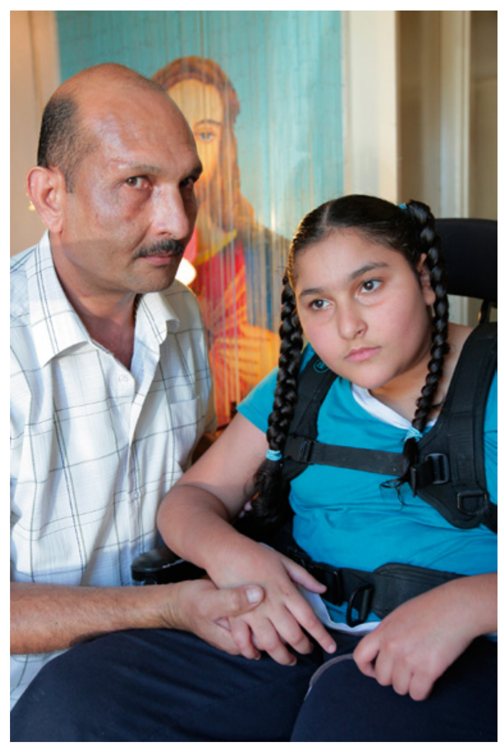
If an individual has their rights infringed and suffers or is harmed as a result, that individual can sue the party who breached their rights and caused the loss for **damages**.

damages an amount of money that a court orders one party to pay to compensate the wronged party for the loss they have suffered

Civil law means we have the right to expect others to be careful in matters that affect us. If others are not careful and we are harmed, civil law gives us ways to right this wrong. For example, if we are eating at a restaurant, we have the right to expect that the people preparing and serving our food are following safe food-handling procedures, so that we do not become sick when we eat that food. If we do become sick from eating food that has been carelessly prepared, we can take civil action against those responsible. The point of taking people to court in this way is to come to a resolution in which the person who has been wronged is compensated for their suffering.

Civil disputes are judged on the **balance of probabilities**. This means that the judge will support a claim – that is, find in favour of the plaintiff (the party making the legal claim) – if it is more likely than not that the defendant (the party being sued) caused the plaintiff harm.

balance of probabilities the standard of proof in civil disputes; for a plaintiff to be successful, they must establish that it is more probable (i.e. likely) than not that their version of the facts is correct



Source 1 Monika Samaan was awarded $8 million compensation after contracting severe salmonella (a type of food poisoning) from a KFC Twister. The salmonella poisoning left her brain-damaged and unable to speak.

Criminal law

Crimes can be divided into serious offences (such as murder) and less serious offences (such as damaging property or using public transport without using your Myki).

Serious offences are known as **indictable offences**. Indictable offences generally resolve to a plea of guilty before trial, but they can also go to trial where they are heard by a judge and jury.

Less serious offences are known as summary, or **simple offences**. Simple offences are generally dealt with "summarily" (that is, quickly) by the police or a magistrate. The sanctions (penalties) for simple offences are less severe than those for indictable offences.

Source 2 In Australia, some cases can be heard by a judge and a jury. At the end of a case, the jury must work together to decide whether or not the accused is guilty or not guilty.

Punishing crime

If an accused person is found guilty of committing a crime, they will be punished by a court. This is done for a number of reasons, including:

- to try to prevent the person from committing the crime again
- to deter other people from committing the same crime
- to show society that the crime is unacceptable and will not be tolerated.

Punishments vary and are based on the crime, the offender and other factors.

Aboriginal and Torres Strait Islander peoples' customary law

The **customary law** of Aboriginal and Torres Strait Islander peoples has been developed over many generations and is traditionally passed down through oral traditions. There is some variation in the laws between different nations and language groups, which is expected based on the diversity of languages and cultures among Aboriginal and Torres Strait Islander peoples.

One customary law that is very different to Australian law is the idea of land ownership. The concept of owning land was first introduced by Europeans when they colonised Australia and claimed ownership of the land. Aboriginal and Torres Strait Islander peoples consider the land to be a sacred thing to look after, not own.

The Dreaming

The **Dreaming** is a belief system, or world view. Dreaming stories lay down the rules for people to live by, including the social and moral order that allows people to live together peacefully.

Disputes and Elders

Traditionally, Aboriginal and Torres Strait Islander nations and communities did not answer to a centralised government. Instead, everyone took part in the running of their community and the community's **Elders** played a very important role in

indictable offences serious criminal offences that are usually heard by a judge and jury

simple offences less serious criminal offences that are usually heard by a magistrate

customary law rules, customs and traditions upheld by Aboriginal and Torres Strait Islander peoples

Dreaming the belief system central to many Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future

Elders a key person and keeper of cultural and spiritual knowledge within Aboriginal and Torres Strait Islander communities maintaining order. Elders led by example, and passed down the stories and laws of the Dreaming to the younger generations.

If there was a problem or dispute, people could take their issue to the Elders for advice or resolution. Sometimes, Elders would punish a person who had broken the law. The type of punishment a person received depended on their crime (as it still does today). The threat of punishment also aimed to deter people from committing a crime.

Case study Customary law today

While customary law is not officially recognised as Australian law, there has been some progress towards recognising it alongside Australia's current legal system. In Victoria, the current Treaty process is working towards this recognition.

Another example of this was seen in the 1998 court proceedings between Galarrwuy Yunupingu and Michael McRostie in the Northern Territory.

McRostie was taking photos of Galarrwuy Yunupingu's family without a permit and contrary to Yolngu law. Yunupingu, a senior Elder of the Gumatj clan who was responsible for upholding Yolngu law, took the camera off McRostie to destroy the film, and in doing so knocked the photographer, who was still attached to his camera by a strap.

When McRostie took Yunupingu to court for assault and criminal damage, a judge found that Yunupingu was well within his rights to take the camera off McRostie in order to fulfil his responsibilities as Elder and protector of Yolngu land and law, which has strict values about consent regarding photographs and recordings of Aboriginal and Torres Strait Islander peoples without their permission.

The case against Yunupingu was dismissed – the customary law (cultural values) was held to be stronger than McRostie's claim of assault and damage under the criminal law.

Weblink: The Defence of Galarrwuy Yunupingu

Quiz me! Different types of law

Check your learning 26.5

Check your learning 26.5

Review and understand

1 **Summarise** the role Elders play in many Aboriginal and Torres Strait Islander communities.

2 **Explain** what it means to sue an individual for "damages".

Apply and analyse

3 **Compare** simple offences and indictable offences. Remember, when you compare two things you must talk about how they are similar and how they are different.

4 **Distinguish** between the current Australian Government's idea of land ownership and the traditional ideas of land ownership held by Aboriginal and Torres Strait Islander peoples. Remember, when you distinguish between two things you must talk about how they are different.

Evaluate and create

5 **Create** a chart or table that shows the differences and similarities between criminal law, civil law, and Aboriginal and Torres Strait Islander peoples' customary law.

Lesson 26.6
Parliaments and courts

Learning intentions and success criteria

Introduction

In Australia, there is a relationship between parliament and the courts. While the main role of parliament is to make laws, the main role of the courts is to resolve disputes. As a result, parliaments and the courts need to work together to ensure laws work and are enforceable (see Lesson 26.2 Characteristics of laws, page 582). There are four main features of the relationship between parliament and the courts:

- courts' interpretations of statute law
- codification of common law
- changing common law
- the ability of courts to influence parliament.

delegated legislation rules and regulations made by authorities (such as local councils) who are given the power to do so through an Act of Parliament

act of parliament a law made by parliament (state and territory parliaments, or the Commonwealth Parliament of Australia)

Courts' interpretations of statute law

Statute law is law that is made and passed by parliament. Courts must apply statute law to the cases that are before them. To do this, sometimes it is necessary for a court to interpret the meaning of the words in statute law.

A court may also need to interpret the meaning of the words in **delegated legislation**.

Delegated legislation

Laws are made by parliaments. However, state and Commonwealth parliaments do not have the resources required to make all the laws necessary to maintain a peaceful and united society. The ability of state and Commonwealth parliaments to make laws can therefore be delegated (assigned) to certain other authorities. For example, local councils make local laws about pet ownership and rubbish removal (see Source 1).

Delegated legislation is the rules and regulations that have been made by authorities that have been given their law-making powers through an **Act of parliament**. Parliament can overrule (disallow) delegated law that it does not agree with. Delegated legislation is not made directly through an Act of parliament, but under the authority of an Act of parliament. Delegated legislation is also known as secondary legislation.



Source 1 Local councils make local laws about matters such as pet ownership. Laws made by authorities such as local councils are known as delegated legislation.

Codification of common law

Parliament can make laws that confirm a precedent set in a court. This occurs by passing an Act of parliament that reinforces the principles that were established by the court. This is known as codification of common law, because the common law is now codified – collected and put together into statute law.

Changing common law

Parliament can change or override common law. It does this by passing a law that specifically abolishes (ends) the common law principle. When a law made by courts is abolished by parliament (by an Act of parliament), this is known as abrogation.

Parliament may decide to change or override common law for many reasons. This might happen when a court interprets the words of a statute law in a way that does not reflect the intention of parliament or broader values of Australian society.

Source 2 Common law can be created by judges in all courts, and parliament can in turn change common law. Judges can also influence changes in the law made by parliament.

The ability of courts to influence parliament

Courts can influence changes in the law made by parliament. This can be done through the comments judges make during court cases. For example, they may indicate in a judgment (i.e. a ruling) that they think a law should be changed by parliament.

Quiz me! Parliaments and courts

Check your learning 26.6

Check your learning 26.6

Review and understand

1 In your own words, **define** "abrogation".
2 **Explain** the purpose of delegated legislation and how it is made.
3 **Describe** two ways that courts and parliament work together in law-making.

Evaluate and create

4 "The main role of the courts is to make laws." Is this statement correct? **Justify** your answer.

Lesson 26.7
Participating in law-making

Learning intentions and success criteria

Introduction

In a democracy like Australia, laws are made to reflect the needs and values of society. As citizens, we play a vital role in this process, not just by voting in elections but also through various ways of making our voices heard. There are many avenues for influencing the laws that shape our communities and daily lives.

Contacting members of parliament

As Australia is a representative democracy, members of parliament are elected to reflect the interests of their constituents, who are the people living in the geographic area that they represent. This is one of our core democratic values.

With new technology, it is easier now than ever to express your thoughts and opinions to your local member of parliament. Contacting politicians is best achieved through their own websites, and there are often clear instructions on how to best communicate with them via email, phone or letter. Additionally, to connect and communicate with younger people, most politicians are on X and even TikTok.

It is important when speaking to a member of parliament to always be respectful and formal in your language. This will allow your thoughts to be conveyed carefully and taken more seriously.

Interest groups

In Australia, lobby groups are organisations that seek to influence government policy and law-making by advocating for specific issues or causes. These groups represent a wide range of interests, including environmental concerns, business, health, education, and human rights. Lobby groups aim to shape laws and policies that affect their members or the broader community by engaging with politicians, government officials and the public.

Lobbying is one of the key ways that citizens can participate in the democratic process and influence law-making. Citizens may choose to support or join lobby groups that align with their values or concerns.

Case study GetUp!

Founded in 2005, GetUp! is an issues-focused activist group that is independent of the major political parties in Australia. Initially, GetUp! promoted activism and change through the internet; however, today they are involved in politics in many other ways.

In 2012, for example, to campaign and raise awareness for same-sex marriage, they sent 3,000 roses to federal politicians on Valentine's Day to promote their stance that marriage laws in Australia needed to be more inclusive. They have also used skywriting, door knocking and social media to promote their campaigns.

To decide what issues they focus on, GetUp! encourages citizens to contact them directly to raise awareness of values in Australian society that people might feel are not being represented enough by their elected representatives of parliament.

Submissions to parliamentary committees

In Victoria, submissions to parliamentary committees have been an effective tool for influencing legislation and shaping public policy. Parliamentary committees review proposed laws, investigate public concerns, and consult experts and citizens, providing an important avenue for individuals, organisations and lobby groups to make their voices heard.

In 2021, following growing concerns about biodiversity loss, the Victorian Legislative Council's Environment and Planning Committee held an inquiry into the state's ecosystem decline. Environmental groups, along with scientists and the general public, made submissions to this committee highlighting the impact of land clearing, deforestation and poor management practices on Victoria's environment. The resulting report called for stronger legal protections for ecosystems and native species, influencing ongoing reforms in environmental law and management.

The ability for individuals to participate in these committees in areas they are passionate about or have expertise in is important in Australia's democracy, as it ensures that the political and legislative processes best reflect society's concerns and values.

Activism and organised protests

Activism and protests commonly take place in Victoria on many key issues. Protected by the democratic right to freedom of speech, anyone can attend an organised protest. Climate change, anti-war and improvements for LGBTQIA+ rights are all recent issues that have been advocated for in this way.

Sometimes, protests can escalate into breaking the law, such as damaging property or treating the police (who are overseeing the peaceful expression of people's views) with aggression or violence. It is important to ensure that when participating in any form of activism, you are being respectful and operating within the expectations of the law.

Quiz me! Participating in law-making

Source 1 Protests and activism are ways in which citizens can influence and participate in the law-making process.

Check your learning 26.7

Check your learning 26.7

Review and understand

1 **Identify** two ways you could contact your local, federal or state member of parliament.
2 **Define** what a lobby group is in your own words.

Apply and analyse

3 **Research** your local member of parliament. How can you best contact them?
4 **Compose** a list of key issues you feel passionately about. Explore whether there are any organisations or lobby groups that reflect your values.

Evaluate and create

5 **Evaluate** which of the methods for participating in law-making have been the most effective in creating political change. **Justify** your answer with evidence.

26B Skills in context
Bullying

Introduction

Bullying can be a significant problem in schools across Australia. Government research suggests that around one in four students are affected by bullying. Experiencing bullying can increase a person's risk of having poor mental health, even after leaving school.

Bullying involves repeatedly making someone feel less valuable. There are different types of bullying:

- *verbal* – using words to hurt another person's feelings, such as teasing or name-calling
- *social* – hurting someone's reputation or relationships, such as by spreading rumours about them or excluding them from group activities (see Source 1)
- *physical* – hurting a person's body or property, such as by kicking, punching or pushing them, or breaking their belongings
- *cyberbullying* – using phones, computers or other electronic devices to hurt another person's feelings, reputation or relationships (see Source 2).

Bullying can happen anywhere at any time. Access to mobile phones and social media such as Instagram, Snapchat and TikTok can make the problem worse. Around one in five young people experience cyberbullying. This has left many Australians demanding tougher laws on bullying, and government funding to develop programs to fix the problem.

If you are experiencing or have witnessed bullying, notify your parents or a teacher at the school so that they can help stop the bullying from happening in the future. You can also call Kids Helpline on 1800 55 1800 or headspace on 1800 650 890 for a chat about any problems that you might be having.

Source 1 Social bullying can include socially excluding other people, or spreading rumours or lies about them.

Source 2 Cyberbullying can include threatening, humiliating or abusing others online.

Key skill Participating in civic processes

Drafting a bill

Earlier in this module, we looked at how a law is made from a proposed bill. Now we will look at how a bill is drafted before it is presented to parliament. A bill often requires many drafts before it is ready to be presented.

Follow the steps below to draft your own bill.

- **Step 1:** Identify the problem you would you like to address – for example, bullying.
- **Step 2:** Determine whether the Bill will change an existing law, or if it will be a completely new law.
- **Step 3:** Write a short title that reflects what the Bill is about and why it is being proposed.
- **Step 4:** Write a detailed list of rules that would help fix the problem.
- **Step 5:** Write who would be responsible for enforcing those rules.
- **Step 6:** Write what the penalties would be for not following the rules listed.
- **Step 7:** Write a list of definitions explaining what any tricky words mean. This way, the Bill can be easily understood by everyone.

For more information on participating in civic processes, see Lesson 23.4 Participating in civic processes (page 533).

Practise the skill

1 In groups of three or four, apply the steps above to prepare a draft bill to help solve the issue of bullying (for step 2, assume there is no existing law related to bullying).

2 Present your draft bill to the class. Allow other members of the class to make suggestions as to how the Bill could be changed.

3 Make the suggested changes that the majority agree on, and take a class vote on whether the Bill should be passed or not.

Extend your understanding

1 **Investigate** another issue, such as climate change or the treatment of asylum seekers. What changes would you like to see on this issue? Use the information you have found to prepare a draft bill for a law to make these changes. Present the draft Bill to your class, as you have done with your anti-bullying Bill.

Review: The law in Australia

Review activity

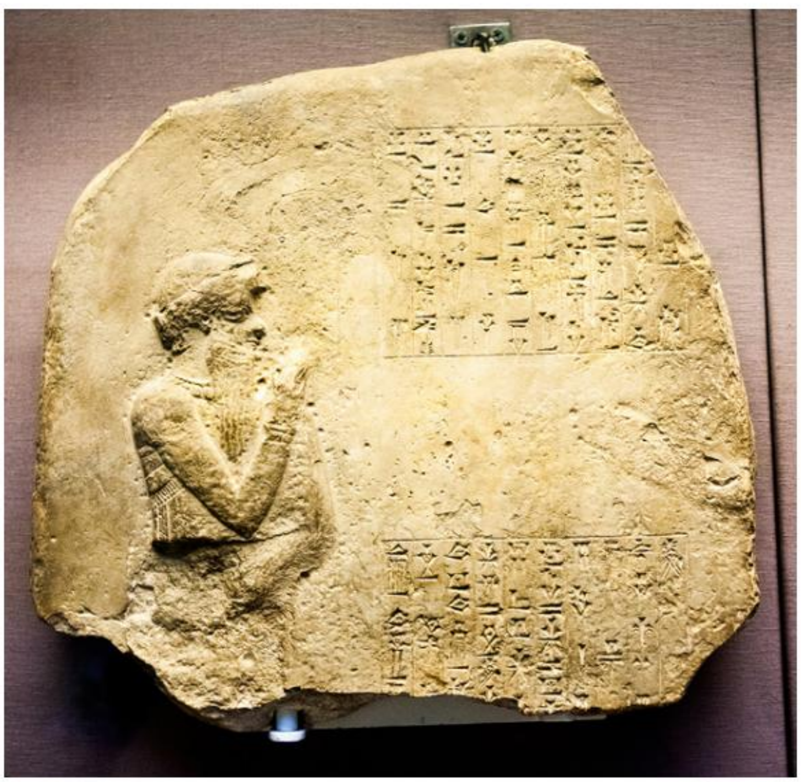
Read the following information and then answer the questions that follow.

The Code of Hammurabi

Laws have existed for thousands of years. As ancient tribes grew into complex societies, the need to determine the rights and responsibilities of people became greater. One of the oldest known groups of laws comes from Babylon, in the period between 1792 and 1754 BCE, and is known as the Code of Hammurabi. Legend has it that the laws were given to King Hammurabi by Shamash, the god of justice.

There were as many as 300 individual laws in the Code of Hammurabi, and they covered a wide range of issues, including murder, assault, divorce, debt, adoption, trade and agricultural practices. Hammurabi used them to govern his fast-growing empire of citizens. Not only did the code stipulate the rules that all citizens must follow, but it also dictated what actions must be taken by the judges, accuser and accused.

The extract in Source 2 is a translation of one of the most famous laws from the code.



Source 1 The Code of Hammurabi was carved into stones, which were then placed around the city of Babylon for the public to see.

Source 2

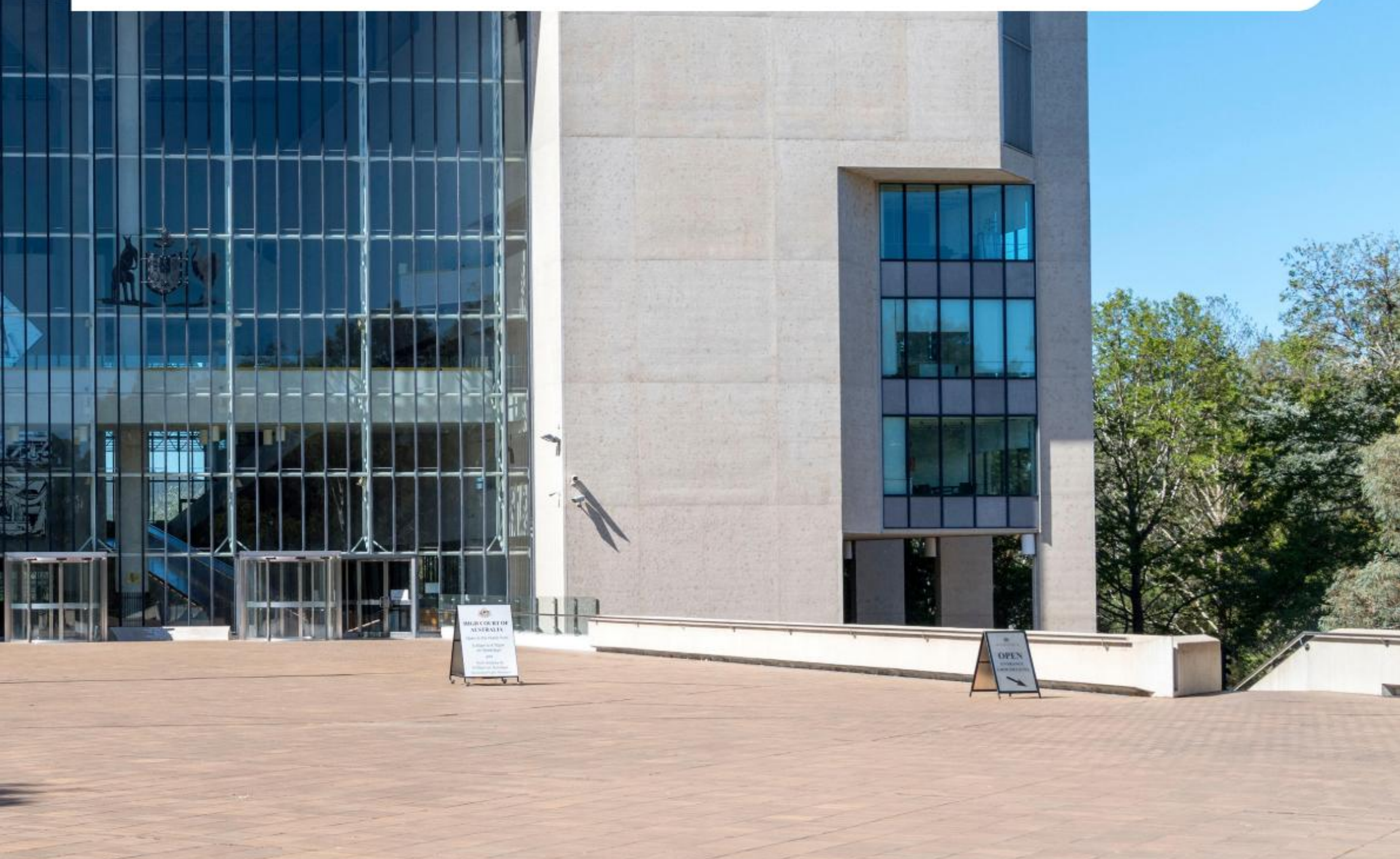
> If a man destroys the eye of another man, they shall destroy his eye. If one breaks a man's bone, they shall break his bone.
>
> Translated extract from the Code of Hammurabi, c. 1792–54 BCE

1 What is the principle behind the crimes described in the translated extract from the Code of Hammurabi? (2 marks)
2 **Explain** what you think this law was trying to achieve. (3 marks)
3 **Explain** how this law might be applied to a situation where one person stole from another person. (3 marks)
4 **Explain** why wide-ranging laws develop in complex societies. What would happen if they didn't? (4 marks)
5 **Compare** this law with the following elements of Australia's justice system today:
– the trial system (4 marks)
– the punishment (4 marks).

(Total: 20 marks)

Module checklist: The law in Australia

Module review quiz: The law in Australia



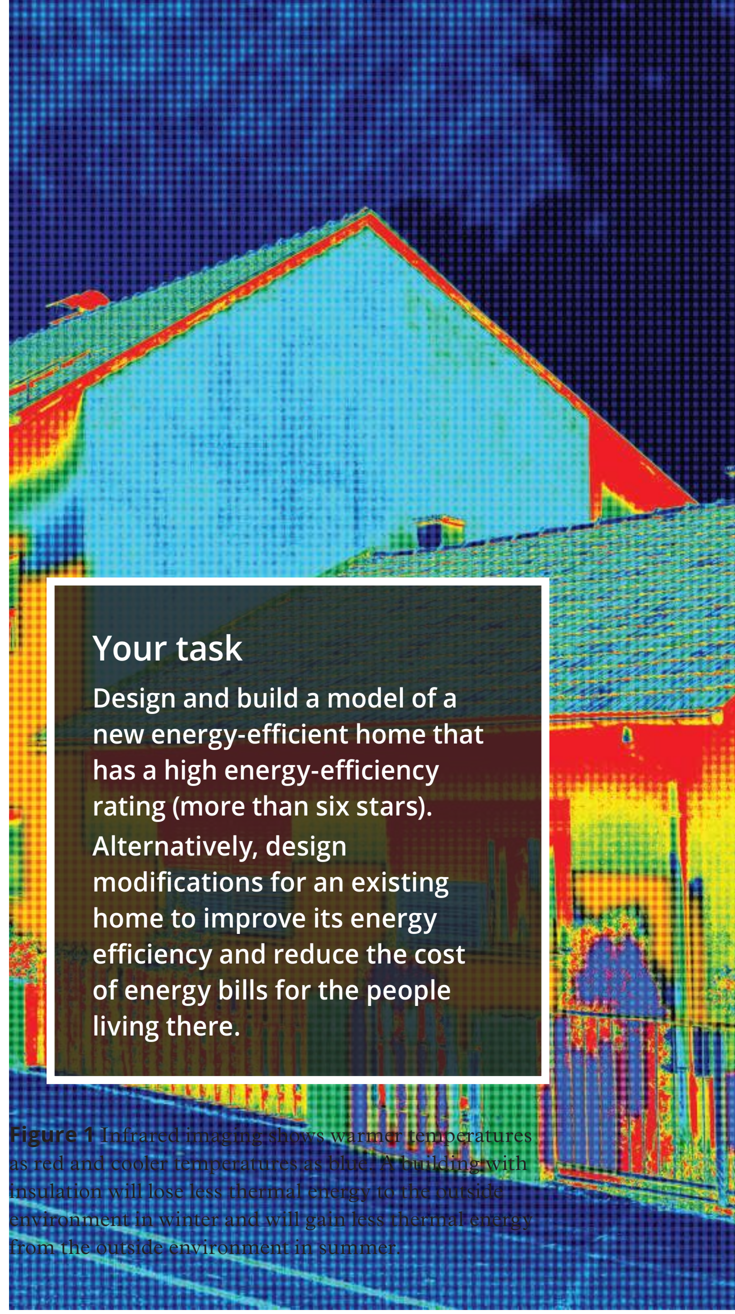
[STEAM project 1]

How can we build more energy-efficient homes so that we live more sustainably?

Have you ever considered how much energy it takes to heat or cool your home? A study by the Australian Government found that homes contribute 10 per cent of Australia's total carbon emissions. Reducing the amount of energy needed to heat or cool a home will not only save people money on their gas and electricity bills, it will make housing more sustainable.

NatHERS

The Nationwide House Energy Rating Scheme (NatHERS) is a rating system that is used across Australia to identify the energy efficiency of new homes. It gives a star rating out of ten for thermal performance (where ten stars is the most energy efficient). Computer modelling software assesses the design to estimate the amount of energy needed to heat or cool the home. The assessment is based on the local climate, the orientation of the home and materials that will be used in construction. In much of Australia, new home designs must reach a minimum of seven stars to be approved for construction. There are many ways to improve the energy efficiency of your home. For example, if you insulate the walls, floors and roof, and use awnings (covers that extend over windows or doors), you can reduce the amount of energy needed to cool the home in summer. Or in cooler climates, if you design the home so that living areas are on the northern side, you can maximise the sunlight that is available to heat the home in winter.



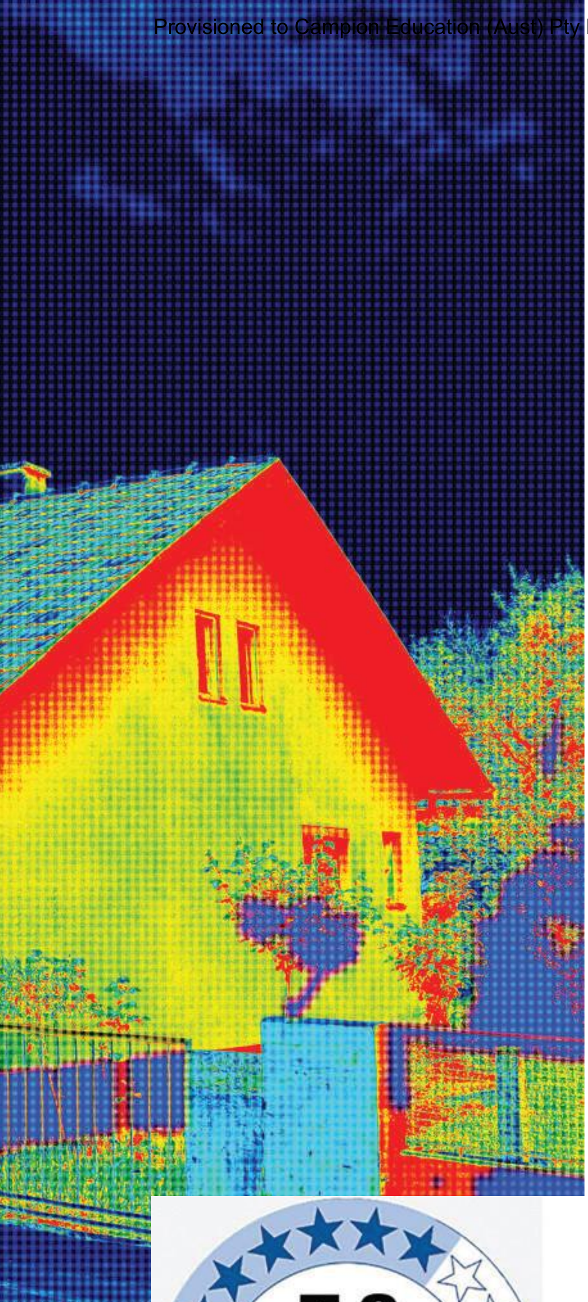
Your task

Design and build a model of a new energy-efficient home that has a high energy-efficiency rating (more than six stars). Alternatively, design modifications for an existing home to improve its energy efficiency and reduce the cost of energy bills for the people living there.

Figure 1 Infrared imaging shows warmer temperatures as red and cooler temperatures as blue. A building with insulation will lose less thermal energy to the outside environment in winter and will gain less thermal energy from the outside environment in summer.

Retrofitting homes

Not everyone wants to or can afford to build a new home. People who rent sometimes have little choice when it comes to the energy efficiency of their home, but this doesn't mean that they need to have large gas and electricity bills. There are things that they can do to reduce the movement of thermal energy in summer or winter. Covering the floor with rugs, preventing heat from moving in or out of windows, and controlling windows to manage airflow are all ways to make a home more energy-efficient and liveable.



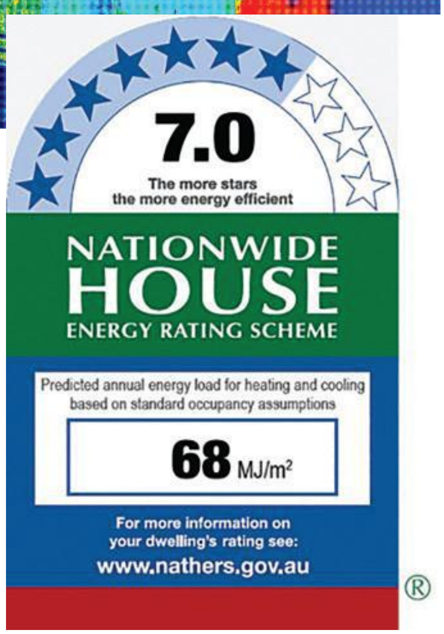


Figure 2 Energy rating schemes help consumers to understand the energy efficiency of products or appliances. The more stars, the more energy efficient the product or appliance is.

HUMANITIES

In Geography this year, you will explore how the forecasted growth of Australia's cities could impact their liveability and the challenges city planners face in balancing the demands of the things people need with the impacts on the environment.

In Economics and Business, you will study the housing market, the interaction between businesses and consumers in meeting consumer demands and when the government intervenes in markets.

To complete this task successfully, you will need to study seasonal weather patterns at the location of your energy-efficient home, to improve energy use.

You will find more information on this in Module 5 "Urban life" of *Oxford Humanities 8 Victorian Curriculum*.

MATHS

In Maths this year, you will learn how to determine the area and volume of different shapes, using and converting between appropriate units. You will also learn skills for dealing with percentage changes in financial contexts. These skills will help you to quantify the costs and benefits of design features and predict the popularity of market incentives. You will perform calculations with and without digital technology.

To complete this task successfully, you will need to perform calculations for your model home, and then scale up to estimate the potential benefits of your design at a national level.

You will find help for applying these maths skills in Lessons 3.2 "Calculating percentages", 3.3 "Mark-ups and discounts", 8.3 "Area of quadrilaterals" and 8.4 "Area of a circle" of *Oxford Maths 8 Victorian Curriculum*.

SCIENCE

In Science this year, you will learn about how energy can be transferred between objects and transformed (such as from the Sun's light energy to electrical energy). You will also examine earthquake resistant materials used in construction.

To complete this task successfully, you will need to identify how each element of a home's design can affect its heating and cooling needs, and how construction materials can affect a home's stability.

You will also need to identify the elements that can be changed in a new home design, and compare these to the elements that can be changed in an established home.

You will find more information on this in Module 3 "Plate tectonics" and Module 4 "Energy" of *Oxford Science 8 Victorian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for? How big is their family and home?
- What factors might affect the liveability of the home?
- What do they need? What do they not need?
- What does it feel like to face these limitations on liveability? What words would you use to describe how it would feel to face these limitations?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your home modifications, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and why it is important. Use the following phrase as a guide.

"How can we help (the group) to solve (the problem) so that (the reason)?"

Determine the criteria

1. Describe the orientation of the land where the home will be built or modified (include the location of sunrise and sunset, the angle of sun in the middle of summer and winter and any existing shadows).
2. Describe any existing energy-efficient features of the current home or design.
3. Describe how you will measure any improvement in energy-efficient features of the home.

Ideate

Once you know who you're designing for, and what the criteria are, it's time to get creative!

- Outline the criteria or requirements your design must fulfil (for example, improving heating or cooling of the home).
- Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Build

Draw each individual design.

Include in the individual designs:

a labels for each part of the design

b the materials you will use for the home's construction

c a description of how the modifications will improve the energy star rating of the home

d an estimation of the cost of applying the modifications.

Present your design to your group.

Build the prototype

Choose and build two or three model homes for your group design (scale: 2 cm = 1 m).

Use the following questions as a guideline for your prototype.

- What materials will you need to build your model home?
- What skills will you need to build your model home?
- How will you test the effectiveness of your model home? (What will you compare it to?)
- How will you identify each energy-efficient feature of your model home?
- How will you collect data that supports your claims about energy efficiency?

Test

Use the scientific method to design and test the energy efficiency of your model home. You will test more than one design so that you can compare them, so you will need to control your variables between tests.

What criteria will you use to determine the success of your model home?

Conduct your tests and record your results in an appropriate table.

Communicate

Present your home design as though you are trying to get your peers to invest in it.

In your presentation, you will need to:

- construct a labelled diagram of your model home in its orientation, including the location of sunrise and sunset, the angle of sun in the middle of summer and winter, and any existing shadows
- describe the key energy-efficient features of your model home
- explain how each energy-efficient feature affects the liveability of your model home
- explain the principles that support your design (the importance of energy efficiency and how the existing landscape affected the design of the home)
- estimate the cost of implementing your design
- explain and quantify the benefits on a national scale if all new homes were to include your design features.

Online resources:

Student guidebook
This helpful booklet will guide you step-by-step through the project.

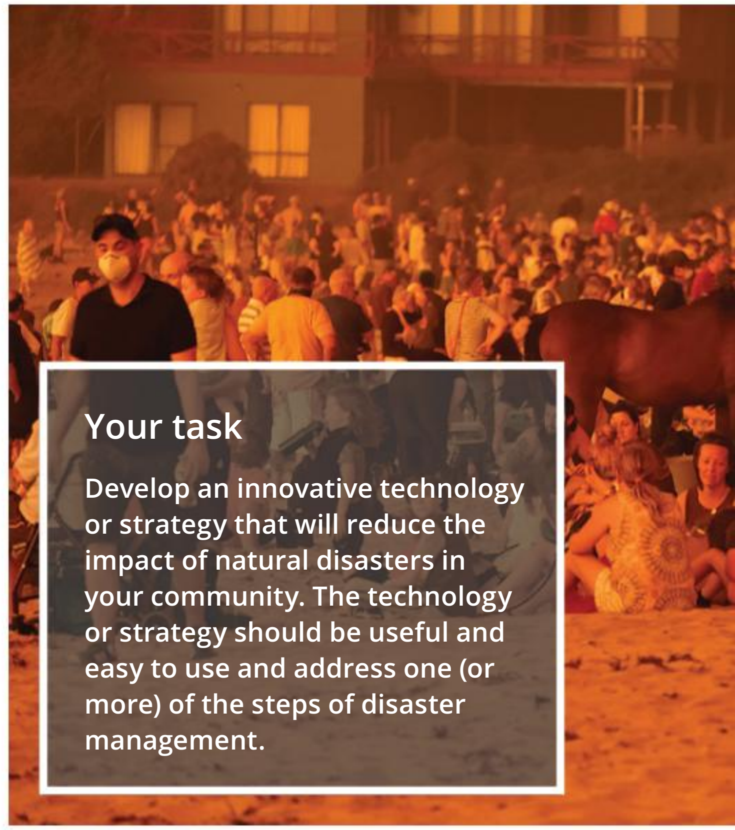
What is the design cycle?
This video will help you to better understand each phase of the design cycle.

How to manage a project
This "how-to" video will help you to manage your time throughout the design cycle.

How to pitch your idea
This "how-to" video will help you with the "Communicate" phase of your project.

[STEAM project 2]

How can we use technology so that the impact of natural disasters is reduced?



Your task

Develop an innovative technology or strategy that will reduce the impact of natural disasters in your community. The technology or strategy should be useful and easy to use and address one (or more) of the steps of disaster management.

Figure 1 Hundreds of people (and animals) huddled on Malua Bay beach in NSW for almost 24 hours as bushfires tore through communities in the nearby Batemans Bay area.

Across the world, climate patterns are changing and weather events are becoming more extreme. In 2020, twenty per cent of Australia's forests were burnt, a record-breaking thirty named hurricanes developed over the Atlantic Ocean and an extreme monsoon season in Asia caused flooding across a quarter of Bangladesh. Australia is particularly prone to natural disasters. Bushfires, flooding, drought periods and cyclones dramatically affect people's lives and alter natural landscapes.

Natural disasters can be devastating for communities affected by them. Recovering from natural disasters also comes with huge economic costs. This can sometimes lead to a harmful cycle in which a nation gets stuck between experiencing disaster and responding to disaster.

Disaster management

Climate action is one of the 17 Sustainable Development Goals agreed to in 2015 by world leaders. One of the identified targets in combating climate change is to strengthen the resilience and adaptive capacity of all countries to natural disasters and hazards related to climate.

It is essential that communities prepare for disasters so as to reduce their impact. The United Nations Office for Disaster Risk Reduction (UNDRR) recommends using technology as part of disaster management. For example:

- warning systems in Japan that trigger emergency brakes in bullet trains if earthquakes are detected
- systems in sub-Saharan Africa that monitor rainfall data and analyse trends to forecast and build resilience to drought
- atlases in China that record the risk of natural disasters, using location data from spatial technologies such as GPS.

After the 2019–20 Australian bushfires, it was argued that satellite technology, drones and mobile phone apps would have been extremely helpful for fighting the fires and communicating with the people affected.

Disaster management should include four steps:

- **prevention** – reducing hazards before a disaster takes place, so its impact is not as severe (e.g. building schools that are earthquake resistant)
- **preparation** – training people so they know how to act when a disaster happens (e.g. running evacuation drills)
- **response** – taking action during a disaster (e.g. emergency crews and volunteers taking on emergency operations)
- **recovery** – taking action to help people rebuild their lives (e.g. restoring services in a community).

Disaster management is an ongoing process that can occur like a cycle between the phases of prevention, preparation, response and recovery.

HUMANITIES

In Geography this year, you will learn about landscapes and landforms and how they can be degraded by both human and natural causes. You will study a geomorphic hazard, its impacts on a place and various ways of responding to it.

In History, you might also study how past societies have dealt with disasters and managed their responses; for example, how Rapa Nui (Easter Island) inhabitants adapted to life without trees, how Shogunate Japan developed policies to sustain its forests, or how an unstable climate (including drought and heavy monsoons) affected the Khmer Empire.

To complete this task successfully, you will need to investigate a potential natural hazard in your local area. You will research any current disaster-response plans related to managing such an event and gain an understanding of how various people and businesses in the community would be impacted.

You will find more information on this in Modules 2, 16, 17 and 19 of *Oxford Humanities 8 Victorian Curriculum*.

MATHS

In Maths this year, you will consolidate and extend your skills in describing and interpreting. This will include creating and analysing plots of non-linear data, investigating the use of sampling methods and broadening your understanding of measures of spread. You will also perform calculations with percentage changes in financial contexts. You will analyse and represent data, both with and without digital technology.

To complete this task successfully, you will need to weigh up the costs of your disaster-management technology or strategy against its potential benefits, including by estimating the likelihood of natural disasters and the severity of their effects.

You will find help for applying these maths skills and statistics in Lessons 3.2 "Calculating percentages", 3.3 "Mark-ups and discounts", 6.5 "Plotting linear relationships" and 10.1 "Collecting data and sampling methods" of *Oxford Maths 8 Victorian Curriculum*.

Figure 2 Floodwaters near Sydney

SCIENCE

In Science this year, you will learn about how the energy of the Earth over long periods of time generates forces that can melt rocks, produce volcanoes and make diamonds. You will also learn how the kinetic energy in the air and waves can cause damage to the surrounding environments during cyclones and tsunamis. The Australian bush also contains large amounts of chemical energy that is transformed into thermal energy during the summer fire season.

To complete this task successfully, you will need to consider how energy is transferred and transformed during natural disasters. This understanding will allow you to predict and potentially reduce the impact of the disaster in your local community.

You will find more information on this in Module 2 "The rock cycle" and Module 4 "Energy" of *Oxford Science 8 Victorian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for?
- What natural disaster could they face?
- How often could this disaster occur, and on what scale?
- What do they need? What do they not need?
- What does it feel like to face these problems? What words would you use to describe these feelings?
- What could the cost of such a disaster be in terms of lives lost, income lost, damage to private property and public infrastructure, and environmental impact?

To answer these questions, you may need to investigate using different resources or even conduct interviews or surveys.

Define

Before you start to design your innovative strategy or technology, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and why it is important. Use the following phrase as a guide.

"How can we help (the group) to solve (the problem) so that (the reason)?"

Determine the criteria

1. Define the term 'innovation'. Describe how much a strategy needs to differ from current practice to be considered innovative.
2. Describe how the natural disaster will affect the people in the community.
3. Describe how you could measure whether your solution will reduce the impact of the natural disaster.
4. Explain how you could determine what cost (price) should be acceptable for implementing your solution.

Ideate

Once you know who you're designing for and you know what the criteria are, it's time to get creative!

- Outline the criteria or requirements your designed strategy or technology must fulfil (for example, how many people will be helped, how much they will be helped, how long they will need the help).
- Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Build

Draw each design strategy or technological idea. Label each stage of the strategy or part of the technology and explain how it will be used by the community.

Include in the individual strategy or technology:

a the timeline for the activation of the strategy or technology (i.e. how long after the disaster will the idea be ready to be used?)

b the number of people and materials that will be needed for the strategy or technology to reduce the impact of the natural disaster

c a description of how the community will benefit from the strategy or technology.

Present your strategy or technology to your group.

Build the prototype

Choose and build two or three versions of the prototype strategy or technology for your group design.

Use the following questions as a guideline for your prototype.

- What equipment do you have access to?
- What skills do you have or will you need, to make your prototype strategy or technology?
- How could you model your strategy or technology if equipment is not available?
- How could you test the effectiveness of the prototype strategy or technology with the community?

Test

Use the scientific method to design an experiment that will test the effectiveness of your prototype strategy or technology. Alternatively, conduct a survey of the community to determine their opinion of the usefulness of the prototype.

Conduct your tests or survey your community, and record your results in an appropriate table.

Consider how you could use the results of the experiment or survey to modify your design.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your strategy or technology.

In your presentation, you will need to:

- describe how the natural disaster will affect your community
- describe your prototype strategy or technology
- describe how the prototype will reduce the impact of the natural disaster on the community
- describe the materials, people and money that will be required to have the required effect on the natural disaster.

Online resources:

Student guidebook
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase in the design cycle.

How to manage your project
This "how-to" video will help you to manage your time throughout the design cycle.

How to define a problem
This "how-to" video will help you to narrow your ideas down and define a specific problem.

Glossary

A

absolute majority
the requirement of a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

absolute ruler
an individual who governs with supreme authority, unrestricted by laws

absolutism
a system of government in which the monarch has complete power; their authority is not restrained by a parliament or other organisation

act of parliament
a law made by parliament (state and territory parliaments, or the Commonwealth Parliament of Australia)

alphanumeric grid referencing
a coordinate system on a grid in which each cell is identified by a combination of a letter and number; using this system makes it easy to locate a specific position on a map

Anglo-Saxons
a Germanic people who settled in Britain in the 400s CE; they drove the local Celtic people to the land's extremities

animism
a belief system teaching that all creatures, objects and places have a spirit

annotated visual display (avd)
a way of presenting the final results of a research project, incorporating images, graphs, notes and explanations in a poster-style format

anthropologists
people who study human societies, customs and beliefs

apprentices
young people who work for an employer for a fixed period of time in order to learn the particular skills needed in their job

aqueduct
a construction – such as a series of pipes or canals – that carries water from a source to a destination further away

aquifer
layers of rock or soil in the ground that hold water or that water can pass through

arch
a natural feature, usually rock, that forms a bridge-like arc as a result of erosion

ariki
a member of a noble or chiefly rank in many Polynesian societies

armaments
military weapons or equipment, such as muskets, cannonballs or gunpowder

artefacts
objects, small or large, that have been made or changed by people

artisans
skilled workers in a specialised trade or craft

ash
very fine rock and mineral particles, less than 2 millimetres in diameter

Australian Constitution
a written set of rules and principles that guide the way Australia is governed

Australian Taxation Office (ATO)
the Australian Government's principal tax collection agency

autopsies
examinations of bodies to discover – or find out more about – the cause of death

B

balance of power
the ability of individuals who are Independents or part of a minor party to decide an issue by the way they vote; this is due to no single party or coalition of parties having majority support

balance of probabilities
the standard of proof in civil disputes; for a plaintiff to be successful, they must establish that it is more probable (i.e. likely) than not that their version of the facts is correct

bank interest
the amount of money paid to a person by a bank for keeping their money in an account with the bank

barbarians
a term used by ancient Romans to describe someone living outside the borders of their empire, whom they considered "uncivilised"

bartering
the exchanging of goods or services between people (typical of trade before the use of money), where both parties agreed that what was exchanged was of roughly equal value

battlements
the top of the wall around a castle, with regular spaces, through which the people inside could shoot

beyond reasonable doubt
the standard of proof in a criminal trial; the judge or jury must be satisfied that there is no "reasonable doubt" before finding the accused guilty

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

bill
a proposed law that has not been passed by both houses of parliament

Black Death
a deadly plague that spread across Asia, Europe and Africa during the fourteenth century

blood brother
two or more men not related by birth who have sworn loyalty to each other; the Mongols used the term *anda*

blowout dunes
horseshoe-shaped disturbances in a sand dune system

bourgeois
a person belonging to the middle class who became wealthy from business and trade; in the early modern world, this class was wealthier than the working class, but often looked down on by the nobility

buboes
the blackened, swollen, pus-filled lymph nodes (part of the immune system) evident on the body of someone with the bubonic plague

bubonic plague
an infectious disease caused by bacteria (called *Yersinia pestis*), which are carried by fleas on rats and mice; it often quickly kills those who contract it

burden of proof
the responsibility for proving the case

bushido
the code of behaviour of the Japanese samurai warrior that required honour, loyalty (even to death), good living, thrift and martial arts skills

C

caliph
a historical title used for the religious and political leader of the Muslims; the caliph was regarded as the successor of Muhammad

calpulli
in Aztec society, a neighbourhood within a city-state

candidates
members of political parties who are nominated to run for office in an election

cannibalism
when a human eats another human's flesh

cardinal points
the four main directions: north, south, east and west

caste
a social group into which a person is born; castes are part of a social system known as the caste system, which is generally associated with the Hindu religion in India and is still used today

casualties
people who are killed or injured in war or in an accident

catapult
a weapon that worked like a giant slingshot

Catholic Church
the only Christian Church in Europe until the Protestants started breaking away from Rome in the sixteenth century

causes and consequences
the link between what causes an action and the outcome of that action; understanding events that take place are linked and can have effects on people and places for many years to come

cave
a hollow space along the coast produced by the action of waves

census
a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

centralisation
the process of bringing a region under the control of an individual person or small group; the power to make and uphold laws is not shared by many but held by this individual or small group

chacmool
in Aztec society, a sculpture of a reclining human figure with a tray on its lap, used to hold sacrificial offerings

charter
a formal document in which a person in authority states that certain rights or responsibilities are granted to others

chinampa
in Aztec society, a human-made floating island used for agriculture

chivalry
polite and kind behaviour that shows a sense of honour, especially by men towards women

chronicle
a detailed narrative on an event

chronological order
the order in which events have taken place

chronology
a record of events in the order they took place

city-states
independent settlements made up of an inner fortified city surrounded by houses; this built centre was surrounded by farmland that supported (e.g. with food) the urban centre

civil law
an area of law that defines the rights and responsibilities of individuals, groups and organisations, and regulates private disputes

clans
groups of people linked and united in their aims and behaviours by the knowledge (or a belief) that they share common ancestors

clergy
the priests or ministers of a religion, especially the Christian Church

coalition
two or more political parties that join together in an attempt to win an election and form government

codification
when parliament creates a statute based on a precedent set by a judge

colonisation
the process of setting up outposts or settlements in other lands, by a country, kingdom or empire

colonists
those who take control of a country or territory for financial, political or military gain

colony
a country or area under the control of another country, and occupied by people from that country

commissioning
ordering and paying for the creation of a work of art, building, etc.

commodities
be traded, bought, or sold; examples of commodities from the early modern world include spices, precious metals and coffee

common law
law that is created by the courts when a judge makes a ruling about a case; also referred to as a precedent, because it sets a standard for all future judges to refer to when deciding a case

community
a group of people who live in the same place and share interests

compass
an instrument with a magnetic needle that points to the north; used for navigation

compass bearings
a precise way of giving compass directions, such as "135° south-east"

competitors
rival businesses that make products in the same market

compulsory
when you have to do something; in this instance, all Australian citizens over the age of 18 must vote

concentric
one circular wall inside another

concubines
women kept for the entertainment and pleasure of a ruler or emperor

conquistador
(pronounced con-kees-ta-dor) a Spanish word for a soldier or conqueror

constituents
people living in an area that has elected someone to act as a political representative

constitution
the political principles on which a country or society is based and that guide its government; also, a written document that outlines these principles

constructive waves
gentle waves that deposit material and build up beaches

contestability
refers to explanations or interpretations of past events that are open to debate.

continuity and change
the idea that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

contour lines
lines drawn on a map that connect points at the same height to show the height and steepness of land

contractors
individuals or businesses that are hired to perform work or provide a service as part of a contract

converge
come together from different directions

conversion
taking on the beliefs and practices of a religion and excluding all others

Country
the physical environment that a particular Aboriginal and Torres Strait Islander peoples' group has a spiritual relationship with; this includes lands, waters and the sky. For Aboriginal and Torres Strait peoples, Country both owns and is owned by the people

crime
an act that breaks an existing law, is harmful to an individual or to society as a whole, and is punishable by law

crossbench
the physical middle of parliament where Independent members or those of minor parties sit, inside either the House of Representatives or the Senate

Crusades
a series of wars fought by Christians and Muslims between 1096 and 1291 CE over control of the Holy Land

customary law
rules, customs and traditions upheld by Aboriginal and Torres Strait Islander peoples

D

daimyo
a feudal lord of Japan who was a large landowner, and offered his loyalty and service to the shogun

damages
an amount of money that a court orders one party to pay to compensate the wronged party for the loss they have suffered

Danelaw
an area in north-west England that the then King of Wessex, Alfred, gave to the Vikings in exchange for their stopping raids of the region

debt
money that is owed to others

deels
pieces of traditional Mongolian clothing, usually made of cotton, wool or silk

deforestation
the action of clearing a wide area of trees

delegated legislation
rules and regulations made by authorities (such as local councils) who are given the power to do so through an Act of Parliament

delta
an area of flat, low land, where a river approaches the sea and empties into it

deposition
the building up of land through deposits of sand and other materials

destructive waves
strong waves that wear away coasts and remove material

developing countries
less economically developed countries that have some difficulties in supporting the needs of their people

direct action
forms of public protest that seek to raise awareness about issues

distance
the amount of space between two objects or places, generally measured by using the scale on a map

distribution
the way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places ae distributed across a space

diverge
move apart in different directions

Dreaming, the
the belief system central to many Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future

dynasty
a period of rule by successive members of one extended family

E

eastings
the gridlines that run vertically on a topographic map

Elders
a key person and keeper of cultural and spiritual knowledge within Aboriginal and Torres Strait Islander communities

elections
processes whereby the people are able to choose their representatives and members of parliament

empathy
appreciation of the circumstances people faced in the past, and the motivations, values and attitudes behind their actions

emperor
someone who rules an empire; namely a group of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

employees
people who work for a business

enlightenment
a school of French-inspired thinking that spread through Europe in the eighteenth century; the belief was that reason, tolerance and equality should replace superstition, cruelty and injustice

enrolled
when a person is put on a roster or list by their name, location and date of birth

epicentre
the place on the Earth's surface directly above where an earthquake occurs

equator
an imaginary line that runs around the middle of the Earth, separating the Northern Hemisphere from the Southern Hemisphere

erosion
the wearing away of the Earth's surface by wind, water or ice

eunuchs
men who have been castrated by having their testicles removed; eunuchs had many responsibilities in the Ottoman Empire

excommunicated
being cut off from the Church community (including participation in communion and confession); a religious punishment

exiled
expelled from one's place of birth, usually for political reasons

export
sending goods or services from one country to another for sale

F

federal
relating to the central government of the Commonwealth of Australia

feudalism
a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord (in Japan, a *daimyo*) gave a fief (parcel of land) to a person (called a vassal) in exchange for service and loyalty

fieldwork
geography study that takes place at the site of inquiry

food security
a state where all people at all times have access to enough safe, nutritious food to sustain a healthy life

formal vote
a valid ballot paper that has been correctly completed in accordance with the instructions

G

geishas
Japanese women trained to entertain men with conversation, dancing and singing

geographical inquiry
the process that geographers use to guide their investigations of people, places and things

glacial retreat
where the lowest point of a glacier does not extend as far down the mountain as it did previously; this is happening more often because of climate change

glacier
a river of ice in mountain and polar landscapes

goods and services tax (GST)
a tax that is taken from consumers when they buy most goods and services

guilds
groups of people all working in the same trade (e.g. butchers, tailors, cobblers) who band together in support of their common interests

H

harem
during the Ottoman Empire, the separate part of a Muslim household reserved for wives, concubines and female servants

headland
a piece of land jutting out into the sea

hereditary
inherited; passed down from one generation to another

heresy
doing or saying something regarded by the medieval Catholic Church (and by some other faiths) as being in serious conflict with its teachings

hierarchy
a social structure that organises people with the most important group on top and others ranked beneath in decreasing order of importance

Holy Land
territory in the Middle East (now mostly made up of Israel and Palestine) that is important to the Christian, Jewish and Muslim religions

hot spots
points where there is volcanic activity, but the hot spots are not on a plate boundary

humanism
a group of philosophies centred on the importance of human beings, values and evidence, rather than religion, gods and supernatural matters

humours
four liquids – blood, phlegm, yellow bile and black bile – that were thought in the past to influence a person's health and character

hung parliament
a parliament where no one political party has enough seats to have the overall majority in the House of Representatives

hypothesis
a considered theory or statement, based on research and evidence, about something that has not been proven (plural: hypotheses)

I

ice age
a cooler period in the Earth's history when ice covered much of the northern hemisphere and sea levels were much lower than they are today

ice cap
a covering of ice over a large area, especially on the polar region of a planet

ice sheet
a layer of ice covering a large area of land for a long period of time

ideologies
sets of ideas or beliefs about politics, economics or society

importer
a business that brings to Australia products made overseas (to sell in the Australian market)

income tax
a tax that is taken from a person's income

independent
a member of parliament who is not associated with a political party

Indianisation
the spread of culture, traditions and spiritual beliefs beyond their traditional home in India to other countries around the world

indictable offences
serious criminal offences that are usually heard by a judge and jury

indulgences
ways in which Catholics could shorten their time in purgatory and gain quicker entry to heaven

industrial age
a period of history that began around 1760; it saw huge social and economic changes in society due to the widespread use of machinery, factories and automatic labour

Industrial Revolution
a period of major change in the late 1700s and early 1800s, during which industries were revolutionised by the use of machinery

informal vote
an invalid ballot paper that has not been completed in accordance with the instructions and therefore is not counted in the final vote tally

infrastructure
the facilities and services necessary for any community, city or country to function

interest
the cost of borrowing money from a bank; a person has to pay the bank interest on top of the original amount borrowed from the bank

internally displaced persons (IDPs)
people who have been forced to migrate, but who remain in their home country

interpretations
the assumptions and conclusions historians make about an event after the fact. Interpretations are formed by examining evidence.

investing
when a person uses their money to make more money over time; for example, by buying a house to rent out to tenants

J

jarls
the nobles of Viking society

jesters
medieval comedians who joked and "played the fool" at occasions such as banquets and fairs; they typically wore a multi-pronged floppy hat with bells on it

jury
a group of people who are required to decide on a "guilty" or "not guilty" verdict in a court case

K

kampong
an Indonesian word that means "village"; it is also used to refer to slum areas in cities

karls
in Viking society, the social class of farmers, merchants and craftsmen

khanates
regions (similar to a state or territory) of the Mongol Empire; the Mongol Empire eventually split into four khanates, each administered by a different khan

khans
the title given to leaders of Mongolian communities (and, during the thirteenth century, to the head of the Mongol Empire)

kimonos
long, loose Japanese robes with wide sleeves worn as an outer garment; they have a wide belt and are often elaborately decorated; "kimono" means "thing to wear"

kingdom
a region ruled by a king or queen

knights
warriors in medieval Europe

L

labour market
the supply of and demand for labour; also known as the job market

lahars
destructive flows of mud or debris on the slopes of volcanoes

landform
a natural geographic feature or shape that appears on the Earth's surface (e.g. dune, hill, valley, beach or cave)

landscape
a section of the Earth's surface made up of a variety of geographical features (known as landforms) that define and characterise it; landscapes can be natural (e.g. coastal and mountain landscapes) or human (e.g. neighbourhoods and cities)

latitude
imaginary lines running east–west around the Earth's surface, parallel to the Equator, used to work out location and direction

lava
the molten material that flows from a volcano

leave
a period of time when an employee does not work because of illness or holidays; it can be paid or unpaid

lineage
the series of families that a person comes from

living standards
the level of wealth, material goods and comfort available to people

lobbying
making requests to politicians or public groups to try to influence the government to change the law

longhouses
Viking houses, characterised by their long shape, often built into mounds of earth; they sheltered the extended family and their animals

longitude
imaginary lines running north–south around the Earth's surface, from the North Pole to the South Pole, used to work out location and direction

longships
types of ships used by the Vikings to transport warriors on attack-and-raid missions; longships had shallow hulls, making them speedy and easy to manoeuvre, and they were often decorated with mythical creatures

longshore drift
the process that moves sediment in a zigzag pattern along a beach by the wash and backwash of waves approaching the shore at an angle

loot
stolen property taken during a violent event

lords
wealthy nobles under the system of feudalism

M

magistrate
a person who has the authority to administer the law, typically in a lower court or a local court setting

magma
the hot, liquid (molten) rock beneath the surface of the Earth

Magna Carta
meaning "Great Charter"; a document signed in 1215 by England's King John and his nobles – it outlined the rights of the people and meant that the king would thereafter be expected to rule according to the law

mantle
the soft layer of hot rock between the crust and the core of the Earth

manuscript
in the medieval sense, a document written by hand (usually by monks)

map
a simplified plan of an area shown from directly above

marketing
activities that businesses undertake to promote the buying or selling of products

mass
an act of worship in the Catholic Church

medieval period
another name for the Middle Ages of European history

megalopolis
a collection of large cities that are close together, and so closely linked that they effectively form one continuous urban area

Meiji restoration
a period in Japanese history from 1868 to 1912 when the last shogun was overthrown and the emperor regained control over Japan

members of parliament
individuals who have been elected by the people to represent their views and values in parliament

mercantile
connected with trade, merchants and commercial or business affairs

middens
deposits of waste containing shells, animal bones and other refuse that indicates the site of a human settlement

migrants
people who move from one place to another to settle

migration
movement of people to a new country or area

millet system
a special legal system in the Ottoman Empire that allowed non-Muslims communities to use their own laws and largely govern themselves

minority government
a government formed by a party (or coalition of parties) which does not have a majority in the House of Representatives, but is able to govern with the support of other members in the House of Representatives who aren't formally in their party

minstrels
medieval singers and musicians who typically wandered around the countryside performing at events (often as part of a small group)

moai
huge human figures created from a single block of stone, present on Rapa Nui

moat
a wide band of water surrounding a built structure such as a castle; it provided some protection in the event of attack

monasteries
places where monks live, worship and work

monsoons
wind systems that bring seasonal heavy rainfall that affects the climate of a large area of Asia

mortality rate
a measure of the number of deaths in a particular population

mountain ranges
series of mountains or hills ranged in lines and connected by high ground

multicultural
having many different cultures, races and/or religions

N

New Spain
claimed Spanish territory during the colonisation of the Americas (1521–1821), including parts of North and South America, as well as some Pacific Islands

New World
a term that started being used by Europeans in the late 1400s for the new lands (the Americas) being discovered

nomadic
a society of people who do not live in a set place but move around, usually in search of food and shelter, and good pasture for their animals

northings
the gridlines that run horizontally on a topographic map

O

Opposition
the second-largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies

oral history
a mix of oral traditions and written history – allowing people to share their memories and ensure their stories are never forgotten

Out of Africa
one model in the theory of how modern humans spread around the world; it hypothesises that modern humans developed in Africa before migrating outwards

outrigger
a wooden structure that is fixed to the side of a boat or ship in order to keep it steady in the water

outsourced
to have obtained goods and services from outside suppliers to reduce costs

P

pagan
a term sometimes used by people of Christian, Muslim and Jewish faiths to describe those who do not share their beliefs

pandemic
a term used to describe the spread of an infectious disease across an entire country, a large region, or even the whole world

parliament
an organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed law; in Australia, the King's representative (the governor-general) is also part of parliament and officially creates the laws

patrons
people who devote some of their wealth, time and interest to developing the skills of others (usually in the arts)

perspective
a new approach to painting developed during the Renaissance, which involved making objects larger in the foreground and smaller in the background to suggest distance

pillory
a medieval punishment where boards are fixed to a pole and placed around the arms and neck, forcing the punished to stand

plague
a widespread disease with a high death rate

plan view
a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

plate boundaries
the edges where two tectonic plates meet; most geologic activities take place here, including volcanoes and earthquakes

plebiscite
a vote held by all eligible voters in a country to ask the public their opinion on a key question, matter or interest

plunder
to steal, often using violent force

political party
a group of people with similar views and ideas about how a country (nation), state or territory should be governed

polluted
when harmful materials have been introduced into the environment

polytheistic
relating to the belief in or worship of more than one god

population density
a measurement of the number of individuals per unit area (e.g. 1,500 people per square kilometre)

precedent
a previous case or example that is used as a guide for decision making when similar circumstances arise

preferential system of voting
a voting system that provides multiple counts of ballot papers to determine who has gained an absolute majority of total votes

primary data
data for a geographical inquiry that was collected in the field by the geographer conducting the inquiry (e.g. survey data, hand-drawn maps and photographs)

Prime Meridian
an imaginary line of longitude that runs from the North Pole to the South Pole; longitude is defined as 0 degrees at the prime meridian

product safety recall
when a business must notify consumers and organise for a faulty or dangerous product to be returned to the business

profits
the amount of money a business earns after taking away its expenses

proportional voting
a system of voting which allocates seats in proportion to votes cast for candidates in an election

purgatory
a place where Catholics believed their souls had to suffer for a time, before they were cleansed and pure enough to enter heaven

pyroclastic flows
fast-moving and dangerous mixtures of hot gas and rock that are ejected from volcanoes

Q

qualitative data
any information that can be recorded in words, e.g. "Uluru is very large"

quantitative data
any information that can be recorded as numbers, e.g. "Uluru is 3.6 kilometres long"

quarantine
a period of time when an animal or a person that has – or may have – a disease is kept away from others in order to prevent the disease from spreading

quota
in a Senate election, the number of votes a candidate must receive before they are elected

R

Reformation
a movement that began in Europe in the sixteenth century when the scholar-monk Martin Luther publicly challenged the Catholic Church; it shifted the balance of power in Europe away from dominant control by the Church

refraction
the process by which the direction of a wave is changed when moving into shallow water

refugees
people who move to another country because of a natural disaster or to avoid persecution

regent
a person who rules in place of a monarch who is temporarily absent from the country (e.g. fighting a war) or who is too young or sick to rule

regulatory body
an organisation that monitors or oversees certain aspects of an industry in order to protect those affected by it

remittances
money sent from one person to another

renaissance
a period in Europe's history between the late twelfth and sixteenth centuries that saw a revival of culture and learning; a French term meaning "rebirth"

representative democracy
a political system based on citizens voting to elect representatives

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

reservoir
a large body of water (such as a natural or artificial lake) that is used as a supply of fresh water

revolution
a period of rapid change or development

royal assent
approval given by the governor-general (as the King's representative) for a bill to become official law

rule of law
the idea that everyone is equal before the law, regardless of their power or status in society

runes
symbols with mysterious or magical significance, sometimes used for protection, luck or to foretell the future

S

sagas
long stories (sometimes mixed with poetry) about heroes who achieved great things and fought noble battles; often a mix of real events, legends and myths

sakoku
the name given to Japan's foreign policy during the Edo period that forbade any Japanese person from leaving Japan, or any foreigner from entering it; the penalty for disobeying was death

samurai
a Japanese medieval warrior; the word "samurai" means "one who serves"

sand bars
long, narrow banks of sand, especially at the mouth of a river

Sanskrit
an ancient language of India and the language used in documenting the holy books of Hinduism

saving
setting aside money to spend later

scientific revolution
a change in thinking among sixteenth- and seventeenth-century European scholars (academics) that placed a new focus on the laws of science and the natural world rather than the spiritual world

secondary data
data for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases and government websites)

secular
not connected to religious or spiritual matters

seppuku
a form of ritual suicide common among Japanese samurai who felt they had been dishonoured; this involved self-disembowelling (cutting open the belly)

service sector
companies, businesses and government enterprises that provide intangible goods that benefit consumers, such as tutoring, accountancy, hairdressing and legal advice

settler
a person who leaves their homeland by choice to settle in a new country or colony

shares
portions of ownership in a company

shield volcano
a volcano characterised by gentle eruptions that emit runny lava over a wide area

shogunate
the government controlled by the shogun

shoguns
chief military commanders of Japan between the twelfth and nineteenth centuries; shoguns dictated how the country would be ruled; their positions became hereditary during the Ieyasu shogunate

siege
a military strategy to weaken an area by cutting it off from the outside world

Silk Road
a network of trade routes stretching west from China to the Mediterranean Sea; it was the main means by which silk was introduced to the West

simple offences
less serious criminal offences that are usually heard by a magistrate

smelters
places where metal is extracted from its ore by a process that involves heating and melting

social responsibility
the duty to conduct business in a manner that benefits the community and the environment

societies
groups of people who organise themselves to best survive in their environment

stack
a part of a cliff that has separated from the mainland as a result of the erosive effect of the waves

stalemate
a situation in a conflict in which neither side is able to win or make any progress

statute law
law that is made by parliament; also called statute, legislation, Act of Parliament or statutory law

steppe
a large stretch of grassland (without trees), typically found in places such as Siberia and Mongolia

stocks
a medieval punishment where boards are placed around the ankles and wrists

strike
a refusal to work as a form of protest until something is done to address the workers' concerns

subduction
when two tectonic plates meet, and one is forced under the other

suburbanisation
the process of growing cities outwards by building new housing estates and businesses away from the Central Business District

successor
a person or thing that comes after another

superannuation
money paid regularly into a fund that cannot be accessed until retirement

T

Tatar
a member of an ethnic group whose members can be found today in countries such as Turkey, Uzbekistan, Kazakhstan, Ukraine and Azerbaijan

tax file number (TFN)
a personal reference number used by the government to identify people for tax purposes

tectonic plates
immense, slowly moving pieces that make up the Earth's surface (or crust)

terraced
formed a flat area on a sloping piece of land (such as a mountain face)

thing
in Viking society, a gathering or assembly that determined laws

thralls
in Viking society, the social class of slaves, prisoners of war and criminals

tournament
a public event held in medieval Europe, similar to a fair or carnival; tournaments featured organised battles and a series of jousts between knights on horseback

training walls
walls, banks or jetties built to confine and direct the flow of a river or tide

transform boundary
when two tectonic plates scrape sideways past each other, often causing an earthquake

treason
the act of betraying one's own country or ruler

tributes
something given as a mark of respect to someone important

tsunamis
giant ocean waves, often caused by underwater earthquakes

U

urban sprawl
the growth of a city onto productive farmland on the city fringes

V

vassal
a person who offered his loyalty and service to a lord in return for his protection and the granting of land

volcanic bombs
masses of liquid rock that explode from a volcano and harden before reaching the ground

volcanic cone
a triangle-shaped mountain formed as material from volcanic eruptions piles up around the volcanic vent or opening in the Earth's crust

volcanologists
scientists who study and monitor volcanoes

W

wage
an amount of money that an employee is paid based on the work that they provide

waka
a Māori canoe; it can be small and used for fishing, or large and used for war

warlords
people who both rule a society (or community) and head up its military operations

wealth inequality
the unequal distribution of money and assets in a group of people

Westminster parliamentary system
a system of government that includes a head of state, an elected parliament and a government formed by the political party with the majority support in the lower house of Parliament; the British parliamentary system, upon which the Australian parliamentary system is modelled

workers' unions
organised associations of workers that are formed to protect and further the workers' rights, interests and working conditions

work–life balance
the relationship between a person's work and lifestyle, and the impact they have on each other

Y

yam
a communication system that covered all regions of the Mongol Empire; stations were set up to provide food, shelter and horses to messengers in this system

yurts
Mongolian circular tents, with wooden frames and felt walls

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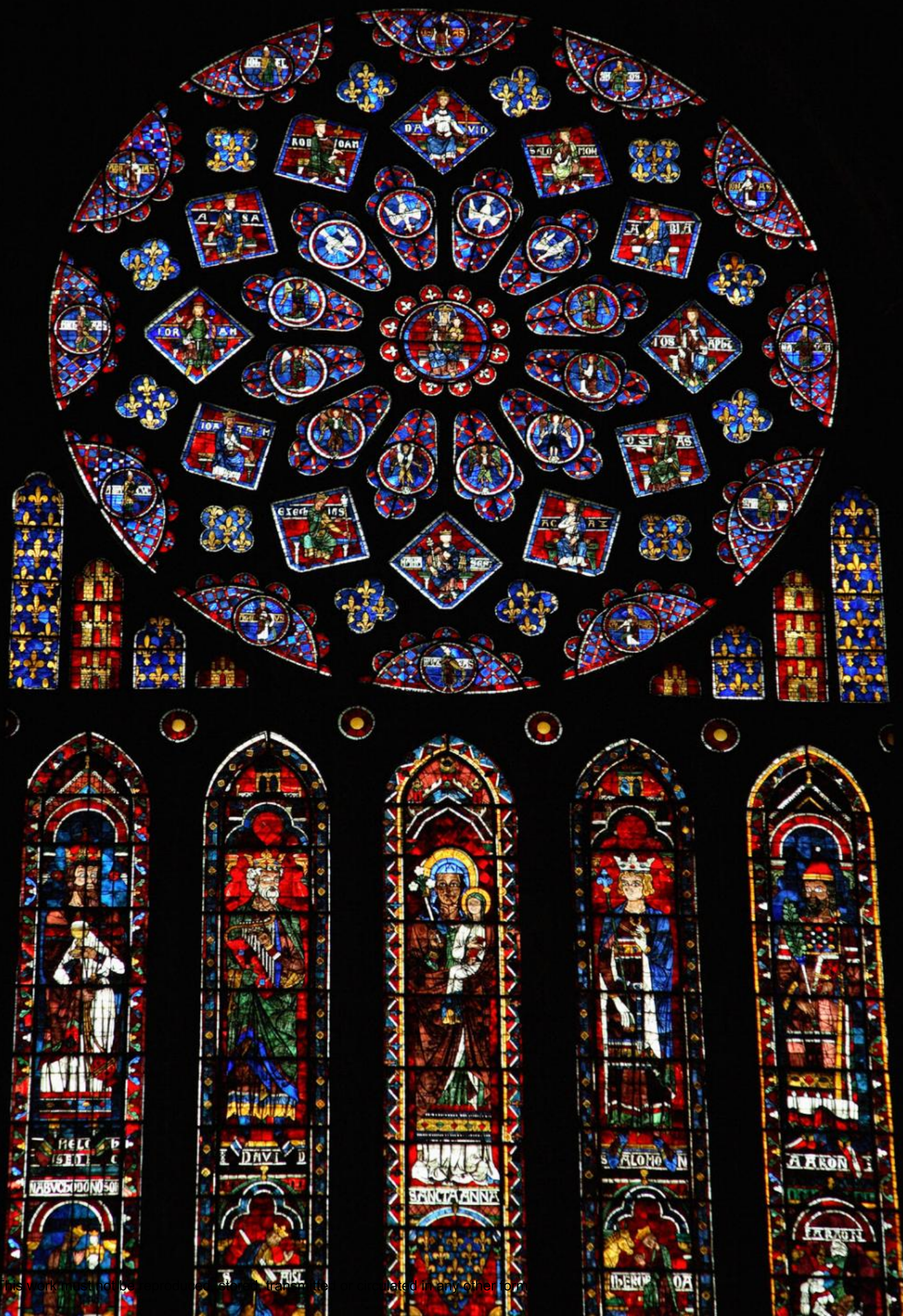
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Notes

World: Political

* *Former Yugoslav Republic of Macedonia*


180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
OCEAN
Kalaallit Nunaat
(Greenland)
(Denmark)
Arctic Circle
Reykjavik
ICELAND
Alaska
(USA)
60°N
CANADA
Ottawa
St Pierre and Miquelon
(France)
ATLANTIC
Azores
(Portugal)
Washington DC
UNITED STATES OF AMERICA
Bermuda (UK)
OCEAN
30°N
PACIFIC
BAHAMAS
Nassau
Tropic of Cancer
Havana
CUBA
Socorro Island
(Mexico)
MEXICO
Mexico City
HAITI
DOMINICAN REPUBLIC
Port-au-Prince
Santo Domingo
CAPE
VERDE
Praia
Hawaii
(USA)
Clarion Island
(Mexico)
GUATEMALA
Guatemala City
42
43
HONDURAS
44
45
46
47
48
49
50
San Salvador
Tegucigalpa
EL SALVADOR
NICARAGUA
Managua
San Jose
COSTA RICA
Caracas
TRINIDAD AND TOBAGO
Port of Spain
MARSHALL
ISLANDS
Majuro
OCEAN
Clipperton
(France)
PANAMA
Panama City
VENEZUELA
GUYANA
Georgetown
Paramaribo
French Guiana (France)
Bogota
COLOMBIA
SURINAME
NAURU
South Tarawa
Yaren
Galapagos Islands
(Ecuador)
Quito
ECUADOR
Equator
0°
KIRIBATI
SOLOMON
ISLANDS
Honiara
Funafuti
TUVALU
PERU
Lima
BRAZIL
SAMOA
Apia
American Samoa
(USA)
VANUATU
Port Vila
FIJI
Suva
French
Polynesia
(France)
La Paz
BOLIVIA
Sucre
Brasilia
TONGA
Nukualofa
NIUE
Alofi
COOK
ISLANDS
Avarua
New Caledonia
(France)
PARAGUAY
Tropic of Capricorn
Pitcairn Island
(UK)
Rapa Nui
(Easter Island)
(Chile)
San Felix
(Chile)
CHILE
Asuncion
Norfolk Island
(Australia)
International Date Line
30°S
Juan Fernandez Islands
(Chile)
Santiago
Buenos Aires
URUGUAY
Montevideo
ARGENTINA
Wellington
NEW ZEALAND
Chatham Islands
(New Zealand)
Legend
Country border
Disputed country border
Country capital city
Azores
(Portugal)
Dependency
Auckland Islands
(New Zealand)
Falkland Islands (UK)
South Georgia (UK)
N
0
1,000
2,000
3,000 km
SCALE 1:77,000,000 at 40°N and S
1 centimetre on the map measures
770 kilometres on the ground.
Modified Times Projection
60°S
OCEAN
Antarctic Circle
ANTARCTICA
180°
150°W
120°W
90°W
60°W
30°W
0°

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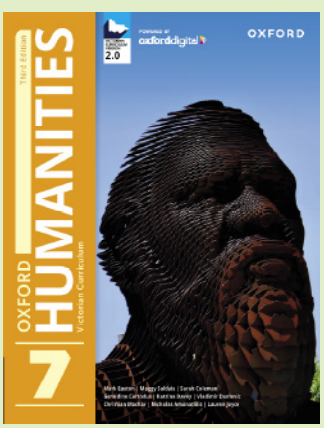

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