

CAMBRIDGE  
**HUMANITIES**  
FOR VICTORIA

8



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## About the cover



One of the goals of the Humanities subject in the Victorian Curriculum is to 'appreciate the common humanity shared across time and distance'. Pictured on the cover of this book is a peasant from medieval Europe; this period is one of the key topics in this book. While we study many significant individuals in history, it's also important to remember other people's experience and how we can help shape the world around us. The illustration was created by Melbourne-based artist Ben Sanders.





# Foreword

Dear student,

In Year 8, Humanities continues to develop your knowledge and understanding about the relationship between humans and the planet, and our relationships with each other. Through the subjects of History, Geography, Economics and Business, and Civics and Citizenship you will gain a better understanding of civilisation and the interconnections between people and the world around them. Most importantly, you will begin to see how you fit into the bigger picture of our planet and the role you can have in shaping its future.

In Year 8 History you will learn about the Middle Ages and the early-modern period, which was a time of great invention, disruption and exploration. You will have the opportunity to study Vikings, castles, knights, samurai, Mongolian warriors and so much more! Everything people thought they knew about the world was changed during this amazing time.

In Year 8 Geography you will learn about the fascinating landforms and landscapes and the other amazing physical environments that make up the different regions of our world. You will also gain a better understanding of how nations are changing over time and how large groups of people can move from one area of the world to another.

In Year 8 Economics and Business you build upon the knowledge you gained in Year 7 about consumer needs and desires, and you will begin thinking about how a business can help to meet the needs of different groups. You will also identify different elements that make people successful in business.

In Year 8 Civics and Citizenship you will gain a more detailed understanding of the Australian legal system and the role that justice plays in our democratic society.

– Ashley Keith Pratt, series author

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## About the illustrator



**Jean-Michel Girard** is an illustrator based in Québec City, Canada, who has 30 years of professional experience in working around the world. While Jean-Michel is able to work in a wide variety of styles (from hyperrealism to cartoon), he has specialised in historical illustrations as he is a long-time history aficionado. His attention to historical detail is extraordinary. Jean-Michel uses digital tools with traditional drawing methods.



# Introduction

We are living in a truly globalised world that requires collaboration to solve its challenges. The Humanities play an essential role, as innovations in the natural sciences, medicine and technology have a greater chance of success if they are implemented by working together with social scientists and those skilled in the humanities.

The Coronavirus pandemic which dramatically hit the world in 2020 is a clear example of this. Despite the shared global medical knowledge of COVID-19, the fate of countries has been widely varied due to the different social and political responses to the challenge. The climate and ecological emergency of global warming also requires scientific understanding and technological innovation to join with a will from society to mobilise into action, create trusted governments and institutions, and ensure that corporations act responsibly.

In this context, Humanities in Year 8 teaches a broad range of skills that can prepare students to participate in society with wisdom, skill and hope.

In History, you will analyse, question, and make substantiated arguments. You will study the relationships between power and poverty as a consequence of social structure and consider the role that a pandemic (bubonic plague) once played in challenging these relationships. Our ideas about the past can change as new evidence is brought to light; this is a vital skill in a world of ever increasing polarised opinions and misinformation.

Civics and Citizenship provides students with an opportunity to consider our values and imagine a version of Australia that we all can gladly participate in; something that many Australians are considering in the midst of crises such as bushfires, a pandemic, and an economic recession.

Economics and Business introduces consumer rights and corporate responsibilities. This subject also develops the skills of long- and short-term planning and goal setting that are as essential for students to exercise in their personal lives as they are for these business owners and policy makers of the future.

Geography serves as a bridge between humanities and science. You will investigate the processes that shape landforms and landscapes, as well as urban environments. You will make connections between causes and consequences. Geography students synthesise information and develop a holistic understanding of local to global scale challenges, thus enabling them to create sustainable, effective solutions.

Humanitarian work around the world has achieved some truly amazing results. At the time of writing, extreme poverty is at the lowest rate ever recorded, the mortality rate in children under five has halved in 20 years and more children than ever have an education. There is great hope that the skills learnt in Humanities can help us achieve further success.

– Despina Polatidis, series author



# How to use this resource

## Book structure



- All chapters have been closely aligned to the Victorian Curriculum for Humanities for Year 8
- This book contains four sections, with each section covering one of the four topic areas: History, Geography, Economics and Business, and Civics and Citizenship
- Every chapter starts with an engaging 'Setting the scene' story to help you jump into a new topic, and includes an activity that can be used to spark classroom discussion
- Each chapter has a 'Chapter overview' which lists 'Learning goals' for the chapter
- Each chapter is divided into numbered sections, and each of these sections cover a content descriptor from the Victorian Curriculum
- Each chapter section starts with 'Focus questions' to drive your inquiries into the Humanities
- In all chapters QR codes are included for easy access to related videos
- At the end of each section are End-of-section Review questions and at the end of each chapter are End-of-Chapter Activity questions.

## Activity types



This series uses a range of activity types including the following:

- Developing concepts and skills (activities that scaffold important concepts and skills from the Victorian Curriculum)
- Making Thinking Visible activities based upon Harvard's Project Zero's innovative Visible Thinking Routines (a guide to using these activities is available for teachers in the Online Teaching Suite)
- End-of-section Reviews (questions in both print and digital formats)
- Multiple other activity types, particularly in End-of-chapter activities, that vary from analysing historical visual sources to graph interpretation and map-reading
- Activities cover a range of different learning types and levels (a Glossary of activity verbs used in this series is available for teachers in the Online Teaching Suite).

## Digital resources



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

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

- Self-assessment checklists (aligned to each chapter's Learning goals, for students to rate their progress)
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Google Earth tours of key locations in each chapter (to provide dynamic geographic context)
- Videos, image galleries and other multimedia materials such as interactive maps
- A guide to using Topographic maps for Geography
- Additional PDF chapter on the COVID-19 pandemic of 2020
- A Victorian Curriculum Capability Project and downloadable assessment rubric (a research-based task; further information is available for teachers in the Online Teaching Suite)
- Downloadable worksheets for all activities
- Suggested solutions to all activities (enabled by teacher)
- A PDF downloadable version of the student textbook.

In the Online Teaching Suite, teachers will find:

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

# 1



# History

## What is history?

History is full of exciting topics that many people spend their lives studying. Whether it be the valorous knights and magnificent castles of medieval Europe or the honourable samurai of shogunate Japan, history has something that will appeal to everyone. It's full of heroes and villains, acts of great courage and the consequences of the actions of despicable tyrants.

By studying history we gain a better understanding of the similarities and differences between (and within) civilisations. You will also examine what has changed,

what has stayed the same, and why this is the case. Our understanding of the past changes as we make new discoveries. This is one of the reasons history is such an exciting topic to study.

The study of history uses specific methods and techniques, most importantly the use of historical sources. As we study these sources, they help us to form opinions about what we think happened in the past. You will learn to think critically and creatively, to question, imagine possibilities, and argue your opinions based on these historical sources.



# Introducing historical concepts and skills: *using historical sources as evidence*

As we study history, we are always on the lookout for historical sources to help us understand the past.

Primary sources provide some of the most important and interesting information about the past. Primary sources were created at the time of the event or person we are studying. They can include artefacts (vases, tablets, buildings, etc.), written documents, or stories passed down through communities.

Secondary sources provide another useful window into the past. They were created after the time of the person or event we are learning about. Secondary sources are usually

created by experts who are also studying the same topic and give their opinions about what they think happened. We have to ensure we clearly understand primary and secondary sources before we use them as evidence in our own arguments.

When we create our own arguments about what we think happened in the past, we need to carefully select the historical sources we use as evidence. All good arguments are based on evidence, and history is no different. Historical sources must be carefully examined and understood in order to correctly use them as evidence in arguments.

▼ **Image:** Historians do extensive research involving historical sources



# Unit 1

## The Middle Ages: Europe and the Mediterranean world

### Overview

**Knights in shining armour, hordes of raiding Vikings, or the multicultural splendour of the Ottoman Empire ... what was life like in the Middle Ages? These societies built upon the knowledge and understandings of the ancient period and developed sophisticated technological advances and social practices, some of which are still in use today.**

The chapters in this unit explore three aspects of the European and Mediterranean world during the Middle Ages. You will investigate their way of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and societies faced. As you investigate this topic, focus on the varied experiences of different groups in these societies.



Video

Unit Overview

### Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?



▲ **Image:** A rune stone from Sweden that represents a ship of Odin carrying souls of warrior heroes who died in battle to Valhalla



## Introducing historical concepts and skills: *sequencing chronology*

Throughout the chapters in this unit there will be a special focus on the concept of sequencing chronology. You should focus on developing your ability to construct a coherent historical narrative and see links and patterns over time. This could be on a large scale (hundreds of years) or a small scale (across only a few years).

A clear chronology and narrative is the first step in understanding other aspects of the past, such as continuity and change, or cause and effect. Understanding the order in which events occurred will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know. Look for opportunities to build your understanding of how to sequence events in a way that links different times, places and groups.



▲ **Image:** Medieval knights in battle, detail from the Bayeux Tapestry that depicts the Norman invasion of England



# CHAPTER 1

## Medieval Europe (c.590–c.1500 CE)

### Setting the scene: eyewitness accounts of the mysterious Black Death

Giovanni Boccaccio was a talented writer and poet who lived in the Italian city of Florence in 1348. Here he witnessed one of the greatest disasters in human history. A mysterious disease had travelled to Florence from the east. At the time, some people blamed the sailors who came to Florence by boat, or travellers who arrived by road. Some thought the disease was a punishment from God and began to blame themselves. Boccaccio recorded the disease as he saw it:

... a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death.

▲ **Source 1.1** Eyewitness Giovanni Boccaccio's 1348 account of the symptoms of the plague, quoted in *Medical Aspects of Biological Warfare*, 2007, p. 93



▲ **Source 1.2** Two victims of the plague depicted in this manuscript from 1411

The tumours would evolve from red to black, and the highly contagious disease quickly swept across Europe, earning the nickname the **Black Death**. Boccaccio was one of the lucky people who survived the disease that decimated his city, wiped out towns and brought the entire social structure of medieval Europe to its knees. It is estimated that one-third of Europe's population were killed by the Black Death.

With so many people dying, survivors began to question the world around them. Nothing would be the same again. A fellow Italian, Agnolo di Tura, summed up the despair of the time:

Buried with my own hands  
five of my children in a single  
grave. Many corpses were  
buried so superficially that  
the dogs dug them up and  
devoured them. No bells.  
No tears. This is the end of  
the world.

▲ **Source 1.3** Eyewitness Agnolo di Tura, quoted in Daniel Cohen, *The Black Death 1347–1351*, 1974, p. 33

### KEY TERM

**Black Death** the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population



▲ **Source 1.4** Plague doctors wore a long-beaked mask and carried a rod. By 1645 people understood the Black Death to be an airborne disease and filled the beak with sweet smelling flowers and scents to guard against the illness. The rod was used to treat the tumours, rather than touching them with exposed hands. Though it also allowed the doctors to fend off any infected people.

## MAKING THINKING VISIBLE 1.1



### See, think, wonder

Carefully examine everything you see in the images in Sources 1.2 and 1.4.

- 1 What do you see? Note down everything in each image.
- 2 What do you think about that? What thoughts, emotions, ideas come to you?
- 3 What does it make you wonder? What is left unexplained? What would you like to know?



# Chapter overview

## Introduction

We study medieval Europe to understand how the modern world came to be. The era between the fall of the Roman Empire in 476 CE and the birth of Renaissance Europe in 1500 CE has long been understood as a time of violence, disease, cruelty and barbarism; however it is much more than this. The study of medieval Europe reveals a time when European civilisation began to slowly move forward in knowledge, architecture, faith, medicine and technology.

A study of medieval Europe gives us a window into a world of brave knights in shining armour, kings, queens and war. You will learn about the spread of Christianity to the west of Europe, and Islam in the east, and the power of religion over ordinary people's lives. You will also learn how the catastrophic disease known as the Black Death forced humans to re-evaluate the world around them.

## Learning goals

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

- How did medieval Europe emerge after the Roman Empire?
- What were the Dark Ages?
- What was life like for ordinary people in medieval Europe?
- How was society structured around Europe?
- How can we use sources to describe the medieval world?
- How did religion influence people's lives?
- How did war and conflict affect medieval Europe?
- What was the significance of technological change in warfare?
- How did disease and the Black Death affect medieval Europe?
- How did significant individuals have an impact on the era?
- What events brought about the Renaissance?

## Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image on next page:** Keep of Dover Castle, Kent, England. The castle was built by Henry II in c.1180 CE.







# Timeline of key events

## What came before this topic?

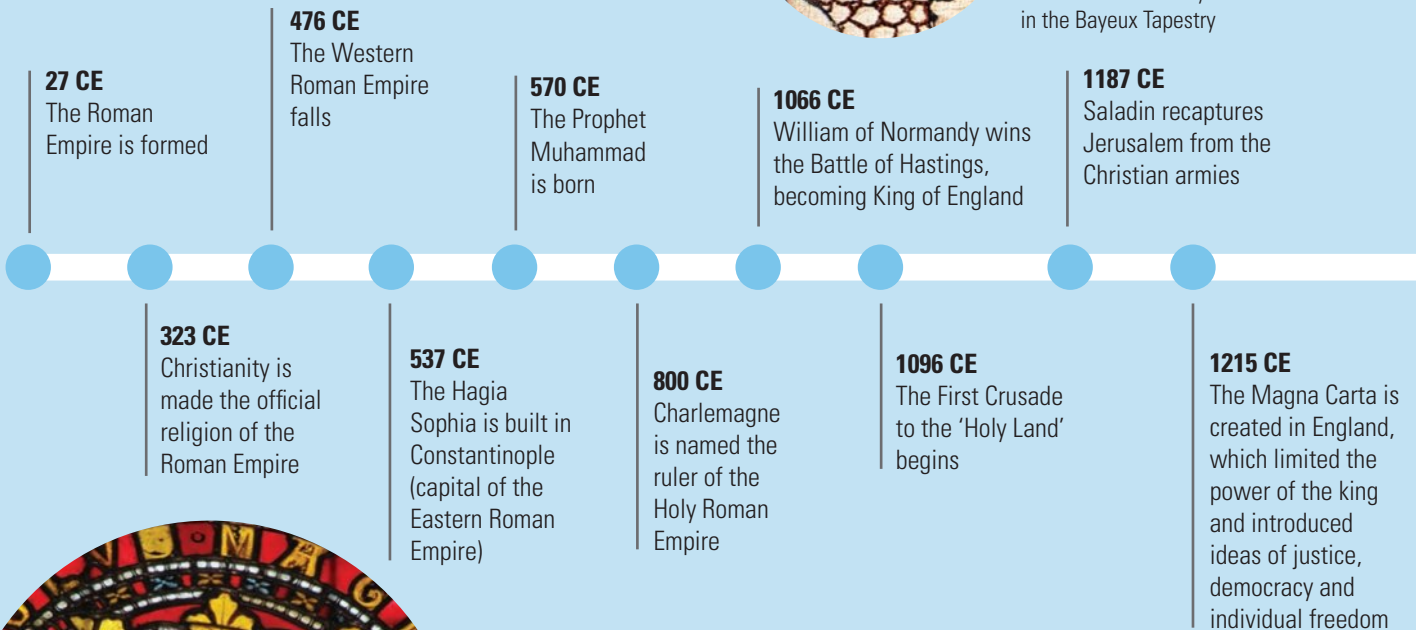
For 500 years, the Roman Empire controlled most of Europe. From their centre of power in Rome, Italy, they ruled through force and superior organisation. Stretching from North Africa to England and the Middle East, the vast armies of Rome brought roads, technology, law and order and stability. However, by the fifth century, Roman rule had begun to anger many, and their enemies gathered to destroy one of the greatest empires Europe had ever known.



For 500 years the Roman Empire reigned throughout Europe. This relief depicts an elite Roman centurion and soldier.



William of Normandy as shown in the Bayeux Tapestry



Thirteenth century stained-glass depiction of Charlemagne at Strasbourg Cathedral, France

## What came after this topic?

After the Black Death, Europe would never be the same. Old structures such as feudalism were questioned and people began to see the world in new ways. A new class of people, known as merchants, began to generate wealth and wield power in ways that few monarchies could imagine. Science, technology and art were all pursued to build a world that was less concerned with war and conquest, but more focused on knowledge and discovery.



Leonardo da Vinci's Renaissance-era masterpiece artwork, the *Mona Lisa*, was completed around 1506.



Tomb of King Edward III of England; he led England at the start of the Hundred Years' War

**1337**

The Hundred Years' War between England and France begins

**1348**

Sailors bring the bubonic plague to Italy from the East; the Black Death quickly spreads across Europe

**1378**

A split occurs within the Catholic Church, creating two popes

**1415**

The English gain the upper hand in the Hundred Years' War at the Battle of Agincourt

**1453**

The Hundred Years' War ends as English forces are finally forced from France

**1346**

The Battle of Crécy is won with the use of the deadly English longbow

**1353**

The Black Death kills more than a third of Europe's population

**1381**

The Peasants' Revolt breaks out in England

**1431**

Joan of Arc leads French armies into battle and inspires great victories; when captured by the English, Joan is burned at the stake as a heretic

## Timeline questions

- 1 What do you notice about the role of religion in this period of history?
- 2 What does the Hundred Years' War suggest to you about the medieval era?
- 3 What do you notice about the events that occurred after the Black Death in 1353?



Joan of Arc in armour





## 1.1 The birth of medieval Europe

### FOCUS QUESTION

How did the medieval period begin?

### Introduction

Medieval Europe emerged after one of the great human civilisations collapsed. For more than 1000 years (753 BCE–476 CE), the

Roman Empire ruled much of Europe, northern Africa and western Asia, they provided roads that

connected their empire, and built cities with great engineering, sanitation and access to water. They ruled through conquest and war and a complex political system. Around 200 CE however, problems began to emerge. A series of ineffective **emperors** in Rome weakened the power of the empire, which was under constant attack along its borders by outsiders, known as **barbarians**.

#### KEY TERMS

**emperor** a ruler of a society

**barbarian** a member of a people not belonging to Rome



▲ **Source 1.5** The Roman Empire at its height, c.117 CE





▲ **Source 1.6** An ancient Roman street scene showing vendors, produce, cooked food, crafts, merchants and guards

The empire had become large and difficult to manage, and while Roman rule had never been popular among the European tribes, most lived in peace until the Germanic tribes from the north began to recapture towns. Over the next two centuries these tribes began to attack Italy itself. The destruction caused in these raids by groups such as the Huns, Franks, Lombards, Visigoths and Vandals meant the latter became a modern word for destruction of property.

In 410 CE, Rome lost control of England and the city was attacked by the Visigoths. In 430 CE, Spain and North Africa fell from its grip. In 450 CE, Gaul (France) was invaded by Attila the Hun and his barbarian armies. In 476 CE, Rome itself was destroyed when it was captured by the German Prince Odovacar, resulting in the great empire being ruled by barbarians.



► **Source 1.7** *The Sack of Rome by the Visigoths 410*, Joseph-Noël Sylvestre, 1890



## Why was the fall of Rome significant?

Rome was a cultural centre of knowledge, technology and literacy. Education was a valued commodity. Many of the wealthy could read and write **Latin**, and Roman art and culture were rich and complex. With the collapse of the Roman Empire, Europe was no longer controlled by one single ruler,

which created a **power vacuum**. When the power of Rome disappeared, war broke out all over Europe as leaders of different tribes sought to fill the void left by Roman rule. In this period, Roman culture and knowledge began to disappear and 200-year period of peace known as the **Pax Romana** ended. The period that followed has long been known as the **Dark Ages**.

### ACTIVITY 1.1



#### Check your understanding

- 1 What were the achievements of the Roman Empire?
- 2 Why did it collapse?

#### KEY TERMS

**Latin** the language of ancient Rome and its empire

**power vacuum** a situation that exists when someone has lost control of something and no one has replaced them

**Pax Romana** the peace that existed between nationalities within the Roman Empire

**Dark Ages** the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

**monasteries** a Christian community of religious people called monks or nuns, and the building where they lived and worked

**Christianity** the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

**missionary** a person sent on a religious mission to promote Christianity

**pope** head of the Roman Catholic Church

**Roman Catholic Church** early strand of Christianity where the figurehead is based in Rome, Italy

**moral authority** the guiding group who determine what is good and right

## Were the Dark Ages a myth?

The period between 500 CE and 900 CE has often been called 'dark', because the 'light' of Roman civilisation had been shut out. For centuries, historians used this term because European development seemed to come to a halt after the Roman and Greek civilisations had made so many great advances in society.

Crucially, the lack of written evidence from this period meant it was difficult to learn about it. When Rome fell, so did its language, and reading and writing were not the valued commodities they once were. In truth, the Dark Ages were not so dark. Christian **monasteries**

around Europe were building libraries to save and store Roman and Greek knowledge amid a world of warfare, destruction and looting. Knowledge was still valued, it was just that few had the education to access and read it.

Two key factors played a role in Europe moving out of the Dark Ages into a more modern era. The medieval period (500–1500 CE) is today known as the era that encompassed the Dark Ages and reshaped Europe into a society that was independent of the Roman Empire. Two key factors played a role in Europe moving out of the Dark Ages into a more modern era: Christianity and feudalism.

- 1 **The spread of Christianity:** In 323 CE, **Christianity** was made the official religion of the Roman Empire by Constantine I. When the Roman Empire fell in 476 CE, Christianity remained strong in southern Italy. Over the next four centuries, Christian **missionaries**, led by the **pope**, spread the religion beyond Italy and across Europe. As Christianity gained followers, which included tribal leaders of the very groups who had destroyed the Roman Empire, the **Roman Catholic Church** became a **moral authority** over the people of Europe.

**2 The birth of feudalism:** The Dark Ages was a time when law and order was scarce. It was not safe for people to travel, as the roads were dominated by **brigands**. When tribal leaders captured lands from the Romans, they began to establish their own societies that they could control and protect from invasion. To build their societies, they needed people to provide labour and taxes. These leaders took on titles such as **lord, earl, duke and baron** and would provide protection, food and housing for their workers. This system of living became known as **feudalism**.

## Charlemagne: King of the Holy Roman Empire

Charlemagne, or Charles the Great (742–814 CE), was a Germanic ruler of the Franks, a group that moved into the region now known as France, who established the first great European empire of the medieval

era. Charlemagne inherited the kingdom from his father Pepin the Short when Pepin died in 768 CE. Charlemagne became ruler of the Franks; a kingdom known for its excellent fighters, farming techniques and housing.

A devout Christian, Charlemagne fought wars against his non-Christian neighbours and was a favourite of the pope in Rome. When a revolution broke out in Rome in 799 CE, Charlemagne marched his armies to restore Pope Leo to power. As a reward, he was named the first emperor of the **Holy Roman Empire**. With the direct support of the Roman Catholic Church, Charlemagne set about expanding his empire.

### KEY TERMS

**brigand** a member of a gang that ambushes and robs people in forests and mountains

**lord, earl, duke and baron** titles used by people from the nobility to determine their rank

**feudalism** the social structure that organised society into categories from the monarchy down to the poorest member

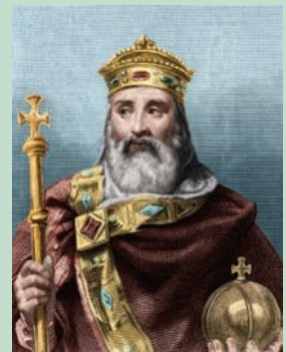
**Holy Roman Empire** a large territory in Western and Central Europe that developed during the early medieval era



▲ **Source 1.8** The extent of Charlemagne's empire

### FAMOUS FACE

#### CHARLEMAGNE (742–814 CE)



Charlemagne (Charles the Great) was king of the Franks from 768 CE and emperor of Western Europe from 800 to 814 CE. He did much to define the shape and character of medieval Europe and ensured the survival of Christianity in the West.



**KEY TERMS**

**cavalry** armoured knights who rode into battle on horseback

**bishops** high-ranking members of the Roman Catholic Church

**noble** a wealthy person, connected to the ruling family by rank, title or birth

**knight** a skilled fighter who served a noble or king

**serf** a poor farm worker bound to work on the land owned by the local noble

**Carolingian Minuscule** a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

The Franks were known as great horsemen, and Charlemagne's armies were among the first to use armoured horses in battle. Known as **cavalry**, these fearsome charges of armed fighters on horseback would send enemy armies fleeing in terror.

As the unifier of Europe, Charlemagne carefully selected his most trustworthy supporters and **bishops** of the Church to control the vast areas of

his kingdoms. In granting these **noble** families and religious leaders land, he was given their loyalty in return. These nobles ruled over the lords and barons, whose fighters, commonly known as **knights**, protected the villagers and farmers. These groups at the bottom of

the social chain, known as **serfs**, gave their labour and loyalty. With the support of the Church, Charlemagne was able to maintain control over a vast population. He was the first to do so since the fall of the Roman Empire.

Despite his love for war and conquest (he fought more than 50 wars), Charlemagne also sought to develop European civilisation. He introduced a form of writing known as the **Carolingian Minuscule**, which was widely used around Europe. He actively spread Christianity (sometimes by force) through Europe and supported education, the arts and culture. Charlemagne made trade around the empire safer and easier, and people became wealthier and smarter, and the continent began to flourish again. Charlemagne died in 814 CE and his empire slowly declined. However, by 820 CE, the Carolingian Minuscule was the dominant form of writing in Europe. By 900 CE, Europe had broken up into smaller Christian kingdoms.

▼ **Source 1.9** This painting of Charlemagne was made almost 1000 years after his death. It depicts the power of his armies and his ability to spread Christianity around Europe.





## ACTIVITY 1.2



### Check your understanding

- 1 Write a short summary of how the Dark Ages differed from the Roman Empire.
- 2 Put together a short timeline of Charlemagne's three biggest achievements. What do these achievements tell you about him?
- 3 How did Charlemagne improve Europe while he was king?

## William the Conqueror: feudalism comes to England

In 1066 CE, Normandy was a small state on the northern coast of France. Its nobles and knights did not enjoy the wealth and privilege of others around Europe. However, directly north of Normandy was the island of England, which was ruled by the **Anglo-Saxons**. In 1066, England was in turmoil. Its king, Edward the Confessor, had died and a three-way squabble over who was the rightful **heir** had broken out into war.

In 1051, William, the Duke of Normandy, travelled to England to see his cousin Edward and claimed that at that meeting he was promised the throne when 'the Confessor' died. However, on his deathbed, Edward granted the throne to the powerful noble Harold Godwinson. William was furious and began building an army to invade England. However, in the meantime, Harold's brother Tostig was also angry. Tostig had been exiled from England and with the news his hated brother had been named king, he enlisted the support of Harald Hardrada, King of Norway, to invade England from the north to make a claim for the throne themselves.

Incensed, Harold Godwinson marched his English army north from London to Stamford Bridge in the north of England to confront his brother in battle. On the 25 September 1066, Godwinson's army destroyed the invaders and killed Hardrada and Tostig.

Two days later, William landed in England with his army of professional cavalry and soldiers and marched towards the town of Hastings in the south of England. On hearing the news, Harold, fresh from battle, hurried south, enlisting farmers and peasants into his battle-ravaged army as he went. The two armies met near the town of Hastings on 14 October. Harold's army lacked the rest, training, cavalry and **archers** of the Normans. The English fought a valiant defence over the course of the day, repelling cavalry charge after charge. For a while it seemed William would not break the English forces, so he ordered his troops to pretend to retreat in panic, to draw Harold's army out to fight. It worked. Harold's army was decimated by the constant cavalry charges and arrows. Godwinson himself was killed. The leaderless English were soon crushed.

Upon his victory, William claimed the throne of England. Despite his daring attack, he was a very effective king.

### FAMOUS FACE WILLIAM THE CONQUEROR (1027–1087 CE)



William, Duke of Normandy in France, invaded England and defeated King Harold II at the Battle of Hastings in 1066 CE. Crowned King of England on 25 December 1066, William set about making major changes, from replacing many of the existing Anglo-Saxon nobles to reshaping the English language. He built castles all over England (including the famous Tower of London), introduced the system of feudalism, and compiled the Domesday Book in 1086, recording names of all landowners and tenants in England.

### KEY TERMS

**Anglo-Saxons** the inhabitants of England who were originally from northern Germany and southern Scandinavia

**heir** a person who will receive money, property, or a title from another person when that person dies

**archer** a person who fights with a bow and arrows





▲ **Source 1.10** The famous Bayeux Tapestry, which tells the story of the Battle of Hastings

William introduced feudalism to England, he re-organised the country and developed a comprehensive understanding of his kingdom with the **Domesday**

**Book**, a survey of the towns and citizens of his new kingdom, a remarkable

achievement for the time. He actively built large stone **castles** all over England, which served as the homes of his nobles and the centre of feudal communities. The amalgamation of French and Anglo-Saxon languages formed the basis of the English language we use today.

#### KEY TERMS

**Domesday Book** a census of the English population and the wealth and land owned by its nobility

**castle** a large, fortified building

## ACTIVITY 1.3



### Using historical sources as evidence

After William's victory at the Battle of Hastings, he commemorated the event by ordering the construction of the Bayeux Tapestry. The tapestry was a celebration of William's victory in 75 individually stitched scenes embroidered into cloth. Created by a number of unnamed English women, it is 70 metres long and 50 centimetres high. The tapestry tells William's story, not just the Battle of Hastings. It is so detailed that 626 humans, 190 horses, 32 ships and 33 buildings appear in the tapestry. We can use the Bayeux Tapestry to learn, not just about the Battle of Hastings, but about politics, social and cultural practices as well as dress and fashion that were all important in 1066.

#### SOURCE A



▲ **Source 1.11** Detail from the Bayeux Tapestry

#### SOURCE B



▲ **Source 1.12** Detail from the Bayeux Tapestry





### Responding to the sources

- Carefully examine each source and note everything you can see in:
  - Source A
  - Source B
  - Source C.
- What part of William the Conqueror's story can you see in:
  - Source A
  - Source B
  - Source C?
- Place the images in order.
- What does the tapestry tell you about the point of view of its creator?
- Summarise the impact of William the Conqueror on England.
- What do you think was the significance of the Battle of Hastings?

### SOURCE C



▲ **Source 1.13** Detail from the Bayeux Tapestry

## Islam and the Byzantine Empire

While Western Europe took its time recovering from the fall of Rome, in the east, the power of Rome transitioned into the Byzantine Empire. Based in Constantinople in modern-day Turkey, a succession of Byzantine emperors managed to hold back the

marauding bands of barbarians and protect their borders. While the Dark Ages slowed growth in Western Europe, commerce, trade, science and architecture thrived in Eastern Europe and the Middle East, and brought great wealth to Constantinople. It lived in relative peace and prosperity for centuries.

▼ **Source 1.14** The Islamic and Byzantine Empires in c.1097 CE (with other peoples marked in purple)





## ACTIVITY 1.4



### Using historical sources as evidence

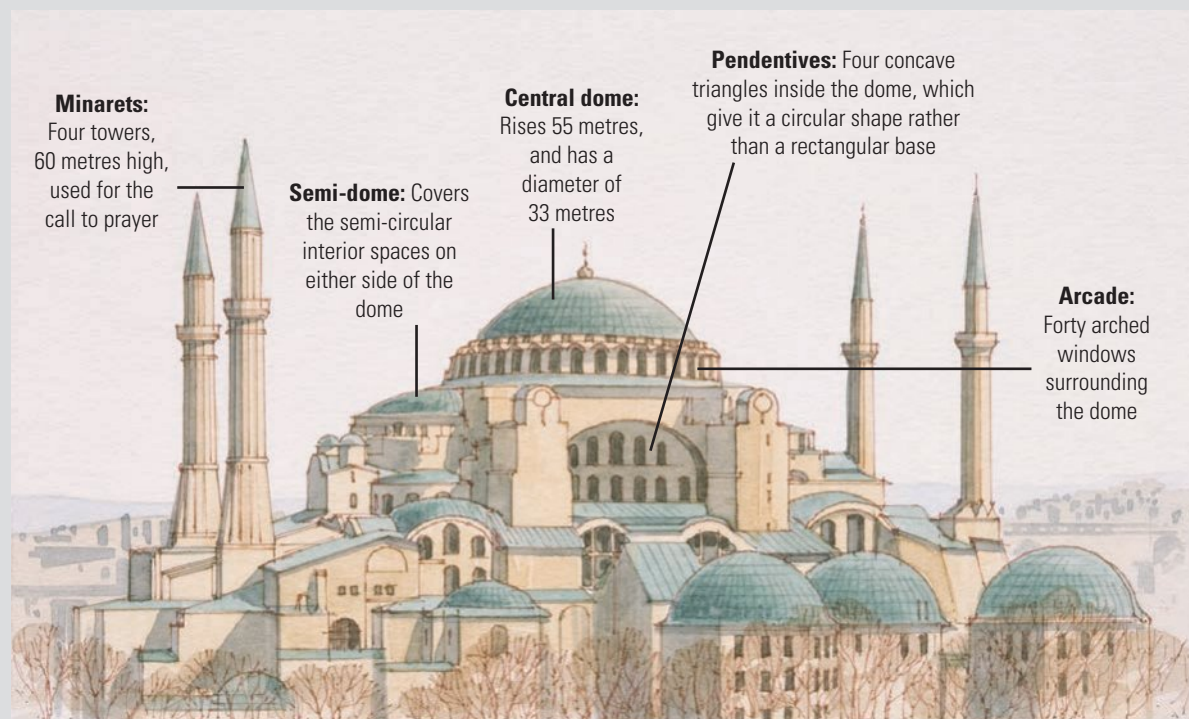
The Hagia Sophia in Constantinople was built in 537 CE. It still stands today. It was commissioned by a Christian pope, has survived earthquakes, invasions, lootings, became a Islamic mosque in 1453, and in 1935 it became a museum. As of July 2020, this museum status was annulled and it is now a practicing mosque. This artist's impression, from the eighteenth-century, depicts Muslim worshippers sitting in the vast interior.

#### SOURCE A



▲ **Source 1.15** An artist's rendition of the inside of the Hagia Sophia in Constantinople

#### SOURCE B



▲ **Source 1.16** The outside of the Hagia Sophia, an architectural wonder from medieval times





### Responding to the sources

- 1 How long has the Hagia Sophia in Constantinople been standing?
- 2 Examine the sources. What stands out to you?
- 3 The Hagia Sophia has been used by two different religious groups. What does this tell you about the importance of the building?

In 570 CE, the **Prophet Muhammad** was born in the small Arabian desert town of Mecca. By 615 CE, he had experienced a series of revelations that he took to be messages from God. Muhammad began teaching others that life should be devoted to the service of Allah (God) in order to receive access to heaven. He also taught the value of charity to others. In 622 CE, he was exiled from Mecca by local authorities, and this is the year that marks the first year of the Muslim calendar.

Muhammad continued teaching Islam and soon became the leader of the town of Medina after converting its inhabitants. By the end of the next decade, most of the Middle East's population followed Islam.

As local rulers converted, they began to raise armies in support of **jihad** to defend their

faith. During this time, governments and Islam became one as holy armies began to attack the eastern edges of the Byzantine

Empire. By 637 CE, the Byzantine cities of Damascus and Jerusalem were in Muslim hands. Expanding into Egypt, the Islamic armies captured Libya and Tripoli in Northern Africa. By 651 CE, Persia was entirely Muslim. In the 660s they crossed the Mediterranean and then invaded Spain in the early 710s. In just under a century, Islamic armies had carved out an area of control that stretched from the borders of India in the east to the Atlantic in the west, severely eroding the power of the Byzantine Empire and making their presence felt in Europe.

#### KEY TERM

**Prophet Muhammad** the Arab prophet who, according to Islam, was the last messenger of Allah  
**jihad** struggle or resistance; holy war

## DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.1



### Sequencing chronology

A clear chronology and narrative is the first step to understanding other aspects of the past, such as continuity and change, and cause and effect. Understanding the order that events occurred in will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know

- 1 Carefully examine the growth of Islam from 570 CE to the early eighth century CE. Create a timeline of key events.
- 2 What does the timeline tell you about the strength of Islam and the Byzantine Empire?
- 3 Make a prediction on how this might pose a challenge for the growth of Christianity in Europe.



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 1.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Why did the Roman Empire fall?
- 2 What were the 'Dark Ages'?
- 3 Why was Charlemagne a significant ruler?
- 4 What happened at the Battle of Hastings?



▲ **Source 1.17** The Battle of Hastings, from part of the Bayeux Tapestry

#### Interpret

- 5 Using the information in this section and your own research, write a short profile of William the Conqueror. Be sure to include his greatest achievements, and name key events and the dates they took place.

#### Argue

- 6 Explain the significance of the Hagia Sophia.



## 1.2 The way of life and social structure in medieval Europe

### FOCUS QUESTION

How was medieval society structured?

### Life in feudal society

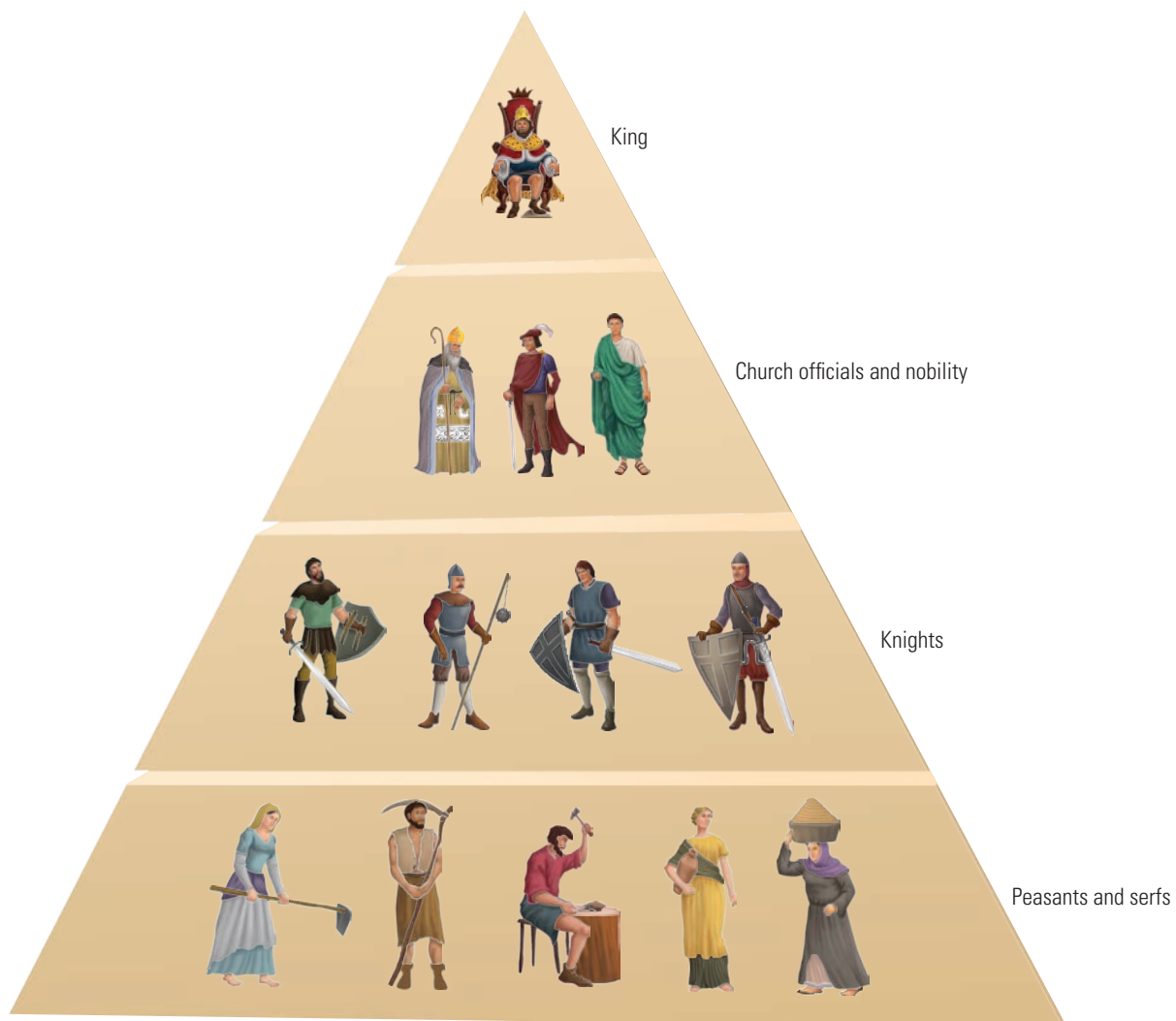
Feudalism was the way medieval society was organised to bring stability to life in Europe. While it relied heavily on each person in society knowing and accepting their role, daily life revolved around a mutual arrangement of work and protection. Feudal society revolved around castles and grand buildings. William the Conqueror was renowned for building fortified residences for his nobles. These castles were often placed

at the top of a hill because it was easier to defend against attack. Around the castles, towns grew that were filled with the knights, **vassals**, farmers and peasants who worked for the noble.

#### KEY TERM

**vassal** in a feudal system, a holder of land or position granted by a superior to whom the vassal owes allegiance

Feudalism can be explained as pyramid of mutual obligations, which is broken into three main sections known as the Three Estates.



▲ Source 1.18 The feudal pyramid of power



## Those who fight

At the top of any feudal pyramid was the king, but locally, this usually meant the noble, who was either a trusted ally of the king or a relative. The family of the noble usually lived in safety inside the castle walls in luxury. From here, the noble (lord, earl, duke or baron) would look after the administration of his land, collect food and taxes from the peasants and act as an intermediary between the king and peasants. If the country were to ever go to war, the noble was ordered to assemble his knights and round up fighting-age men from the village as **foot soldiers**. For the most part, nobles were able to enjoy leisure pursuits such

as hunting and horse riding. Ultimately, they watched over a number of villages that provided them with wealth.

Knights were skilled fighters, riders and the protectors of the nobles, the king and the Church. The horse and the armour required to be a knight cost more than most peasants earned within their lifetime, so most knights enjoyed a position of power and wealth. In the early medieval era they were known as **mercenaries** who terrorised peasants. However, in the latter half of the era, they developed a code of **chivalry** that meant they swore an oath to protect the weak, defend the Church and be kind to women. Most knights had a **page** who was a young boy aged 7 to 10 who worked as an apprentice, learning to be a knight.

Vassals were wealthy landowners who were either former knights, or lesser nobles who had been granted land by the king for past favours. They controlled a **fief**, which was a parcel of land that was worked to supply the local noble with food and taxes. They played many other roles, such as recruiting men into the army, providing advice to the noble and supporting the religious practice of the local church. No matter their role, the vassal pledged an **oath of fealty** to the noble that meant they were in their service for life.



▲ **Source 1.19** An ivory chess piece showing a knight on horseback, c.1300

### KEY TERMS

**foot soldier** poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble

**mercenary** a professional soldier hired to serve in a foreign army

**chivalry** the medieval knightly system with its religious, moral, and social code

**page** a young trainee knight

**fief** a space of land owned by the king, rented to a vassal

**oath of fealty** a pledge of allegiance from one person to another

**clergy** religious workers of the Church

**cathedral** large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

**congregation** a group of people assembled for religious worship

## Those who pray

The **clergy** were equally important members of the village. The clergy included the bishop who led religious practice in the large **cathedrals**, and the monks, nuns and priests who helped the poor. In most medieval societies, the clergy were divided into upper

and lower categories. The upper clergy were usually the sons of wealthy nobles and they enjoyed an extremely comfortable life as the leaders of large churches and **congregations**. The highest members of the clergy were in close contact with the king and nobility. The



▲ **Source 1.20** A priest is shown purifying a knight with holy water; detail from an Italian holy water fountain, early twelfth century



▲ **Source 1.21** The Three Estates are represented here by a cleric, knight and peasant

**Those who pray:** the clergy and members of the Church looked over those who fought and worked

**Those who fight:** the nobility provided the wealth, knights and manpower required to fight wars

**Those who work:** the peasantry who worked the land, and fed the nobility and the Church

lower clergy did the most important work in the village. As priests and they worked face to face with the peasants, the poor and the

downtrodden, helping them in their daily lives, baptising babies, marrying young lovers and burying the dead.

## Those who work

Craftsmen and **artisans** were essential members of the village. They made the metal swords and armour for the knights. In times of war, they mass-produced the spears, swords and shields the villagers would need to fight. Others baked bread and made the beer that, in most cases, replaced water as the source of hydration in medieval England. Generally they enjoyed a status that was above peasants and farmers, because their roles required an education and skill that not everyone possessed.

Peasants were at the bottom of the pile. They did almost all of the hard physical work, tending the fields and farms of the noble to grow food for village and for the noble to sell and send to armies fighting abroad. Most peasants were known as serfs as they were tied to working for the noble for life. It was a small step up from slavery. They were paid very little, if at all, but in return they were provided with food, shelter and protection. Their daily life was hard. They worked in the fields all day, slept on dirt floors in the few clothes they owned, and shared their houses with the farm animals they tended. Peasant life was not all work; Sunday was reserved as a day of rest and worship. What leisure time they had was spent enjoying beer, fist fighting, shin kicking and cock fighting! Ironically, it was in times of war that the peasants became 'those who fight' as well.



▲ **Source 1.22** Shepherds carved from ivory found in Germany, from the twelfth century

### KEY TERM

**artisan** someone who does skilled work with their hands



## Amazing but true...

Much of what we know about the medieval period can be learned from illuminated manuscripts. These books were handmade, usually by monks, and were 'illuminated' due to the use of gold and silver within the text and illustrations. Using techniques borrowed from scholars in the Middle East, monks created books with religious themes by hand. Each page took hours, or sometimes even days or weeks, to create. These books remained the dominant source of information in Europe until Johannes Gutenberg invented the printing press in 1440. The press allowed information to be mass-produced, and the world began to learn about itself at a rapidly increasing pace.



► **Source 1.23** An illustration from the Book of Kells, created in Ireland around 800 CE

### ACTIVITY 1.5



#### Check your understanding

- 1 Who had the most difficult life in the medieval village?
- 2 Describe the role of the clergy.
- 3 Describe the advantages a knight might enjoy that a peasant would not.
- 4 How did the clergy connect with all levels of feudal society?
- 5 Why was the role of craftsman or artisan important?
- 6 Why would a peasant accept the role of a serf? It might help to compare their skills to that of an artisan or knight.
- 7 Imagine you are a member of the lower clergy within a medieval village. Write a diary entry that explains your average day. It might help to think about the people you would encounter and the kinds of activities you would find them involved in.

## The role of religion and the Church

The Christian Church enjoyed a special place in the feudal order of medieval society. Most medieval kings and queens claimed their throne by **divine right**, which meant God had specifically chosen them. An early medieval king, Charles the Bald, had himself included in a painting that had the hand of God specifically pointing to him, just to reinforce the idea! The belief in God and the Christian faith went from the top to the bottom of society and guided almost every aspect of medieval life. From kings to peasants, the desire to live a **pious** and good life according to Christian teachings was driven by the need to get into heaven after death.

In truth, the leadership of the Church, headed by the pope, was often wealthier and more powerful than most European kings. They rarely paid tax to the king and owned a significant percentage of land across Europe that they rented to peasants and farmers to work and provide them with wealth. Pope Innocent III was so powerful that he advised several European kings on how to run their own affairs, arranged marriages between the children of various monarchs, and forced separations of these when they didn't suit him! This kind of power and authority meant that the teachings of the Church were the same no matter where one travelled in Europe. A priest could conduct a religious service, known as **Mass**, in any country and it would be understood.

The Church and religion were everywhere, and the Church's authority went beyond the boundaries set by kings and countries. Such was its power that in 1041, in an era of almost constant war between small feudal states, the Church enforced the 'Truce of God' that banned fighting from Thursday to Sunday. Anyone who broke this rule would be banned from practising religion, and given that religion guided the lives of everyone in the feudal society, few dared risk a trip to **hell** rather than **heaven**.

Lower clergy did the work of the Church at a village level. They tended the sick, gave advice, and conducted marriages, baptisms and funerals. In times of war, they blessed the soldiers before battle and tended their wounds. They were usually the only members of the village that could read and write, so they spent considerable time reading the Christian **Bible** and explaining its teachings to the community. For the poor farmers and peasants who worked six days out of seven, priests provided education, inspiration and a connection to the outside world.

### KEY TERMS

**divine right** the idea that kings derive their right to rule directly from God and do not have to answer to those below them

**pious** devoutly religious life

**Mass** the organised service of worship in the Catholic Church

**hell** a place regarded in various religions as a spiritual realm of evil and suffering

**heaven** a place regarded in various religions as the abode of God and the angels, and of the good after death

**Bible** the collection of sacred writings of the Christian religion

**tithe** one tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

It was the responsibility of peasants and farmers to pay a **tithe** to the Church. This was a tax in produce that they also had to pay to the noble. Given that the Church did not then need to pay this tax to the king, the Church became extremely wealthy.



▲ **Source 1.24** Anyone who did not obey the laws of the church or dared challenge it was brutally punished and labelled a 'heretic'. Here, Pope Innocent III orders the public burning of heretics.



## MAKING THINKING VISIBLE 1.2



### Brainstorm

Examine Source 1.24.

- 1 Brainstorm a list of at least 12 questions about the Church in the medieval era. Use these question prompts to help you think of interesting questions:
  - Why ...?
  - How would it be different if ...?
  - What are the reasons ...?
  - Suppose that ...?
  - What if ...?
  - What if we knew ...?
  - What is the purpose of ...?
  - What would change if ...?
- 2 Review the brainstormed list and select one or more of the questions to discuss with a partner for a few moments.
- 3 What new ideas do you have about the Church in the medieval era that you didn't have before?

## ACTIVITY 1.6



### Using historical sources as evidence



◀ **Source 1.25** A medieval friar preaches to his congregation in the open air

### Responding to the source

- 1 Explain everything you can see in this image.
- 2 What does it say about the role of the Church in medieval life?
- 3 What does it *not* say about the role of the Church in medieval life?
- 4 Using what you have learnt about peasant life, explain why religion and the clergy would have been important to them.
- 5 Could you see any problems that might emerge within the clergy? If so, explain what you think they might be.

## The life of a knight

The role of the knight was broad. They were hired by nobles to protect the land and Church, keep peace and security and, when needed, ride into battle in the service of the lord and king. Owning a horse in medieval times was extremely rare and expensive, so only the wealthy could become a knight. As the medieval period continued, knights could be broken into two categories – secular and religious.

- Secular knights were similar to mercenaries because they were specifically employed to protect the nobility and the king.
- Religious knights were employed to protect the Church's more important sites, such as cathedrals and holy places, and the **pilgrims** who travelled to them.

### KEY TERM

**pilgrim** a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion



▲ **Source 1.26** The more successful knights were able to own highly decorative armour for themselves and their horses.

## MAKING THINKING VISIBLE 1.3



### Explanation game

Examine Source 1.26 and complete the sentence:

'I notice that ...'

And then ask the question:

'Why is it that way?' or 'Why did it happen that way?'

Work in pairs to research the life of a knight to determine the answer to your question.



The code of chivalry guided the life of a medieval knight. Chivalry was essentially a set of moral standards that a knight would use to conduct their daily life and interactions with people around them. Chivalry demanded that a knight be loyal, courageous,

strong in battle with a sound sense of right and wrong. This was supported by excellent manners and concern for the poorer classes in society.

Behaving in a chivalrous manner also allowed the knights to separate themselves from the same poor classes. They were permitted to wear their bright coloured and decorated armour to stand out in a crowd and establish their higher status in the feudal society.

### KEY TERM

**jousting** medieval knights engaging in a sporting contest in which opponents on horseback fight with lances

In battle, a knight would wear his heavy armour and a helmet that protected the head and sometimes the whole face. Along with his sword, he would carry a shield with a personal crest, a dagger, axe and mace. Each weapon was designed for a specific purpose.

Aside from fighting in war, a knight had a good knowledge of song, dance and poetry. They attended the social gatherings of the nobility and practised their skills in tournaments. Put on to entertain the nobility, tournaments often involved contests when opposing knights would charge at one another on horseback with huge wooden spears, which was known as **jousting**. The weapons were not intended to kill, but contestants could still be badly injured.

## ACTIVITY 1.7

### Using historical sources as evidence



▲ **Source 1.27** German noblemen at a jousting tournament, c.1200

### Responding to the source

- 1 Carefully examine Source 1.27. Explain everything you can see.
- 2 Who do you think the people on the edges of the image could be? Why would they be there?
- 3 What is the author of the drawing trying to explain about jousting?
- 4 What does the image tell you about the significance of knights in medieval society?

## Becoming a knight

Becoming a knight took years of training and practice that usually started in childhood. A page was selected at the age of seven to train and learn with a knight; however, some could be granted the role by a noble who respected an individual's bravery and skill. In times of war when there was a great demand for skilled fighters, the position of a knight could actually be bought. A page trained with mock weapons, cleaned the knight's armour and tended to his horse.

Once the page completed his apprenticeship at the age of 14, he became a squire. This is when his role became serious. Aside from caring for the horse, armour and helping

the knight at tournaments, the squire was required to train with real weapons, learn the code of chivalry and follow the knight into battle. He was to stay close by to give the knight various weapons as required. If the knight was injured in battle, the squire was required to drag the heavy, armour-clad knight to safety.

At the age of 21, the squire became a knight. In the early medieval era, this involved a slap on the back of the head from the squire's knight, but as religion became intertwined in the role, the process of being 'knighted' became a 12-hour religious ceremony that involved the knight touching the shoulders of the squire with his sword.

## ACTIVITY 1.8

### Using historical sources as evidence



◀ **Source 1.28** Edward III knighting his eldest son, the Black Prince

### Responding to the source

- 1 Examine the image and explain what you can see.
- 2 What kinds of medieval people can you identify in the image?
- 3 What does this tell you about the importance of knights in medieval society?



## DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.2



### Analysing historical perspectives

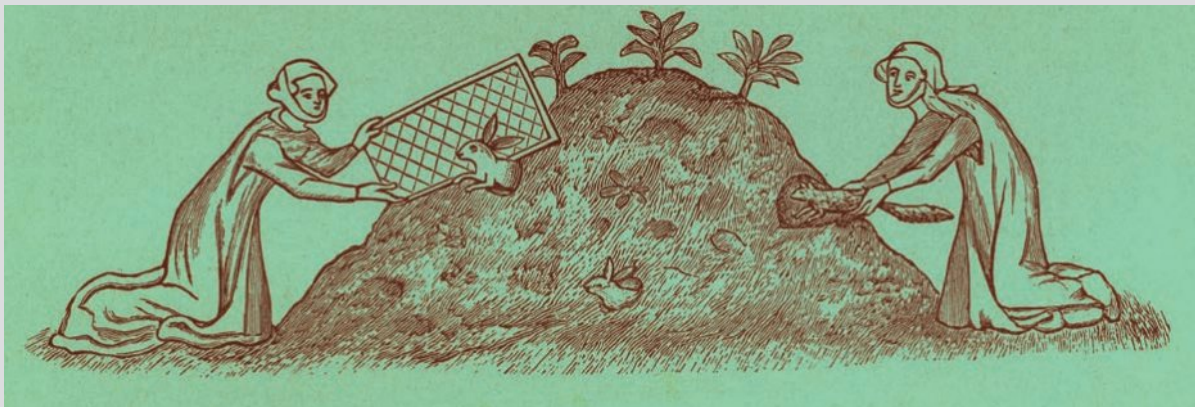
As students of history, it is important that you analyse the different perspectives of people in the past. The following three images were created for a manuscript around 1340, and are eyewitness accounts of the work of peasants in medieval England.

#### SOURCE A



▲ **Source 1.29** Peasants reaping the corn, c.1340

#### SOURCE B



▲ **Source 1.30** Serfs catching rabbits, c.1340

#### SOURCE C



▲ **Source 1.31** Serfs tying up sheaves of corn, c.1340





### Responding to the sources

- 1 Describe these sources – what are they, who created them and when?
- 2 Describe what you can see in the three images.
- 3 What do the images tell you about the work of peasants?
- 4 What impact do you think the life of a peasant had on their long-term health? Explain your response with evidence.
- 5 Compare the life of a peasant with that of a knight. What are the key differences?

## The lives of medieval women

For women of the medieval era, the quality of life depended heavily on the man she was married to, and what place he took in the feudal pyramid. Women who married nobility would have a range of responsibilities, managing the large household, including the kitchens, the farms and the castle. She had to check the bakehouse to oversee the baking of bread, beer, butter and cheese. She had to manage the house staff to ensure there was enough food to last through the winter. The 'Lady of the Manor' was a trusted and respected figure who was occasionally able to participate in leisure activities.

Women in larger towns were known to take on jobs such as opening a shop or a market stall without permission from their husbands. Evidence has been found in the taxation records of Paris in the thirteenth century that women worked in many trades, as schoolteachers and doctors, as chemists and in the arts.

Out in the fields women laboured alongside the men, ploughing fields, tending to animals and harvesting grain. However, it was at home where women's experience was different. Growing up, girls were subordinate to their fathers and once married, they followed the orders of their husbands. If their husband was cruel and beat them, they were unable to complain. Most marriages for women were arranged early in infancy and they were married by the time they were 12 or 14 years old.



▲ **Source 1.32** A group of ladies in the grounds of a castle as one prepares to shoot a stag with a bow and arrow, c.1450

Women were encouraged to produce as many children as possible and by the age of 25, they might have had as many as five children, though it is likely that not all of them would survive. Childbirth was a common cause of death among women.



▲ **Source 1.33** Thirteenth-century English illustration of a peasant woman milking a cow



Much of this attitude towards women was due to an interpretation of some passages in the Bible. An early passage in the Bible tells the story of the first man and woman, Adam and Eve, whom God is said to have put on Earth. Eve tempts Adam to defy God's

wishes and both are punished as a result. It is easy to see that despite the important work or status of women in the medieval world, men's attitudes towards them were supported by the all powerful Church to ensure they remained second-class citizens.

## ACTIVITY 1.9

### Using historical sources as evidence



#### SOURCE A

◀ **Source 1.34** Geoffrey Chaucer was an English poet in the fourteenth century and has long been considered the father of English literature. The fourteenth-century Ellesmere manuscript of his *Canterbury Tales* shows a portrait of Chaucer on horseback.

#### SOURCE B

Of Mother Eve who, by her wickedness,  
 First brought mankind to all his wretchedness,  
 For which Lord Jesus Christ Himself was slain,  
 Who, with His heart's blood, saved us thus again.  
 Lo here, expressly of woman, may you find  
 That woman was the ruin of mankind.

▲ **Source 1.35** Chaucer's 'The Wife of Bath's Prologue' sums up common attitudes to women in the medieval period.

#### SOURCE C



▲ **Source 1.36** In a fifteenth-century Book of Hours, a man takes off his boots to warm his feet by the fire as a woman uses a spinning wheel.





## SOURCE D



▲ **Source 1.37** Peasant woman with a basket of capers on her head, fourteenth century

## SOURCE E

Betrothals of boys and girls take place in infancy, and marriage at the age of twelve is approved of for a girl ... Teenage pregnancies are positively encouraged – another significant contrast with modern England. Most girls of good birth are married by the age of sixteen and have produced five or six children by their mid-twenties, although two or three of those will have died. At that age many of them are widows as a result of the Scottish and French wars. That is, of course, presuming they survived the high risks associated with multiple childbirth.

▲ **Source 1.38** Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 37 sums up the expectations many women could hope for.

## Responding to the sources

- 1 What opinion does Chaucer have about medieval women?
- 2 Given that Chaucer was a popular poet, how would his opinion influence others?
- 3 How would Chaucer's link between religion and women influence the place of women in society?
- 4 Explain what you see in Sources 1.36 and 1.37. What do they tell you about life in medieval Europe?
- 5 How does Ian Mortimer describe the lives of medieval women?
- 6 Write a letter from the point of view of a medieval woman to the king and queen. What grievances might you have about your daily life? What would you hope to improve? Use evidence from all four sources in your letter.

## Health and medicine

It was best not to get sick in medieval Europe. A limited understanding of the human body and disease meant that death from illness was not uncommon. What medieval people did not understand, they often explained as being the power of God. They believed that illness was God's way of purifying the soul, and if death came as a result, it was God's will.

Life for peasants was dirty. Constantly in the fields, working in the hot summers and cold winters, it was difficult to stay clean and healthy. For the wealthier classes, bathing was a way to separate oneself from the poor, so the nobility took great care to appear washed and dress in clean clothes – which was all taken care of by servants. However, this did not keep away disease.



Medical schools existed in the medieval era and so did doctors. Much of their work was based on the diagnosis of disease by inspecting the urine and faeces of the infected patient. Major surgeries existed, such as tooth extractions, amputations and even puncturing the skull (a process known as **trepanning**)

#### KEY TERM

**trepanning** making a hole in a person's skull with a drilling tool known as a trepan

to relieve pressure using alcohol to sterilise the wound and relieve pain.

However, for the poor in dirty villages, cities and farms, poor health was a fact of life. In most cases, the populations in these places lived very close together and disease could spread easily. The lack of sewage systems

meant human waste was never far away and airborne illnesses could spread quickly among peasants. Those who could afford medical attention could have the colour of their urine examined for an imbalance in their bodily fluids, or consult with astrologers who would study the position of the planets, as this was believed to be a cause of illness. For those who could not afford it, local healers would use a variety of herbs and plant-based mixtures to treat the sick. Deliberate bleeding was often used to expel impurities. But for most of the peasantry, they relied heavily on prayer and the holy touch of the clergy and God to save them from death. The stories of those who did so and survived reinforced the power of the Church and religion.

## ACTIVITY 1.10

### Using historical sources as evidence



#### SOURCE A



▲ **Source 1.39** A medieval surgeon performs a trepanning operation on a patient's skull, c.1350





## SOURCE B



▲ Source 1.40 A doctor seeks to cure an eye infection with a sharp instrument

## SOURCE C



▲ Source 1.41 Surgical instruments depicted in the manuscript of *Al-Tasrif* (The Method of Medicine) by Abulcasis, c.1213–23

## SOURCE D



▲ Source 1.42 A French manuscript of Giovanni Boccaccio's *Decameron*, c.1353, illustrating the use of leeches as medical treatment

## Responding to the sources

- 1 What do you see in each source?
- 2 What do Sources A and B tell you about the way some medical issues were treated?
- 3 How successful do you think these operations might have been? What impact would they have on the patient if they survived?
- 4 Examine Sources C and D. What do they tell you about the overall approach to medieval medicine?

## Crime and punishment

Various systems of crime and punishment have existed since the beginning of human civilisation. The ancient Mesopotamians introduced the concept of ‘an eye for an eye’ as a means of justice as early as Hammurabi’s reign (1792–1750 BCE). In medieval Europe, poverty dominated the lives of the majority

of the population and as such, theft was common. However, crime in general was rare compared to modern times. Once an accusation had been made, it was usually the local noble or knight who oversaw the ‘trial’. In some parts of Europe, the accused would endure a ‘trial by ordeal’ where they were



**KEY TERMS**

**treason** the crime of betraying one's country

**witchcraft** the practice of magic, especially black magic

expected to hold a burning hot rod of metal in their bare hands. Then, after a few days, if their hand showed signs that it was healing, they were pronounced innocent. If not ... guilty. Charlemagne introduced the concept of 'trial by panel', where the evidence

**Amazing but true...**

Sometimes knights and nobles were subjected to trial by combat. If they were able to win a fight to the death, they could be proven innocent. In some cases, a 'champion' could be nominated to fight on the defendant's behalf. This tradition continues today; Queen Elizabeth II's current champion is a chartered accountant!

was heard in front of a group of educated men who then determined guilt.

Murder, **treason** and **witchcraft** lay at the more serious end of the crime spectrum. However, as there was no police force to speak of, most illegal acts were punished brutally to deter further crimes. Theft was treated with extra work, physical punishment and, at worst, the loss of a hand. Serious acts like treason against the monarchy were punished with the accused being hung upside down, cut open while still alive, and then having all four limbs removed. Such punishments were conducted in public. Those accused of witchcraft were asked to repent their sins and accept the teachings of Christianity. If they did not repent, they were tied to a wooden pole above a log fire and burned alive. This also took place in public view.

▼ **Source 1.43** Punishments in the medieval period grew increasingly brutal to deter would-be criminals. This is an artist's impression of someone being tortured on the rack in the fifteenth century.





## ACTIVITY 1.11



### Group-based research task

Break into groups of two or three and choose a medieval crime to research. Copy and complete the table below. Then present your findings to your classmates.

Crime	Definition	Punishment in medieval times	Purpose of the punishment
Petty theft			
Murder			
Arson			
Poaching			
Witchcraft			
Heresy			
Stealing food or crops			
Vagrancy			

When you have filled in the table, complete the following tasks.

- 1 Look at the list of acts considered a crime. Does anything surprise you about them?
- 2 What do you notice about the types of punishments? How would you describe them?
- 3 Summarise the purpose of medieval punishments. What role did they play in society?
- 4 Now imagine yourself as a witness to a trial for one of the crimes listed above. Write a diary entry that describes the experience from accusation to trial, and then to punishment.

## The Magna Carta

In 1215, a serious political crisis was emerging in England. A dispute between a group of English barons, the Church and King John led to the barons renouncing their allegiance to the King and threatening rebellion. Normally, such crimes of treason led to death, but the barons raised a force strong enough to capture London on 17 May 1215. John had no choice but to negotiate and the Magna Carta was born, a document that declared that all English citizens, including the king, were not above the law.

The Magna Carta introduced ideas of justice, democracy and individual freedom. While these rights were still many centuries away and the Magna Carta itself took many forms over the years – it was repealed, replaced, rewritten and fought over – it laid the foundations for a world where a king

was not the sole authority of the land and many decisions (especially those related to tax) were only possible with the will of the English people.



▲ **Source 1.44** A print from 1864 showing King John signing the Magna Carta at Runnymede on 15 June 1215



## ACTIVITY 1.12



### Using historical sources as evidence

The key to the Magna Carta, which was essentially a peace treaty, was the third statement:

No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his equals or by the law of the land. To no one will we sell, to no one deny or delay right or justice.

▲ **Source 1.45** The third statement of the Magna Carta, written in 1215

### Responding to the source

- 1 What is significant about the statement above?
- 2 Read the third statement again. What freedoms do we enjoy in modern society that are similar to these?
- 3 Consider what you know about feudal society and medieval crime and punishment. Why was the Magna Carta such a significant agreement in the history of England?
- 4 On 24 August 1215, Pope Innocent III declared the Magna Carta to be 'illegal, unjust, harmful to royal rights and shameful to the English people'. Explain why this document would be a threat to the Catholic Church and monarchies around Europe.



### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 1.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What happened at the Battle of Hastings?
- 2 Define feudalism in a short sentence.
- 3 Who were 'those who work'?
- 4 Why was the Church so powerful in medieval times?
- 5 Why was life for women difficult during medieval times?
- 6 What was the purpose of public punishment for crimes?

#### Interpret

- 7 How did feudalism affect the lives of medieval people?
- 8 Why was chivalry important for knights?
- 9 Create a flow chart showing how someone became a knight.

#### Argue

- 10 'A peasant's life was a miserable one in medieval times'. To what extent do you agree?
- 11 Explain the significance of the Magna Carta.



## 1.3 Significant developments and achievements in medieval Europe

### FOCUS QUESTION

How did technology advance during the medieval period?

The medieval period was known for a number of advancements in farming, fighting and engineering. Advances in **agriculture** meant that food was readily available and could sustain populations if carefully managed. The most popular technique in medieval England was the three-field system.

Farmers would divide their rented plots of land into three parts. The first field was used to grow crops like wheat, which needed a whole year before they could be harvested and turned into bread. The second two fields were used to rotate crops through seasons like spring and autumn. This meant for at least one season, one of the two fields lay **fallow** or empty, which allowed the soil to be ploughed, fertilised with cow manure and planted with seeds for the next crop. This meant there was

more food available and reduced the possibility of famine.

That is not to say medieval people always had access to food. If the seasons were predictable, crops could be planned and planted properly. However, a bad winter, sudden frosts or droughts could spell disaster for local populations. If there was a scarcity of food, death from famine was a real possibility. All going well, farmers still had to ward off rats, damp and mould from destroying crops. In parts of feudal France, it was illegal to kill birds and rabbits on a noble's land, because nobles enjoyed hunting them. This sometimes meant that farmers were forced to watch as animals destroyed their crops.

### KEY TERMS

**agriculture** the practice of farming

**fallow** land that is not planted with crops, so that the quality of the soil improves

### ACTIVITY 1.13

#### Using historical sources as evidence

##### Responding to the source

- 1 What can you see in the image?
- 2 What is each field being used for?
- 3 What do you think would be the advantages of the three-field system?
- 4 What were some of the difficulties farmers faced with this system?
- 5 Conduct some research into the kinds of food medieval people ate in England. How did the three-field system dictate what they ate and when?
- 6 Compare your answers with a classmate. Do you think you could live on a medieval diet? How does it compare to your diet?



▲ Source 1.46 People using the three-field system to plant crops



## Castles and warfare

Castles were large stone buildings that sat at the centre of a noble's land. Usually at the top of the hill, above the village, the castle served two very important functions. It provided security in times of war, and loomed as a large and imposing structure to remind everyone of the power and wealth of the noble.

Fortified buildings have existed to protect populations since ancient times, but as they were incredibly difficult and expensive to build, they were often made of wood. The most common early form of a medieval castle was a motte-and-bailey, which housed the local population in an area known as the bailey, and the noble was protected by high walls on a tall mound of earth known as a motte. In times of trouble, the population



▲ **Source 1.47** Bodiam Castle, constructed in England in the fourteenth century

could flee the bailey and defend against attack from the motte. The trouble was that wooden mottes were easy for attackers to burn down. Thus, stone castles were built.

▼ **Source 1.48** An artist's impression of a motte-and-bailey castle





Over the course of the medieval period, exposure to the mathematics and engineering of the Islamic world meant that castle technology in Europe improved. Stone castles were built because they could not be set on fire, and the strong structure made it hard to destroy, even in the face of rapidly improving medieval weaponry. Stone castles were extremely expensive to build, so the greater the castle, the greater the power of the noble who lived there.

In the centre of the castle was the **keep**, which housed the noble and his family. The keep was a tall stone structure that had one room per level, strong walls and few windows. This was the safest place in the castle. An outer ring of guard towers and fortified walls surrounded the keep. Over time, castles within castles were built to house large populations, armies and knights. Windows became small slits in the wall that

allowed archers to fire arrows at approaching armies. Often the whole structure was surrounded by a **moat**, a body of water that was deep enough to prevent horses from riding across. Given that few people knew how to swim, it was decent second line of defence. To access the castle, the bridge across the moat contained a **drawbridge**, which could be pulled up and closed to prevent marauding enemies from getting any closer. If an enemy was successful in crossing this divide, they still had to break through the **barbican**, which fortified the entrance to the castle through a series of iron gates and doors.

#### KEY TERMS

**keep** the strong main tower of a castle

**moat** a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack

**drawbridge** a bridge that can be raised or lowered in order to protect a castle from attack or to allow large boats to go under it

**barbican** a double tower above a gate or drawbridge

▼ **Source 1.49** Dover Castle is an example of a stone castle. It was built in the twelfth century and is the largest castle in England





## ACTIVITY 1.14



### Using historical sources as evidence



▲ **Source 1.50** A cutaway drawing of the keep of Scarborough Castle, built between 1159 and 1169 by King Henry II to defend the north of England. The keep was the centre of a castle complex, and was used to house the noble family who lived there.

- ▲ **A** On the first level were storehouses of grain, other food and supplies as well as a small chapel.
- ▲ **B** The second floor was dedicated to a large meeting hall for the noble to conduct his duties.
- ▲ **C** The top floor was dedicated to the noble family, who all slept in separate quarters.
- ▲ **D** Across the roof were soldiers positioned to watch for approaching enemies.

#### KEY TERMS

**steward** a servant who supervised both the lord's estate and his household

**marshal** a servant in charge of the noble's hall

**groom** a lower servant in the noble's castle

What will impress you about life in a castle is not so much the gold and silver, but the scale of everything. A man who drinks out of an enamelled gilt-silver cup is rich; but a man whose **steward** drinks out of such a cup is powerful. Most barons have about forty-five men in their household ... Before a great feast, the **marshal** of the hall will direct a couple of **grooms** to make sure that everyone enters and is seated according to their status. Even the lower ranks ... are seated hierarchically.

▲ **Source 1.51** Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 159





▲ **Source 1.52** Jean de France, Duc de Berry (Duke of Berry), at a New Year banquet, with a battle scene in the background

### Responding to the sources

- 1 What do you notice about life in the castle? Make dot points of the things that stand out to you.
- 2 Examine the source from Ian Mortimer. What does it tell you about the way life was organised inside a castle?
- 3 Examine the illuminated manuscript of Duc de Berry's feast. Which members of medieval society can you see? What do you think is happening in the source?
- 4 Using all three sources, write an evidence-based paragraph that explains life in a castle from the perspective of a groom. In your response, you should explain the importance of hierarchy.





### Digital quiz

Please see the Interactive Textbook to access digital activities

## Technology of war

### A knight's armour

In the open field of battle, a knight with his horse were deadly opponents to face. They were an essential tactic of war as a massed charge of 100 or more armoured fighters on their horses were difficult to defend against. At full speed, they could simply charge through defending lines of foot soldiers and create chaos as they sliced and slashed enemies

from above. Over time, the quality of armour worn by a knight improved and was more intricately decorated. A full body of heavy steel armour pieces covered the knight from head to toe. Only the smallest hole existed in the helmet for the knight to see out, otherwise there were almost no exposed areas of skin so that no well-swung sword or well-aimed arrow could harm him. In order for a knight to engage in hand-to-hand combat in battle, he needed to dismount from his horse to get in close to the enemy, weapons in hand.

## ACTIVITY 1.15

### Using historical sources as evidence



▲ **Source 1.53** An artist's impression of knights riding into battle

### Responding to the source

- 1 What are the essential elements of a knight's armour that you can see?
- 2 What would be the most effective tactic for a foot soldier fighting this knight?
- 3 What challenges can you imagine a knight would face in battle?

## The longbow

The longbow was the most lethal killing machine of the medieval era. A simple bow and arrow had long been tools of hunting and war, and can be traced back to the ancient Egyptians. In medieval warfare, almost all armies used a medium-sized bow and arrow, which was slightly over a metre in length, and when used in battle, a few hundred or a few thousand archers would position themselves behind the foot soldiers and fire arrows on the enemy. A skilled archer could fire only a few arrows per minute. In the mid-1200s, archery became a national sport in England and by law, archery was the only sport that could be practised on Sundays. As a result, the English became renowned for their skill. The development of the longbow, a 1.8-metre-tall bow, which was much larger than a standard bow, was crucial in English warfare. What made it different was that it could be fired at a much faster rate and with larger arrows that were capable of piercing the armour worn by the enemy from at least 200 metres away. In addition to this, the thousands of trained archers in the English population became a central part of the battle strategy.

At the Battle of Crécy on 26 August 1346, the longbow proved its place in English



▲ **Source 1.54** The Battle of Crécy on 26 August 1346 between the French and the English forces

military history. A battle between the fierce enemies of England and France found a vastly outnumbered English army of between 7000 to 15 000 facing between 20 000 to 30 000 French soldiers and knights. The English retreated to a position that forced the French army to squeeze through a narrow patch of wet landscape. With the French closely packed together in their advance, the English longbowmen, high up on a hill, rained thousands upon thousands of arrows down on the much larger army. It was a massacre. Contemporary historians dispute the exact number of losses, but all agree it was a definitive victory for the English. By the end of the battle, one source claims 14 000 French soldiers, including 1500 knights, had been killed for the loss of just 200 to 300 English soldiers.

## Siege

While most battles took place staged in large fields, retreating armies often used their castles to fight off the enemy. Laying **siege** to a castle was a long-tried tactic of war.

While the defending force took all of their food, supplies and surviving population inside the walls and locked the gate, the attacking force would wait outside and hopefully starve the castle's inhabitants out. When it came time to attack, a number of tactics were used.

## Trebuchets

A **trebuchet** was essentially a large sling shot with a lever. Once the lever was released, large stones could be hurled at castle walls and sometimes over them. Their intention was to either break holes in the wall to allow attackers to climb in, or cause chaos on the inside. In various conflicts, the trebuchet was used to hurl flaming objects or the diseased bodies of the dead to create further problems for the defenders.

### KEY TERMS

**siege** a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

**trebuchet** a large device used in wars for throwing large rocks at the walls of a castle as part of an attack



## Siege towers

Once the order was given to attack the walls of the castle, soldiers with ladders stormed the walls and were followed by large towers on wheels known as siege towers. The tower would be protected on the outside by wet animal hides to prevent arrows from hitting the soldiers inside. The wet hides were also an attempt to stop the defenders from setting it on fire. Once it was against the castle wall, foot soldiers would climb up a ladder to the top of the tower and charge across the walls.

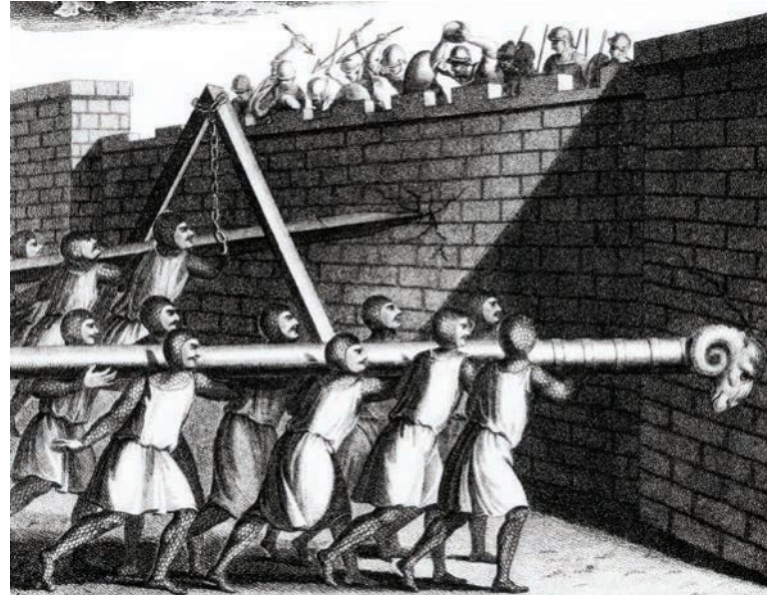


▲ **Source 1.55** This engraving shows a battle scene that involves attackers using a moveable siege tower to gain entry to a fortified castle, while archers on the ground fire over the wall.

## Battering rams

The easiest way to capture a castle was through the front door, which was usually protected by two or more heavy wooden and steel gates. A battering ram was usually a thick tree trunk, used horizontally to ram open the castle door. The battering ram could be fixed with wheels and pushed by a number of soldiers. Other times it could be carried up

to the door and swung on a large pendulum to crash against the gate. The ram was not a sophisticated weapon and it took a lot of strong, determined soldiers to operate it. They would be consistently under fire from archers and soldiers throwing rocks from the castle walls.



▲ **Source 1.56** Attacking walls with a battering ram before the use of wheels

## The crossbow

The crossbow evolved from the bow and arrow and served as the invention that came before the rifle. It was essentially a bow attached to a piece of wood that could be held horizontally and fired from the shoulder.



▲ **Source 1.57** A fifteenth-century French illustration of a pikeman and crossbowman

**KEY TERMS**

**saltpeter** a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

**Silk Road** a trading route that linked China and the far east to Europe

The advantage of the crossbow was that it was easy to use and did not require a lot of training. The only problem was that it was slow to load. A crossbowman had

to place it on the ground and use a series of tools to pull the string back and load the next arrow. However, once armed, it was deadly and dangerous. At close range, it could pierce the armour of a knight, which caused havoc for the feudal society. On a battlefield where crossbows appeared, no one was safe. It was so deadly that in 1096, Pope Urban II banned its use against other Christians during war. Which meant of course, any non-Christian was fair game.

**Gunpowder**

Gunpowder is thought to have been invented in China around 850 CE by mixing charcoal, sulphur and **saltpeter**, which created an explosion. The bigger the quantities of each substance used, the bigger the explosion and greater the destruction.

It is presumed that gunpowder arrived in Europe sometime in the thirteenth century

via the **Silk Roads**. The first cannon appeared in a medieval battle as early as the Battle of Crécy in 1346, but they had little impact. Gunpowder was used in large cannons to fire huge, heavy stone balls at the walls of castles to break them down. These cannons were large, heavy and difficult to transport to battle, so gunpowder was developed to be used with handheld guns and smaller cannons. As the use of gunpowder and manoeuvrable cannons became more common, more powerful and more accurate, and those using them required less training, the effectiveness of castles and a knight's armour soon became obsolete.



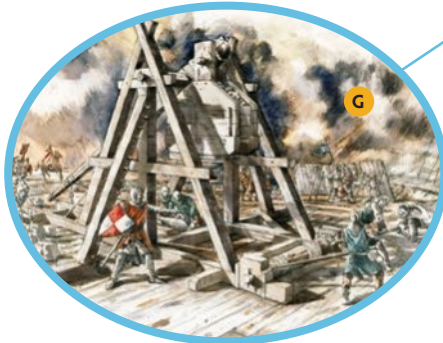
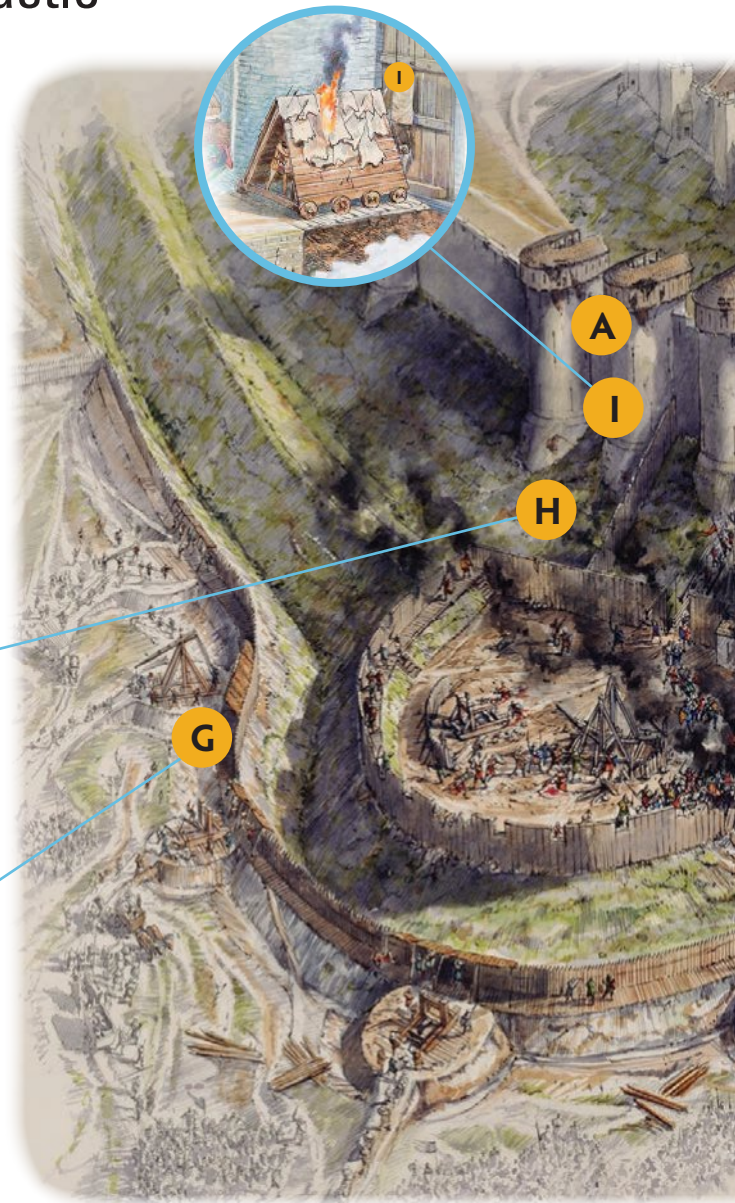
▲ **Source 1.58** A fifteenth-century battle showing the use of cannons against a castle

**ACTIVITY 1.16****Check your understanding**

- 1 In what circumstances would a knight's armour be advantageous in battle?
- 2 In what circumstances might it be less useful?
- 3 Explain the value of the longbow. Why was it so effective in battle?
- 4 Why were siege weapons used?
- 5 Explain the differences between the longbow and crossbow. Which do you think was the most effective in battle?
- 6 Why would gunpowder make armour and castles obsolete?



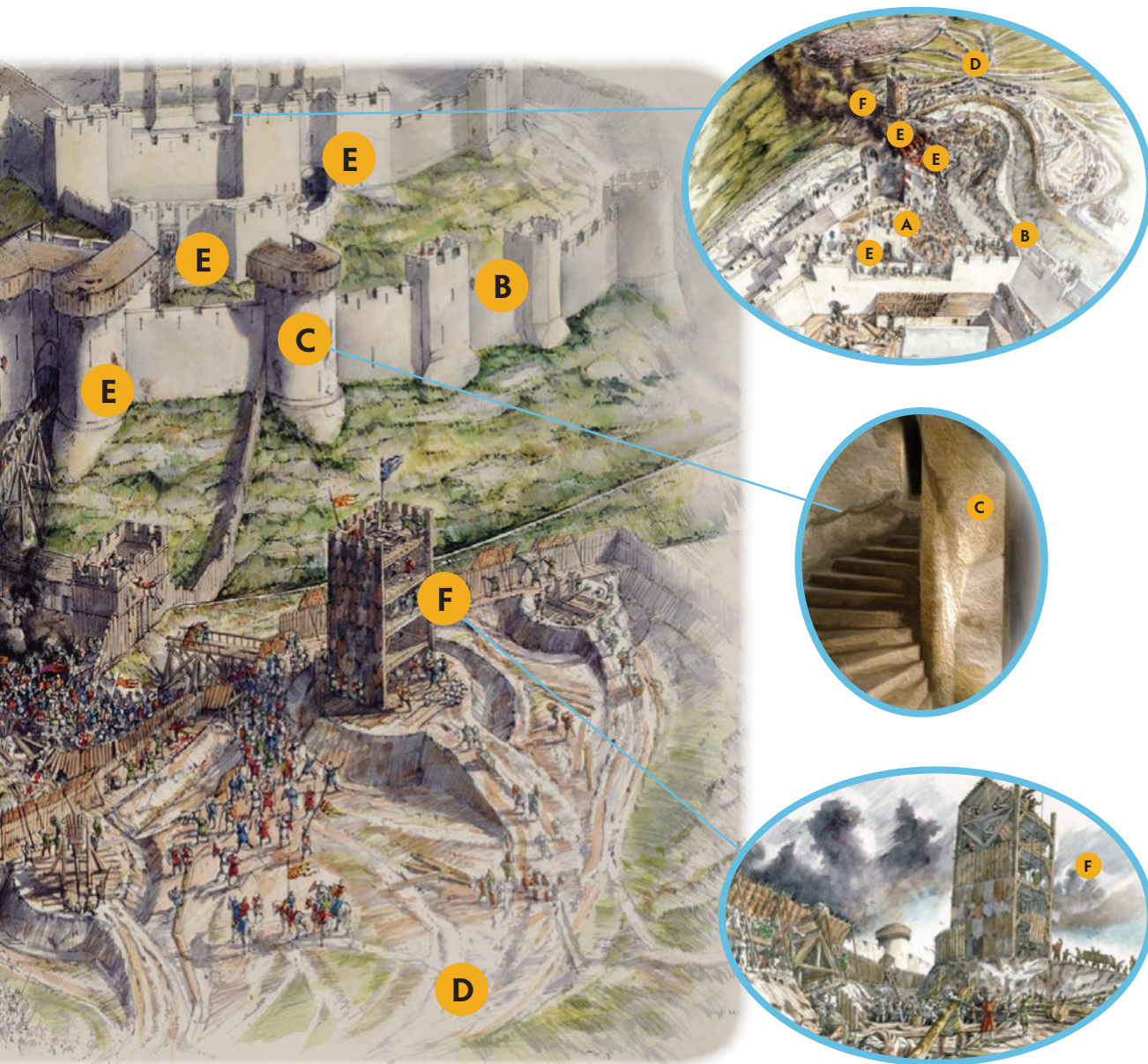
## Attacking and defending a castle



▲ **Source 1.59** An artist's interpretation of an attack on a stone castle in the medieval era

- A** *Barbicans* (gatehouses) had a gate on either side. If attackers made it inside one gate, they were still unable to enter the castle. While they tried to break the second gate down, soldiers would shoot arrows from the *murder holes* from the floor above.
- B** The *battlement* of a castle was a platform on the wall from which the castle could be defended. It was aided by the inclusion of *crenels* for archers to stand behind, and *arrow slits*, through which archers could safely fire arrows. Sometimes there were gaps at the bottom to allow defenders to drop rocks on the attacking force.
- C** *Drawbridges* were important features of castles that had *moats*, which sometimes had water. It could be lowered to allow access, but raised to force attackers to find another way to get into the castle.
- D** To make it harder to attack, *spiral staircases* were built clockwise in *towers*. This gave the defender the advantage, as they were higher and had more room to swing their sword, as most people were right-handed.
- E** Where possible, castles had a bent entrance. This involved a non-straight path to the gate, which gave defenders more time to shoot the attacking force.
- F** When castles had *concentric walls*, gates were never built in a straight line. This forced the attackers to go further, making them vulnerable to archers.
- G** *Siege towers* were used to allow attackers to quickly get to the top of the wall safely. As they were made from wood and animal skins, they often caught fire.





- H** From a safe distance, *trebuchets* were used to hurl large rocks at walls to break them down.
- I** If a castle was particularly well defended, *sappers* might dig a tunnel under the walls, build a fire and weaken the ground under a wall or tower so that it collapsed.
- J** When castles were too hard to attack, sometimes an attacking army would simply surround the castle and wait for the people inside to starve, known as a *siege*. This would take a long time, sometimes years, as castles had large stores of food.
- K** To get through the gates, a covered *battering ram* was used to help the attackers stay relatively protected while smashing the gate open.

## MAKING THINKING VISIBLE 1.4



### See, think, wonder

Looking at Source 1.59, discuss with a partner:

- 1 What do you **see**?
- 2 What do you **think** about that?
- 3 What does it make you **wonder**?



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 1.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

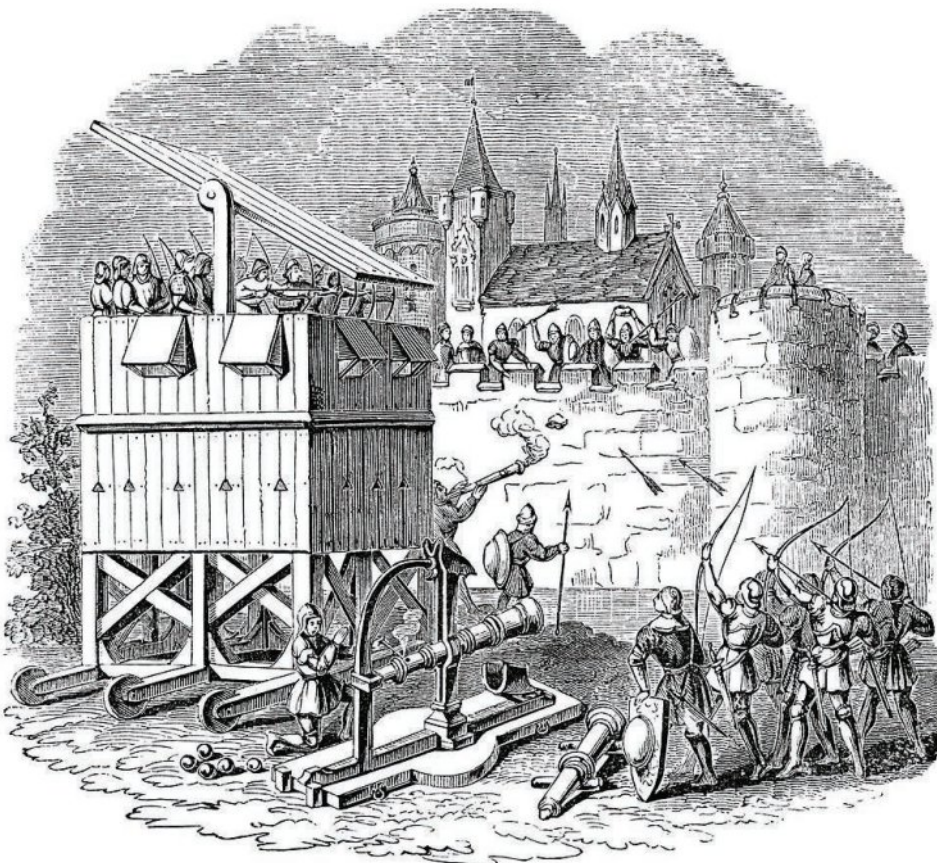
- 1 What was the three-field system?
- 2 What was the purpose of a medieval castle?
- 3 How did castles change over time?
- 4 What were the distinguishing features of a knight's armour?
- 5 Using Source 1.58, explain how gunpowder changed medieval warfare.

#### Interpret

- 6 Evaluate the effectiveness of siege weapons. What would be some of the dangers experienced by those using them?
- 7 How would the three-field system benefit populations in the long-term?

#### Argue

- 8 'Gunpowder destroyed the value of the knight in the medieval world'. To what extent do you agree?



▲ **Source 1.60** A cannon and a moveable tower of archers in front of a castle



## 1.4 The perspective of subject peoples

### FOCUS QUESTION

How did the Crusades create division between the Middle East and Europe?

### The Crusades

Medieval people wanted to show their commitment to their Christian faith. By 1096 CE, a new expression of faith became common. Thousands of Europeans, of all social backgrounds, travelled to Jerusalem in the Middle East, a land dominated by Islamic leaders and societies, and waged war to free the '**Holy Lands**'.

The Holy Lands were in modern-day Palestine and Israel, and are where **Jesus** was born and where he began his teaching. It is a significant place in Christianity, Islam and Judaism. As such, it has long been a centre of conflict and remains so today.

The Crusades took place between 1096 and 1271 and were known for their savagery. The strength of European belief in Christianity was matched by Muslims' belief in Islam

and their right to defend their Islamic lands, and so massacres occurred on both sides. The Christians of Europe were inspired by the opportunity to capture the land of their faith and secure the mythical objects and sites that they learnt of in the Bible. For some of them, it was a chance for conquest and to feed greedy appetites for wealth. For the Muslims, it was a case of defending their homeland and a chance to live in paradise by dying in a jihad. More than any conflict in Europe, this was a grand clash of civilisations.

#### KEY TERMS

**Holy Lands** lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam

**Jesus** the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity



▲ **Source 1.61** An artist's representation of a Crusader knight



▲ **Source 1.62** An artist's representation of a Muslim archer



## ACTIVITY 1.17

### Using historical sources as evidence



▲ **Source 1.63** A fourteenth-century illustration of King Louis VII of France attacking a Muslim army

- 1 Which soldiers do you think are the Christians and which are the Muslims? Explain your answer.
- 2 What can this source tell us about the nature of warfare in the Crusades?

## How many crusades were there?

### The First Crusade

In 1095, Pope Urban called on the Christian kings of Europe to come to the aid of the Christian Byzantine Empire, which was at war with Islam. Their aim was to capture and occupy the Holy Land in the name of Christianity. The initial group to go was a

#### KEY TERM

**Seljuik Turks** tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine, and most of Iran

band of disorganised peasants called ‘The People’s Crusade’ who marched from Europe only to be massacred near Constantinople by the **Seljuik Turks**.

The following year, a group of French nobles and their armies marched on Jerusalem.

On their way, they fought several terrible battles and massacred thousands of Muslim soldiers and civilians. It took three years. On 7 June 1099, the Christian army reached



▲ **Source 1.64** Pope Urban II calls for the First Crusade in 1095

the holy city of Jerusalem and immediately laid siege to it. Using three siege towers, the Christian armies breached the city walls and opened the gate. Knights and foot soldiers poured in and slaughtered thousands of Muslim and Jewish citizens, taking control of the city and the holy lands.

## The Second Crusade

Jerusalem and other holy cities remained in Christian hands for the next 31 years. Most of the Christian armies had returned home and those left behind to control the Holy Lands divided it into the four states of Jerusalem, Edessa, Antioch and Tripoli. In 1140, Islamic armies began to gather and

organise a holy war against the Christians, whom they called Franks. When Islamic armies captured the city of Edessa from the Christians in 1144, the Second Crusade was ordered by King Louis VII of France and King Conrad III of Germany. In October of that year, the Islamic armies destroyed Conrad's forces at the city of Dorylaeum. Later, when Louis arrived with 50 000 at the grand city of Damascus, an even larger Islamic army, led by Nur al-Din, the governor of Aleppo, met them on the field of battle and defeated the Christian armies, giving control of Damascus to al-Din in 1154 and endangering the control of the Christian presence in Jerusalem.



◀ **Source 1.65** The key locations of the Crusades



## The Third Crusade

The response to Nur al-Din's victory was swift and Islamic armies spread across the Middle East, battling Crusader armies and forcing them into retreat. By 1187, a legendary military leader, Saladin, had emerged. After Saladin defeated a Christian army at the city

of Hattin, and recaptured Jerusalem later that year, a Third Crusade was ordered, this time by Emperor Frederick Barbarossa of the Holy Roman Empire, King Philip II of France, and King Richard I of England, who was soon to be known as Richard the Lionheart.



▲ Source 1.66 The capture of Jerusalem by Saladin in 1187

An epic struggle between Richard the Lionheart and Saladin ensued. The two leaders would meet at the battle of Arsuf in September 1191. Richard would leave victorious; however, he did not retake Jerusalem. Rather, he signed a peace treaty with the great leader of the Islamic armies, which effectively allowed the two civilisations to share control of the Holy Lands.

### KEY TERM

**sultan** the title used by rulers in many parts of the Muslim world



### FAMOUS FACE

#### SALADIN (1138–1193)

Saladin (Salāh al-Dīn Yūsuf ibn Ayyūb – 'Righteousness of the Faith, Joseph, Son of Job', – also called al-Malik al-Nāṣir Ṣālaḥ al-Dīn Yūsuf I) was Muslim **sultan** of Egypt, Syria, Yemen, and Palestine and founder of the Ayyubid dynasty military and political leader who as sultan (or leader) led Islamic forces during the Crusades. Saladin's greatest triumph over the European Crusaders came at the Battle of Hattin in 1187, which paved the way for Islamic re-conquest of Jerusalem soon after.



### FAMOUS FACE

#### RICHARD THE LIONHEART (1157–1199)

King Richard I of England was famous for his 'lion-hearted' exploits in the Third Crusade. As king, Richard's chief ambition was to join the Third Crusade after Saladin's capture of Jerusalem in 1187. Eventually, after many battles, Richard and Saladin came to a truce.





▲ **Source 1.67** Fourth Crusade: view of the conquest of Constantinople by the crusaders in 1203–04

## The Fourth Crusade

Pope Innocent III called for the Fourth Crusade in 1198. However, before it could reach the Holy Lands, a dispute between European rulers and those of the Byzantine Empire distracted the two Christian forces from fighting the Muslims, and led to them fighting each other. In 1204, European Crusader armies declared war on the Byzantine Empire and the fighting led to the near destruction of the Byzantine city of Constantinople and the Byzantine Empire itself, as Crusader armies looted the city.

## The Children's Crusade

In the thirteenth century, the Crusades became smaller and were focused on fighting non-Christians in Europe. However, in 1212

a mysterious 'Children's Crusade' began as thousands of children are thought to have left their homes and marched on the Holy Lands. Historians have long debated whether this actually happened, if it was even a Crusade and if there were any children involved! It is rumoured that those who did march never made to the Holy Lands as they were captured and sold into slavery.

## The Fifth, Sixth, Seventh, Eighth and Ninth Crusades

A series of battles in Egypt and attempts to remove the Muslim armies from the Holy Land between 1217 and 1291 ended in failure for the European armies as the last Crusader city, Acre, fell to a new and powerful dynasty known as the Mamluks.



## What was the impact of the Crusades?

Overall, the Crusades were a failure for European Christians. However, the

### KEY TERMS

**merchant class** a new social group who bought and sold goods between east and west

**crucify** to kill someone by tying or fastening them with nails to a cross and leaving them there

interaction between the two civilisations, good and bad, led to increased wealth for the Roman Catholic Church, and mutual trade in knowledge and technology.

Mathematics and science from the Islamic world found its way to Europe and improved the quality of castles and housing. The meeting of these two civilisations also provided access to the Silk Roads, vital trading routes to Asia, and began to connect knowledge and ideas between the east and west. The exchanges of goods in trade and commerce created a new social group in Europe called the **merchant class**, who travelled and generated their own wealth – two things that were quite unfamiliar in feudal Europe.

## DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.3



### Analysing different historical perspectives

As students of history, it is important that we analyse the different perspectives of people in the past. Once we establish their points of view, it is essential that we then evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values. In the sources, we can see an exchange between two leaders hoping to extend the power of their respective people and faith.

During the peace negotiations between Saladin and Richard the Lionheart, both were arguing over the ownership of Jerusalem and a religious relic, 'the True Cross', that was thought to be a piece of the wooden cross upon which Jesus was **crucified**. Saladin had captured the relic from the Christians at the Battle of Hattin in 1187. He never returned it and the relic was never seen again. However, the negotiations reveal a desire for both leaders to defend their faith:

#### SOURCE A

the Muslims and the Franks (Europeans) are reduced to desperation; their cities are destroyed and they have few men or supplies left. And since justice has been done, we need to speak only of Jerusalem, of the Cross and of the land in question. As to Jerusalem, we are fully resolved never to give it up, even if we had just one man left ... and lastly, as regards the Cross — to you it is nothing but a piece of wood, but it is very precious in our eyes. If the sultan will graciously give it into our hands, we will make peace and be able to breathe again.

**Source 1.68** Saladin to Richard



▲ **Source 1.69** A modern artist's representation of King Richard I





### SOURCE B

Jerusalem belongs to us just as much as to you, and is more precious in our eyes than in yours. It was the place of our Prophet's journey, and the place where the angels gathered. Therefore, do not imagine that we shall give the city up to you, or that you will convince us in the matter. As regards the land, it belonged originally to us, and you came to attack us; if you succeeded in taking the land, it was only because you came unexpectedly and also because the Muslims there were weak; as long as the war lasts God will not allow you to build anything in this country. Lastly, as concerns the Cross, its possession is a great advantage to us, and we cannot give it up except if we could gain from it some advantage to Islam.

**Source 1.70** Saladin to Richard



▲ **Source 1.71** A modern artist's representation of Saladin

### Responding to the sources

- 1 What did Richard want?
- 2 What did Saladin want?
- 3 Compare the Sources A and B. What similarities and differences can you see in their wants and needs?
- 4 Consider the history of the Crusades to this point. What arguments was Saladin making?
- 5 What does the desire for the 'True Cross' tell you about Richard's primary motivations?
- 6 Why do you think Saladin wanted to hold on to the 'True Cross'?
- 7 What do the sources say about the nature of the Crusades?

## END-OF-SECTION REVIEW 1.4



### Review questions

Answer these questions on paper or in the Interactive Textbook..

#### Recall

- 1 What was the purpose of the Crusades?
- 2 What was significant about the Third Crusade?
- 3 Who was Saladin?
- 4 Who was Richard the Lionheart?
- 5 How did the Crusades end?
- 6 What was the Children's Crusade?

#### Interpret

- 7 What were the positive and negative outcomes of the Crusades?
- 8 Read the additional content in the Interactive Textbook on 'The mystery of the Children's Crusade'. What evidence is there to suggest the outcome of the Children's Crusade?

#### Argue

- 9 The effects of the Crusades are still being felt today. To what extent do you agree?



### The mystery of the Children's Crusade

Please see the Interactive Textbook to access digital activities





## 1.5 The roles and achievements of significant individuals

### FOCUS QUESTION

How did significant individuals contribute to the medieval era?

### ACTIVITY 1.18



#### Research and presentation task

A range of important individuals made great contributions to the medieval world. Research a key individual and make a presentation to the class that will help them understand more about the important people and events in medieval history.

- In groups, choose one individual from the table below to research. Make sure you answer the following questions:
  - Whom did you research?
  - Where did your individual live and make an impact?
  - When did they live?
  - What contribution did they make? What events were they involved in?
  - How did they make a difference in the medieval world?
  - Why is this person significant?
- Find and present an image of your chosen person. Table 1.1 has some ideas to get you started.
  - Explain where the image came from and who created it. Does it have an official title?
  - Justify whether your chosen image is a primary or secondary source, and why.
  - Explain how the image reinforces something you believe to be significant about the person.

**Table 1.1** Significant individuals in medieval Europe

Richard the Lionheart	Saladin	Joan of Arc	Eleanor of Aquitaine
			
A chivalrous king who rebelled against his father and fought Saladin in the Crusades	A military genius who ended the 88-year rule of the Crusaders in the Holy Land, and was known as a virtuous leader	A French peasant girl who used voices from God to lead the French armies to victory over the English	The queen of both France and England, and responsible for developing the ideas of chivalry





<p><b>Pope Innocent III</b></p> 	<p><b>Peter the Hermit</b></p> 	<p><b>Robin Hood</b></p> 	<p><b>Marco Polo</b></p> 
<p>The most powerful of medieval popes who controlled many European kings</p>	<p>A popular priest who led the People's Crusade and was involved in the First Crusade</p>	<p>A mythical outlaw who lived in the English forest, stealing from the rich, giving to the poor</p>	<p>The famed Italian explorer who travelled across Asia to China and returned</p>
<p><b>William Wallace</b></p> 	<p><b>William Tell</b></p> 	<p><b>Marie de France</b></p> 	<p><b>Geoffrey Chaucer</b></p> 
<p>A Scottish rebel who fought and freed Scotland from English rule</p>	<p>A Swiss folk hero who is said to have launched the fight for Switzerland's independence</p>	<p>A writer and poet famous for challenging the Church's attitudes to women</p>	<p>A poet and writer known as the father of English literature and the medieval book <i>The Canterbury Tales</i></p>
<p><b>Edward the Black Prince</b></p> 	<p><b>Matilda of Tuscany</b></p> 	<p><b>Vlad the Impaler</b></p> 	<p><b>Margery Kempe</b></p> 
<p>A brilliant military commander who led and won a major battle at 16 years old</p>	<p>The most powerful woman in medieval history defended the pope's land in Italy</p>	<p>A king known for his favoured method of execution, who became the inspiration for Dracula</p>	<p>A holy woman who challenged the Church through literature and was tried for heresy</p>







- 3** Groups can present to the class, or share the information in an online space so that the class can read about and analyse the different figures. Then you should complete the following tasks on your own.
- Create a timeline of medieval history and mark in the period when each person lived.
  - Briefly summarise on the timeline why each person was significant.
  - Which people do you think made the biggest contribution in war and conflict? Why?
  - Which people do you think made the biggest contribution in arts and culture? Why?
  - Which people do you think made the biggest contribution in technology and the culture of the medieval era? Why?
  - Carefully examine your responses and explain who you think was the most important individual in medieval history. Give reasons for your choice.



#### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 1.5



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- Who was Eleanor of Aquitaine?
- Explain the significance of Marco Polo.
- Discuss what made William Tell and William Wallace different from other medieval people.
- What was Pope Innocent III known for?
- What was unique about Vlad the Impaler?
- Why was Marie de France significant?
- Explain the contribution of Geoffrey Chaucer to our understanding of the medieval world.

#### Interpret

- How many of the individuals discussed were connected to the nobility? What role did social status have on the capacity for someone to have an impact on medieval society?
- Analyse the contribution of medieval women. Does it make you rethink your views on their role in medieval society? Explain using evidence.

#### Argue

- 'Robin Hood is a mythical figure and did not exist'. To what extent do you agree?



## 1.6 Significant challenges and developments in society

### FOCUS QUESTION

How did the events of the fourteenth century change medieval Europe?

The fourteenth century turned the medieval world on its head. The Crusades and consolidation of power among nobles, kings and the Church around Europe had made all three extremely wealthy. Their money and power were built, for the most part, on the work and fighting of the peasants and on feudalism itself. However, three major events caused Europe to reconsider the feudal structure and paved the way for a new, enlightened period in human history.

### The start of the Hundred Years' War

The Hundred Years' War (1337–1453) was fought between England and France and actually lasted 116 years. It was not a continuous war, but the name is used to explain a series of wars and battles between the two monarchies of England and France



▲ **Source 1.72** Bronze effigy on the tomb of Edward Plantagenet, the Black Prince

that stretched over a century. It began with the death of the French King Charles IV in 1328. The throne had been promised to Charles' cousin Phillip VI; however, King Edward III of England felt he had a stronger claim to the title as he was a closer relative than Phillip. In addition to this, disputes over land in modern-day France led to all-out war.

In the early 1300s France was a significantly more powerful monarchy than England. This did not stop the English from raiding the French coast and its towns to pick a fight. In order to reduce the wealth of the French monarchy, which would help them to fight back, the English targeted the peasants in violent raids, as it was they who paid the most tax to the French crown. If the French monarchy had less money, then the English had a better chance of winning. Many of the raids were ordered by 16-year-old Edward the Black Prince of England. It is estimated that 500 villages, castles and towns were attacked.

#### KEY TERMS

**vanguard** the part of an army or navy that leads an attack on an enemy

**route** to defeat an enemy completely and force them to run away

#### FAMOUS FACE

#### EDWARD THE BLACK PRINCE (1330–1376)



Edward Plantagenet, known as the Black Prince, was the eldest son and heir of King Edward III of England, and one of the most successful English commanders during the Hundred Years' War. There has been conjecture that Edward was known as the Black Prince because he wore black armour into a notable battle, the Battle of Crécy, but historians have not been able to confirm this. He was regarded by his contemporaries as a model of chivalry and one of the greatest knights of his age. In 1346 he commanded the **vanguard** at the Battle of Crécy. He won the Battle of Poitiers where his army **routed** the French and took King John II of France prisoner. The Black Prince died before his father and so his son, Richard II, succeeded to the throne instead.





▲ **Source 1.73** From an illuminated manuscript of Jean Froissart's *Chronicles* showing the Battle of Crécy. The English are on the right and the French on the left.

▼ **Source 1.74** Medieval scholar Jean Froissart



## The Battle of Crécy, 1346

Tension between the two forces spilled over into war and the Battle of Crécy in 1346. Here, the French army attempted to use crossbowmen from Genoa (known as the Genoese) in battle. However, they were faced with the might of English longbows.

French chronicler, Jean Froissart (c.1337–c.1405) saw the battle unfold:

As soon as the King of France came in sight of the English his blood began to boil, and he cried out to his marshals, 'Order the Genoese forward, and begin the battle, in the name of God and St. Denis!' There were about fifteen thousand Genoese crossbowmen; but they were quite fatigued, having marched on foot that day six **leagues**, completely armed and with their crossbows. They told the constable they were not in a fit condition to do any great things that day in battle ... The English archers then advanced one step forward, and shot their arrows with such force and quickness that it seemed as

### KEY TERM

**league** an archaic (old) term for measuring distance: 1 league was around 5 kilometres



if it snowed. When the Genoese felt these arrows, which pierced their arms, heads and through their armour, some of them cut the strings of their crossbows, others flung them on the ground, and all turned about and retreated quite discomfited. The French had a large body of men-at-arms on horseback, richly dressed, to support the Genoese. The King of France, seeing them thus fall back, cried out, 'Kill me those scoundrels, for they stop up our road without any reason.' Then you should have seen the above-mentioned men-at-arms lay about them, killing all they could of these runaways. The English continued shooting as vigorously and quickly as before. Some of their arrows fell among the horsemen, who were sumptuously equipped, and, killing and wounding many, made them caper and fall among the Genoese, so that they were in such confusion they could never rally again.

▲ **Source 1.75** French chronicler Jean Froissart's account of the Battle of Crécy from 1346

The Battle of Crécy was won decisively by England, thanks largely to the longbowmen. The French were not equipped against the deadly effectiveness of the English archers. The French, perhaps out of pride, sent waves of noble knights against the well-trained peasant archers and were repeatedly cut down. It is estimated that for the 14 000

## FAMOUS FACE

### JEAN FROISSART (1337–1405)

Jean Froissart was a medieval scholar and poet who wrote many contemporary accounts of chivalric and courtly ideals. His famous *Chronicles* are an important primary source for the history of Western Europe in the fourteenth century. Relying on both historical and eyewitness sources, Froissart uses a colourful and dramatic style to record events of the Hundred Years' War.



French deaths in the battle (1500 were knights) the English lost only 200 to 300.

The English had struck the first and decisive blow in the Hundred Years' War. However, as a merchant ship docked in the southern Italian port of Messina one year later in 1347, war and conflict would come to a halt, as a far bigger killer had arrived: the Black Death.

▼ **Source 1.76** An artist's representation of the English longbowmen raining down arrows on the French forces at the Battle of Crécy





## ACTIVITY 1.19



### Check your understanding

- 1 Why were the Genoese not ready to fight?
- 2 What happened when the English longbowmen opened fire?
- 3 How did the English take advantage of the Genoese action to win the battle?

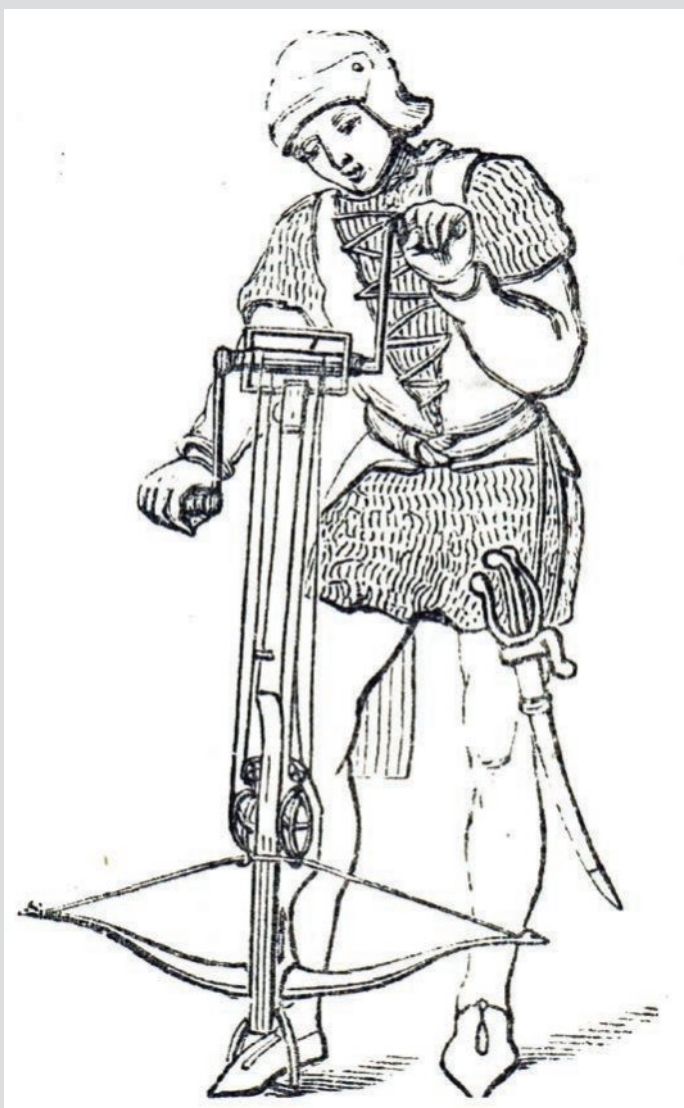
## DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.4



### Analysing cause and effect

The historian analyses what caused an historical event. One factor might seem to be the cause of an event, but closer examination will reveal multiple factors. The historian evaluates each cause to decide its importance. Often, several causes interact.

- 1 Examine the immediate causes for English victory at the Battle of Crécy. What was the impact of the longbow?
- 2 Consider what you have already learnt about the longbow earlier in this chapter. What were the longer term causes for the victory?
- 3 Consider what this victory might mean for the future of the Hundred Years' War. How might this affect the future of France after 1346?



▲ **Source 1.77** Woodblock engraving depicting a Genoese crossbowman winding up his crossbow. They were a famous military corps of the medieval era, which acted both in defence of the Republic of Genoa, and as mercenaries for other Italian or European powers. They were on the French side in the Battle of Crécy during the Hundred Years' War.

## The Black Death

What is understood today is that the Black Death, sometimes known as the plague, arrived in Europe in 1347, carried by Italian sailors and the fleas and rats on their ships. Historians have long debated how and when the disease actually arrived in Europe. Some say it came along overland on trade routes from the east. Others say by boat. However, what cannot be denied is that this disease

was so terrible that its impact on Messina was immediate and it spread to the rest of Europe town by town, village by village over the next four years. By 1351, more than 25 million people were dead across Europe, approximately a third of the total population.

### KEY TERMS

**Tartars** a group of people from southern Russia and the eastern Turkish regions

**catapult** a medieval siege weapon similar to a trebuchet

## Amazing but true...

The Black Death had been making its way from the far east along the Silk Roads in the previous decade, and during the 1346 Battle in Kaffa on the Black Sea, the disease was used in biological warfare. Janibeg Khan, leader of the **Tartar** army saw his forces decimated by the disease as they laid siege to Kaffa. Knowing he had to abandon the siege, Janibeg used a **catapult** to toss the disease-riddled bodies of his dead troops over the walls into Kaffa. The city's population was hit hard by the disease, as were a number of Italian sailors who fled the city for their homeland, taking the sickness with them.

### What was the Black Death?

The Black Death was a highly infectious disease. Victims were visibly identifiable by the black, pus-filled welts that appeared on the body, alongside the nausea, vomiting and fever common with the flu and pneumonia. The welts are known as buboes and they most often formed around the groin, armpits and neck, and soon turned black.

Internal bleeding would follow and death usually came within three to five days. The Black Death was highly contagious and few were exempt. French physician Simon de Covino stated that it seemed one victim 'could infect the whole world'.

► **Source 1.78** Death strangling a victim of the plague, illustration from the *Stiny Codex*, fourteenth century





## How did it spread so quickly?

Living conditions in medieval Europe, from the largest cities to the smallest village, were poor. They were places where rats, fleas and lice thrived. Sanitation and personal hygiene were relatively unknown concepts and disease bred easily. Tragically, as scientists later discovered, the Black Death was also an airborne disease. Ever since the Crusades, travel and trade around Europe had increased dramatically. People travelled along roads and rivers and between countries on boats, so those who sought to flee from the destruction of the Black Death, may have unwittingly taken it with them to new locations.

Historians and sources from the time claimed that the Black Death was carried by rats, which to a certain extent was true, as was the notion that the fleas living on those rats had it too. However, an archaeological dig in 2013 in England that uncovered the bodies of plague victims discovered evidence that it was most likely spread by inhaling the germs of coughing and spluttering victims.

This was not known at the time. French physician Guy De Chauliac was one of the lucky few to survive the Black Death – either by a genetic immunity to the disease, or sheer luck – and recorded the progress of the disease:

The great mortality appeared at Avignon in January, 1348, when I was in the service of Pope Clement VI. It was of two kinds. The first lasted two months, with continued fever and spitting of blood, and people died of it in three days. The second was all the rest of the time, also with continuous fever, and with tumors in the external parts, chiefly the armpits and groin; and people died in five days. It was so contagious, especially that accompanied by spitting of blood, that not only by staying together, but even by looking at one another, people caught it, with the result that men died without attendants and were buried without priests. The father did not visit his son, nor the son his father. Charity was dead and hope crushed.

▲ **Source 1.79** Eyewitness French physician Guy De Chauliac, quoted in 'The Plague in Literature' by Thomas E. Keys, *Bulletin of the Medical Library Association*, 1944, p. 40

Such was the scale of death, that bodies were dragged out of the house each morning to be buried, as one observer noted:

All the citizens did little else except to carry dead bodies to be buried ... At every church they dug deep pits down to the water-table; and thus those who were poor who died during the night were bundled up quickly and thrown into the pit. In the morning when a large number of bodies were found in the pit, they took some earth and shovelled it down on top of them; and later others were placed on top of them and then another layer of earth, just as one makes lasagne with layers of pasta and cheese.

▲ **Source 1.80** Ian Mortimer, *Centuries of Change: Which Century Saw the Most Change?*, Random House, 2014

## Consequences

The Black Death created chaos in feudal Europe. People were used to the safety and structure of daily life, and such indiscriminate death and destruction turned the world upside down.



## ACTIVITY 1.20



### Using historical sources as evidence

Please examine Table 1.2 and then answer the questions that follow.

**Table 1.2** Sources on the Black Death

Source	Author/Origin	
A	French physician Guy De Chauliac, 1348	'They kept guards in the cities and villages, and permitted the entry of no one who was not well known. And if powders or unguents were found on anyone the owners, for fear that they were poisons, were forced to swallow them.'
B	Marchione di Coppo Stefani in the <i>Florentine Chronicle</i> , 1348	'When it took hold in a house, it often happened that no one remained who had not died. And it was not just that men and women died, but even sentient animals died. Dogs, cats, chickens, oxen, donkeys, and sheep showed the same symptoms and died of the same disease.'
C	The Sedlec Ossuary Church in the Czech Republic	 <p>The church was constructed using the bones of 40 000 plague victims from the area.</p>
D	<i>The Annales of Gilles le Muisit: The plague in Tournai</i> , 1349	 <p>An illustration in an illuminated manuscript shows the impact of the plague in the Belgian town of Tournai.</p>







Source	Author/Origin	
E	Historian Ian Mortimer, <i>A Time Traveller's Guide to Medieval England</i>	'This horrific disease does not just kill the sinful, it kills the innocent too. If this is the work of God, then he is indiscriminate in his judgements.'
F	Henry Knighton, an Augustinian priest at St. Mary's of Leicester in England, 1348	'The Scots heard that the plague was killing their enemy, the English. They felt God was punishing England. So they gathered in the forest of Selkirk, near the border, planning to invade England. However, the monstrous plague suddenly came upon them and within a short space of time around 5000 died.'

### Responding to the sources

- 1 What does Source A say about people's reaction to the plague?
- 2 What does Source B say about the impact of the plague on peasants?
- 3 What does Source C show you? What does it tell you about the impact of the plague on the church?
- 4 What is happening in Source D? What was the artist trying to communicate?
- 5 Historian Ian Mortimer tries to put us in the shoes of those who lived in the medieval era. What is he suggesting people thought about God and religion at the time in Source E?
- 6 What does Source F say about the impact of the plague on war and conquest?
- 7 Gather your responses and find a partner. Compare what you have written. Did you have the same responses? Were they different? Do you agree or disagree? Explain why.
- 8 Write a 50-word summary of the impact of the plague on medieval society.

## The Black Death and religion

Religion played a vital role in medieval life, so when the Black Death struck it made many people question the will of God. Why had they been abandoned? What had they done wrong to deserve this? The lower clergy

was decimated by the plague because they were often the first to tend to the sick. When the Black Death reached in England 1348, whole monasteries were devastated and there were few left alive to support the peasants.

The wealthier upper clergy, who could afford to flee, did.

In a world where the role of the Church was never questioned, this caused great confusion. Pope Clement VI survived the worst of the plague in Avignon, France, by sitting between two huge fires, day and night. His doctors believed that the heat and smoke would prevent the disease from getting near him. While this certainly worked for Clement, a third of his **cardinals** died.

Religious **zealots** called **flagellants** would roam the streets whipping themselves with spiked ropes – drawing blood in the process – in the hope that God would forgive them and spare them from death.

### KEY TERMS

**cardinal** a leading dignitary of the Roman Catholic Church, nominated by the pope

**zealot** a person who is fanatical in their beliefs

**flagellants** people who whipped themselves as a form of self punishment, hoping God would forgive their sins



▲ **Source 1.81** Medieval illustration of flagellants

Sir Robert of Avesbury watched 600 flagellants converge on the streets of London in 1349:

Each had in his right hand a scourge with three tails. Each tail had a knot and through the middle of it there were sometimes sharp nails fixed. They marched naked in a file one behind the other and whipped themselves with these scourges on their naked and bleeding bodies.

▲ **Source 1.82** Sir Robert of Avesbury, 1349

## MAKING THINKING VISIBLE 1.5



What makes you say that?



▲ **Source 1.83** Flagellants or Brothers of the Cross in Dutch town of Doornik, 1349, scourging themselves as they walk through streets in order to free the world from Black Death

- 1 What's going on in Source 1.83?
- 2 What do you see that makes you say that?



## The Black Death and feudal society

The Black Death caused a catastrophic disruption to medieval society. ‘Those who work’ were dying by the millions and thus, there were few left to tend to the land and pay tax. Whole farms and estates were left to ruin and waste as peasants dropped dead

in the fields. This meant that those left alive realised their worth to the nobility and began to demand higher prices for work and goods. Many historians discuss the benefits of the Black Death because it began a slow, gradual end to feudal society and led to more enlightened thinking.

### ACTIVITY 1.21



#### Check your understanding

Consider what you have learned about the importance of religion and feudal structure in medieval society. Write a short paragraph explaining the significance of the Black Death on these two aspects of medieval life.



#### The Peasants’

##### Revolt

Additional content and downloadable activity worksheet available in the Interactive Textbook

### ACTIVITY 1.22



#### Mapping the spread of the Black Death

The Black Death spread easily among populations owing to its highly contagious nature. But how did it travel so far so quickly? Complete the following mapping task and analyse the results.

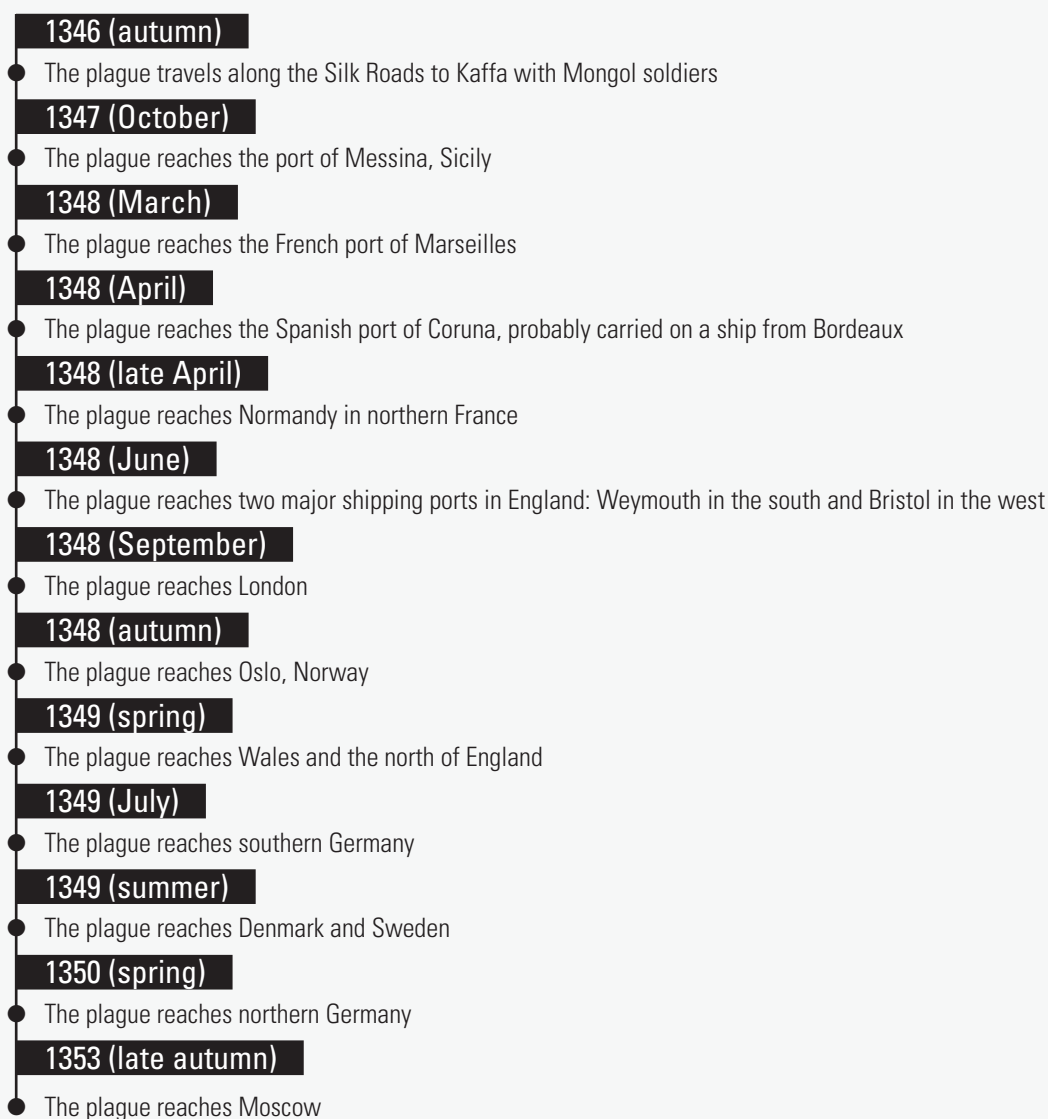


▲ **Source 1.84** A modern replica of a plague doctor mask, which was designed to look like a bird’s beak and protect the doctor from catching the deadly disease.





- 1 Conduct some online research and draw the following on a map (you can use the map template in the Interactive Textbook as your basis):
  - a The Silk Roads
  - b Rhine, Danube, Po and Seine river routes
  - c The Atlantic, Black and Mediterranean Seas
- 2 Use Google Maps or an atlas to locate the major countries and cities where the Black Death caused havoc. Mark them on the map.
- 3 Now use the timeline and mark in arrows to map the path of the Black Death.



- 4 a In a paragraph, describe the movement of the plague throughout Europe and the Middle East (include places and dates in your description).
- b What links can you see between the trade routes and the spread of the plague? Write the answer in a paragraph and give examples and reasons in your answer.
- c What role do you think the trade routes played in the speed at which the Black Death travelled? In your answer, you might like to think about the trade route (shipping, rivers or overland) that would have been the deadliest.



## The aftermath of the Black Death

The Black Death did not change Europe immediately. Even though millions died and made the work of peasants more valuable, the wealth of the Church and monarchies remained. However, a series of events indicated that cracks had begun to form in feudal society that would lead to greater change.



### The split in the Church

Additional content and downloadable activity worksheet available in the Interactive Textbook

## The end of the Hundred Years' War

Despite the chaos of the fourteenth century, the French and the English still had scores to settle, and the 100 years war raged on into the next century. Despite a period of

relative calm, the desire of the English to control France was reinvigorated by English King Henry V, who renewed the war and won a victory at the Battle of Agincourt in 1415. Henry's army was almost 80 per cent longbowmen and once again, the English were able to defeat the numerically superior French. Henry V led the English into battle, participating in combat himself. The victory gave the English the upper hand in the war.

Despite Henry's best efforts, some French would not surrender to English rule, despite Henry marrying into the French royal family and declaring himself King of France. He was, in some small way, thwarted by a French peasant girl who heard voices from God: Joan of Arc.

▼ **Source 1.85** A painting of the Battle of Agincourt by Thomas Walsingham, c.1422. The battle was a decisive victory for the English over the French.





## Amazing but true...

Historians have estimated that more than 40 per cent of France's nobility were wiped out in the disastrous Battle of Agincourt.

## Joan of Arc

Joan believed God had chosen her to lead the French to victory over the English. As a child, Joan lived in northern France under the constant threat of English brutality and invasion. Deeply religious, she claimed to have heard voices from God at age 13 that she should lead an army to expel the English and install the Crown Prince Charles of Valois as the rightful King of France. Charles did have a claim to the throne; however, he was not the strong leader France needed to expel the English. So when an 18-year-old peasant girl named Joan came to meet him (dressed as a man to avoid detection in enemy territory), promising victory, he granted her an army.



▲ **Source 1.86** Joan of Arc (1412–1431) in a miniature painting created between 1450 and 1500

Joan led the French army to the city of Orléans, which was held by the English. Wearing full battle armour, Joan led the French to a glorious victory that turned the tide of the war in 1429. Charles was crowned King of France with Joan in the audience. She had become a national hero.

To her enemies, Joan was a representation of evil. She was called all manner of horrible names and accusations of heresy and witchcraft were levelled against her. It wasn't long before Joan's luck ran out and she was captured by England's allies in France, the Burgundy army. Joan was turned over to the English, accused, tried and convicted of witchcraft in 1431. Under interrogation, Joan was asked why she dressed as a man, to which she replied, 'I have done this on my own free will. Nobody has forced me; I prefer the apparel of a man to that of a woman'. The English claimed this to be unnatural and the work of the devil. Joan was burned to death at the stake on 30 May 1431.

## FAMOUS FACE

### JOAN OF ARC (1412–1431)



A peasant girl living in medieval France, Joan of Arc believed that God had chosen her to lead France to victory in its long-running war with England. Nicknamed 'The Maid of Orléans', Joan of Arc is considered a heroine in France for her role during the Hundred Years' War, and was **canonised** as a Roman Catholic saint.

## KEY TERM

**canonise** (in the Roman Catholic Church) to announce officially that a dead person is a saint



▲ **Source 1.87** Joan of Arc led a French assault on the British Castle of Orléans in 1428.





▲ **Source 1.88** A nineteenth-century depiction of Joan of Arc's death. She was burned at the stake by the English.

The English army was eventually forced from France at the end of the Hundred Years' War in 1453. They would never hold territory in France again, and the two nations would remain bitter rivals for centuries to come.

## ACTIVITY 1.23



### Check your understanding

- 1 How did the Hundred Years' War end?
- 2 Explain the role of Joan of Arc in the Hundred Years' War.
- 3 Consider the significance of Joan of Arc's achievements. What role do you think they played in the eventual French victory?

## How did the Renaissance begin?

The Black Death forced people to question authority for the first time. Many thought that the world would soon come to an end, and became obsessed with death. A growth of medieval art that focussed on the 'dance of death' indicated there was a growing focus on human experiences, rather than those of religion and God. The significant decline in population meant people were more socially mobile than ever before. Peasants could become skilled craftsmen, craftsmen could become wealthy merchants, and the already wealthy merchants could buy their way into nobility.



◀ **Source 1.89** 'A Dance of Death' illustration from *Liber Chronicarum* by artist Michael Wolgemut, 1493



Birth was no longer the sole determining factor of social status.

One such family of wealthy merchants was the Medici family of Italy. They had made their fortune as traders from the countryside and moved to Florence soon after the Black Death died out. Involving themselves in finance, politics, trade and art, the Medici family became one of the most powerful and wealthy families in Europe. Four of them

went on to be pope and two were Queen of France. Most famously, the Medici family promoted art and discovery, by being patrons of great artists including Michelangelo, Botticelli and Leonardo da Vinci.

The power and wealth of the Medici family made Florence the new centre of Europe and home to the Renaissance, a new and exciting period of human ideas, social, political and economic 're-birth'.



▲ **Source 1.90** The Medici family was so wealthy they commissioned painters to recreate scenes from the Bible, with themselves pictured in the scenes. Here, the Virgin Mary crowned by two angels holds the child Jesus. On the left is a portrait of Lorenzo de Medici as the young man with the ink pot, flanked by his brother Giuliano de Medici who is holding a book.





### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 1.6



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What was the Hundred Years' War?
- 2 What was the significance of the Battle of Crécy in 1346?
- 3 How did the Black Death arrive in Europe?
- 4 What were buboes?
- 5 How many were killed by the Black Death?
- 6 How did the Black Death change attitudes towards religion?
- 7 How did the Black Death change the lives of the surviving peasants?
- 8 Read the additional content in the Interactive Textbook on 'The Peasant's Revolt'. Why did the Peasant's Revolt of 1381 begin?
- 9 Who was Joan of Arc?
- 10 How did the Hundred Years' War come to an end?

#### Interpret

- 11 Explain how the Black Death travelled across Europe
- 12 Read the additional content in the Interactive Textbook on 'The Peasant's Revolt'. Discuss the way this revolt represented the new world that had been created by the Black Death.

#### Argue

- 13 'The Renaissance was the logical conclusion of the Black Death.' Discuss.

## Conclusion: why does it matter today?

The medieval era is so often misunderstood. It was seen to be one of blood, gore, violence and death. However, a closer examination finds a period of development. The collapse of the Roman Empire meant that Europe needed to reorganise itself in order to move forward. While feudalism and war dominated people's lives, it took a catastrophic event like

the Black Death to force people of all social classes to re-evaluate the world and find a better way forward. In the medieval world we can find the building blocks of the world we live in today and use it to consider what life could be like if we don't work together to maintain the world we have.

# End-of-chapter activities



## 1 Self-assessment

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



## 2 Follow the flow of main ideas

What ideas have you learnt about medieval Europe? In this activity, copy the diagram below and fill it in with a few points about each topic. Alternatively, you can fill this in within the Interactive Textbook. One example has been completed for you.

The structure of society	
War and combat	
The power of religion	Religion played a central role in medieval society. It influenced the actions of everyone from monarchies to ordinary peasants. Religion led to wars between Christians and Muslims. People raised questions about religion after the Black Death.
Technology	
Crime and punishment	
The experience of the Black Death	
The impact of the Black Death	



## 3 Key terms

For each key term or name below, write a sentence explaining its significance.

- The Dark Ages
- Holy Roman Empire
- Charlemagne
- Nobility



- Knights
- Feudalism
- Battle of Hastings
- Byzantine Empire
- Peasants
- Clergy
- Castles
- Longbow
- Crusades
- The Hundred Years' War
- The Black Death
- The Peasants' Revolt
- The Renaissance.



▲ **Source 1.91** People and animals died rapidly during the Black Plague.



## 4 Making thinking visible

What follows is an assessment task on medieval Europe, with three assessment options to choose from. You will be asked to write a 500-word response on one of the three statements.

**Option 1: The Crusaders were right to invade the Holy Lands.**

**Option 2: Feudalism was a fair and just system.**

**Option 3: The Black Plague changed everything.**

- 1 Discuss: What kind of situation was the claim made in? (Who made it? What were people's interests and goals? What was at stake?)
- 2 Brainstorm: Make a list of all the different points of view you could look at this claim from.
- 3 Dramatise: Choose a viewpoint to embody (it doesn't have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the different viewpoints. Say:
  - My viewpoint is ...
  - I think this claim is true/false/uncertain because ...
  - What would convince me to change my mind is ...
- 4 Stand back: Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?



## 5 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about medieval Europe



# Unit 2

## The Middle Ages: the Asia-Pacific world

### Overview

**The Middle Ages were a time and place of great development, and not just in Europe and the Mediterranean. The Asia-Pacific civilisations of the Angkor/Khmer Empire, the Mongolian hordes, the Japanese samurai, and the Polynesians (as they spread across the Pacific) all changed the face of our region. These civilisations' impacts were widespread and continue to influence Australia and our relationships within the region today.**

The chapters in this unit explore the Asia-Pacific world during the Middle Ages, and you will investigate their ways of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and societies faced. As you investigate this topic, think about the impact that these civilisations had and their similarities and differences with European and Mediterranean civilisations of the same period.



Video

Unit Overview

### Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

### Introducing historical concepts and skills: *cause and effect*

Throughout the chapters in this unit there will be a special focus on the concept of cause and effect. This means you will continue to develop your ability to identify the multiple causes of events and the varied effects that these had on the societies you will study.

You will learn to evaluate which causes were more significant than others in changing society and which effects had a bigger impact. Look for opportunities to think about multiple causes and their varied effects throughout the unit.

► **Image on the next page:** A Japanese painting on silk, in a traditional Japanese style, showing a samurai warrior riding a horse, c.1753







# CHAPTER 4

## Japan under the shoguns (c.794–1867 CE)

### Setting the scene: the death of Atsumori

The following story tells the legend of Taira no Atsumori (1169–1184), who was a samurai famous for his death at a young age. At the Battle of Ichi-no-Tani in 1184, Atsumori engaged the samurai Kumagai Naozane in single combat, and was killed. Kumagai had a son the same age as Atsumori. His great remorse, which led to him becoming a monk, caused this otherwise unremarkable event to become a well-known tragedy.

In the middle of a five year war in Japan (1180–1185) one battle after another was fought between powerful armies, each seeking to control more territory. At the end of one such battle, a warrior named Kumagai Naozane was trying to hunt down the commanding officers of his enemies. He saw a single horseman near him who was attempting to reach one of the ships nearby in order to escape ... Kumagai challenged him, crying out: 'Shameful! To show an enemy your back. Return! Return!' This was aimed at forcing the other man to recollect his own honour – that he should fight, not retreat. It worked, and the enemy warrior turned his horse and rode back to the beach, where Kumagai at once engaged him in mortal combat. Quickly hurling him to the ground, he sprang upon him and tore off his helmet to cut off his head, when he found himself looking into the face of a youth of only 16 or 17, delicately powdered and with blackened teeth, just about the age of his own son and with features of great beauty.

'Who are you?' he asked. 'Tell me your name, for I would spare your life.'

'No, first say who you are,' replied the young man.

'I am Kumagai Naozane of Musashi, a person of no particular importance.'

'Then you have made a good capture,' said the youth. 'Take my head and show it to some of my side, and they will tell you who I am.' For this warrior was Atsumori, a member of the court.

Just then, looking behind him, Kumagai saw his own forces coming up with 50 horsemen. 'Alas! Look there,' he exclaimed, the tears running down his face, 'though I would spare your life, the whole countryside swarms with our men, and you cannot escape them. If you must die, let it be by my hand, and I will see that prayers are said for your rebirth in Paradise.'

'Indeed it must be so,' said the young warrior. 'Cut off my head at once.'

Kumagai was so overcome by compassion that he could scarcely wield his blade. His eyes swam and he hardly knew what he did, but there was no help for it; weeping bitterly he cut off the boy's head. 'Alas!' he cried, 'what life is so hard as that of a soldier? Only because I was born of a warrior family must I suffer this affliction! How lamentable it is to do such cruel deeds!' He pressed his face to the sleeve of his armour and wept bitterly.

▲ **Source 4.1** Adapted from Donald Keene, *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century*, 1955



▲ **Source 4.2** A Japanese painting from 1821 depicting the story of the death of Atsumori. Kumagai Naozane is on horseback and Taira no Atsumori is in the sea.

## MAKING THINKING VISIBLE 4.1



### Claim, support, question

What does the story of the death of Atsumori tell us about medieval Japan?

- 1 **a** Using the story, write a short paragraph on what this tells you about medieval Japan.
- 1 **b** Make a claim or claims about what this tells you about medieval Japanese life or society.
- 1 **c** Use a section of the story as your evidence to support your claim or claims. Use a quotation from the text as your support.
- 2 Write a question about an aspect that you don't understand from the text, or that comes from your claim or claims. This can form the basis for further research.



# Chapter overview

## Introduction

The past, it has been said, is a 'foreign country' because 'they do things differently there'. As you can see from the story of Atsumori, this is certainly true of medieval Japan. War was a common part of life both there and in Europe during the medieval period, and what was seen as normal at that time – fighting for power, chopping off the heads of leaders, conquering territories – had considerable and sometimes devastating effects on their societies. As a result, medieval Japan is not one long period of time, but is made up of three distinct periods: the Classical period, the Feudal period, and the Tokugawa period.

Historians often divide history in this way. However, society does not start and stop according to these blocks of time. For example, our modern-day cultures and types of society, as well as our forms of government and even our ideas are based on what has come before us.

## Learning goals

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

- What were the effects of Japan's geography on the development of its civilisation?
- What were the structures of Japanese society and how did this have an impact on their lives?
- How did intercultural exchange cause changes in Japanese society?
- What were the major developments in Japan in the Classical period and Feudal period, and what caused the major shift from rule by an emperor to rule by a shogun?
- How did governments in medieval Japan try to maintain power?
- What were the roles and achievements of samurai women in shogunate Japan?
- How did contact with the outside world change Japanese society?

## Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Compare historical sources to corroborate evidence
- Analyse cause and effect in different ways, including through the use of graphic organisers
- Analyse and compare maps
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

## MAKING THINKING VISIBLE 4.2



### Why, what, how

In Australia, we can see the effect of our own history in everyday life through a simple exercise. Take out an Australian coin and look at the face of the person who is shown on the back.

- 1 Why is this person on our coins, what caused us to put this portrait on our money?
- 2 What does it tell us about the continuing effects of history?
- 3 How does this link Australia back to medieval Europe? Consider what face would have been on the coin before 1953, and what face will probably be on our coins in the future.

In this chapter, you will be examining what caused Japanese society to develop as it did, including the causes for major changes and the effects that these subsequently had.



▼ **Image:** Himeji Castle, built in 1333, is probably the most famous of Japan's medieval-era castles.





# Timeline of key events

## What came before this topic?

- The Jomon period (c.5000–400 BCE). This period is broken up into two main sub-periods:
  - An initial stage of development (c.5000–2500 BCE), which included early pottery made by hand, a strong reliance on hunting and fishing, and trade with the Korean peninsula
  - A second stage of development (c.2500–400 BCE), in which more villages and a complex community developed, but gradually the Japanese population declined.
- Yayoi culture (c.400 BCE–300 CE): technological advances and larger communities then led to the development of clan-nations, which fought for supremacy
- A very sophisticated society arose from the developments in Yayoi society, with advances in religion and in political structures (c.300–794 CE)



The Jomon civilisation lasted until c.400 BCE.



Himeji Castle was first built in the mid-fourteenth century and is today one of the UNESCO World Heritage sites.

### c.750 CE

Buddhism and Confucianism become key influences, and magnificent Buddhist temples are built

### 1185–1600

The medieval or Feudal period, begins after the Genpei War (1180–1185). Japan is dominated by powerful military families.

Japanese culture is defined by highly decorative arts, including scrolls that show samurai and major battles. Castles are built by powerful warlords, including the Himeji castle.

### 794–1185 CE

The Heian or Classical period when Japan is strongly influenced by Chinese culture. This is a period of rapid cultural change; the imperial court rules from the capital Heian-kyô, modern-day Kyoto.



Coloured leaves surround Kiyomizu Temple in Japan's ancient city of Kyoto

### c.1000 CE

Two of the world's first novels are written, focused on life in the Imperial court: *The Tale of Genji* by Murasaki Shikibu and *The Pillow Book* of Sei Shônagon. Japan's first histories are written, the *Kojiki* and *Nihon shoki*.



Murasaki Shikibu (c.978–1014) writing *The Tale of Genji* at Ishiyama Temple. *The Tale of Genji* is sometimes considered to be the world's first novel.

### 1185–1333

In the Kamakura period, Minamoto no Yoritomo creates the first 'warrior government' or shogunate in 1192. The Minamoto family rules from Kamakura, a coastal town of Japan.



A painting from 1845 of Japanese warlord Minamoto no Yoritomo

## What came after this topic?

- Japan industrialised and became a powerful state that was able to challenge and defeat Western powers (c.1868–1945).
- Japan built a large empire, fought as an ally of Britain in the First World War (1914–18), but against Britain, the United States, and countries like Australia in World War II (1939–45), with war atrocities committed by Japanese forces.
- The United States drops two atomic bombs on Japan in August 1945, on Hiroshima and Nagasaki. This is still the only time in world history that nuclear weapons have been used in war.
- The United States occupies Japan after World War II, and the country gradually redevelops and advances its economy and technology (c.1945–today).



US ships *Virginia*, *Tennessee* and *Arizona* on fire after the Pearl Harbor attack on 7 December 1941. In the surprise attack, which killed over 2000 US troops, Japanese planes from aircraft carriers destroyed the Pearl Harbor US naval base in Hawaii, which provoked the United States into entering World War II.

A screen printing depicting Portuguese ships, known as *carracks*, at the Japanese port of Nagasaki



**1543**

Europeans arrive in Japan. Zen Buddhism forms a major influence in society; Christianity is introduced to Japan, but it is banned in the sixteenth century.

Commodore Matthew C. Perry's 'black ship' arriving in Japan in 1853



**1600–1867**

Japan is united under the Tokugawa clan and society is reorganised around four classes: samurai, farmers, craftsmen, and merchants. Life centres on Edo (Tokyo), the new capital of Japan.

**1853**

Commodore Perry comes to Japan from the United States of America, and forces Japan to open up trade to Western powers

**1336–1573**

In the Muromachi period, the Ashikaga clan rules as the shoguns. They move the capital to Kyoto in the Muromachi district.

**1568–1600**

The Azuchi-Momoyama period ended the 'warring states' and medieval periods, when 'three great unifiers' united the country by force under a military government

**1633–1853**

Japan becomes a 'closed country,' opposing outside influences

## Timeline questions

Examine the timeline carefully, and answer the following questions:

- 1 Which event on the timeline do you think might have caused the greatest change in Japanese society, and why?
- 2 What parts of the timeline might still have an impact on Japan today, and why do you think these are significant?



On 6 August 1945, an American bomber dropped the first atomic bomb ever used against an enemy city, striking the Japanese city of Hiroshima. The image shows the devastation in the city, as the bomb's explosion destroyed approximately 80 per cent of the entire city.





## 4.1 The importance of geographical features to Japanese civilisation

### FOCUS QUESTION

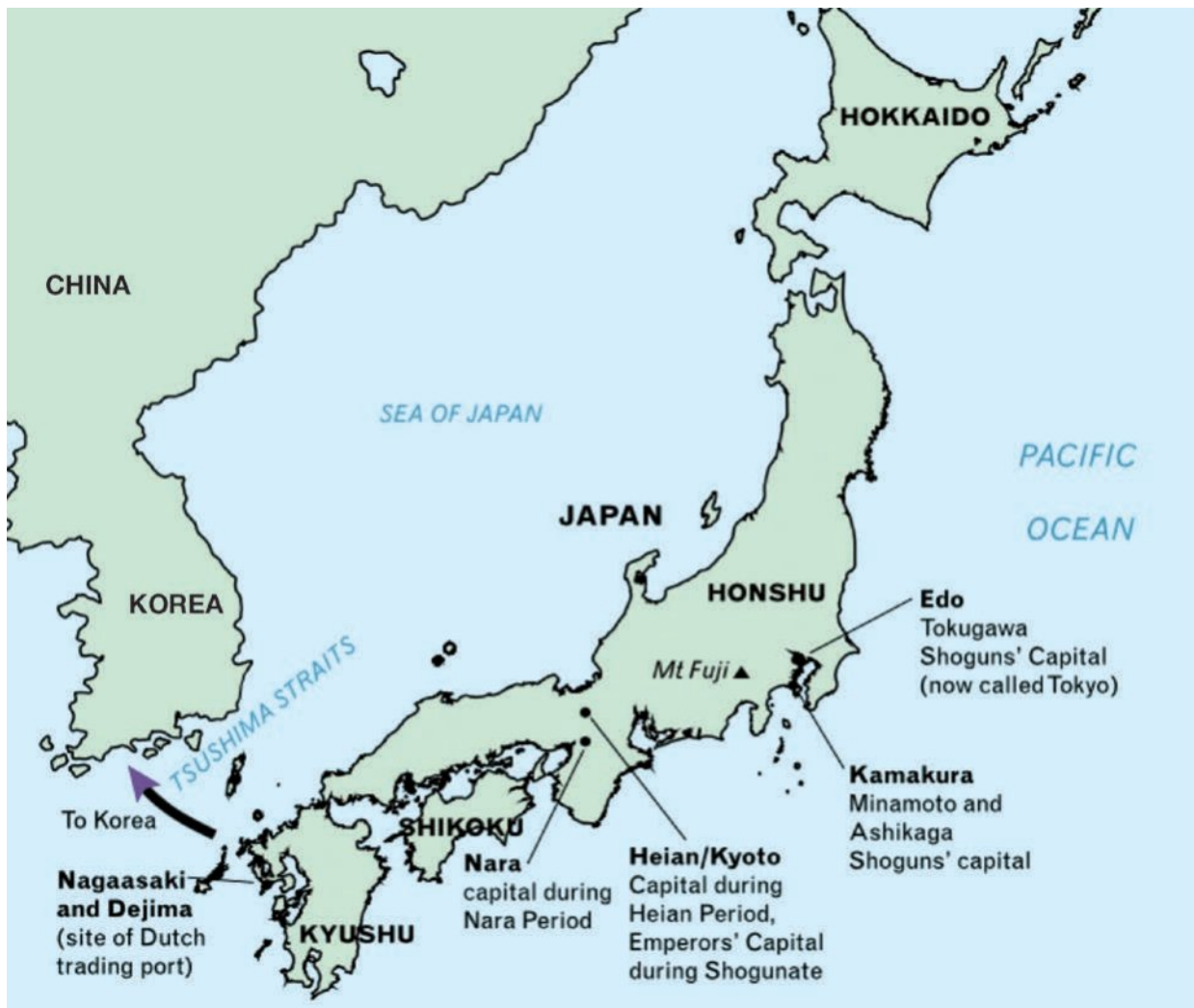
What were the effects of Japan's geography on the development of its civilisation?

Japan is a state that is formed of a series of islands, known as an **archipelago**. There are thousands of islands in the Japanese archipelago, but the four main islands are Hokkaido, which is the furthest north, Honshu, which is the largest island and has the current capital of Tokyo, followed by two other major southern islands: Kyushu and Shikoku.

#### KEY TERM

**archipelago** a group of islands

Geography always affects the way that a country develops, because it has an impact on culture and society, as well as having an impact on how people live their lives. The available food and the types of topography (mountains, deserts, flood plains, rivers) affect *where* people settle and *how* they make their living. Much of Japan is covered with mountain ranges and forests, and there is only about 15 per cent of the land that is able to be



▲ **Source 4.3** Japan consists of four main islands: Hokkaido, Honshu, Kyushu and Shikoku.

farmed intensively or be used for large-scale agriculture. Yet the society that developed in Japan in medieval times was principally based on agriculture, with labourers or peasants working on the land and producing crops, rather than working in trade or business.

Though the area of arable land is small, it is rich and fertile. Volcanic soils provide minerals, summers are warm and wet in Honshu and the southern islands, crop production is good, varied and reliable. The forests also provide plentiful timber and other products that encouraged civilisation to develop.

The farmers were ruled over by the military class of society. This meant it was important to control the best agricultural land, and that the most powerful lords and nobles dominated areas of Japan that produced the most food. Being in control of food in medieval Europe or medieval Japan was a form of power.

Geography can also play a key role in defence, and Japan had not been successfully invaded until World War II, when it was occupied by the United States military and its allies, including Australia.

There were only two earlier major attempts at invasion: by the Mongols in 1274 and 1281.

The geography of Japan helped to defeat both invasions, because much of the population of Japan has traditionally settled in coastal areas. This is largely because of the ready availability of fish, and even access to trade: goods were much easier to transport by sea than over the land. A localised and large population also helped create a ready availability of soldiers in times of threat from other countries.

A set of scrolls, known as the Mongol Scrolls, made at the time for a **samurai** warrior named Takezaki Suenaga, recorded that the

Japanese forces were well prepared and able to repel the Mongolian invaders. Having set sail, the Mongols were hit by a powerful typhoon, sinking many of their ships. In 1281, when the Mongols attempted to invade Japan for a second time, they brought a huge army of 140 000 men. They did successfully occupy a small island named Iki, but their fleet was once again destroyed by a typhoon. Because these winds helped to destroy the Mongol fleets, they were believed to have come from the gods and were called **kamikaze** or 'divine winds' in Japanese.

#### KEY TERMS

**samurai** the hereditary warrior class of Japan

**kamikaze** 'divine wind', especially relating to the typhoon of 1281

▼ **Source 4.4** The attempted invasion of Japan by the Mongol Armada, thirteenth century





**KEY TERM**

**tsunami** an extremely large wave caused by a violent movement of the earth under the sea

An archaeologist, James Delgado, describes what the wreckage of one of the Mongol ships looks like today, where it rests on the ocean floor:

... the seabed [is] not dominated by a large hull. Instead, clusters of timbers and artefacts suggested that a ship, or ships, had crashed into the shore and been ripped apart. There were bright red leather armour fragments, a pottery bowl decorated with calligraphy, and wood with what seemed like fresh burn marks ... I swam up to one object and realized it was an intact Mongol helmet. Nearby was a cluster of iron arrow tips and a round ceramic object, a *tetsuhau*, or bomb ... filled with black powder.

▲ **Source 4.5** James Delgado, 'Relics of the Kamikaze,' *Archaeology Magazine*, 2003

It is not only typhoons that affect Japan. As a part of what is known as the Pacific Ring of Fire, Japan has around 10 per cent of the world's active volcanoes. This means that Japan is prone to earthquakes and **tsunami**, caused by movement in the Earth's crust

and volcanic eruptions. These still continue today. In 2011, a large earthquake off the coast of Japan caused a powerful tsunami to strike Honshu island which devastated the coastline, causing damage to nuclear reactors and killing around 20 000 people.



▲ **Source 4.6** *The Great Wave off Kanagawa* is a famous woodblock print by the Japanese artist Katsushika Hokusai, printed sometime between 1829 and 1833. The image depicts an enormous wave threatening three fishing boats off the coast of the town of Kanagawa (the present-day city of Yokohama). The iconic Mt Fuji is visible in the centre background. The painting may depict a tsunami threatening Japan.

**ACTIVITY 4.1****Research task: historical empathy**

A key part of studying history is trying to understand what past societies were like for the people at the time, and how they might have experienced life.

- 1 Read the rest of the article by James Delgado, and take notes on what objects have been found from the Mongol fleet. The full article is available online (search for 'Relics of the Kamikaze').
- 2 Research Typhoon Hagibis, which struck Japan in 2019. Look particularly for news reports and online footage of the typhoon and its impact on Japan, including in coastal areas. There are useful videos available online from BBC News and ABC News.
- 3 Using the objects that are identified and the description of the wreck (by Delgado), as well as the news reports on the 2019 typhoon, write a short piece of historical fiction that imagines what it might have been like for a Mongol soldier or a samurai as the Mongol fleet invaded Japan. Particularly consider what it would have been like on the boats that were destroyed in the great typhoon of 1281.



▲ **Source 4.7** This image captures the moment that a tsunami hit Japan in 2011. This photograph was taken near the city of Miyako, as the tsunami breached levies and swept cars and vans along with it.

## END-OF-SECTION REVIEW 4.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What kind of land formation is Japan?
- 2 How much land is available for large-scale agriculture, and how good is it?
- 3 Name the four main islands of Japan.
- 4 When did the Mongols try to invade Japan?

#### Interpret

- 5 Explain the impact of geography on Japan and its population.
- 6 Evaluate whether geography played a major role in the defence of Japan.

#### Argue

- 7 Evaluate the importance of food in the structures of Japan and its hierarchy – how did this affect both people at the top of society, and at the bottom of society?
- 8 What was the most important aspect of Japanese geography and climate: the sea, the land or natural disasters? Use evidence to support your answer.

#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 4.2 The way of life and social structure in Japan under the shoguns

### FOCUS QUESTION

What were the structures of Japanese society and how did this have an impact on the lives of individuals?

#### KEY TERMS

**hierarchy** a system of levels, where some are higher and some are lower

**shogun** a military leader

**imperial** related to an empire or emperor/empress

Japanese society across most of the period 794–1867 CE was built around a **hierarchy** that was based on classes or levels of society. One of the key problems with understanding the shogunate period that began in 1192 is that the top level of society (the emperor) was not actually the

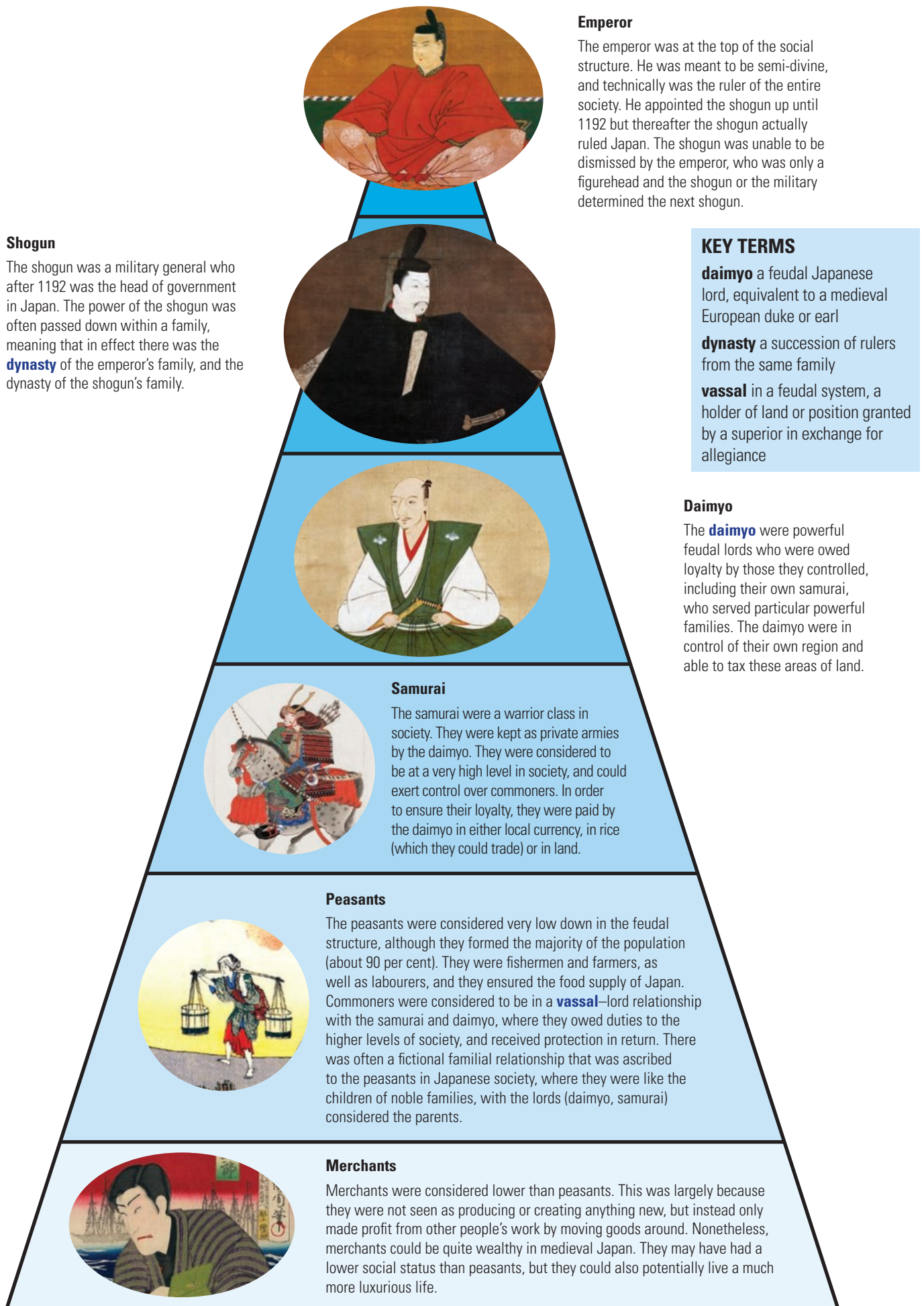
most powerful person. Instead, this was the **shogun**. The emperor did initially rule Japan in the Classical or Heian period until at least the ninth century, from the **Imperial** Court based in Heian-kyō. However, he then came to be dominated by the generals, the shoguns, who actually ruled Japan while the emperor became a figurehead. He still lived in luxury in his palace, and was considered the official ruler of Japan, but from the end of the Genpei Wars (1185) he was no longer in charge.

### Amazing but true...

The role of the Japanese emperor as the official ruler meant that he might also be kidnapped by opposing forces, because whichever force controlled the emperor technically ruled the state. In a famous Japanese scroll called the Heiji Scroll, the emperor is shown being taken back and forth across a battlefield in a black carriage, as each side tried to ensure that they controlled him.



▲ **Source 4.8** Detail from the Heiji Scroll showing the emperor being moved around in the black carriage for his own protection



▲ **Source 4.9** Hierarchy of Japan





▲ Source 4.10 Detail from the Heiji Scroll depicting the Heiji Insurrection of 1159

## CASE STUDY 4.1



### The samurai way of life in medieval Japan

One of the most common things that people think of when studying Japanese history is the samurai, the warrior class in Japanese society. This was a group that was certainly highly considered in medieval Japan, and these warriors even took over the government of Japan from 1185 to set up a new system of warrior governments. These were led by the shogun, a term that meant the leader of troops or the 'general who conquers the barbarians'.

#### KEY TERM

**bushido** a Japanese warrior code of conduct

The samurai were meant to be bound by codes of honour and live according to a set of rules known as **bushido** or 'the way of the warrior'. However, it is not certain that they always did so. Many of the examples of such codes only come from the Tokugawa period (1600–1867) when the samurai were becoming decreasingly relevant and important in society. Before this time, samurai would most often just obey the house rules of their particular family.

One of the enduring myths about the samurai is that they were swordsmen. In fact, they were mainly archers and horsemen. While there were sword fights that occurred between samurai warriors, the sword (or katana) was a secondary weapon to the bow. Everything about their armour was designed to ensure that they were protected but also to ensure that they could promote their own importance and high status in society.

### Amazing but true...

One interesting piece of armour used by high-ranking samurai was called a *horo* and consisted of a thick piece of fabric over a light wooden frame that was worn on the back of the samurai. It gave the appearance that the samurai had a hunch on their back, and helped to protect them against arrows. Any arrows would lodge in the *horo* and not hit their back or torso.





## ACTIVITY 4.2



### Using historical sources as evidence

Examine Source 4.10 of samurai warriors from medieval Japan, and answer the questions on their equipment and how they are depicted. In analysing this image, you should consider that samurai armour was made out of iron, copper, gold, leather and silk, and that some of the best examples we have from the twelfth and thirteenth centuries show that the samurai armour was very carefully made by craftsmen, including dying leather red and covering some of the armour in silk.

### Responding to the source

- 1 Why have the pieces of armour in the image been designed this way?
- 2 What does this image tell us about Japanese warfare and how it was fought? Consider the differences between the men on horses and the foot soldiers.
- 3 How does such armour show that these warriors were wealthy and powerful?

The samurai were a class in society, which meant that they were not necessarily defined by ability, but were born into this class and were defined as samurai by family background. Warriors were meant to train and be loyal to their masters, the noble houses or families that they served. This was supposed to ensure that they remained honourable and dedicated to only one lord. Their lord may have been the shogun or a daimyo. If a samurai did not have a master, he was known as a **ronin**, or a wandering warrior, and was treated as someone who had essentially been kicked out of society. This was because most *ronin* were rejected by their master for committing a crime or acting improperly.

### KEY TERM

**ronin** a samurai without a master, a wandering warrior

In a very famous Japanese story called *The Tale of the 47 Ronin*, set in 1703, a group of samurai become *ronin* because they lose their master (Lord Asano) when he is charged with a crime and executed. Instead of seeking a new master, they retain their loyalty. They attack the man who had caused Asano's death, then take the head of this man to their master's grave, to show that they have avenged his dishonour. According to many accounts, the *ronin* were then permitted by the government to commit ritual suicide (known as *seppuku*) rather than be executed.

These kinds of stories, and other collections of what were supposed to be the samurai code (such as *Hagakure: The Book of the Samurai*, by Yamamoto Tsunetomo) generally come from the eighteenth century, and argue that the main values of the samurai were:

- Selfless commitment to their lord or master
- Continuing loyalty to their lord, even after his death
- The glorification of honour, and preserving honour through actions
- The belief that dying nobly was the ultimate goal of a samurai.



▲ **Source 4.11** An image inspired by *The Tale of the 47 Ronin*, showing 24-year-old samurai Kazuemon Masatane Fuwai







Given that the samurai were most actively fighting in Japan in the medieval period, materials from the eighteenth century were written later, and make it difficult to truly understand their lives or whether these rules actually applied in the earlier periods of Japanese history. Certainly, the samurai were the only group in Japan who were permitted to openly carry weapons, which is similar to nobles in medieval Europe. The samurai were also allowed to use these weapons on commoners if they thought that it was justified.

One of the ways in which we can work out whether the samurai were genuinely focused on such values as loyalty or self-sacrifice is by studying sources from the time. These show us very different aspects of samurai life, including whether it was considered more honourable to die than to fall into the hands of the enemy.

## Amazing but true...

Samurai were legally allowed to kill commoners if they believed that the commoners had insulted them or dishonoured them in some way. The practice of *kiri-sute gomen* meant that they were permitted to 'cut and leave' the body of a commoner. The samurai had the right to immediately avenge a wrong that they believed they had suffered; for instance by drawing their swords and beheading a commoner.

## DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.1



### Corroboration of evidence

As you read these sources, you will practise *corroboration* of evidence. Corroboration means that if sources from different authors have common points, or aspects of society that they agree on, then this can help us to confirm that these are accurate about life in medieval Japan.

Using the following sources, answer the following questions:

#### SOURCE A

[The lord] Yorimasa [who knew that he would be captured by the enemy] summoned the samurai Watanabe Chujitsu Tonau and ordered: 'Strike off my head.'

Tonau could not bring himself to do this while his master was still alive. He wept bitterly. 'How can I do that, my lord?' he replied. 'I can do so only after you have committed suicide.'

'I understand,' said Yorimasa. He turned to the west, joined his palms, and chanted 'Hail Amidha Buddha' ten times in a loud voice. Then he composed this poem:

Like a fossil tree  
Which has borne not one blossom  
Sad has been my life  
Sadder still to end my days  
Leaving no fruit behind me.

Having spoken these lines, he thrust the point of his sword into his belly, bowed his face to the ground as the blade pierced him through, and died. Tonau took up his master's head and, weeping, fastened it to a stone. Then, evading the enemy, he made his way to the river and sank it in a deep place.

▲ **Source 4.12** Excerpt from *The Tale of the Heike*, c.1330





## SOURCE B



▲ **Source 4.13** A famous series of panels from the seventeenth century that depict battle scenes from *The Tale of Heike*, showing that the samurai were deployed as cavalry, and the rapidity of the battles in this form of warfare.

## SOURCE C

- 1 First of all, you should believe in the Buddha(s) and the gods.
- 5 Be righteous, show sympathy and respect. Be honourable.
- 7 You should do your hair early [as soon as you rise]. I need not tell you that this rule applies when you are to attend on your lord; but even when you must stay at home because you are not well or have urgent business to do, you should do your hair early, for you must not be seen in an ungroomed state by others.
- 12 If you have a little leisure, read books. But hide your reading matter in your breast-fold; in general, you should not let people see you read. But whether in bed or up and about, you must always practise writing; otherwise, you will forget how to read and write characters.
- 15 It is boorish and vile to have no poetic sensibility or skill, and you should study the art of poetry.
- 16 In your off-duty hours, practise riding. First you should become skilled in the essentials, and then practise the standard techniques for guiding the horse.
- 21 It is not necessary to write here about the 'Arts of peace and War, including Archery and Horsemanship', for to pursue these is a matter of course. From of old, the rule has been, 'Practise the Arts of Peace on the left hand, and the Arts of War on the right'. Mastery of both is required.

▲ **Source 4.14** Samurai House Rules selected from *Hojo Soun's 21 Articles*, c.1500

## Responding to the sources

- 1 What do these sources tell us about the samurai?
- 2 What are they training in, and how do they act?
- 3 What do they value, according to these sources? Consider all aspects, including culture and religion.
- 4 Does anything strike you as odd in these accounts?
- 5 Do they help to corroborate certain ideas on the samurai?



## ACTIVITY 4.3



### Using historical sources as evidence

Although the modern mythology of the samurai is of a dedicated and determined figure, who consistently acts in accordance with the wishes of his own leader, this has been disputed by historians. One historian, Harold Bolitho, pointed out that there is a kind of myth of the samurai, and that putting them in charge of Japan was like putting a gang of bullies in charge of your whole state:

In the popular imagination Japan and the samurai are often synonymous. The samurai were – so the stereotype goes – the finest flower of Japanese civilisation, a class of professional fighting men devoted to the awesome ethical principles of their *bushido* code, totally loyal to their masters, indifferent to physical discomfort, ignorant of fear, and casually accepting of death ... Apart from their masters ... the samurai cared for nothing save their reputation; to preserve or salvage these all stood ready to take their own lives ... [But] the samurai of the popular imagination is a myth. He never existed. ... [From the ninth century to 1580] the samurai were at their most active ... constantly fighting, getting ready to fight, or recuperating from having fought ... [Most samurai] would have been semi-professional at best ... They were ‘bully boys’ [and] there was no self-conscious military code – no *bushido* ... Extensive lawsuits by samurai families over contracts and property disputes and ownership show what samurai were really interested in: land. Land meant crops, which in turn meant taxes, which meant wealth. For that matter, loyalty does not seem to have been a major consideration either ... As can be seen in the genealogy of any warrior family [samurai served] a whole succession of different masters, each one deserted in turn for someone more promising. They may not have been loyal, but they were certainly not stupid.

▲ **Source 4.15** Harold Bolitho, *The Myth of the Samurai*, in Alan Rix and Ross Mauer (eds) *Japan's Impact on the World*, 1989, p.1

### Responding to the source

- 1 What does Harold Bolitho say about the ‘popular’ view of samurai?
- 2 What does he argue the samurai were actually like, and what were they really interested in?
- 3 How does this challenge the ideas of a samurai code or way of life?
- 4 Think about what it might mean if the toughest bullies you could imagine were in charge of your school – what would this mean for your school’s organisation and your own school life? Now consider what it might have been like to live under the control of the samurai.



▲ **Source 4.16** The upper section of a samurai suit of armour

## END-OF-SECTION REVIEW 4.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What was the name of the code that samurai were meant to live by?
- 2 List the four main principles that were meant to define the life of the samurai.
- 3 What was a *katana*?
- 4 What was a *ronin*?
- 5 What did *kiri-sute gomen* mean?

#### Interpret

- 6 Analyse the differences between the depiction of the samurai in Source 4.14's House Rules, and Harold Bolitho's viewpoint in Source 4.15, and why these differences exist.
- 7 Discuss whether the importance of the samurai was a major cause for the rise of shogunate Japan, or an effect of the rise of the shogun.

#### Argue

- 8 Evaluate whether we can ever fully know what the samurai were like. Consider both the evidence in the chapter (including Source 4.17), and what biases might exist in the sources.
- 9 Explain why the samurai were so important in medieval Japan.

#### Digital quiz

Please see the Interactive Textbook to access digital activities

▼ **Source 4.17** Detail from the Heiji Scroll, showing the burning of the palace in Kyoto. This image highlights the brutality of samurai warfare, as people trapped in the palace are trampled under the feet of the horses.







### 4.3 Significant changes in Japanese society

#### FOCUS QUESTION

How did intercultural exchange cause changes in Japanese society?

The geography of a country can also mean that it is affected by other nations or states that are nearby, as there can be intercultural exchange. This means that one country's

culture is influenced by another country. A clear example of this is that Japan has three separate sets of characters that are used for writing.

ALPHABETA JAPONUM. Tab. XLV.

Charactera Composita.	Smallo- Lanna	Spina- Lanna	Fere- Lanna	Smallo- Lanna	Spina- Lanna	Fere- Lanna	Smallo- Lanna	Spina- Lanna	Fere- Lanna	Smallo- Lanna	Spina- Lanna	Fere- Lanna	Smallo- Lanna	Spina- Lanna	Fere- Lanna
玄 天	る	ナ	な	道	夕	た	由	サ	さ	り	カ	か	百	ア	あ
宮 頁	私	子	ね	と	テ	て	も	セ	せ	も	ケ	げ	へ	工	忽
書 罪	み	二	に	ふ	子	ち	志	シ	し	从	キ	き	以	イ	い
令 无	ル	ノ	の	ヤ	ナ	巴	モ	ソ	ろ	小	コ	こ	お	ヲ	を
云 云		メ	ぬ	休	ツ	つ	モ	ス	す	ろ	ク	く	ウ	ウ	ウ
登 以	わ	ワ	わ	瓦	ラ	ら	巴	中	や	向	=	子	波	ハ	は
登 日		わ	う	走	シ	ル	赤	工	江	次	ノ	あ	魚	へ	へ
書 言			ふ	利	リ	り	打	井	カ	之	ミ	井	公	口	口
登 以	古	ヲ	を	諸	口	あ	之	ヨ	よ	後	エ	も	介	ホ	ほ
登 以	字	の	う	有	ル	る	花	工	ウ	之	ハ	ル	何	？	ふ

▲ Source 4.18 This Japanese alphabet from 1690 shows the development of Japanese writing. On the left are the Chinese *kanji* characters, and the remaining characters are *hiragana* and *katakana*, which are only used in Japanese.

#### Change and continuity: Writing in Japan

*Kanji* are characters that came from Chinese, which strongly influenced Japan in the Classical period. They are used to convey concepts, but the Chinese writing system

**KEY TERM**  
**kanji** Japanese written alphabet that comes from Chinese characters



▲ Source 4.19 The word 'samurai' written in calligraphic *kanji*. Note the similarity to Chinese writing and the complicated symbol shape.

was used to represent the existing Japanese spoken language. In this way, China's culture influenced Japan because the two countries are very close to one another – the geography of the region caused intercultural exchange. There are about 2000 *kanji* symbols that are used regularly.

There are 46 core *hiragana*, which are symbols that are much easier to write than *kanji*, and are used to convey sounds. It helps to write out words phonetically (as they sound). Any *kanji* can also be written in *hiragana*.

サムライ  
侍  
さむらい

▲ **Source 4.20** The word 'samurai' in *katakana* (top), *kanji* (middle) and *hiragana* (bottom) characters. The *hiragana* and *katakana* characters are much simpler to write than the *kanji* version of the word.

*Katakana* is the third group of symbols, which are mostly used to convey foreign words in Japanese, such as loan words from English.

In the modern day, there is a greater amount of intercultural exchange with Japan from all over the world, particularly from the United States of America. In the medieval period, the main influences on Japan came from China, Korea and India. This can be seen in the three main religions that exist in Japan: **Shinto**, **Confucianism** and **Buddhism**.

## Change and continuity: religion in Japan

### Shinto

Shinto is a religion that is purely Japanese. It is a kind of ancient Japanese worship of nature, including the sun goddess, and various



▲ **Source 4.21** Masatsugu Okutani is a 25th generation Shinto officiant – priest – with his family line dating back to the twelfth century. What does this tradition suggest about the importance of the Shinto religion in Japan?

gods connected to nature. The Shinto religion connects the emperor's family to the 'sun goddess' of early Japanese history, and means that the emperor is meant to be semi-divine. This is a kind of ancient religion called **animism** and is common in many parts of the world when we look at ancient religions. It may mean that people are worshipping a part of nature – the ancient Egyptians worshipped the sun and the Nile river, for example. Alternatively, animism may mean that they worship a god or hero that embodies a part of nature or even human life.

### KEY TERMS

**hiragana** Japanese written alphabet used to spell out *kanji* in syllables

**katakana** Japanese written alphabet for words that have been adopted from other languages

**Shinto** a Japanese religion in which people worship past members of their family and various gods that represent nature

**Confucianism** a religion based on the ideas of the Chinese philosopher Confucius

**Buddhism** a religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

**animism** belief that all natural things, such as plants, animals, rocks, and thunder, are animated by spirits that can influence human events



The ancient Norse gods, for instance, included Thor as the god of thunder and Freya as the goddess of love. There are no sacred texts for Shinto, but it is instead followed through rituals and rites.

## DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.2



### Analysing cause and effect: understanding Shinto

Two professors from Harvard University describe Shinto in the following ways. As you read these statements, think about what this tells you about early religion in Japan.

Helen Hardacre: 'Shinto is an indigenous religion of Japan. Its deities are called *kami*. The *kami* may be deified human beings – that is, ancient heroes. They may be the gods of ancient myth. They may be natural phenomena, such as a striking tree, a huge boulder, a waterfall. In some eras of history, the emperor has been considered a *kami* ... The institutions of Shinto are called shrines.'

#### KEY TERM

*kami* Shinto deities (spirits)

Theodor Bestor: 'Even in the biggest cities in Japan, there are shrines everywhere ... And inside the shrine (are) trees, potted plants, some boulders that had been brought there years ago, things that were reminiscent of nature. I think that in some ways Shinto has a certain reverence for nature ... people try (to) bring something natural and consider it worth revering, if not actually worshipping.'

▲ **Source 4.22** Professors Helen Hardacre and Theodor Bestor on Shinto

### Responding to the sources

- 1 Why might there be so many shrines, and the kind of objects that are inside them?
- 2 What do the *kami* tell us about Japanese society and how people understood the world, including their emperor?
- 3 How do you think that animist religions like Shinto might have developed, and how is it that animist religions were so common in different parts of the ancient world?

## Confucianism

There is some debate if Confucianism is really a religion or a philosophy that teaches people a way to live. It comes from China, and adherents are meant to follow the moral commands of the philosopher Confucius (551–479 BCE) to ensure virtue. The sayings of Confucius were preserved and passed down to adherents of his discipline, and many of the ideas that he promoted fitted with core tenets of Japanese society, such as obedience and respect for parents, loyalty and duty. One key belief that he held was that the state should be founded on the core unit of the family, and that stability within the family would help to build a stable state. Confucianism has existed in Japan since the sixth century CE but it became particularly prominent in the Tokugawa period (1600–1867), when it was used to try and overcome political chaos in Japan.

## Buddhism

Buddhism comes from India, and follows the teachings of the Buddha and those who added to his teachings. It came to Japan via Korea and China, in about the sixth century CE. The teachings of Buddhism emphasise following a path so that the individual can seek a release from suffering. The notions of meditation and of a kind of interconnection between all things are central tenets of Buddhism. Some scholars believe that Buddhism appealed in Japan because society was so disrupted, and that it emphasised coping with suffering. One particularly dominant form of Buddhism in Japan is Zen Buddhism, which focuses especially on meditation and attempting to reconsider the self.

The following account was written in 1212 by a Japanese Buddhist monk named Kamo no



▲ **Source 4.23** Statues of Confucius and his disciples at the Confucius Temple in Nagasaki, Japan



▲ **Source 4.24** A bronze statue of preaching Buddha from the eighth-century Nara Period in Japan (710–794 BCE). What does the age of the statue tell you about Buddhism in Japan?

Chomei. In it he tries to explain why he turned to Buddhism. He begins with an account of natural disasters in Japan that he had seen, including typhoons and earthquakes. As you read this passage, think about what this tells you about religion in Japan:

All is as I have described it – the things in the world which make life difficult to endure, our own helplessness and the undependability of our dwellings. And if to these were added the griefs that come from place or particular circumstances, their sum would be unreckonable. ... For thirty years I had tormented myself by putting up with all the things of this unhappy world. During this time each stroke of misfortune had naturally made me realize the fragility of my life. ... I became a priest and turned my back on the world ...

Since I fled the world and became a priest,  
I have known neither hatred nor fear. I leave  
my span of days for Heaven to determine.  
... My body is like a drifting cloud — I ask  
for nothing, I want nothing.

▲ **Source 4.25** Cited in Donald Keene, *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century*, 1955

Religious temples and shrines have been built all over Japan, particularly Shinto shrines to local deities and *kami*, as well as Buddhist temples. These show us that religion was very important in medieval Japan, as it took a lot of effort and time to make these buildings. Religion also helped to unite Japanese people across diverse regions, and represents continuity in Japanese history.



## MAKING THINKING VISIBLE 4.3



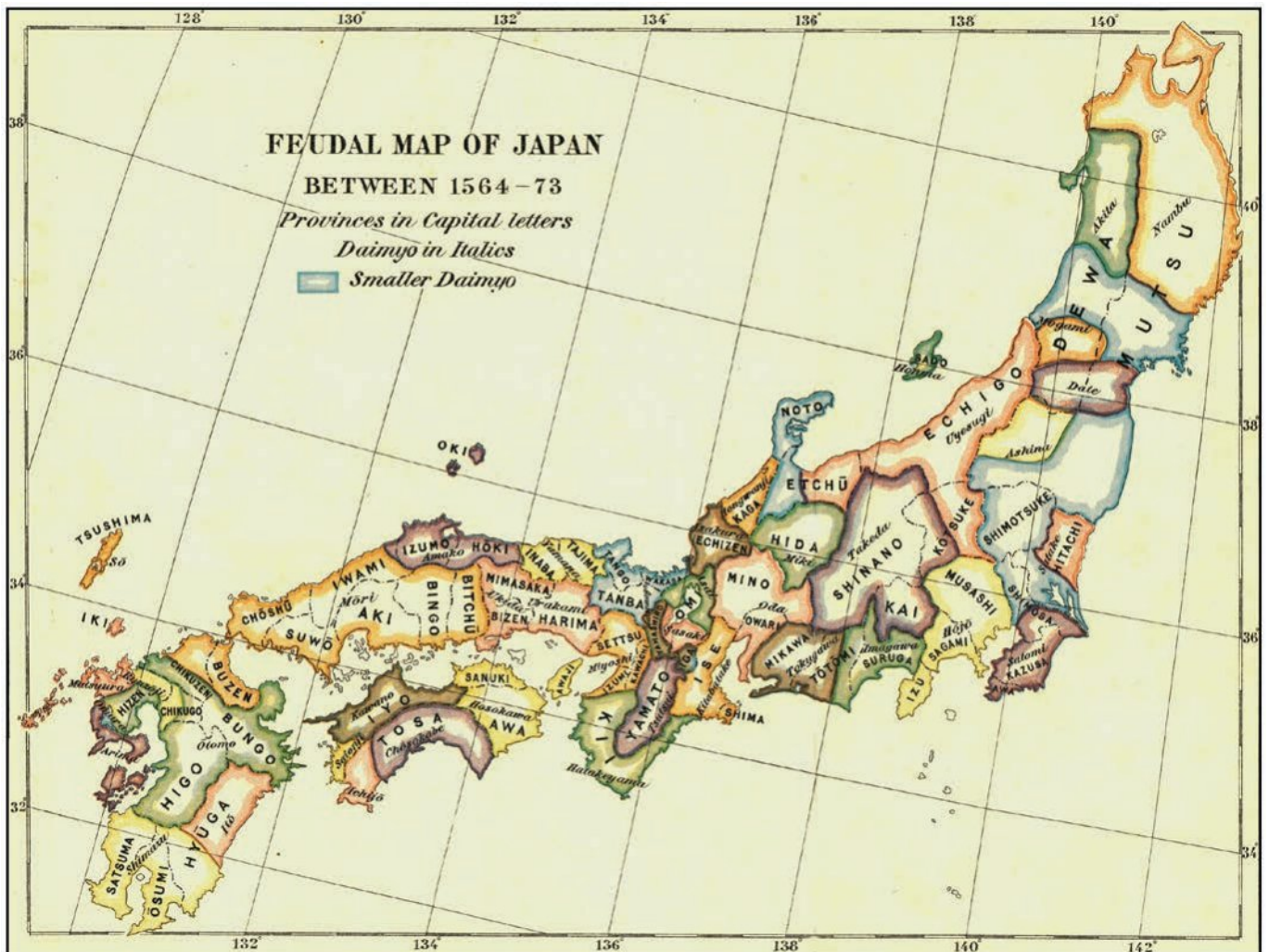
### Think, pair, share

- 1 Think about why the monk in Source 4.25 believes Buddhism can help him, and what seems to motivate him to adopt its teachings. How does he believe it helps him to deal with everyday life in Japan? Think particularly about what this tells us about the attraction of Buddhism in Japan.
- 2 Pair up with another student and discuss your ideas on this passage.
- 3 Share your discussion with the whole class, and see if you can agree about what the core ideas are, and how the conditions in Japan might link to religion.

### Shifting political control

Japan’s regions were very strongly divided along kinship lines; that is, by families and the areas that they controlled, and these could change very rapidly. The following two historical maps (made in 1900) show the division of Japan by the powerful elite

families of the daimyo in the period 1564–83. These show the areas of land controlled by the various daimyo in Japan over this period. The names of the provinces themselves are in capital letters, while the names of the daimyo who controlled each section of Japan are noted in italics.



▲ Source 4.26 Japan (excluding Hokkaido and small islands) in the Middle Ages, specifically 1564–74

## DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.3



### Comparing maps

Examine the maps in Sources 4.26 and 4.27 and answer the following questions:

- 1 What major changes do you note between the two maps? Why might this be?
- 2 What might explain the remoteness of some Daimyo, in terms of the area of land that they control? You may need to refer back to Section 6.1 to answer this.



▲ **Source 4.28** Oda Nobunaga, a powerful Daimyo from the Sengoku period (1467–1615)



▼ **Source 4.27** Japan (excluding Hokkaido and small islands) in the Middle Ages, specifically 1573–83



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 4.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What role did China play in Japanese history?
- 2 What are the three main types of writing in Japan?
- 3 Name the three main religions in Japan, and where they came from.
- 4 How is the natural world important in the Shinto religion and Buddhism?

#### Interpret

Examine Sources 4.26 and 4.27, and complete a cause and effect analysis.

- 5 What might be the effects of these divisions on Japanese society? Consider all aspects, including trade, politics and social order.
- 6 What do these maps tell you about the causes of warfare or conflict in Japan?

#### Argue

- 7 In this section you have studied religion, intercultural exchange and political divisions in medieval Japan. Evaluate which of these had the greatest impact on Japanese society.
- 8 Explain, using evidence, whether religion was cohesive or divisive in Japanese society.



▲ **Source 4.29** Monks praying at the Buddhist Chion-ji Temple in Kyoto. Chion-ji was built by the order of Emperor Heizei in the year 808. It was originally a temple of the Shingon sect, but became a Zen temple after the Namboku period (1336–1392), and it has remained a Zen temple ever since.



## 4.4 Significant developments and achievements in Japan under the shoguns

### FOCUS QUESTIONS

- What were the major developments in Japan in the Classical period and Feudal period?
- What caused the major shift from rule by an emperor to rule by a shogun?

### The Heian or Classical period (794–1185 CE)

Japan in the Heian or Classical period was ruled by the Imperial Court, which considerably expanded its area of control under the influence of new administrative systems that were based on models from China. The court devoted considerable effort to literature, art and culture. The culture of this period was extraordinary, and had classical themes that continue today. This was a time when Japan moved from being a country that was considered ‘uncivilised’ by early visitors to a highly civilised and distinctive culture. While it was influenced by other countries, it created its own distinctive Japanese forms of art, poetry and architecture. Japan was ruled by both

emperors and empresses, and there was a period of time in Japanese history known as the Epoch of the Queens (c.592–770 CE). The difficulties that arose in this period of Japanese history were that the court became so interested in art and the refinement of poetry and literature that, arguably, the affairs of state were neglected.

An example of the kind of life enjoyed by the Imperial Court is recorded in what is widely considered the world’s first novel, *The Tale of Genji*, written before 1021 CE by Murasaki Shikibu, a woman of the Imperial Court and the daughter of a court noble. The main character is Prince Genji, and the novel describes the life of the court in great detail, including the differing lives of men and women of the court.

▼ **Source 4.30** A painting made in c. 1791 showing women from the imperial court taken from *The Tale of Genji*, written more than seven centuries earlier





## ACTIVITY 4.4



### Using historical sources as evidence

This extract from Murasaki Shikibu's *The Tale of Genji* helps us better understand the Classical period of Japan.

The emperor paid a state visit . . . It was a most extraordinary event, the talk of the whole court. The preparations . . . were unprecedented in their complexity and in the attention to brilliant detail. Arriving late in the afternoon, the royal party went first to the equestrian grounds [to view the horses of the cavalry], and the inner guards were mustered for mounted review . . . There were [rich fabrics and woven materials] spread along the galleries and arched bridges and awnings over the open places when, in early afternoon, the party moved to the southeast quarter. The royal cormorants [a type of bird that dives for fish] had been turned out on the east lake, where there was a handsome take of small fish . . . The autumn leaves were splendid . . . Walls had been taken down and gates opened and not so much as an autumn mist was permitted to obstruct the royal view. The officers of the inner guards advanced from the east and knelt to the left and right of the stairs before the royal seats, one presenting the take from the pond and other a brace of birds taken by the royal falcons in the northern hills. . . . The court musicians took their place by late afternoon, by which time the wine was having its effect. The concert was quiet and unpretentious and there were court pages to dance for the royal guests.

▲ **Source 4.31** Murasaki Shikibu, *The Tale of Genji*, trans. Edward Seidensticker, 1976

### Responding to the sources

- 1 Why was this such an elaborate celebration?
- 2 What are the different aspects of this event, and what does it tell us about the people who were a part of the Japanese Imperial Court? Try to identify at least four distinct groups, and describe what they did in the court.
- 3 In your view, based on this extract, what was valued by the emperors and their Imperial Court? Select quotations to support your answer.

#### KEY TERM

**aristocrat** a member of the nobility

The **aristocrats** were so caught up in the fine nature of their life that the Buddhist temples became powerful, and so too did individual military governors who controlled the provinces. While they were meant to respect the authority of the emperor, their power grew to the point where they formed a threat to the central government, and there was widespread dissatisfaction among the aristocrats, as well as general unrest in the last years of the

Classical period. This gave way to a time of warfare, out of which came the period when the shoguns ruled. Perhaps unsurprisingly, part of what upset the governors of individual regions was that the Buddhist temples also exerted a good deal of control throughout the country. Excessive taxation of various goods, particularly agricultural goods, only added to the problems faced by the court. The emperors and aristocrats who controlled the state lived a life of luxury, but they were about to be replaced.



▲ **Source 4.32** A painting from the 1600s of scenes from the *Tale of Genji*, which shows the elaborate nature of the Imperial Court. Although much of the scene is obscured by clouds, the left of the panel depicts horseriding in the gardens and the upper-right of the panel shows inside the court, where women are portrayed wearing fine clothing that indicates their high-class status. A performance, possibly a dance, is taking place in the middle of the panel, while boats with intricate carvings on their bows sail on a lake in the bottom right. This panel can be seen in the Art Gallery of South Australia.

## DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.4



### Analysing cause and effect: what caused the Imperial Court to collapse?

Create a visual mind map using the information in this section. In the centre of your mind map, place a box or circle with the statement 'The Imperial Court collapse', and analyse either individually or in groups:

- 1 What were the causes for the collapse of the Japanese Imperial Court?
- 2 Were these causes interconnected? If so, make sure to connect them in your mind map.

## The Feudal period, 1185–1600

Following a period of time in which the emperors ruled, the increasing power of the individual generals and their ability to control the state could not be ignored. The support of different factions and powerful families was necessary for the emperor to retain power. The increasing conflict between two major families – the Taira **clan** and the Minamoto clan – in their attempt to control the emperor and the court led to a civil war. This was known as the Genpei War, and lasted from 1180 to 1185. The Minamoto clan was ultimately successful, and after this violent civil war it was clear that control by the samurai was the only real method by which Japan could be ruled. This meant that Japan had a warrior government and leadership almost continuously from 1192 through to 1867.

The first of these was known as the Kamakura government (1185–1333) and it was ruled over by the Minamoto clan. The leader of this clan, Yoritomo no Minamoto, was declared shogun and held the ultimate military command. He shifted the government to Kamakura, which is south of modern-day Tokyo. While he made edicts to control the country, Yoritomo no Minamoto was very careful to ensure that he also rewarded close allies and maintained the laws. He tightly controlled the country through a network of contacts with powerful daimyo and their private armies of samurai. In this period of time, the vassal–lord relationship was strongly established.

### KEY TERM

**clan** a group who originally came from the same family and have the same name



FAMOUS FACE  
**MINAMOTO NO  
 YORITOMO**



Minamoto no Yoritomo established the first shogunate or warrior government in Japan. This means that he was the founder of a system of governance in Japan that lasted from the twelfth century until the nineteenth century. A member of a well-established and powerful family, the Minamoto clan, Yoritomo first consolidated power in the Genpei Wars. Many versions of *The Tale of the Heike* focus on the leadership and intelligence of Minamoto no Yoritomo, and the great battles that he won, and also on the system of loyalty that he built by promising land to lords and samurai who allied themselves with him. This meant that he was also the first to establish the feudal society in Japan.

The defeat of both Mongol invasions of Japan (1274 and 1281) was seen as a measure of how the government was divinely supported and approved of by the gods. It was also a measure of how successful their military was, as they were able to rally forces to fight the large armies sent to invade Japan. In addition, they were able to build protective walls at key points of the coast, in order to hinder any other naval attacks. The two main groups that helped to support the central government were the *jito* or officials, who were heavily involved in ensuring that taxes continued to be paid, and the *shugo* or military governors, who were appointed by the shogun to control particular provinces. While the *shugo* could act on their own authority, they were carefully instructed not to upset the local lords in following their duties, while also being clearly advised that they were to help administer and control all troops in the region.

A document from the year 1199 described this balance when

discussing the appointment of a man named Tomomasa as *shugo*:

Tomomasa has been appointed to the *shugo* post of Harima Province. The men of this province are to obey Tomomasa, perform the imperial guard service, and in general show their loyalty. Tomomasa's authority is limited to rebels and murderers; he is not to interfere in provincial administration ... And he is not, under any pretext, to cause difficulties for the nobles of this province.

▲ **Source 4.33** Document 138 of the *Kamakura Bakufu* describing the Shugo's authority

As in the Classical period, there were key issues that led to another overthrow of the government. Principal among these were that the emperors, at times, attempted to re-take control from the shoguns through military conflict, mostly by promising power and rewards to daimyo who would support them. The inherent issue with a samurai government was that the warrior class (samurai) consistently tried to fulfil their basic function as warriors: to fight.



▲ **Source 4.34** Japanese print, c.1293 showing a samurai warrior on horseback facing Mongols during the Mongol invasions of Japan



A period of intrigue and continuing conflict ended when Emperor Go-Daigo attempted to take back control of the state from the shogun in 1333. One of the generals, Ashikaga Takauji, who had previously served the Kamakura shogunate, joined with the emperor and assisted him in fighting against the troops of the shogun. While Takauji's hope appears to have been that he would be rewarded, Go-Daigo was more interested in establishing a court that mimicked that of the Classical period, where he ruled directly and controlled the entire state.

As a result, he returned to the tradition of using aristocrats to rule the country, appointing his own family members in place of the warrior government. This led to a period of further conflict, which resulted in the establishment of the Ashikaga shogunate in 1336. Having overthrown the Kamakura shogunate, the Ashikaga moved the capital back to Kyoto (the Muromachi district). The key struggle in this time was to strengthen the government enough to control the different regions of Japan and make sure that the state did not divide again.

▼ **Source 4.35** The Ashikaga clan dedicated this Buddhist temple to Ashikaga Takauji, in honour of being the first member of their family to become shogun. The style and beauty of the temple not only encourages contemplative meditation, but also demonstrates the wealth and power of the family.





## DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.5



### Analysing cause and effect

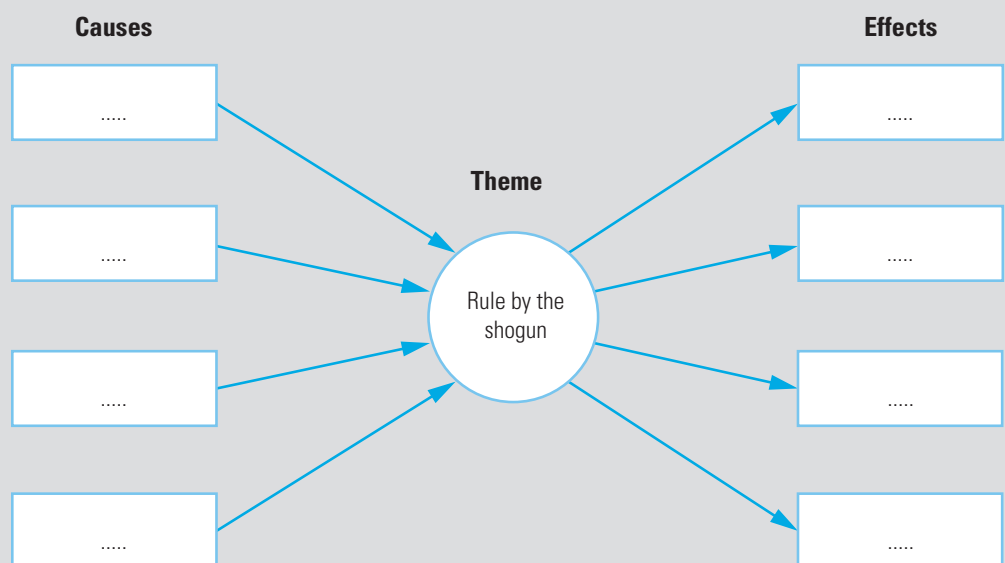
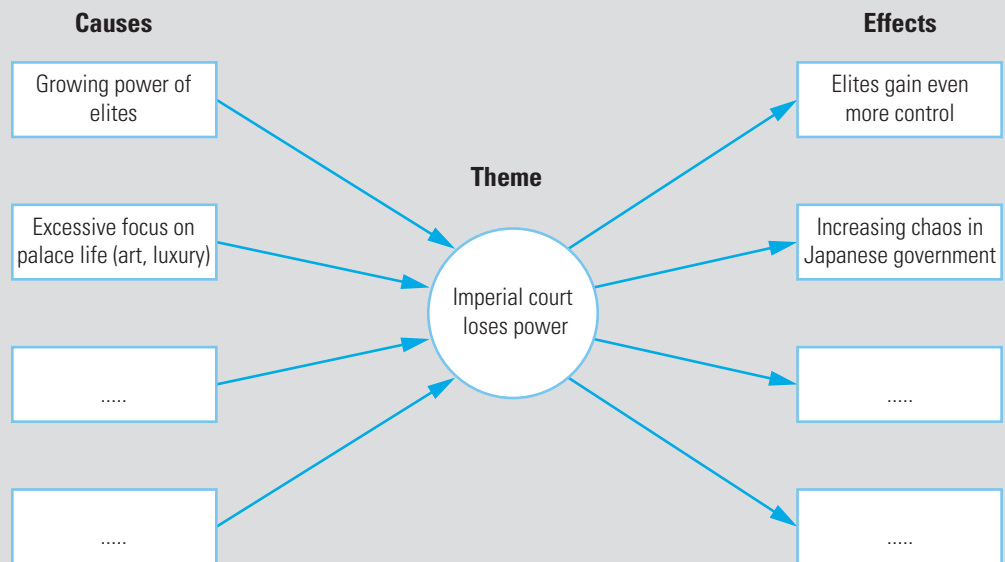
Create a graphic organiser (see examples below), and identify what you view as the chief causes for the changes across the Classical period and Feudal period, and the major effects of these changes. The major themes that you should focus on are:

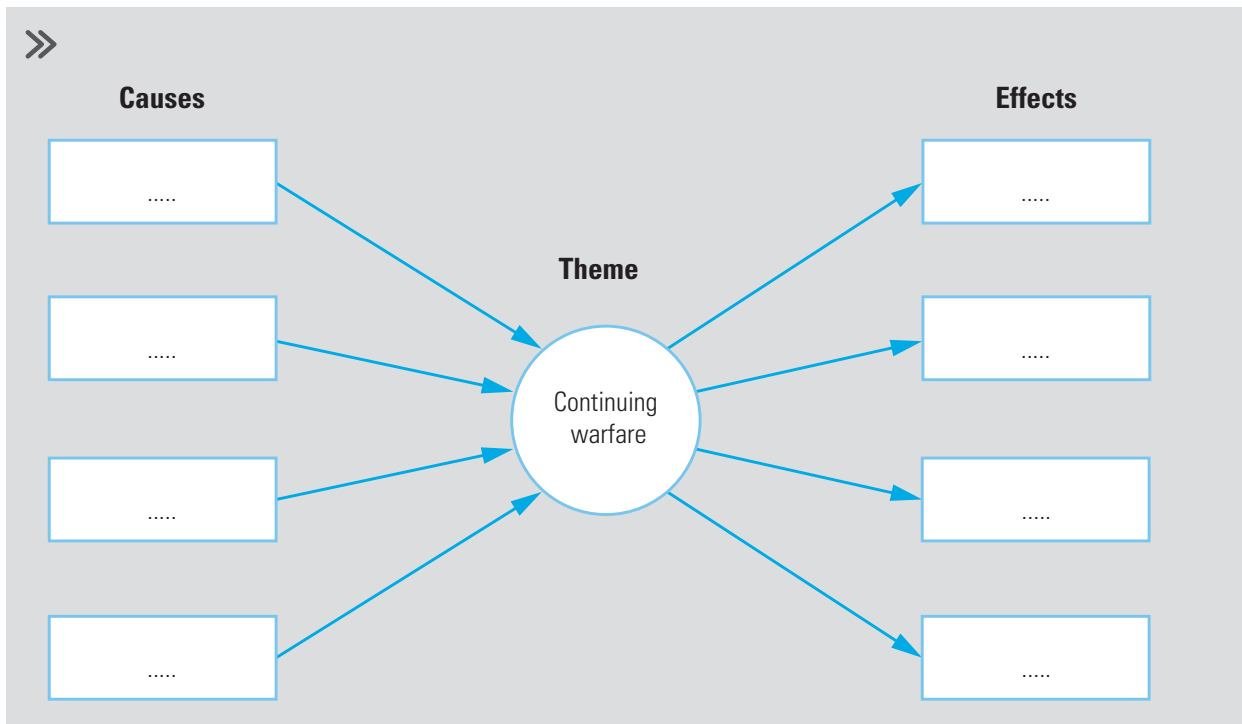
- Imperial Court loses power
- Rule by the shogun
- Continuing warfare.

Answer the following questions about each theme:

- 1 What were the various causes that led to this?
- 2 What were the effects of this change?

Try to be as complete as possible, and work out all causes and effects for the change to the shogunate government. In the first example below, some suggested causes and effects have been provided.





## END-OF-SECTION REVIEW 4.4



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What was the period 794–1185 CE known as?
- 2 Who was the first shogun to take over the state, and when did this happen?
- 3 What were the two main groups that helped to support the government in the Feudal period?
- 4 What was the name of the war that lasted 1180–85?
- 5 What was the name of the government that ruled 1185–1333, and which family controlled it?

#### Interpret

- 6 Discuss some of the challenges faced by the shoguns in trying to maintain stability in Japan.
- 7 Analyse the key problems that may have arisen from having so many different leaders in society during the Feudal period.

#### Argue

- 8 Evaluate why the shoguns may have kept the emperor as the head of society.
- 9 Explain why a balance between *shugo* and local lords was so important in Japan in the feudal period.



#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 4.5 Perspectives on power and authority

### FOCUS QUESTION

How did governments in medieval Japan try to maintain power?

In medieval Japan, the question of how to control the region was a major concern and it often involved the exercise of power over 'subject peoples'. This term included everyone

from peasants through to powerful warlords who had been conquered or who were controlled by the shogun through alliances and political power.

### ACTIVITY 4.5



#### Using historical sources as evidence

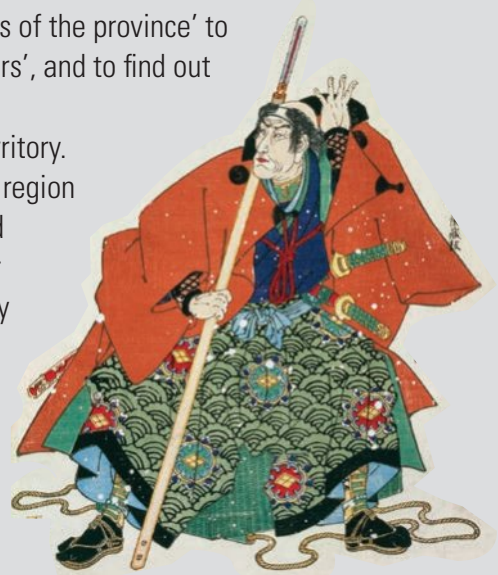
Some of the main principles for ruling were identified in a set of 'house rules' in around 1480:

- You should only appoint people to leadership roles based on their abilities.
- Spies or 'intelligence agents' should be used for all provinces under your control, 'even if the world may be at peace', so that you fully understand your entire region.
- Spend your money wisely on military weapons, so that you do not buy 'a sword or dagger worth 10000 pieces' as 'it can be overcome by 100 spears each worth 100 pieces'.
- The best way to 'defend yourself in time of war' is to avoid buying expensive swords, but to buy '100 spears, and to arm 100 men with them'.
- Provide public entertainment (such as theatre), but make sure to hire local performers as well.
- Do not trust in luck in battles, but instead prepare thoroughly, be 'flexible in all situations' and ensure you have a good strategy.
- Send out trusted agents regularly on 'inspection tours of the province' to 'listen to the views of the common people and farmers', and to find out if there is any corruption or 'misgovernment'.
- Do not allow anyone else to build a castle in your territory.
- Be sure that in law and government you control your region 'judiciously and compassionately' so you do not need to worry about 'lawless bands of warriors from other domains'; if you are unjust, then other provinces 'may intervene in your affairs'.

▲ **Source 4.36** Summary of the 17 'House Rules' of Asakura Toshikage, c.1480, cited in David Lu (ed.), *Japan: A Documentary History*, 1997

#### Responding to the source

- 1 What do the rulers of Japan in c.1480 see as the main methods of ensuring stability in society?
- 2 What do these tell you about the relationships between different groups in society, particularly the 'common people' and those in authority?



▲ **Source 4.37** A Japanese woodcut of a daimyo, created in the eighteenth century



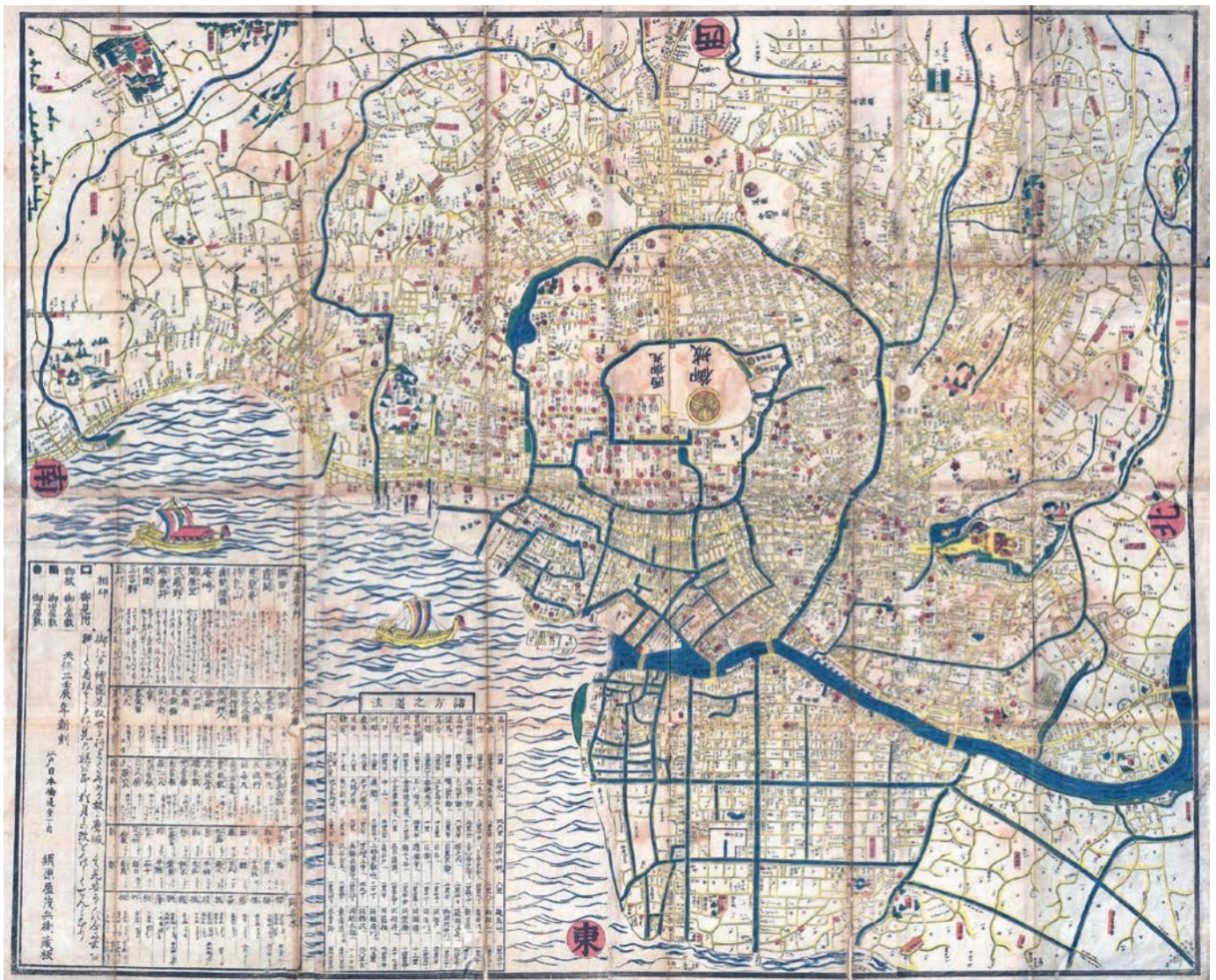
In 1467 the Onin War broke out over who would succeed as shogun, and this started the Warring States period that lasted over 100 years. Many daimyo, especially those far from the capital, Kyoto, spurned control by the shogunate, acted independently and fought among themselves. Improved trade and agriculture were creating riches worth fighting over. Military success determined who lost and gained power. Even though there was still an emperor and a shogun, warlords fought and schemed in a chaotic period.

Eventually, three Great Unifiers emerged in the Azuchi-Momoyama period (1568–1600) to establish a single unified military government. The first of these, Oda Nobunaga, put a new Ashikaga shogun in office in 1568, but in 1573, dissatisfied, expelled him from Kyoto, bringing an end to the Ashikaga

shogunate, and appointing no replacement. Fighting continued and Nobunaga was assassinated, but the war of unification was continued by Hideyoshi, the second unifier, and completed by the third, Tokugawa Ieyasu.

## The Tokugawa period, 1600–1867

In a remarkable period of control, after extraordinary chaos and conflict, Ieyasu established the Tokugawa shogunate, and finally brought order and unification to Japan. Based in Edo, which was appointed the new military capital, the Tokugawa government reorganised all of society to ensure a strong administration and a strict division of society into four main classes. This led to a period of peace and prosperity, with Japan advancing to the point where there were around one million people living in Edo by 1700.



▲ **Source 4.38** A Japanese map of Edo (present-day Tokyo) in 1849. Note for comparison to current maps that west is at the top of the map.



Tokugawa Ieyasu identified very clearly how he believed society could function best, through his idea of four roles in society.

## ACTIVITY 4.6



### Using historical sources as evidence

This source helps us learn more about the four roles in Japanese society at the time.

Once, Lord [Ieyasu] conversed with Honda, Governor Sado, on the subject of the emperor, the shogun, and the farmer: '... the true master of the way of the warrior is one who maintains his martial discipline even in time of peace. ... the farmer's toil is proverbial ... He selects the seed from last fall's crop, and undergoes various hardships and anxieties through the heat of the summer until the seed grows finally to a rice plant. ... The rice then becomes the sustenance for the multitudes. ... the artisan's occupation is to make and prepare wares and utensils for the use of others. ... the merchant facilitates the exchange of goods so that the people can cover themselves and keep their bodies warm.

▲ **Source 4.39** From *Korō Shodan*, in the historical account *Dai-Nihon Shiryō*

### Responding to the source

- 1 How does the shogun define the 'four roles' of society (samurai, farmer, merchant, artisan)?
- 2 Why does he believe that this creates a stable society?
- 3 What do you think might be the perspectives of each of these groups about their role in society?

### FAMOUS FACE

#### TOKUGAWA IEYASU (1543–1616)

One of the most significant figures in Japanese history, Tokugawa Ieyasu was a warrior, statesman and founder of the Tokugawa dynasty of shoguns. The Tokugawa, or Edo, shogunate, effectively ruled Japan from 1600 until 1868. In 1600, during a period of civil war in Japan, Ieyasu won a decisive military victory at the Battle of Sekigahara. In 1603 Emperor Go-Yōzei, ruler only in name, made Ieyasu the shogun. Japan was now united under Ieyasu's control. He worked hard to restore stability and peace to Japan and even encouraged foreign trade with European powers. It was later, under Ieyasu's successors, that Japan isolated itself from foreign contact.



## Amazing but true...

Early forms of Japanese currency were commodities or goods, not coins. People exchanged rice or silk for other goods, instead of what we think of as money. One of Tokugawa Ieyasu's most significant developments was to take control of the mines and use gold, silver and copper coins as currency.

## END-OF-SECTION REVIEW 4.5



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Who ruled Japan after the Ashikaga shogunate collapsed in 1573, up to 1600?
- 2 Which clan finally created stability in Japan in 1600?
- 3 In the 17 House Rules what were the three main pieces of advice on military preparation?
- 4 What were the four roles in society, and what did each of them do?

#### Interpret

- 5 Explain how 'subject peoples' might possibly overthrow the rule of the Japanese shogunate governments.
- 6 Discuss how power was actually transferred from one government to another, and why this might lead to the 17 'House Rules'.

#### Argue

- 7 Examine the 17 House Rules and evaluate whether these were designed to build up society or control society. Use evidence to support your answer.
- 8 Using the four roles in society, explain why these might help the shogun to stay in power – that is, how do these class divisions help him to control the state?



▲ **Source 4.40** Court life in the shogun's palace. The elaborate clothes show the high status of these men.

#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 4.6 The role and achievements of a significant group: samurai women

### FOCUS QUESTION

What were the roles and achievements of samurai women in shogunate Japan, that is, in a warrior society?

### ACTIVITY 4.7



#### Research task

The general assumption in both popular culture and many histories is that only men were able to be warriors in Japan. In this research task you are going to consider whether this is correct, and what kinds of evidence from different periods of Japanese history tell us about Japanese beliefs and assumptions regarding women as warriors. This means that you will have to study the topic, gather evidence, and use this evidence to analyse the role and achievements of women.

#### Key questions for analysis

In any research task in history, you should always consider these essential questions when you are looking at either a primary or secondary source, as these questions will help you to *analyse* the source itself.

**When?** – When was it made? What does this tell us? Is it from the time that we are studying, or is it a later source?

**Where?** – Where is it from? Where was it found (if we know)?

**What?** – What is it? What does it say, or what does it show?

**Who?** – Who wrote it, or drew it or painted it? Who was the intended audience?

**Why?** – Why was it made? Why did the person choose to do this?

**How?** – How do you think it might have been seen at the time? How do you think it might have been received by the intended audience? How does this help us to understand this period of history?

#### The sources

These four sources will help you to research whether women were able to be warriors in Japan. When you analyse these sources, you should apply the questions above and conduct further research (including online) to help you understand these figures and their role in Japanese history, including whether you are able to trust this information or not.

#### SOURCE A

Empress Jingu (c.200–269 CE) was believed to have dressed like a man in order to lead the Japanese army against Korea. In this speech, she is recorded as justifying to her generals why she should lead the army in war. This is recorded in the early Japanese history *Nihon Shoki*, written in the 700s, which also argued that she was the one who achieved victory in Korea:





'If I were to leave the whole conduct of the war in your hands, and you were unsuccessful, the responsibility would fall on your shoulders alone. But that I cannot bear. Although I am only a woman and unworthy of the post, yet it seems that I have the full approval of the gods, and the hearty support of all you officers and of the soldiers. It is for these reasons I venture to marshal the army, and share both the successes and failures of the undertaking.'

▲ **Source 4.41** Michiko Aoki, 'Empress Jingu: The Shamaness Ruler,' in *Heroic with Grace: Legendary Women of Japan*, Taylor & Francis, 1991

## SOURCE B

... authentic accounts of fighting women are relatively rare when compared with the immense amount of material on male warriors, [but] they exist in sufficient numbers to allow us to regard the exploits of female warriors as the greatest untold story in samurai history ... The written evidence for samurai women being involved in actual fighting covers ... different situations. The first was that of a defended castle where the commander was absent and the responsibility for defence had to be assumed by his wife. In nearly all such cases the castellans' wives' roles involved actual fighting as well as administrative duties.

▲ **Source 4.42** Extract comes from a history on samurai women, and how these women (who were part of a particular class in society) may have fought, from Stephen Turnbull, *Samurai Women*, 2010

## SOURCE C

Tomoe was especially beautiful ... She was also a remarkably strong archer, and as a swordswoman she was a warrior worth a thousand, ready to confront a demon or god, [on a horse] or on foot ... Whenever a battle was imminent, Yoshinaka [the leader] sent her out as his first captain, equipped with strong armour, an oversized sword, and a mighty bow; and she performed more deeds of valour than any of his other warriors. Thus she was now one of the seven who remained after all the others had fled or perished.

▶ ▲ **Source 4.43** Consider the painting and text on Tomoe Gozen together. Tomoe Gozen was a female samurai who not only fought in the Genpei War (1180–85) but also commanded other samurai in battle. The image comes from a late-nineteenth-century painting. The text comes from a series of stories that are about the Genpei War called the *The Tale of the Heike*, c.1330. Carefully consider both dates when examining Tomoe Gozen.



## SOURCE D

Historians continually assess and reassess history through the use of archaeology, including major projects that have been completed on medieval battlefields in Japan. At the site of the Battle of Kamakura (1333), archaeologists uncovered thousands of skeletons. They discovered that it appeared to have been a common practice to take the heads of defeated warriors as trophies and that many samurai on the defeated side apparently committed ritual suicide. They determined from the skeletons that at least one female samurai fought at Kamakura. At another battlefield, Senbon Matsubaru, the archaeologists discovered that one third of all samurai warriors on the field of battle were women. This was not a siege, but a full battle between opposing samurai armies.

▲ **Source 4.44** Samuel Koehne on the Battle of Senbon Matsubaru in 1580



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 4.6



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Interpret

- 1 What do Source 4.41 to 4.44 tell us about the achievements of samurai women in shogunate Japan, or their perceived roles?
- 2 Do these sources prove that women could be warriors, or not?
- 3 What assumptions can be made about the 'norms' of society – that is, what is considered 'normal' in Japanese history at this time?

### FAMOUS FACE

#### TOMOE GOZEN

Tomoe Gozen is most renowned as a figure in *The Tale of the Heike*, and is widely believed to have been one of the female samurai who fought in the twelfth-century Genpei Wars. She is mentioned specifically as being connected to the Minamoto clan, and as a powerful warrior in this civil war period. While there is some debate as to the historical accuracy of *The Tale of the Heike*, it did attempt to accurately record and list important historical figures by name. Tomoe Gozen served as a prominent and much lauded example of samurai women. In this visual depiction, she holds *anaginata* (a 'polesword') and also carries a sword behind her. The portrayal of her life contrasted with the lives of women in later periods of Japanese history, whose role was limited to the home.





## 4.7 Significant challenges and developments in society

### FOCUS QUESTION

How did contact with the outside world change Japanese society?

While the Tokugawa government was a very stable one, it faced various challenges. In order to maintain stability, it was decided that it was not only necessary to ensure peace within the country through dominating the noble families and the samurai class, but to also stop outside interference that might disrupt the hard-won peace in Japan. The Tokugawa government believed that the greatest disruption would come from foreigners, particularly Europeans. This had already occurred. The first landing by *namban* or ‘barbarians from the South’ were Portuguese sailors who arrived in Japan in 1543.



▲ **Source 4.45** A Japanese writing box decorated with images of foreigners, c.1600. For many Japanese people at the time, objects decorated with images of foreigners offered the rare opportunity to see Westerners. The two men on the left were likely Portuguese traders, identifiable by their baloon-shaped pants. The man on the right is a Jesuit priest. Portuguese traders arrived in Japan in 1543, and soon after, Christian missionaries began to create outposts there. By the early seventeenth century, Christianity was outlawed and the Portuguese were forced out of Japan.

Europeans soon introduced improved types of guns to Japanese warfare, and introduced Christianity to Japanese society. As a result of growing concerns about the impact of outsiders on Japanese culture and Japanese society, the Tokugawa shogunate closed the country by the middle of the seventeenth century. There were a limited number of ports where trade with other countries was allowed, but otherwise Japan was meant to be a closed system, and to build up its culture and economy without outside interference. Christianity was banned.

As a mark of how seriously they took this question of disruption, the government’s edicts from 1635 show that Japanese citizens were to be executed if they even attempted to leave Japan for other countries.

#### The Closed Country Edicts of 1635

- 1 Japanese ships are strictly forbidden to leave for foreign countries.
- 2 No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
- 3 If any Japanese returns from overseas after residing there, he must be put to death.
- ...
- 7 If there are any Southern Barbarians (Westerners) who propagate the teachings of Padres [priests, who taught Christianity], or otherwise commit crimes, they may be incarcerated in the prison.

▲ **Source 4.46** Extract from the Sakoku Edict of 1635



However, this situation only lasted until the United States of America forced Japan to reopen to international trade. In 1853, Commodore Matthew Perry arrived in Japan with four American warships, two of which were steamships. He carried letters from the American president that argued that Japan should open its borders for trade and agreements with Western powers.

The technology that Commodore Perry demonstrated to the Japanese, including the cannons and the steam power of his warships, showed that America and the European powers had much more advanced technology than Japan at that time. The arrival of his ships was described in Japanese sources as ‘the black ships of evil appearance’.

## ACTIVITY 4.8

### Using historical sources as evidence

#### SOURCE A



▲ Source 4.47 *Perry Carrying the Gospel of God to the Heathen, 1853*

#### SOURCE B



▲ Source 4.48 Japanese woodblock print showing one of Commander Perry's steamships

### Responding to the sources

- 1 How does Source A depict Perry's mission? Use evidence to support your response.
- 2 How does Source B depict Perry's mission? Use evidence to support your response.
- 3 What are the key differences between these pictures?
- 4 Why are these perspectives so different?

## ACTIVITY 4.9



### Using historical sources as evidence

Read the following extracts from a letter that Commodore Perry sent to the Japanese government in 1853, in order to understand how he addressed the Japanese emperor and what the United States was attempting to gain from this expedition.

[The United States of America have] large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days ... our commerce with all this region of the globe is rapidly increasing, and the Japan seas will soon be covered with our vessels.

Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act towards Americans as if they were her enemies.

However wise this policy may originally have been [to close the country], it is unwise and impracticable now that the intercourse between the two countries is so much more easy and rapid than it formerly was. [We] hold out all these arguments in the hope that the Japanese government will see the necessity of averting unfriendly collision between the two nations, by responding favourably ... Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; [Perry], as evidence of his friendly intentions, has brought but four of the smaller [warships], designing, should it become necessary, to return to Edo in the ensuing spring with a much larger force.

▲ **Source 4.49** Narrative of the Expedition of an American Squadron to China and Japan, performed in the years 1852, 1853, and 1854, under the Command of Commodore M. C. Perry, United States Navy, by Order of the Government of the United States, 1856

### Responding to the source

- 1 What tactic was Commodore Perry using?
- 2 Was this **diplomacy**, or an attempt to force Japan to open its borders?
- 3 What proof do you have to support your view?
- 4 What lesson might have been learned by other European powers from this example?

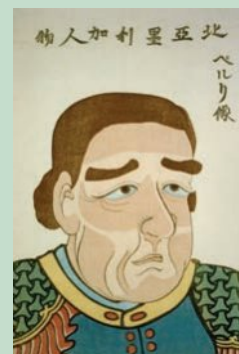
### KEY TERM

**diplomacy** the practice of negotiating between representatives of different countries

### FAMOUS FACE

#### COMMODORE MATTHEW PERRY (1794–1858)

Matthew Calbraith Perry was a commodore of the United States Navy who commanded ships in several wars, and who played a leading role in the opening of Japan to the West. In 1852, Perry was assigned a mission by American President Millard Fillmore to force the opening of Japanese ports to American trade, through the use of gunboat diplomacy (the threat of naval bombardment) if necessary. After several visits with imperial representatives, the Convention of Kanagawa was signed in 1854.



Perry's successful American mission was quickly followed by Russia, Britain and France, which all forced Japan to sign treaties that allowed trade and access to Japanese resources. The Japanese government reluctantly opened its borders, which eventually meant that Japan

not only opened its state to trade, but to a period of modernisation and industrialisation. Since the Portuguese traders first arrived in 1543, it had been clear that Japan would be subject to a new kind of intercultural exchange that would fundamentally alter its society.



**Digital quiz**

Please see the Interactive Textbook to access digital activities

**END-OF-SECTION REVIEW 4.7****Review questions**

Answer these questions on paper or in the Interactive Textbook.

**Recall**

- 1 When did Europeans first arrive in Japan, and which European country did they come from?
- 2 What two main things did Europeans introduce to Japan?
- 3 In which century did Japan become a 'closed country,' and what was the government?
- 4 Recall the date that Perry arrived to 'force open' the Japanese borders.

**Interpret**

- 5 Explain the main impacts of European influence on Japan.
- 6 Discuss the role of trade in this period of time.

**Argue**

- 7 Evaluate the landing of the *namban* or the arrival of Perry. Which event had a more significant impact on Japanese history?

**Conclusion: why does it matter today?**

Japan is a land that is rich in cultural resources, remarkably advanced in technology, and currently one of Australia's significant allies and trading partners in Asia. Given this, it is important to understand more about Japan, including its history and its culture, as one of our near neighbours. Modern-day Japan is extremely influential and produces goods that play a role in Australian life today, ranging from cars and electronics, to chemicals, to anime. This has not always been the case, and for a very long time Japan was isolationist. That is, the Japanese government was very worried about opening up the country to outside influences, particularly from

Europe. This meant that from 1633 until 1853, Japan was officially a closed country (*sakoku*) and only allowed trade through a limited number of sea ports. However, after this period, Japan rapidly advanced. It expanded and built an empire through military conquest in World War II (1939–45). After World War II the American government occupied Japan. Since then, Japan has adopted a democratic system, and it has become a global power in commerce and trade. Yet its own history continues to influence Japan, including traditional perspectives on work and life. In order to comprehend any contemporary society, we have to look to its past.

# End-of-chapter activities



## 1 Self-assessment

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



## 2 Making thinking visible

### True for who?

Claim: *The shogun and daimyo helped to advance Japan, and to bring order to medieval society.*

- 1 Discuss: What arguments might be made to support this claim? What evidence exists of advances in Japanese society, or further order? Consider particularly the pieces of primary evidence like House Rules. What contradictions might be proposed?
- 2 Brainstorm: Make a list of all the different points of view from which you could look at this claim. Who might agree or disagree with this claim and why? Consider both the highest and lowest levels of society.
- 3 Dramatise: Choose a person or figure from Japanese society, and try to imagine what their viewpoint would be on whether the shogun and daimyo bring order and new advances. Would she or he think this claim is correct or not? Why?

- a Prepare to debate other figures in Japanese society by writing down your point of view and why you would agree or disagree with this claim.
- b Make sure you explain (in writing) why you think your particular person would have this view on the central claim.
- c Consider whether you would have been willing to agree or disagree at the time (in shogunate Japan).
- 4 Share: Share your viewpoint with the group, explaining which person you have chosen from Japanese society, and what their views are on the shogun and daimyo. Take notes on other people's views, and keep a record of what their reasons are for agreeing or disagreeing with the central claim.
- 5 Stand back: Having heard everyone's viewpoints, look at whether you now believe (as a group) that the claim is correct or incorrect. What is your conclusion?



▲ Source 4.50 Portrait of daimyo Matsumae Takahiro





### 3 Comparative analysis task 1: Comparing female rulers

Compare the following statements, by two female rulers who were talking to their troops in a time of war. The first is from the Empress Jingu in Japan (c.200–269 CE) while the second is a famous speech given at Tilbury by Queen Elizabeth I of England in 1588.

#### SOURCE A



▲ **Source 4.51** Empress Jingu (centre), c.200–269 CE. This painting, *Great Japan (Dai-Nihon) History Briefing Session, the 15th Empress Jingu*, was painted by Tsukioka Yoshitoshi in 1880 and is in the collection of the Waseda University Theatre Museum

If I were to leave the whole conduct of the war in your hands, and you were unsuccessful, the responsibility would fall on your shoulders alone. But that I cannot bear. Although I am only a woman and unworthy of the post, yet it seems that I have the full approval of the gods, and the hearty support of all you officers and of the soldiers. It is for these reasons I venture to marshal the army, and share both the successes and failures of the undertaking.

#### SOURCE B



► **Source 4.52** Queen Elizabeth I, 1588  
(this painting is a copy of an original painting made by an unknown artist in c.1600)

Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you . . . resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that . . . any prince of Europe should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

Create a table that identifies the similarities and differences between these two speeches:

Similarities: Note the similarities between the two speeches, including phrases that appear similar or ideas that are the same.	Differences: Write the differences between the two speeches, including whether you think one is a stronger speech than the other.
Analysis: Why do you think that these two rulers spoke to their troops in this way? What problems do you think they faced, as women leading their armies? What advantages might there be, as women leading these armies?	



#### 4 Comparative analysis task 2: Comparing medieval Europe and medieval Japan – feudal structures

Many historians have pointed out that there appear to be some strong parallels between the way that feudalism functioned in medieval Europe and medieval Japan. This task asks you to consider whether this is correct, and whether the two systems did have parallels or key differences. There are three distinct parts to this task.

- 1 Draw a concept map or hierarchical pyramid** for the feudal structure in medieval Europe and another one for medieval Japan. Consider what figures you need to include for Europe, such as the king and knights, and also consider what figures you need to include for Japan, such as the emperor and samurai.
- 2 Complete further research.** Using your library resources and online materials, see if you need to adjust your concept maps or hierarchical pyramids. Particularly research the 'Great Chain of Being' and look at the role that religion played in medieval Europe. Two particular articles that may help you are an online article by Alixe Bovey, available through the British Library (Alixe Bovey, *The Medieval Church: From Dedication to Dissent*, 2015) and an online article by Steve Synder that is available through Grandview University (Steve Synder, *The Great Chain of Being*). Is there anyone who sits above the king or the emperor?
- 3 Compare your structures.** Use your research materials and your 'mapped' feudal structures to identify in what ways the two are similar to each other. What are some key differences?





## 5 Comparative analysis task 3: Comparing medieval Europe and medieval Japan – limiting the power of rulers

Minamoto no Yoritomo is widely regarded as having limited the power of the Japanese emperor, and from the beginning of his rule as shogun (1192) it was clear that ultimately power lay with him rather than the emperor. As a result, it appears that the kings of medieval Europe, such as the King of England, had a lot more power than the emperors of Japan. Is this correct?

Research the Magna Carta of England (1215) and the beginning of the Japanese shogunate (1192). Using your research materials as evidence, including key quotations, write an essay on one of the following topics:

- ‘In medieval times, the power of the King of England was absolute, while the Emperor of Japan was severely limited.’ To what extent do you agree?
- ‘Because of the Magna Carta, the King of England had less power than the Emperor of Japan by 1215.’ To what extent do you agree?
- ‘Religion was a more important part of medieval society than the law, and it was the main limit on the power of both the King of England and the Emperor of Japan.’ Discuss.



▲ **Source 4.53** The coronation of Charles VII of France (1429), a detail from the painting *Jeanne d'Arc* (1886–1890) by Jules Eugène Lenepveu



▲ **Source 4.54** Detail from *Portrait of Emperor Murakami*, created during the Azuchi-Momoyama period, and now part of the Saiku Historical Museum's collection



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five

interesting facts about Japan under the shoguns

# Unit 3

## Early exploration: expanding contacts – discovery and exploration

### Overview

**What do you think has had the biggest impact on modern society ... the iPhone? The internet? People landing on the moon? The Middle Ages are full of discoveries and explorers who had a much bigger impact than any of these. This period will excite the explorer and inventor in you as you learn about world-shaking discoveries and earth-shattering inventions.**

The chapters in this unit explore the innovations of Renaissance Italy and the impact of the Spanish Conquest of the Americas. You will investigate ways of life, how new inventions and discoveries changed and challenged customs and beliefs, and the impact of exploration on different groups. As you study this topic, think about the significance of the innovations and discoveries, and the perspectives of people in this period.



Video

Unit Overview

### Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?



▲ **Image:** Aztec warriors battle Spanish conquistadors





▲ **Image:** Marco Polo (1254–1324) was an explorer from Venice, Italy, whose voyages to and experiences in Asia became known through the recorded tales of *The Travels of Marco Polo*. In this artwork from the fifteenth century, Marco Polo is depicted setting out from Venice by boat with his father and uncle in 1271, heading for the court of Kublai Khan in Mongolia.

## Introducing historical concepts and skills: *continuity and change, and historical significance*

Throughout the chapters in this unit there will be a special focus on the concepts of continuity and change, and historical significance.

Continuity and change are more complex than they first appear – what may change for one group may not change for others in the

same society. Historians are interested in why things change or stay the same, and having a firm grasp of chronology is crucial for identifying continuity and change. There is so much to debate and discuss that it's essential to be able to identify what is historically significant and what is not when constructing your own argument. In this unit, look for opportunities to identify how things changed and also how they stayed the same.



# CHAPTER 8

## The Spanish Conquest of the Americas (c.1492–c.1572 CE)

Setting the scene: a clash of cultures – Spanish explorers discover the Aztecs' human sacrifice ritual



▲ **Source 8.1** An illustration of an Aztec priest offering the beating human heart of a sacrifice victim to the war god Huitzilopochtli. From the *Aztec Codex Magliabechiano*, created c.1600–1650.



Imagine stumbling upon a new world, unknown, undiscovered and hidden by geography and time. Imagine finding this world where the normal rules of life, love, faith and fighting are upended and everything you knew to be true and right is not so. Where food, animals, religion and daily life are different from anything you could possibly imagine. A new world that depends so greatly on the sun rising the next day that helpless humans are dragged to the top of a stone pyramid in the searing heat of the day, held down by their arms and legs, cut open with a crude knife and left bleeding as their still-beating heart is raised to the sun as a plea to appear the next day.

Shocked and bewildered, Spanish soldier Bernal Diaz arrived with a crew of adventurers in 1519 on the shores of the Aztec Empire in Central America and came face to face with the practice of ritual sacrifice. Centuries of European tradition travelled with the Spanish to the Aztec world where the gods and traditions of Europe could not have meant any less. As the blood of yet another victim ran down the steps of the great Aztec altars, built specifically for death, Diaz scrawled in his diary a sight that few could imagine:

Hardly a day passed by that these people did not sacrifice from three to four, and even five Indians, tearing the hearts out of their bodies, to present them to the idols and smear blood on the walls of the temple. The arms and legs of these unfortunate beings were then cut off and devoured, just in the same way we should fetch meat from a butcher's shop and eat it.

▲ **Source 8.2** Spanish soldier Bernal Diaz's account of Aztec ritual sacrifice from 1519

Months later when the Spaniards entered the great city of Tenochtitlan, centre of the Aztec world, they were struck by the stench of blood and rotting flesh as countless bodies

of the sacrificed were flung from the top of the greatest altar in the empire. Diaz and his fellow Spanish travellers had walked into a world that had evolved over centuries without the knowledge that any other had existed, and which had to this point stood unchallenged.

Such was the clash of cultures that nearly all elements of Aztec society, its religion and social structure, were looked upon with revulsion by the Spanish explorers. Perhaps they saw it as an insult to their own Christian traditions that they aimed to spread in this 'uncivilised world', or perhaps it simply justified the true purpose of the Spanish mission: the search for gold.

The Aztec world was rich with precious metal. Gold held an important role in representing wealth and power, but it did not infect them with the greed that drove the Spanish explorers. Many Aztecs remarked that the sight of gold turned these Christian explorers into 'monkeys' and 'pigs' as they fought their way across the empire, helping themselves to riches as they went. The destruction the Spanish left in their quest for gold brought the Aztec Empire to the brink of extinction, which begs the question: who was more civilised?

## MAKING THINKING VISIBLE 8.1



### What makes you say that?

- 1 What's going on in Source 8.1?
- 2 What do you see that makes you say that?
- 3 What do you know about the Spanish reaction to this scene?
- 4 What have you just read that makes you say that?

# Chapter overview

## Introduction

Humans moved to the Americas from Eurasia (the largest continental area on Earth, comprising all of Europe and Asia) at the end of the last great ice age some 150 000 years ago. While some groups moved eastwards (across what is now known as the Bering Strait) and settled in North America creating a vast network of tribes, many others moved south into the regions of Central and South America, laying the foundations for three great civilisations: the Maya, Inca and Aztec. The Maya civilisation did not survive to see the arrival of Europeans in the fifteenth century, and the Aztec Empire of modern-day Mexico and the Inca of Peru would not survive their conquest.

The focus of this chapter is on how the Aztec civilisation dealt with the arrival of the Spanish. To learn more about the Mayans and Incas, see the digital version.

We study the history of Spanish Conquest to examine the way we understand civilisations and societies from the past. The impact of a small band of European conquistadors (conquerors) on the civilisations of the Americas brought disease, death and the end of the indigenous civilisations. For the Europeans, it brought a new world of wealth, resources, fame and new territory for the spread of Christianity around the globe. We study the Spanish Conquest of the Americas to understand the consequences of colonisation, disease and the lust for wealth.

## Learning goals

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

- What was life like in the Aztec and Inca Empires?
- How was society organised in the Aztec and Inca Empires?
- Why did the Spanish sail to the 'New World' and conquer these empires?
- How did the Spanish manage to conquer such a large empire with such a small force?
- What were the experiences of indigenous populations during this period?
- What were the consequences and lasting impacts of the Spanish Conquest on the Americas?

## Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

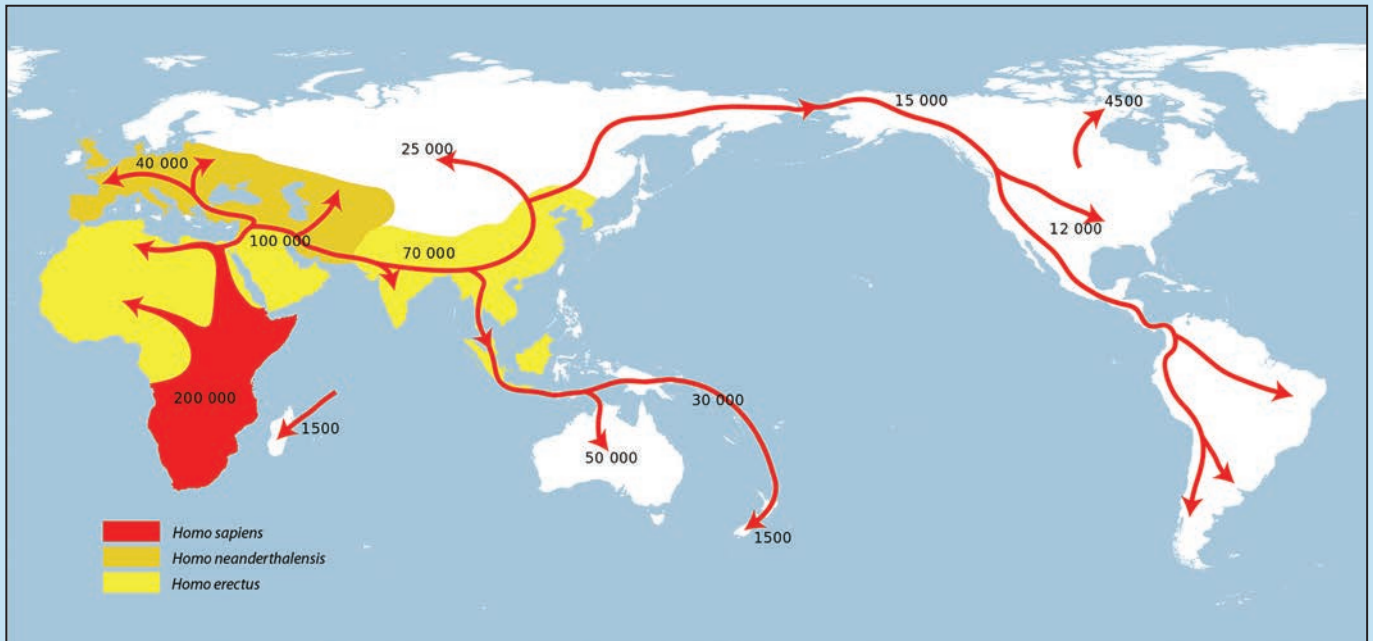
- Understand what 'continuity and change' and 'historical significance' mean in the study of history
- Interpret primary sources in both print and visual form.



► **Image:** The body of Aztec ruler Moctezuma II is thrown into a river by Spanish conquistadors in 1521, from the *Florentine Codex*, 1545



A



B



▲ **Source 8.3** Maps showing (A) the migration patterns of humans spanning more than 100 000 years, and (B) the location of the Maya, Aztec and Inca Empires

# Timeline of key events

## What came before this topic?

- Humans begin to migrate from Eurasia into North America at the end of the ice age in 150 000 BCE
- The first Nahuatl speakers arrive in modern-day Mexico in the twelfth century, and a few hundred years later, Aztec society begins to emerge
- The city of Tenochtitlan is founded c. 1345
- In 1427, the Sun Stone that explains how Aztec society is created. Shortly afterwards, the Triple Alliance is formed between Tenochtitlan, Texcoco and Tlacopan, creating the Aztec Empire.



The Mask of Tezcatlipoca, or the Smoking Mirror, a mosaic made of turquoise and lignite, set over a human skull, from c. 1500 CE



Hernán Cortés (1485–1547)



Engraving of Hernán Cortés and Moctezuma II

**1494**

The Treaty of Tordesillas divides the Americas between Spain and Portugal

**1504**

Hernán Cortés sails to Haiti to make a new life

**1519**

Cortés leads an expedition to Mexico

**September 1519**

Cortés and his Spanish conquistadors battle the Tlaxcala and form an alliance after defeating them

**15 November 1519**

Cortés and the Spanish conquistadors enter Tenochtitlan

**1492**

Christopher Columbus arrives in the 'New World'

**1502–20**

Moctezuma II is Emperor of the Aztecs

**1506**

The Spanish conquer Cuba

**15 March 1519**

The slave La Malinche is given to Cortés as a slave after her tribe had been defeated in battle

**October 1519**

Cortés's Spanish conquistadors and the Tlaxcalan forces massacre 3000 in the city of Cholula

**18 November 1519**

Moctezuma II is taken hostage by Cortés



Moctezuma II, ruler of Tenochtitlan, 1502–1520



La Malinche (c.1496–1529), a Nahua woman who became the translator for the Spanish conqueror Hernán Cortés

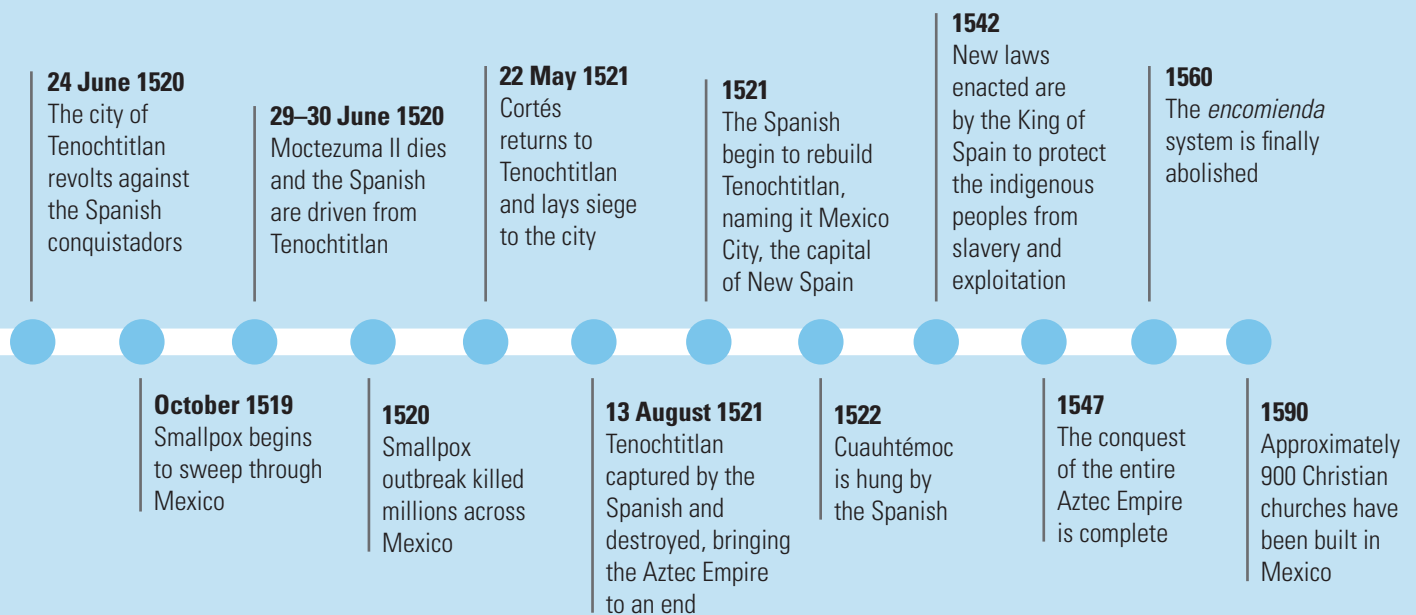


## What came after this topic?

- The Spanish Conquest had a big impact on the populations of the Americas. Indigenous populations were decimated by conflict and disease, and suppression of their languages, histories and cultures.
- Spanish became the main spoken language in Central and South America, and still is today.
- Christianity became the main religion throughout the Americas, and still is today.



The Mexico City Cathedral was built between 1573 and 1813. Construction began shortly after the end of the Aztec Empire.



## Timeline questions

- 1 Look at the events prior to Spanish arrival in Mexico 1519. What does this tell you about the Aztec Empire?
- 2 Examine the frequency of events between 1519 and 1521. What does this tell you about the impact the Spanish arrival had on the Aztecs?



## 8.1 Life in the Americas before Spanish invasion

### FOCUS QUESTIONS

- Who were the Aztecs?
- What was life like in the Aztec Empire? How was society organised?

#### KEY TERMS

**Mexica** the indigenous people who lived in the Valley of Mexico during the Aztec Empire

**Nahuatl** the language spoken by the Mexica

**Aztec Empire** the alliance of three great cities in the Valley of Mexico

### Introduction

The **Mexica** people arrived in the Mexico Basin region of Central America around 1250 and found fertile soil, rivers and high mountains. Two thousand years of established culture, scientific traditions, trade, currency and social

structures made them one of the most sophisticated civilisations in the world. Speaking the **Nahuatl** language, the Mexica established themselves within this region by forming an alliance with the other two largest city-states in the region, creating the **Aztec Empire** in 1428. Their lands stretched from the Pacific Ocean to the Gulf of Mexico.



▲ **Source 8.4** The Aztec Empire at its height, located in the Mexico Basin region of Central America





▲ **Source 8.5** The Nahuatl used sophisticated studies of astrology, ceramics, architecture and writing. The Aztec Sun Stone was thought to represent and explain the role of time in Aztec culture and chart the 20-day Aztec calendar month.

## The Aztec Sun Stone

Four metres in diameter and a metre thick, the Sun Stone was found buried in Mexico City in 1790. Most historians agree the Aztec Sun God **Tonatiuh** is at its centre. The four points around the face of the Sun God represent the 'four suns' or periods of time (eras) that came before the stone was created. Each one explains how that world died or came to an end:

- 1 Death by jaguars
- 2 Death by wind
- 3 Death by fire
- 4 Death by water.

A fifth sun within the carving gives the **prophecy** that 'this world' would come to its end via earthquake.

### KEY TERMS

**Tonatiuh** the Aztec god of the Sun

**prophecy** a prediction of what will happen in the future

## ACTIVITY 8.1

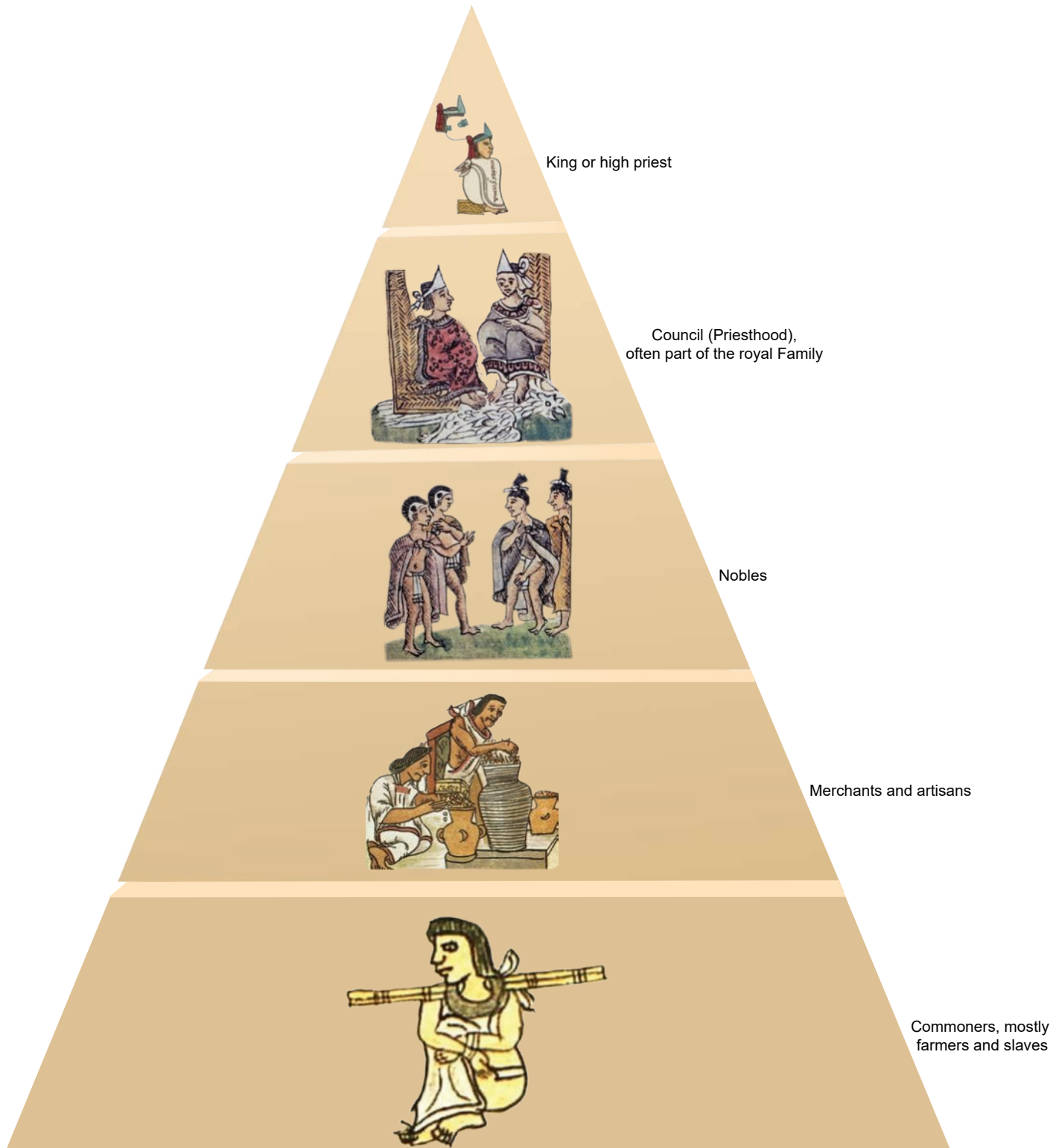


### Check your understanding

- 1 What was the Sun Stone mainly used for?
- 2 Who was at its centre?
- 3 What did the four suns represent?
- 4 Research the history of earthquakes and volcanoes in Mexico's recent and distant past. How does this help explain the role of the existence of the fifth sun?
- 5 What does the Sun Stone tell you about the way the Aztecs saw their own universe?

## The social structure of the Aztecs

### Class Society



▲ **Source 8.6** The social structure of the Aztecs



**KEY TERMS****emperor** a ruler of a society**demigod** (in ancient stories) a being who is part human and part god**noble** a wealthy person, connected to the ruling family by rank, title or birth**absolute ruler** a ruler whose power and authority is never questioned**calpulli** small Aztec neighbourhoods**serf** a poor farm worker bound to work on the land owned by the local noble**obsidian** a type of black rock that is glass-like

At the top of Aztec society was the **emperor**, who enjoyed the role of **demigod** and surrounded himself with **nobles** and administrators to help control the vast empire. The emperor was expected to be experienced in warfare and strategy. The emperor was an **absolute ruler**.

The nobility were often related to the emperor by blood

or marriage and took up the roles of military commanders, priests and judges. Most were wealthy landowners. Nobles were also the only class permitted to display their wealth through decorated capes and jewellery.

Commoners were usually skilled craftsmen like builders, farmers and artisans and lived in small neighbourhoods known as **calpulli** where one noble would govern over the area. The hard labour was done by **serfs** or slaves.

The role of commoner women was limited to marriage and child-rearing. The creation of children was revered among Aztec culture.

Girls were raised to be married around the age of 16, while boys were expected to become warriors who could hope for a glorious death in battle or a horrible one at the hands of their enemies.

Warriors were taken from both the common and serf class and expected to fight when requested. The Aztec Empire had not developed steel, so weapons were made from fire-hardened wood and lined with sharp **obsidian** forged from volcanic rock. A warrior's reward came from the number of prisoners he could take, rather than how many he killed. Prisoners would be sacrificed to please the gods.

A prisoner lucky enough to avoid sacrifice would be used as a slave. Slaves completed the hardest work in the Aztec Empire. However, a slave could buy their own freedom, or even marry their owner. A slave was free once his or her owner died, and children born to slaves were not considered to be slaves themselves.

**ACTIVITY 8.2****Check your understanding**

- 1 Make a list of words that you could use to describe the way Aztec life was organised.
- 2 In a short paragraph, use some of these words to describe Aztec life from the perspective of a slave.

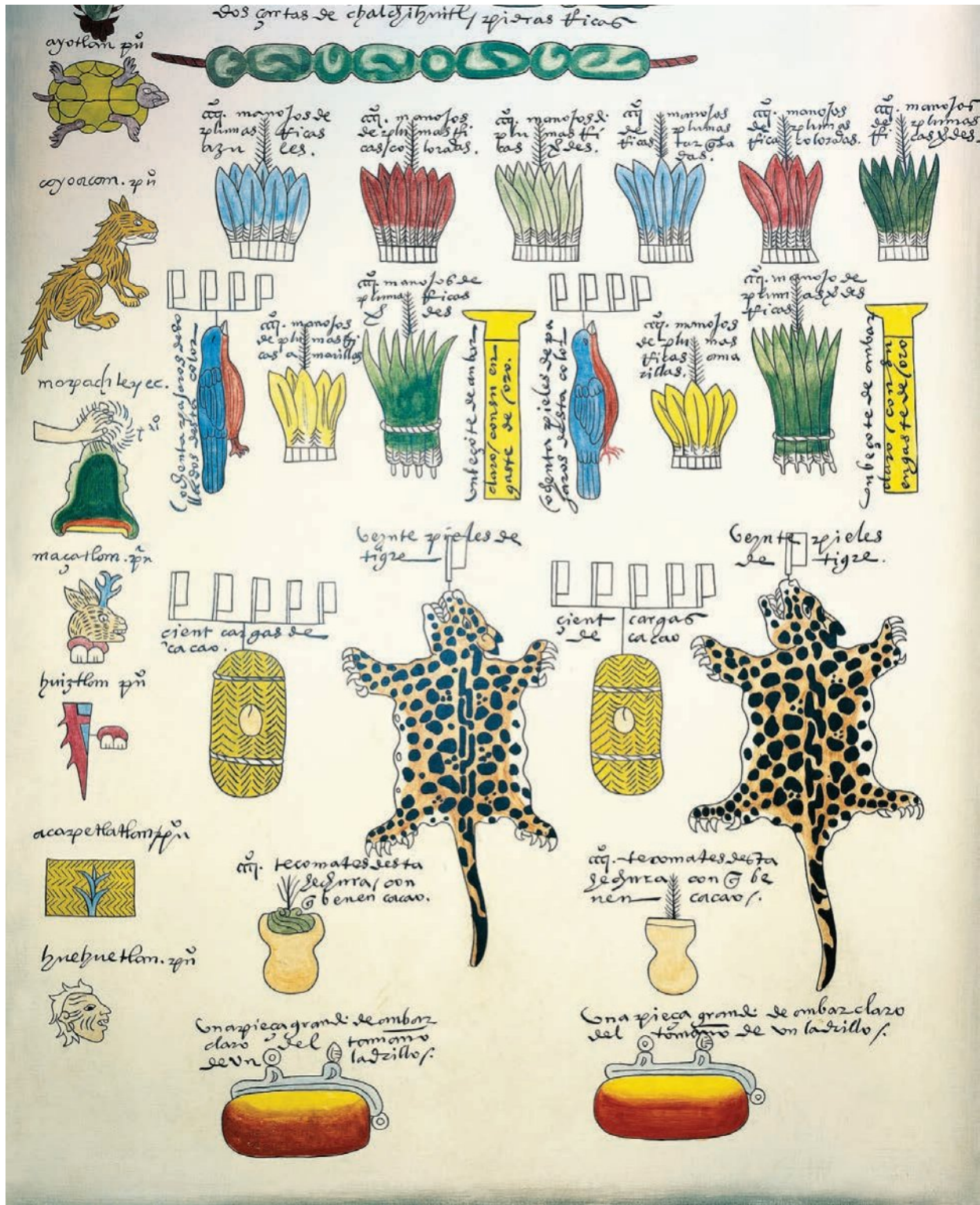
## Were the Aztecs popular rulers?

The Aztecs rose to power by conquering the various Mexica groups and city-states by force. Not all of these groups enjoyed Aztec rule. Aztec

rule was strict and brutally punished those who opposed their rulers. If a region was unable, or refused, to pay their **tribute** to Tenochtitlan, Aztec warriors would take prisoners by force to feed the need for human sacrifice.

### KEY TERM

**tribute** a form of tax paid to a ruler



▲ Source 8.7 This image from the *Codex Mendoza* shows the different forms of taxes paid to Aztec rulers by people subject to their rule.



## DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.1



### Determining historical significance

As historians, we can use sources to determine the significance of an individual, group or event from history. When we understand significance, we can make informed evaluations of the achievements of these people and groups, and determine the importance of key events in relation to those that came before and after.

Source 8.7 shows an illustrated description of the items and objects that were paid to the Aztec rulers by their subjects in a form of taxation known as a tribute. It is an excellent source to help us understand the significance of the Aztec Empire:

- 1 Look carefully at the image. What objects do you recognise? Work with a partner to list as many as you can.
- 2 Compare your answers with another pair. Were they able to identify any objects that you could not? List those too.
- 3 If this is just one example of a tribute paid to the Aztecs, what might it tell us about their overall wealth?
- 4 Using examples from the source, explain the significance of the Aztec Empire before the Spanish arrival.



◀ **Source 8.8** Another list, from the *Codex Mendoza*, showing tributes paid by cities confederated to Aztec rules

## Religion and rituals of the Aztecs

Religion was at the centre of Aztec life. Their gods provided sun, rain, food, water, fire, life and death. For Aztecs, the world would one day come to an end and a new 'era' would follow.

Huitzilopochtli was the god of Sun and War and was one of the most demanding, as he fought the dark night sky so the sun would rise in the morning. The Aztecs believed they only existed as long as they kept their gods happy. To please gods such as Huitzilopochtli,

Tlaloc (the god of rain), Tezcatlipoca (the god of the night), Chicomecōatl (the goddess of agriculture), Xipe Totec (the god of spring and new vegetation) and Mictlantecuhtli (Lord of the Dead), they made offerings in human blood.

Quetzalcoatl (meaning 'feathered serpent') was opposed to human sacrifice and was banished by the other gods. It was believed that Quetzalcoatl would return from the west to destroy the Aztecs. For centuries, the Spanish and historians claimed that the Aztecs believed Spanish explorer Hernán Cortés was Quetzalcoatl in human form.

**SOURCE A**



▲ **Source 8.9** Terracotta figure of the Lord of the Dead, Mictlantecuhtli

**SOURCE B**



▲ **Source 8.10** Aztec god of the dead, Mictlantecuhtli, represented in a fifteenth-century gold pendant, one of the few gold ornaments that escaped being turned into bullion by the Spanish conquistadors

**SOURCE C**



▲ **Source 8.11** Pottery depicting Chicomecōatl

**SOURCE D**



▲ **Source 8.12** Urn depicting Tlaloc, the rain god, from Tenochtitlan, Mexico

**SOURCE E**



▲ **Source 8.13** Aztec god of the dead, Mictlantecuhtli

**SOURCE F**



▲ **Source 8.14** Recreation of a feather shield of an Aztec warrior

**SOURCE G**



▲ **Source 8.15** In elaborate ceremonies, priests would use knives to make sacrifices to the gods.



## SOURCE H



▲ **Source 8.16** Pectoral ornament in the form of a double-headed serpent, one of the symbols of Tlaloc. It was worn by a high priest. It may have formed part of the treasure sent to Cortés by Moctezuma, who believed Cortés to be the returning god Quetzalcoatl.

## SOURCE I



▲ **Source 8.17** Basalt statuette of the god Quetzalcoatl, the feathered serpent

## SOURCE J



▲ **Source 8.18** Quetzalcoatl mask

## SOURCE K



◀ **Source 8.19** Open-mouthed stone mask of Xipe Totec dressed in the skin of a sacrificial victim. In the festival of Tlacaxipeualiztli, a sacrificial victim was skinned alive and a warrior danced dressed in the skin. The ceremony symbolised the bursting of the skin of the maize seed.

## SOURCE L



▲ **Source 8.20** Side view of the Sun Stone

## SOURCE M



◀ **Source 8.21** Collapsed carving of a *tzompantli*, or skull rack. Such racks were near every Aztec temple and were used to store the heads of slain enemy warriors. The rack in Tenochtitlan, which so horrified the Spanish invaders, contained more than 10 000 skulls.

## MAKING THINKING VISIBLE 8.2



## See, Think, Wonder

Read the text on this spread and look carefully at each of the objects. Write down answers to these questions:

- 1 What do I see?
- 2 What do I think?
- 3 What do I wonder?

## Human sacrifice

Human sacrifice occurred regularly. At intervals marked out by the Sun Stone, prisoners were forced to walk to the top of great temples, and were stretched out across a stone altar as priests held their limbs down. Their chests were carved open with obsidian

### KEY TERM

**tzompantli** a wooden rack used for the public display of human skulls

blades and their still-beating hearts were removed and offered to the sun.

The priests would then dismember their limbs, tossing them down the stairs.

Highly trained priests would strip the body and reserve the skull, placing it on the **tzompantli**, an enormous rack of skulls built in front of the Templo Mayor – a pyramid with two temples on top. It was rumoured the rack contained more than 130 000 skulls. Not all sacrifices were prisoners. Sometimes the deaths were used to remind people of the power of the Aztec rulers.

## Amazing but true...

In the centre of the city of Tenochtitlan was an area dedicated to religion, containing several major temples and royal palaces. The most important building was the Templo Mayor or Great Temple, called Huetecalli by the Aztecs. This building dominated the religious precinct of the city and was the symbolic centre of the Aztec world. The temple was built as a stepped pyramid, with two shrines built on the top. These shrines were dedicated to the war god Huitzilopochtli and the rain god Tlaloc, two of the most important Aztec deities. The Templo Mayor was the site of royal coronations, as well as ceremonies of human sacrifice to these two gods.



▲ Source 8.22 An artist's representation of the Templo Mayor



## ACTIVITY 8.3



### Using historical sources as evidence

The following sources centre around the practice of human sacrifices.

#### KEY TERM

**idol** an image or an object that resembles a god

#### SOURCE A

They strike open the wretched Indian's chest with flint knives and hastily tear out the palpitating heart which, with the blood, they present to the **idols** in whose name they have performed the sacrifice. Then they cut off the arms, thighs and head, eating the arms and thighs at ceremonial banquets. The head they hang up on a beam and the body of the sacrificed man is not eaten but given to beasts of prey.

▲ **Source 8.23** Quote from Spanish soldier Bernal Diaz recounting his experience in Tenochtitlan in 1521

#### SOURCE B



▲ **Source 8.24** Illustration of human sacrifice published in the book *The History of the Indies of New Spain* in 1579

#### SOURCE C

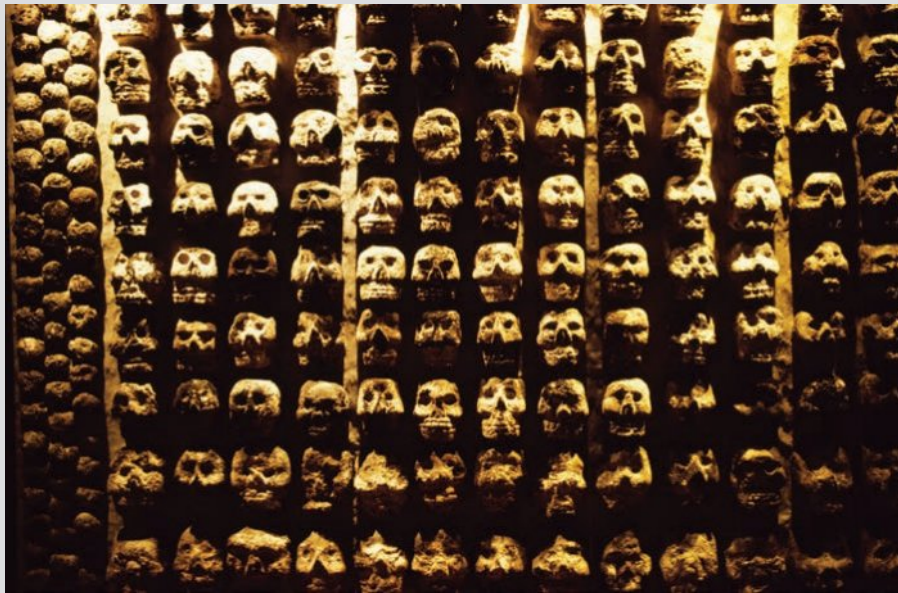


▲ **Source 8.25** Engraving of human sacrifice made in 1579





## SOURCE D



▲ Source 8.26 *Tzompantli* (skull rack) excavated at Templo Mayor

## Responding to the sources

- 1 Why were people sacrificed to the gods?
- 2 Who were the most common victims?
- 3 The sacrifices were often visible to everyone near the temple. Why do you think the Aztec rulers wanted everyone to see?
- 4 Carefully read Source A and then look at Sources B, C and D.
  - a What do you see?
  - b What do you think about it?
  - c What does it make you wonder?

## Sport and chocolate

Life in the Aztec world was not all death and sacrifice. The Aztecs did believe in an afterlife, but that did not mean they didn't

enjoy the one in the present. The ball sport *ullamalixtli* played an important role in Aztec life as it reflected many of the principles by which they lived. Played on a court that was designed to reflect the battle between the sun and the moon,

games usually took place on days of great importance such as religious festivals and market days.

Farmers grew maize, which formed the basis of a range of Aztec foods, including porridge, corn cakes and tortillas. The Aztec diet consisted mainly of vegetables and fruits, such as tomatoes, avocados, chillies, potatoes and beans, limes, and meat such as dog and turkey. Chocolate originated in **Mesoamerica** and was a valued commodity among the Aztecs as well as a form of currency at markets around the empire. The Mesoamerican version of chocolate, *xocoatl*, was served hot to lighten the mood and relax victims about to be sacrificed.

## KEY TERMS

**ullamalixtli** an ancient Aztec ball sport

**maize** a cereal grass of Central American origin, similar to corn

**Mesoamerica** a region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica

**xocoatl** an Aztec chocolate drink



## ACTIVITY 8.4



### Check your understanding

- 1 Imagine you are one of the conquistadors and have only recently seen and tasted chocolate for the first time.  
Describe to someone who has never eaten chocolate what it tastes and smells like, and how it feels when you touch it.
- 2 Explain the importance of the discovery of chocolate for the Spanish in Europe.

## Life in Tenochtitlan

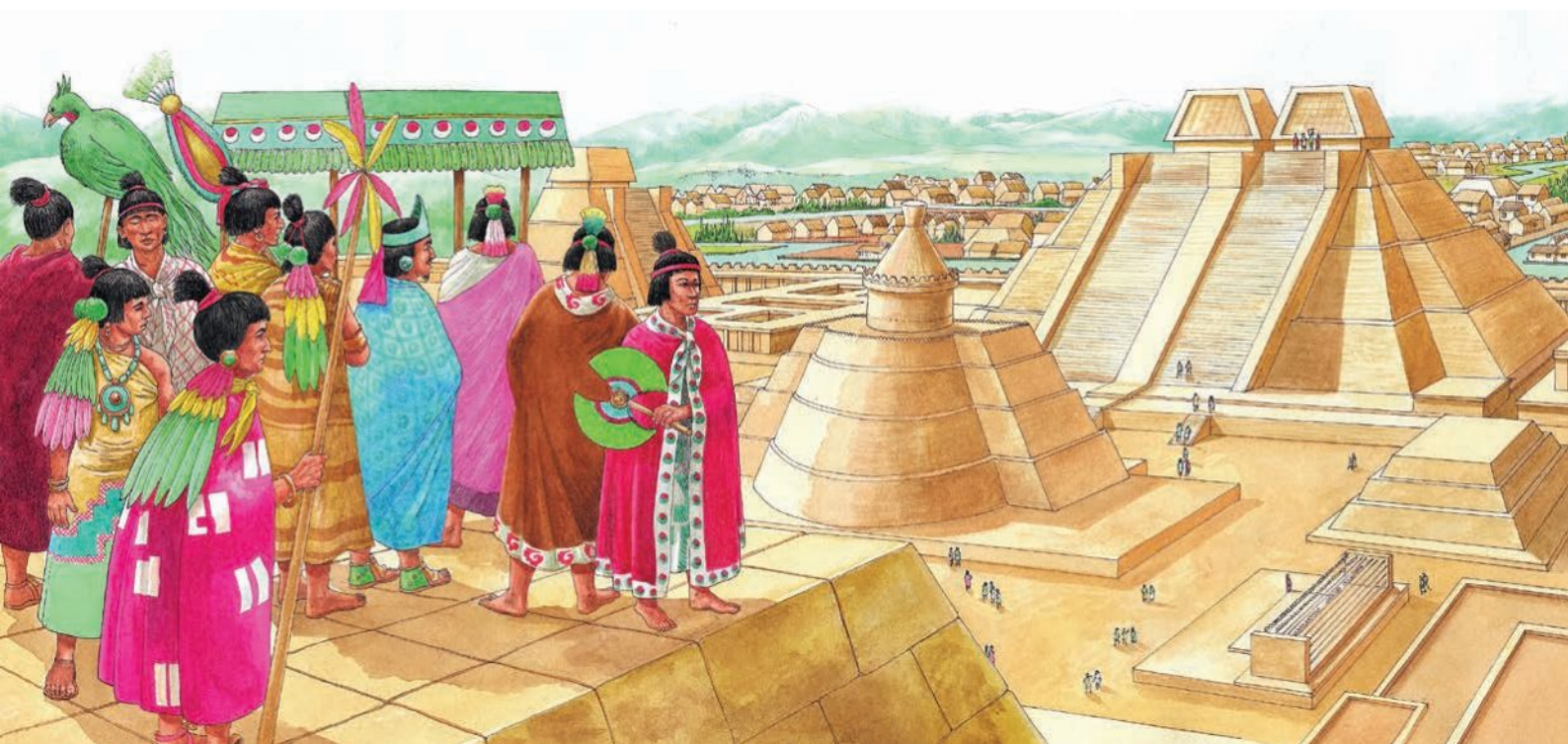
The city of Tenochtitlan was the epicentre of the Aztec universe. Prior to the arrival of the Spanish in 1521, it was one of the largest cities in the world, boasting an estimated population between 300 000 and 500 000. Surrounded by lakes and marshes high in the mountains, the Aztecs built floating gardens that provided the city with food, moved fresh water around and disposed of waste via sewers. A grand array of temples and palaces existed within the centre of the city, devoted to human sacrifice and worship of the gods. Bernal Diaz provides his recollection of seeing the city for the first time:

And when we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level **causeway** leading to Mexico we were astounded ... buildings rising from the water, all made of stone, seemed like an enchanted vision.

### KEY TERM

**causeway** a wide bridge that crosses water

Underground springs provided the city with clean water for drinking, washing and growing crops in the floating gardens of the city. The Aztecs were passionate about flowers. The city was decorated with the flowers grown in its countless gardens, bringing colour and vibrancy to the city.



▲ **Source 8.27** An artist's impression of Aztec nobles and warriors surveying the ceremonial centre of Tenochtitlan. The temple of Quetzalcoatl is before them and beyond it is the great double temple pyramid dedicated to Huitzilopochtli, the god of war, and Tlaloc, the rain god.



## MAKING THINKING VISIBLE 8.3



### Headlines

Imagine you were there with Bernal Diaz to see Tenochtitlan for the first time. Write a newspaper headline that captures the most important aspect that should be remembered.

### Market day

Markets were an essential element of every Aztec city, serving tens of thousands of people each day. Each market was organised so that every type of product from every area of the Aztec Empire could be sold in its own section. Bernal Diaz remarked at the size and scale of this market, stating:

We were astounded by the great number of people and the quantities of merchandise ... dealers of gold, silver and precious stones, feathers, cloaks and embroidered goods. Male and female slaves are sold there ... in another part were the skins of tigers and lions, otters, jackals and deer ... There were sellers of kidney beans and sage and other vegetables, in yet another they were selling fowls, and birds and dewlaps (turkeys) also rabbits, hares, deer, young ducks, little dogs and other such creatures.

▲ **Source 8.28** Bernal Diaz's account of seeing an Aztec market

▼ **Source 8.29** Tlatelolco marketplace as depicted in a diorama at the Field Museum of Natural History, Chicago. The largest Aztec market was located in Tenochtitlan's neighbouring town, Tlatelolco.





A sophisticated system of tributes from conquered regions meant that Tenochtitlan was able to develop in size, wealth and population. Tribute collectors, known as *calpixque*, ensured that payments were made. The scale of tributes was recorded in a Spanish historical record called the *Codex Matricula de Tributos*, which recorded one annual tribute to Tenochtitlan to include:

214 000 cloaks,  
647 warrior costumes,  
100 bins of foodstuffs,  
16 000 bales of cotton, 4800 wooden beams  
and an equal amount of planks and pillars,  
32 000 smoking canes, 280 000 bowls,  
3200 deer skins, 6400 quetzal feathers and  
240 gold disks.

**KEY TERM***calpixque* an Aztec tax collector▲ **Source 8.30** An annual tribute to Tenochtitlan**ACTIVITY 8.5****Using historical sources as evidence**

- 1 Read Source 8.28 carefully; what does it tell you about the kinds of products available?
- 2 What does this range of products suggest about the Aztec's use of their environment?
- 3 Carefully examine the list of products provided to Tenochtitlan via the tribute system in Source 8.30. Explain what you think these products were used for and why they were chosen as products for tribute.
- 4 How do governments collect tributes today? Why do you think they do this?

**END-OF-SECTION REVIEW 8.1****Review questions**

Answer these questions on paper or in the Interactive Textbook.

**Recall**

- 1 When did the humans first reach Mexico?
- 2 What was the language spoken by the Mexica people?
- 3 Who sat at the top of Aztec society?
- 4 What role did human sacrifice play in Aztec society?
- 5 What kind of items were sold at Aztec markets?

**Interpret**

- 6 How was the Aztec Empire able to grow in size?
- 7 Explain the significance of the sun within Aztec society.

**Argue**

- 8 'The Aztec Empire was a complex civilisation.' To what extent do you agree with this statement?

**Digital quiz**

Please see the Interactive Textbook to access digital activities



## 8.2 Significant developments in the Spanish Conquest of the Americas

### FOCUS QUESTIONS

- What were the key events that led to the Spanish Conquest of the Americas?
- What did the Spanish do at Cholula?
- What happened to the ruler of the Aztecs?
- How did the Aztecs strike back against the Spanish?

### European exploration

In the fifteenth century, European nations were looking to expand their power and wealth. They knew that great resources could be found in the far east of India and the ‘spice islands’ of Asia, but these were extremely difficult to reach over land. As early as the thirteenth century, Italian explorer Marco

Polo had travelled across land to the great capital of China and returned. The journey took three years in each direction.

In 1492, another Italian explorer, Christopher Columbus would set sail to explore a faster ocean route to Asia by heading west across the Atlantic Ocean.



▲ **Source 8.31** Engraving of Christopher Columbus arriving on American soil and being met by the indigenous population, c.1590



At the same time, Spanish and Portuguese **monarchies** were competing to build wealth, control territory and convert the indigenous peoples to Christianity. Competition was so fierce that Portugal asked the pope, head of the Catholic Church, to declare all lands west of the Atlantic Ocean to be their property alone.

Nordic and Chinese explorers are known to have made contact with the **'New World'** ('new' to the Europeans) before Columbus, and the truth is that the Italian found it by accident. He thought he had found a route to Asia and India, but actually the islands he found with his three ships, *Nina*, *Pinta* and *Santa Maria*, were in the modern-day Bahamas. This is how the region came to be

sometimes known as 'The Indies' and its inhabitants as 'Indians'.

Columbus had found the New World rich in resources such as gold, sugar and tobacco. The news sent shockwaves

throughout Europe. The Spanish royalty acted quickly upon the Italian's discovery and made an agreement with the pope and Portugal called the **Treaty of Tordesillas** in 1494, which divided the lands around the globe between the two monarchies.

### KEY TERMS

**monarchy** country that has a royal family, and the head of the royal family as its ruler

**New World** the name given to the Americas by European explorers

**Treaty of Tordesillas** a treaty made to divide the New World between the Spanish and Portuguese monarchies

## ACTIVITY 8.6

### Using historical sources as evidence

The Cantino world map in Source 8.32, made in 1502, divided up the world in terms of the resources that had been discovered to that point.



▲ **Source 8.32** A Portuguese, or 'Cantino' map, indicating the territories and borders between the Spanish and the Portuguese laid out by the Treaty of Tordesillas





### Responding to the source

- 1 Use a current map of the world and the Cantino world map to identify the resources found in each location:
  - a Brazil
  - b Western Africa
  - c Central Africa.
- 2 Look closely at the areas where only small sections had been explored. Where do you think they could be?
- 3 Why would a map such as this encourage European explorers to discover the rest of the map?
- 4 Working in pairs, consider the major resources found in Australia, India and Asia.

## The conquest of the Aztec Empire

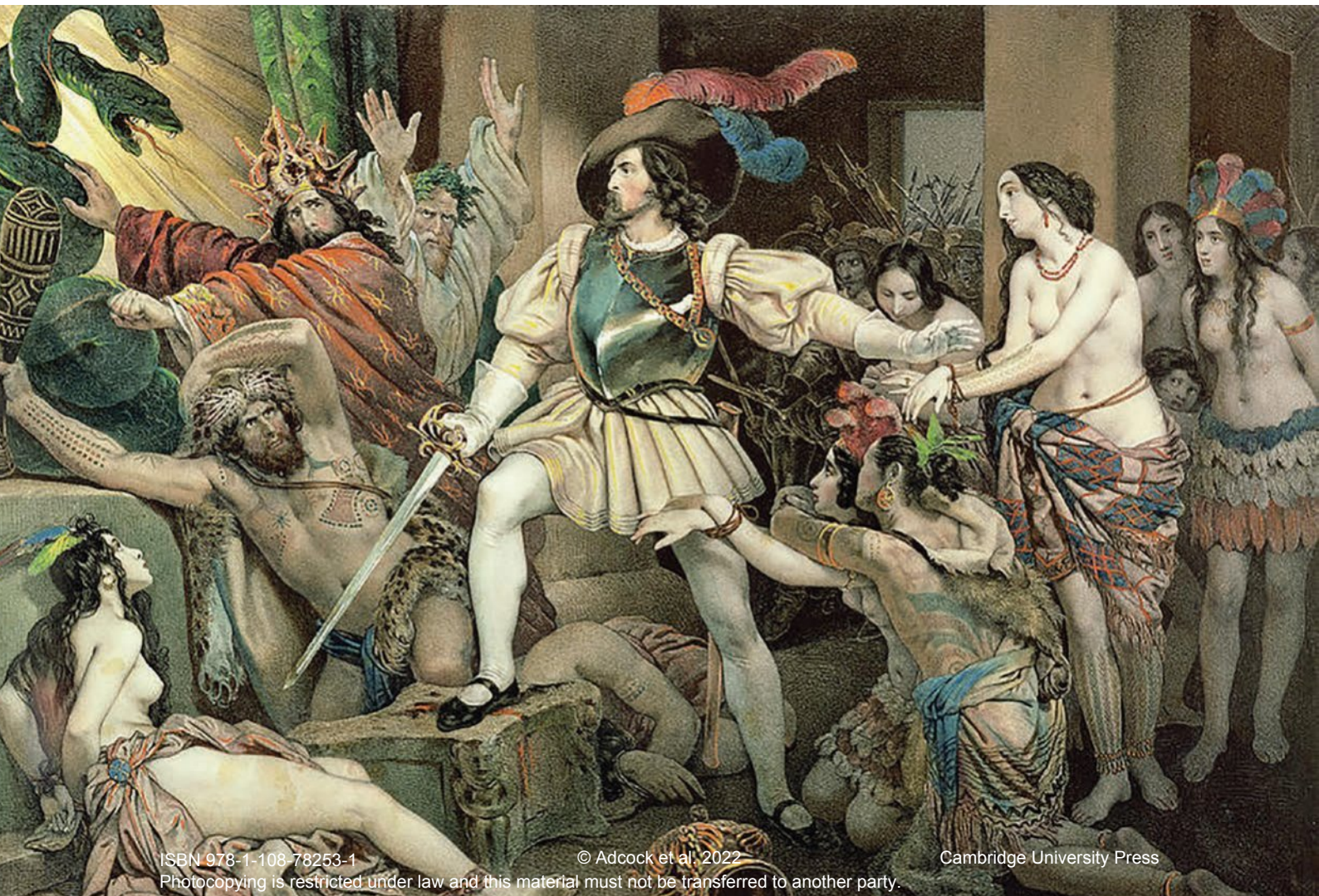
### KEY TERM

**colonise** the act, by a militarily strong country, of invading and taking over another area, which then becomes known as a colony

At the command of the Catholic pope, the Spanish sailed to the newly found Cuba and **colonised** the island. They converted

the inhabitants to Christianity and began to grow sugar cane and tobacco, and raise cattle. New settlements, the thrill of exploration and possibility of riches attracted many from Spain looking for adventure. Two such men were Hernán Cortés and Bernal Diaz.

▼ **Source 8.33** This painting was made of Cortés around the 1850s and depicts him from a particular point of view. What do you think that viewpoint is?





## Hernán Cortés

Historians have long debated the role of Cortés. His journey would change the course of the New World forever. Within two years, he would stand victorious in the ashes of the Aztec Empire. Was he an heroic explorer who brought Christianity to the New World or a villain only interested in blood, conquest and gold?

Francisco Lopez de Gomara was a Spanish historian who lived during the time of

Cortés and recorded a history of the Spanish Conquest of the Americas.

The Conquest of Mexico and the conversion of the peoples of New Spain can and should be included among the histories of the world, not only because it was well done but because it was very great ... Long live, then, the name and memory of him [Cortés] who conquered so vast a land, converted such a multitude of men, cast down so many idols, and put an end to so much sacrifice and the eating of human flesh!

▲ **Source 8.34** Francisco Lopez de Gomara, 1552

### FAMOUS FACE

#### HERNÁN CORTÉS

Hernán Cortés grew up poor in the Spanish town of Medellin. Excited by the tales of the New World he left for Hispanola in 1504 at the age of 19. He had little sailing and no military experience but joined in the conquest of Cuba in 1511. When news of a potential expedition to the mainland of the Americas arose in 1519, he used his charm and natural gift for leadership to gather six ships, 300 men known as conquistadors (conquerors) and 16 horses, and set sail for the Yucatán Peninsula in modern-day Mexico.



## MAKING THINKING VISIBLE 8.4



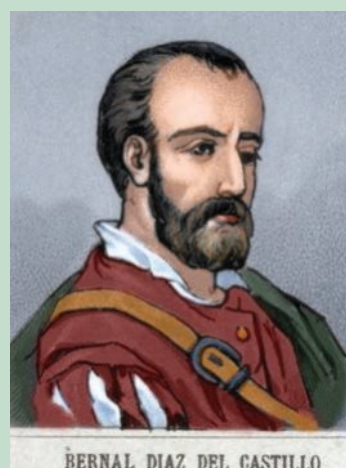
### Stop, look, listen

- 1 Stop: What do Sources 8.33 and 8.34 say about Cortés?
- 2 Look: Research and find another image of or a quote about the Spanish explorer. What have others said about him?
- 3 Listen: Hear what the sources tell you with an open mind. What opinion have you formed about Cortés?

### FAMOUS FACE

#### BERNAL DIAZ

Bernal Diaz was a soldier in Cortés's expedition and stayed with him for the duration of his adventure in Mexico. He is most famous for recording his entire time with Cortés in the book *The Conquest of New Spain*, which was transcribed shortly before his death in 1584.



## Bernal Diaz

Before Diaz died he chose to write his history after he had read those of Gomara (quoted in Source 8.34) and other Spanish historians who

he felt ‘spoke the truth, neither in the beginning, nor the middle, nor the end’. The book and its recollections were created almost 50 years after the events it describes.

### ACTIVITY 8.7



#### Check your understanding

- 1 What role did Bernal Diaz play in the conquest of Mexico?
- 2 Why did Diaz choose to record his version of events?
- 3 What makes Diaz’s memory an important source?
- 4 Could a historian use Diaz as a reliable source?

#### FAMOUS FACE LA MALINCHE



La Malinche was born a princess, but was given away to slavery, in secrecy, to allow her step-brother to take over the noble role. An intelligent and highly capable woman, she spoke the languages of the Maya and the Aztecs. With Cortés, she learned Spanish quickly, converted to Christianity, had a child with the explorer and became an indispensable translator.

## The slave and the Aztec emperor

Cortés, Diaz and their success came down to a few important factors and people. Two key players were a princess turned slave and the great Aztec Emperor Moctezuma II.

The young woman known by the names La Malinche, Malintzin or Dona Marina played a critical role in the conquest of the Aztecs. In the early days of Cortés’ time in Mexico, a small group of slave women were given to the Spanish as a gift by a Tabasco tribe defeated in battle.

La Malinche is remembered as a controversial figure. Seen by some as a woman who made the best of a bad situation, and by others as a betrayer of all Mesoamerican peoples. Her role in helping the Spanish conquer the Aztecs cannot be understated.

Moctezuma II was the ruler of the Aztecs from 1502 to 1521. He was the relative of Moctezuma I, the ruler who had brought much

of the Aztec Empire together. When Moctezuma II came to the throne the extent of Aztec influence stretched more than 120 000 square kms across many areas in what is now central and southern Mexico.

Little is known about Moctezuma’s personality, only how he fought and ruled. His enemies were punished and violently sacrificed to the gods, and those who did submit to his rule were heavily taxed through tributes.

It is believed that, when the Spanish arrived, Moctezuma thought they were gods and invited them to stay. This action led historians to believe that Moctezuma II was superstitious.

Bernardino de Sahagún, a Franciscan missionary to the Aztec people created the highly detailed history of the Aztecs called the *Florentine Codex*. Sahagún interviewed a number of Mesoamericans who claimed to have hated the emperor. Some called him a fool, others called him a traitor.



**ACTIVITY 8.8****Using historical sources as evidence**

▲ **Source 8.35** A sculpture of Hernán Cortés alongside La Malinche

Source 8.35 shows a sculpture erected in suburban park Mexico City in 1982. It depicts Hernán Cortés alongside La Malinche. In the foreground is their son, Martin. The son is remembered by many to be the 'first Mexican'. The statue is called *Monumento al Mestizaje*: a memorial to Mexico's mixed Spanish and indigenous roots. Such is the division over La Malinche's role in Mexico's past that violent protests erupted and the statue had to be moved to a more secluded location.

- 1 Describe what you see in the sculpture.
- 2 What perspective or memory of Cortés and La Malinche is the sculpture trying to create?
- 3 The sculpture, and the public reaction to it, came 500 years after the conquest of Mexico. What does this tell you about the way some modern Mexicans view La Malinche?

**FAMOUS FACE****MOCTEZUMA II**

Moctezuma II was the ruler of the Aztecs from 1502 to 1521. He frequently led violent wars against his enemies to appease the god of war, Huitzilopochtli. Sometimes referred to as 'Montezuma' which translates as 'he who frowns like a lord', he built a grand palace in his own name in Tenochtitlan.



## ACTIVITY 8.9



### Using historical sources as evidence

Bernal Diaz described the emperor like this:

The Great Montezuma was about 40 years old, of good height, well proportioned, spare and slight ... He did not wear his hair long but just over his ears, and he had a short black beard, well-shaped and thin. His face was rather long and cheerful, he had fine eyes, and in his appearance and manner could express geniality or, when necessary, a serious composure ... He had a guard of two hundred chieftains lodged in rooms beside his own, only some of whom were permitted to speak to him.

▲ **Source 8.36** Bernal Diaz, *The Conquest of New Spain*, 1576

### Responding to the source

- 1 After reading Diaz's description, what impression do you have of Moctezuma?
- 2 Using your understanding of Aztec daily life, explain how Moctezuma II lived a better life than that of his subjects.

## First contact and La Malinche

Cortés and the conquistadors first saw the Yucatán Peninsula from their ships in February 1519. Trouble quickly followed and clashes broke out with local tribes.

Despite being heavily outnumbered, the conquistadors had a significant advantage: weaponry. Mesoamerican civilisations did not have steel swords and armour. The Spanish did, and also brought with them canons, muskets, deadly crossbows and a few horses.

The Yucatán people feared the horses as no such animal existed in their part of the world. Bernal Diaz stated that the tribes 'thought that the horse and rider were one creature'. In the early skirmishes, the conquistadors triumphed with only a few dead and injured. The wooden weapons used by the indigenous tribes were no match for the Spanish sword. A conquistador could kill dozens with what Diaz called 'good swordplay'.

After the first of many major battles, the Spanish suffering only a few wounded men. Diaz recalled the scene:

When it was over we bandaged the wounded ... We then went to look at their dead that were lying about the field, and found more than eight hundred, most of whom had been killed by sword-thrusts, and the rest by canon, muskets and crossbows ... the battle had lasted over an hour.

▲ **Source 8.37** Bernal Diaz, *The Conquest of New Spain*, 1576

After their defeat in battle, the lords of the Tabasco region gave the conquistadors a gift of 20 slave women, one of who was the former princess La Malinche. The Spaniards now had a translator.

### Amazing but true...

The conquistadors were not professional soldiers. They were ordinary people – sailors, tailors – with hopes of achieving wealth in the New World and, with it, a higher social status than they could ever achieve at home.



## MAKING THINKING VISIBLE 8.5



### Compass points

Think about what you have learned so far about Cortés and through Diaz's description of the battle in Source 8.37.

- 1 Excited: What was the advantage of this situation for Cortés?
- 2 Worrisome: What worries you in regards to both Cortés and the Aztecs?
- 3 Need to know: What else would you like to know to better understand the situation?
- 4 Stance: How do you feel about Cortés? What opinion are you beginning to form about him?

### Cortés: a god?

The Spanish expedition brought two worlds together that neither knew had existed. Cortés and his men were seeking gold, fame and Christian converts. Most of the local tribes were wondering when they would leave.

History has recorded that Cortés's arrival was momentous for the Aztecs. In 1516, a great comet flew across the sky to the east of Tenochtitlan, which was thought to confirm the prophecy that the exiled god Quetzalcoatl was coming to end the Aztec world. He was thought to appear from the east, as a man with a white beard. Was Cortés Quetzalcoatl? According the Aztec calendar, he was due to arrive in 1519 ... precisely when Cortés landed.

Historians have since debated that this story was a creation of Spanish historians to justify their conquest and an excuse made up by local tribes eager to see the Aztecs defeated. However, the timing of Cortés's arrival matched the dates of the prophecy almost exactly.



▲ Source 8.38 Seventh-century depiction of Quetzalcoatl, the Mesoamerican god of wind and wisdom

## ACTIVITY 8.10



### Check your understanding

- 1 If the theory of the prophecy were true, explain why Cortés and the conquistadors might have been seen this way.
- 2 What 'supernatural' powers did Cortés have that would have surprised the Aztecs?
- 3 Research the prophecy of Quetzalcoatl's return and list reasons why the arrival of Cortés could fit into the Aztec understanding of the world.

## Amazing but true...

Aztec society recorded much of their history and culture in visual form. However, when the Spanish arrived and conquered the region, they began interpreting their history and recording their own.

### KEY TERM

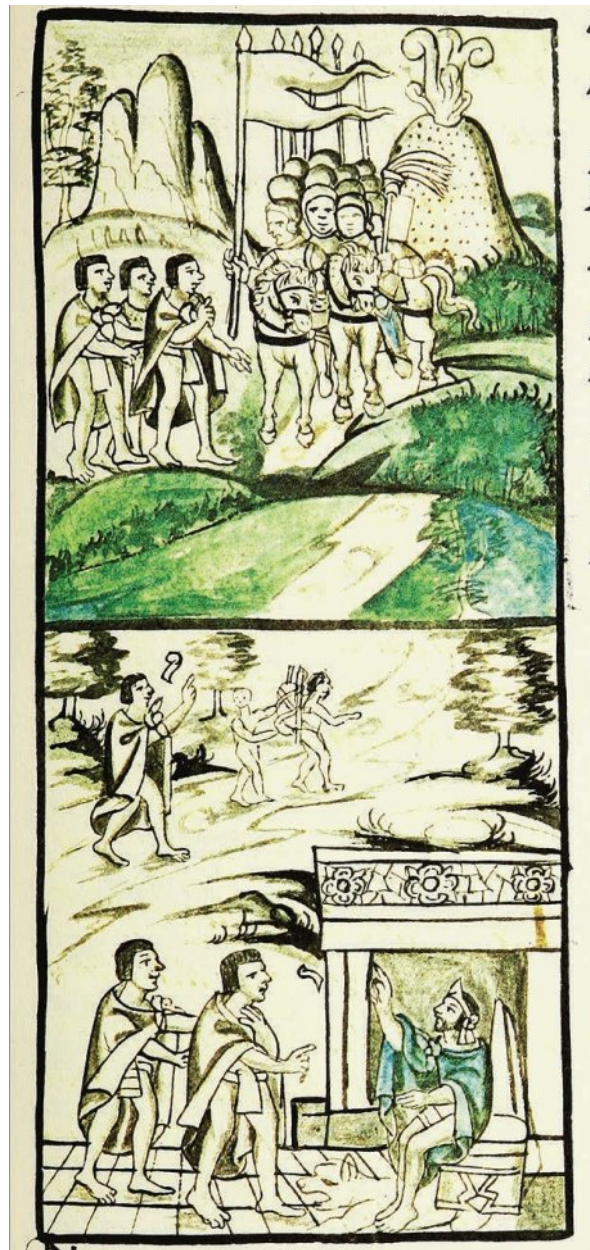
**codex** an ancient book that was written by hand

A book, or series of books, was known as a **codex** and recorded everything from daily Aztec life to the story of the gods. They

included pictures and stories of the empire and were often written by Spanish priests, as they were among the few who could read and write. While these serve as excellent primary sources, as historians we must be wary of a Spanish version of an Aztec history, as so few of the survivors were able to tell their side of the story.



▲ Source 8.39 The *Florentine Codex*



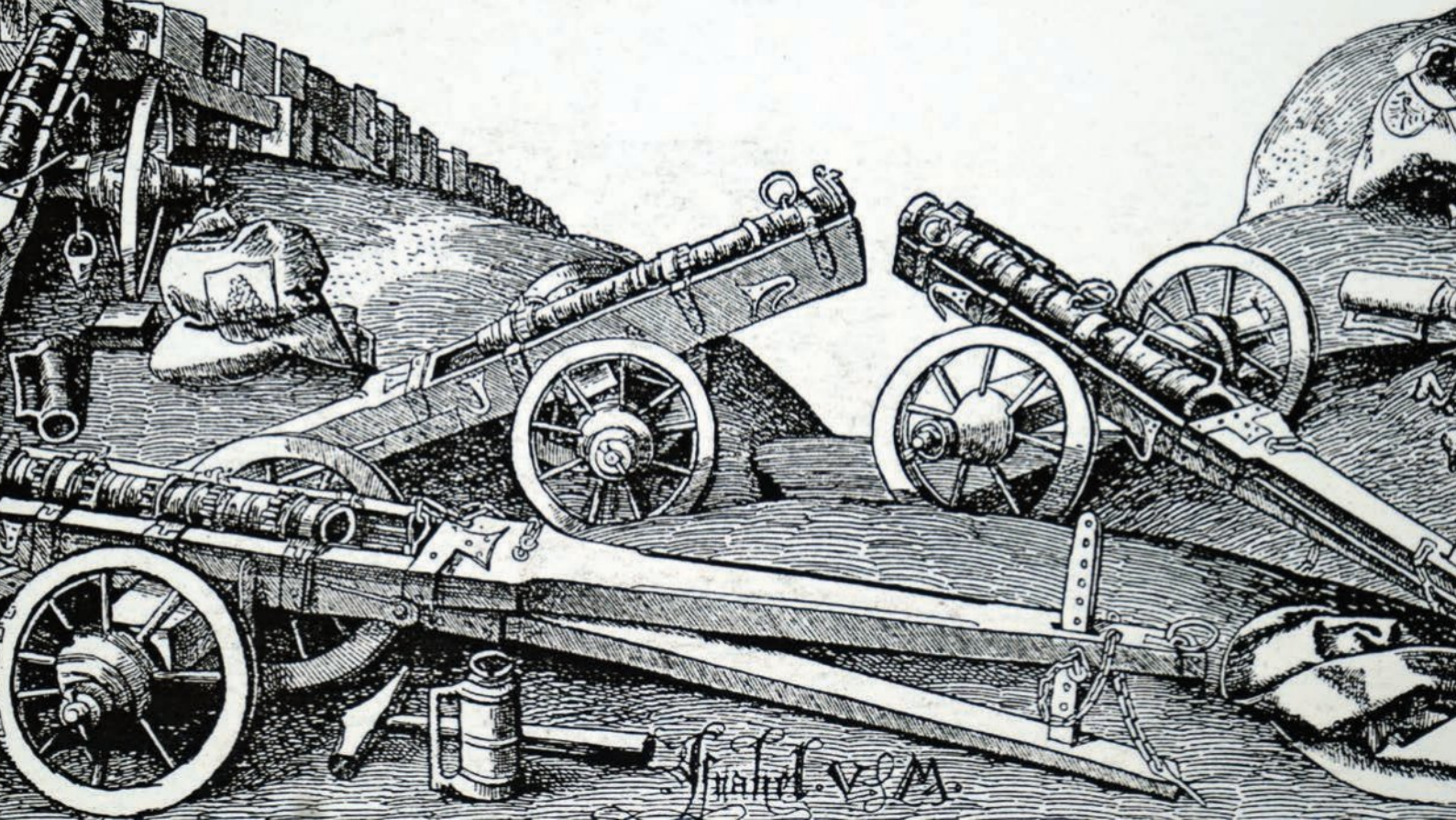
▲ Source 8.40 Hearing from scouts about the landing of the Spanish as detailed in the *Florentine Codex*

## The defeat of the Tlaxcalans

On 20 April 1519, Cortés was sent gifts by representatives of Moctezuma II with a simple message: Stay away from Tenochtitlan. The Spaniard accepted the gifts and sent them home on a single ship to his king, but not before giving the Aztec representatives

a terrifying display of horses charging at full speed, war dogs that could tear apart the enemy, muskets and cannons firing around them. The nervous representatives were stunned, and returned to Moctezuma with sketches of the horses and dogs made by artists.





▲ **Source 8.41** A nineteenth-century illustration of Hernán Cortés's weaponry used during his conquest of Central America

## ACTIVITY 8.11



### Using historical sources as evidence

Read the source from the *General History of the Things of New Spain* by Bernardino de Sahagún, the Franciscan missionary who wrote the *Florentine Codex*.

The Spaniards appeared to be much delighted, they seized upon the gold like monkeys, their faces flushed. For clearly their thirst for gold was insatiable; they starved for it; they lusted for it, they wanted to stuff themselves with it as if they were pigs ... Cortés told the Aztecs that he and his men suffered from a disease of the heart which is only cured by gold.

▲ **Source 8.42** Bernardino de Sahagún, *General History of the Things of New Spain*, sixteenth century

### Responding to the source

1 Explain the reaction of the Spaniards to the gifts of gold.

## MAKING THINKING VISIBLE 8.6



### Claim, support, question

- 1 What opinion of Cortés do you have now?
- 2 What evidence do you have to support this claim?
- 3 What questions do you have about the conquistadors and Aztecs now?





▲ **Source 8.43** Hernán Cortés's army landing in Vera Cruz, Mexico in 1518, seizing the land of the Aztecs. Cortés sank his own fleet to prevent his army from returning to Europe during the conquest.

Cortés was feeling confident, but all was not well with his conquistadors. Some thought they were there simply to trade and grew angry with Cortés. That was, after all, their original orders from Cuba and the King of Spain. They wanted to go home, not start a war. The response from the explorer was ruthless in its simplicity; Cortés had the remaining ships of his own expedition sunk. His men now had no choice but to follow him.

In September 1519, they entered the Tlaxcala territory, a region of 200 villages united by

their hatred of the Moctezuma II and the Aztecs. After two weeks of battles, which the Spaniards won, La Malinche translated that they were looking for gold. The Tlaxcalans pointed west, to Tenochtitlan.

At this moment a very important strategic alliance was made; despite their defeat, the Tlaxcalans still had thousands of warriors who would help Cortés fight Moctezuma. The tiny band of conquistadors now had an army.



▲ **Source 8.44** The route Cortés took to Tenochtitlan



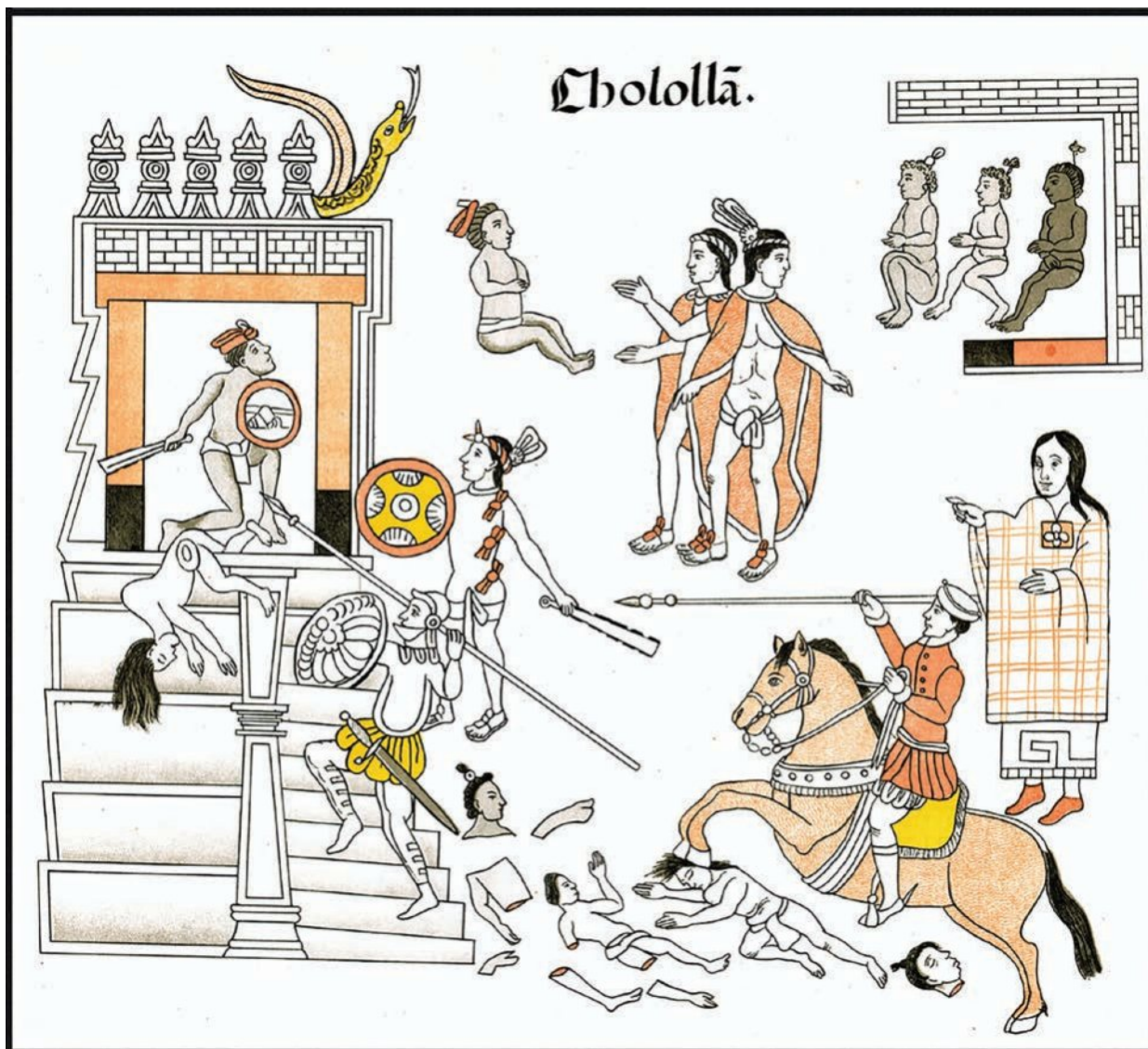
## ACTIVITY 8.12



### Check your understanding

- 1 What does the event with the Tlaxcalans tell you about the motivations of Cortés?
- 2 Imagine you are a member of Cortés's conquistadors. In a short sentence, explain how you might be feeling about your leader at this point.

## The massacre at Cholula



▲ **Source 8.45** Cholula was one of the largest cities in the region, and it lay directly in the path of the Spanish acquisition of Tenochtitlan.

As the new force marched toward Tenochtitlan, the city of Cholula lay in their path. La Malinche heard rumours that the lords of the city were planning to trap the Spaniards in the city and kill

them. Cholula was one of the largest cities in the region and an enemy of the Tlaxcalans. The conquistadors warily agreed to meet the Cholula nobility in the centre of the city.

Upon entry, the Spaniards noted that the city had been prepared for battle. Women and children had fled, rocks were stockpiled and pits had been dug to trap horses. This trap had been set on the orders of Tenochtitlan and Moctezuma. In the square, Cortés and Diaz met with the nobility:

He [Cortés] said: 'How anxious these traitors are to see us among the ravines so that they can gorge themselves on our flesh. But our lord will prevent it.' ... Cortés then asked why they had turned traitors and decided the night

before that they would kill us, seeing that we had done them no harm but had merely warned them against ... wickedness and human sacrifice, and the worship of idols ... Their hostility was plain to see.

▲ **Source 8.46** Bernal Diaz, *The Conquest of New Spain*, 1576

Cortés ordered the conquistadors to massacre the unarmed nobles as the Tlaxacalan allies attacked from outside the city. Within hours, thousands of Cholulans were dead in the streets and a terrifying message had been sent to Moctezuma II.



▲ **Source 8.47** Although they had prepared their city for battle, the Cholulans were no match for the Spanish forces and were massacred in the streets.

## ACTIVITY 8.13

### Check your understanding

Explain what Moctezuma might have been thinking when he heard the news about the massacre in Cholula.







▲ **Source 8.48** This coloured lithograph created in 1892, *Entrance of Cortez into Mexico*, depicts Cortés and Moctezuma's first meeting, on 8 November 1519.

## A meeting of worlds

Fearing attack at every turn, the Spaniards marched for seven days in full battle formation, and on 8 November 1519 they entered the great city of Tenochtitlan and met Moctezuma II on a narrow causeway. Bernal Diaz recorded the entrance to the city:

We were scarcely four hundred strong and we had all remembered the words and warnings ... we had received to beware entering the city of Mexico, since they would kill us as soon as they had us inside ... What men in the world have shown such daring?

▲ **Source 8.49** Bernal Diaz, *The Conquest of New Spain*, 1576

The two groups met with the Aztec Emperor surrounded by lords and nobles dressed in their finest gold and feathers. The meeting was awkward, but friendly. Moctezuma accepted a gift of jewels from Cortés and invited the conquistadors to stay in his great city. Thousands of the city's residents had seen the meeting and had heard what happened in Cholula.

One Aztec recounted the tension felt in the city:

As if everyone had eaten stupefying mushrooms ... as if they had seen something astonishing. Terror dominated everyone, as if all the world were being disembowelled ... People fell into a fearful slumber.

▲ **Source 8.50** Cited in Michael Wood, *Conquistadors*, 2002, p. 56

## MAKING THINKING VISIBLE 8.7



### Headlines

If you were to write a newspaper headline for this meeting that captured the most important aspect that should be remembered, what would that headline be?



## The downfall of Moctezuma II

The two leaders got to know each other. As Moctezuma showed Cortés his palaces and temples; the Spaniard was horrified by the brutality of human sacrifice and the confronting imagery of Aztec gods. He insisted that Moctezuma and his people should submit to the Spanish king, reject their gods and convert to Christianity. Moctezuma declined all these ideas. Despite these encounters, the conquistadors ate with the emperor and nobility, and were taken on tours of the city. They were treated as guests. However, Cortés could not accept the Aztec way of life. When presented with Aztec statues, he threw them down the temple steps and smashed them.

### ACTIVITY 8.14

#### Check your understanding

Describe the possible reaction from the Aztecs to Cortés's behaviour.

The conquistadors were nervous. Despite their alliance with the Tlaxcalans, they were outnumbered in Tenochtitlan. The seemingly endless human sacrifices, and the signs of Aztec power played on their minds. They became paranoid, so Cortés ordered the kidnapping of Moctezuma. Bernal Diaz recalled the fears expressed by the conquistadors:

We begged him [Cortés] not to trust the goodwill and affection Montezuma was showing us ... If we wanted to preserve our lives we must seize Montezuma immediately ... We pointed out all the gold Montezuma had given us and all that we had seen in the treasury of his father ... and all that we ate was turning to poison in our bodies for we could not sleep at night ... While these thoughts were in our minds ... the better and more profitable thing would be to seize Montezuma rather than sit and wait for him to attack us.

▲ **Source 8.51** Bernal Diaz, *The Conquest of New Spain*, 1576

### ACTIVITY 8.15

#### Check your understanding

- 1 What reasons does Diaz give for the kidnapping?
- 2 What does this tell you about the intentions of the conquistadors?
- 3 Do you think this action was justified in the circumstances? What reasons do you give for your answer?
- 4 Research and explain the manner in which Moctezuma was kidnapped. Why do you think the Aztec emperor allowed it to happen?

Cortés made his move on 14 November 1519, just days after the Spanish entered Tenochtitlan. Moctezuma was lured into a trap and kidnapped in his own palace. The plan was to control Tenochtitlan through the Emperor. Moctezuma was confined to captivity in the palace while the conquistadors helped themselves to the gold and treasure within.

How could this happen? As Moctezuma's power was absolute, only a few nobles could talk to him in person, and an even smaller number actually knew what had taken place. Cortés and La Malinche interrogated the emperor about gold. Cortés then sent raiding parties to the countryside to gather treasure and arrest the nobles. For a time, the Aztec Empire was in his hands.



▲ **Source 8.52** Cortés kidnapped and held Moctezuma prisoner in his own palace.



By April 1520, the governor of Cuba sent a force to Mexico to arrest Cortés for exceeding his mission and so the conquistador left Tenochtitlan to deal with the crisis. In his absence, he left Pedro de Alvarado in charge of Moctezuma and the city where the situation had become tense.

During the Aztec spring festival of **Toxcatl**, Alvarado became nervous that the festivities would turn ugly and ordered the massacre of thousands of nobles in a palace courtyard as they sang and danced.

An Aztec account of the incident recalled:

The blood of the warriors ran like water as they ran, forming pools, which widened, as the smell of blood and entrails fouled the air.

And the Spaniards walked everywhere, searching the communal houses to kill those who were hiding. They ran everywhere, they searched every place.

▲ **Source 8.53** Cited in M. León-Portilla, *The Broken Spears: The Aztec Accounts of the Conquest of Mexico*, 1992

Cortés returned with a larger force in June to a city in full-scale revolt against the Spanish.

Moctezuma was brought out to speak to the city in an attempt to bring calm. He was pelted with rocks and arrows by a furious crowd. The great Moctezuma II died shortly afterwards on 30 June 1520.

#### KEY TERM

**Toxcatl** an Aztec new-year festival celebrated with a ceremony including human sacrifice

## ACTIVITY 8.16



### Using historical sources as evidence

The Spanish account of the great leader's death stated that he died from wounds he suffered when the Aztecs hurled rocks and arrows at him. However, historians have also argued that when Cortés saw that Moctezuma had lost control and was no longer any use, he murdered him.

Consider the following sources.

#### Source A



▲ **Source 8.54** A seventeenth-century oil painting showing the death of Moctezuma at the hands of his own people





### Source B

They were shouting so loudly that they shook the city, and were sending such a volley of stones, spears and arrows that the sky seemed to rain stones, spears, arrows and darts. Therefore when Moctezuma showed his face a little to speak ... there came toward him from among the flying stones one which was round as a ball, and hit him on the forehead as he stood there between the other two, and he fell.

▲ **Source 8.55** A description of Moctezuma appearing before the Aztecs, by Francisco de Aguilar, a conquistador

### Source C



◀ **Source 8.56** This page from the *Florentine Codex* depicts the aftermath of Moctezuma's death. The *Florentine Codex* was a collection of twelve books written by a Spanish Franciscan friar between 1545–1590, detailing the history, language and practices of Aztec culture that he had witnessed.

### Responding to the sources

- 1 Explain what Sources A and B claim to be the cause of Moctezuma's death.
- 2 Describe what you can see in Source C. What do the images suggest about the cause of Moctezuma's death?



## MAKING THINKING VISIBLE 8.8



### True for who?

Use the three sources in Activity 8.16 to determine your own understanding of the truth.

- 1 Discuss: What kind of situation were these claims made in? (Who made it? What were people's interests and goals? What was at stake?)
- 2 Brainstorm: Make a list of all the different points of view you could look at these claims from.
- 3 Dramatise: Choose a viewpoint to embody (it doesn't have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why?
- 4 Stand back: Step outside of the circle of viewpoints and take everything into account. What is your conclusion or stance? What new ideas or questions do you have?

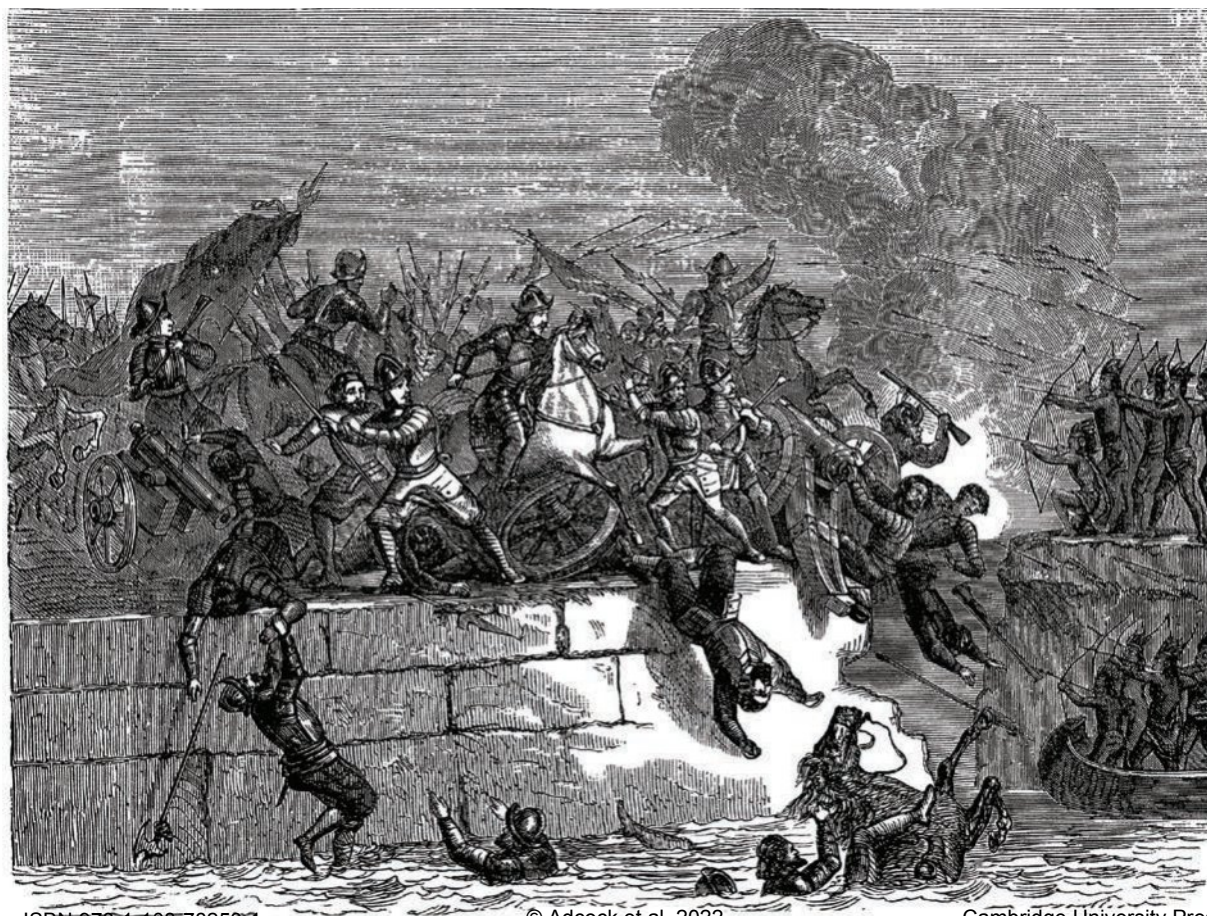
## The massacre of the Spanish

On 30 June, the Spanish attempted to sneak out of the city under the cover of darkness. They were quickly detected and the La Noche Triste, or Night of Sorrows, began. Aztec warriors descended on the escapees, killing almost a thousand conquistadors and significantly more of their native allies.

Weighed down by gold, the Spaniards were trapped on the narrow causeways leading out of the city. Many slipped off the edge and drowned in the lake.

Cortés, La Malinche, Diaz and a small band of surviving conquistadors reached the safety of Tlaxcalan territory. In their escape, they lost the vast majority of their gold and the men they left behind became human sacrifices.

▼ **Source 8.57** 'The Night of Sorrows', the failed attempt to retreat from Tenochtitlan undetected, cost Cortés nearly a thousand men and severely depleted their supplies.





**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 8.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Who was Christopher Columbus?
- 2 What was the Treaty of Tordesillas?
- 3 Why did Hernán Cortés leave Spain?
- 4 Who was La Malinche?
- 5 Why were the Spanish able to win battles against the Aztecs?
- 6 How did Cortés take control of Tenochtitlan?
- 7 How did the citizens of Tenochtitlan react to the Spanish?

#### Interpret

- 8 Explain the impact of the Treaty of Tordesillas on Mexico.
- 9 Using Source 8.58, explain the mission of Spanish conquistadors in the Americas.



▲ **Source 8.58** Spanish conquistadors torturing local people to find gold, 1539–42

#### Argue

- 10 La Malinche was the key to Cortés's success. To what extent do you agree?





## 8.3 The perspective of subject peoples

### FOCUS QUESTIONS

- How did Cortés react?
- What happened to the Aztecs?

### The siege of Tenochtitlan

Cortés knew he could not return to Spain a failure. Resting in Tlaxcalan territory, he raised a much larger force of Tlaxcalan warriors. In that time, **smallpox** arrived in Tenochtitlan. The disease had been winding its way through north, central and south America, killing hundreds of thousands in its wake. During a 70-day outbreak in Tenochtitlan at the end of 1520, it decimated the city.

Smallpox is a disease that starts in the throat and mouth. Within a few days, large pustules begin to appear all over the victim's skin and, if burst, become highly infectious. Within the 12-day incubation period, around 30 per cent of those affected died.

It began to spread ... striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless that they could only lie on their beds like corpses, unable to move their limbs or even their heads ... A great many died from this plague, and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them.

▲ **Source 8.59** Cited in Philip Russell, *The Essential History of Mexico: From Pre-Conquest to Present*, Routledge, 2015, p. 34

The new Aztec emperor, Cuauhtémoc, could do little to restore the great city. Cortés soon returned with a stronger Spanish force, more than 200 000 new native allies and a 6-mile-long convoy of boat parts that



▲ **Source 8.60** Image from the *Florentine Codex* showing Aztec people dying of smallpox, which was introduced by the Spaniards

they assembled and floated onto the lake as battleships loaded with canons. Cortés lay **siege** to the great city.

The Aztecs held out for 85 days. Despite starvation and disease, they made a point of sacrificing captured Spanish soldiers in full view of their enemy, forcing the conquistadors and their allies to fight for every inch of ground. Cuauhtémoc had personally led the resistance, but was captured trying to escape the city.

How can we save our homes, my people?  
The Aztecs are deserting the city:  
the city is in flames, and all  
is darkness and destruction.

▲ **Source 8.61** An anonymous Aztec poet laments the fall of Tenochtitlan

### KEY TERMS

**smallpox** an extremely infectious disease that causes a fever, spots on the skin, and often death

**siege** a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

On 13 August 1521, the city of Tenochtitlan, the centre of the great Aztec Empire, was captured by the Spanish. It is estimated that around 240 000 Aztecs were killed by fighting, starvation or disease. Roughly 1000 Spanish Conquistadors were killed taking

a city that was once noted for its floating gardens, bustling markets and gleaming temples. Now it was devastated by war. Cuauhtémoc was tortured by the Spanish to reveal the location of more gold and treasure. He revealed nothing.

## ACTIVITY 8.17



### Check your understanding

- 1 How long did it take for Cortés to retake Tenochtitlan?
- 2 Explain how he was able to defeat the city.
- 3 Using evidence from the sources provided, explain the role disease played in the Spanish victory.

## The end of the Aztecs

The Spanish immediately began dismantling the city and replacing it with European buildings, naming it Mexico City. Almost all traces of Aztec civilisation became hidden under the Spanish roads and structures for hundreds of years. Hundreds of thousands of Aztecs were converted to Christianity,

and many churches were built by their new Spanish rulers as they sought to remove all traces of the Aztec culture. Hernán Cortés was named governor of New Spain in 1523.

Cortés's lust for gold never left him. He led further explorations in Honduras and into the north, founding and naming a new territory: California.



### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 8.3



### Review questions

Answer these questions on paper or in the Interactive Textbook..

#### Recall

- 1 How did smallpox affect Tenochtitlan in 1520?
- 2 How did Cortés lay siege to Tenochtitlan?
- 3 How many Aztecs were killed defending Tenochtitlan?

#### Interpret

- 4 Explain the significance of smallpox in the defeat of Tenochtitlan.

#### Argue

- 5 'The Aztec Empire was destroyed because it had too many enemies.' To what extent do you agree with this statement?





## 8.4 The role and achievements of significant individuals

### FOCUS QUESTION

Who were the key individuals and groups?

### ACTIVITY 8.18



#### Research task

Research the role of the following leaders and note down their most significant contributions during the conquest of the Aztec Empire. Your aim is to look for timelines, biographies and quotes made about these leaders, and comments that they themselves have made.

Working in groups, take one leader each and then copy and complete the table below. When you're finished, use the information to answer the question (as an individual) that's below.

Name	Key contributions	Key quotes about them	Your verdict
Hernán Cortés			
La Malinche			
Moctezuma II			
Bernal Diaz			

- 1 Hernán Cortés was the most significant person in the Spanish Conquest of the Americas. To what extent do you agree?

Before you tackle the essay question, consider the following questions:

Stop: Be clear about the essay question. What are you being asked to discuss?

Look: Find your sources. Where else could you look?

Listen: Hear what the sources tell you with an open mind. Is it possible for your source to be **biased**? How might this affect the information?

#### KEY TERM

**bias** prejudice for or against a person, group or idea

**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 8.4



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

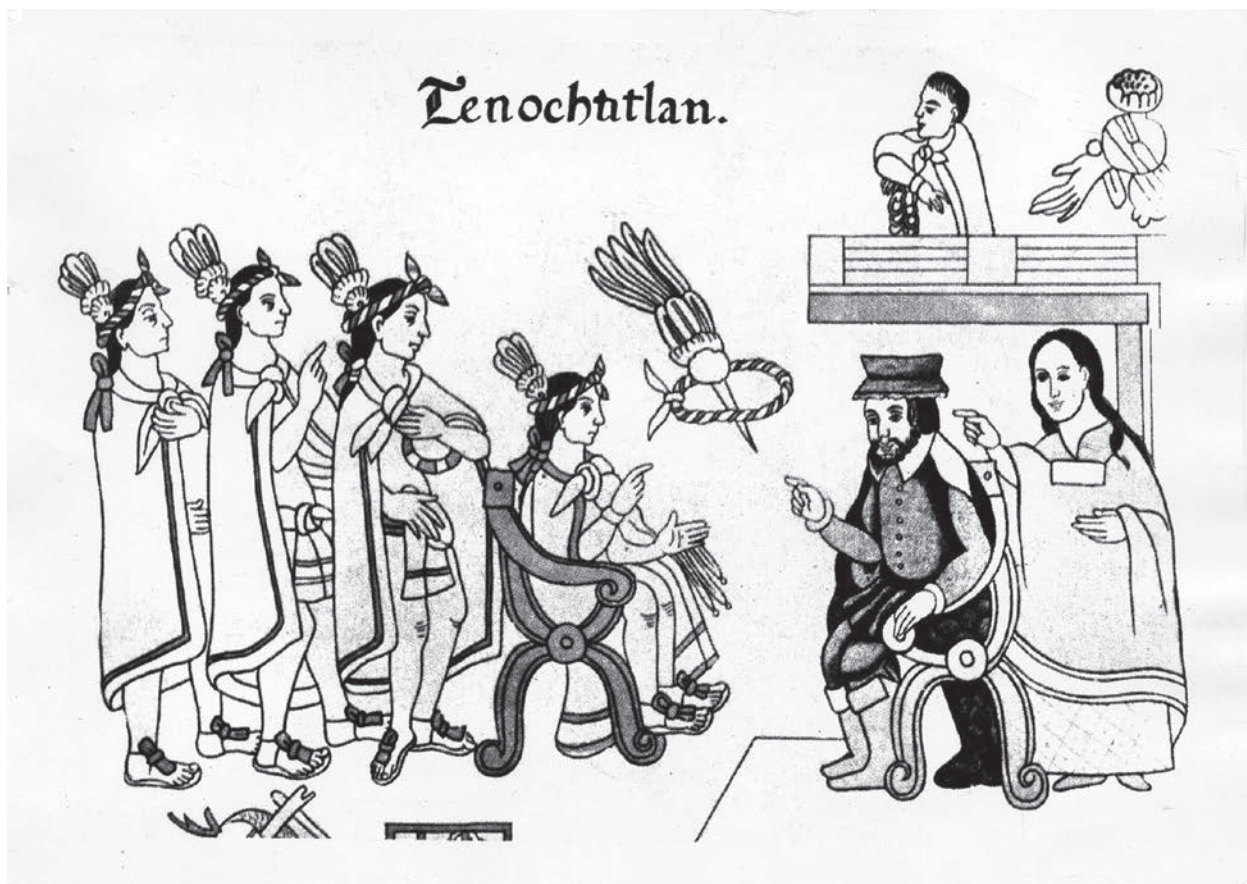
- 1 What was the most important contribution to the events by Hernán Cortés?
- 2 What was the most important contribution to the events by La Malinche?
- 3 What was the most important contribution to the events by Moctezuma II?
- 4 What was the most important contribution to the events by Bernal Diaz?

#### Interpret

- 5 Explain why Bernal Diaz was a significant individual in the conquest of the Aztec Empire.

#### Argue

- 6 'Moctezuma did little to save his people.' To what extent do you agree with this statement? Use Source 8.62 in your response.



▲ **Source 8.62** Encounter in Tenochtitlan between the ruler of the Aztecs, Moctezuma II, and Hernán Cortés, with La Malinche





## 8.5 Significant challenges and developments in society

### FOCUS QUESTION

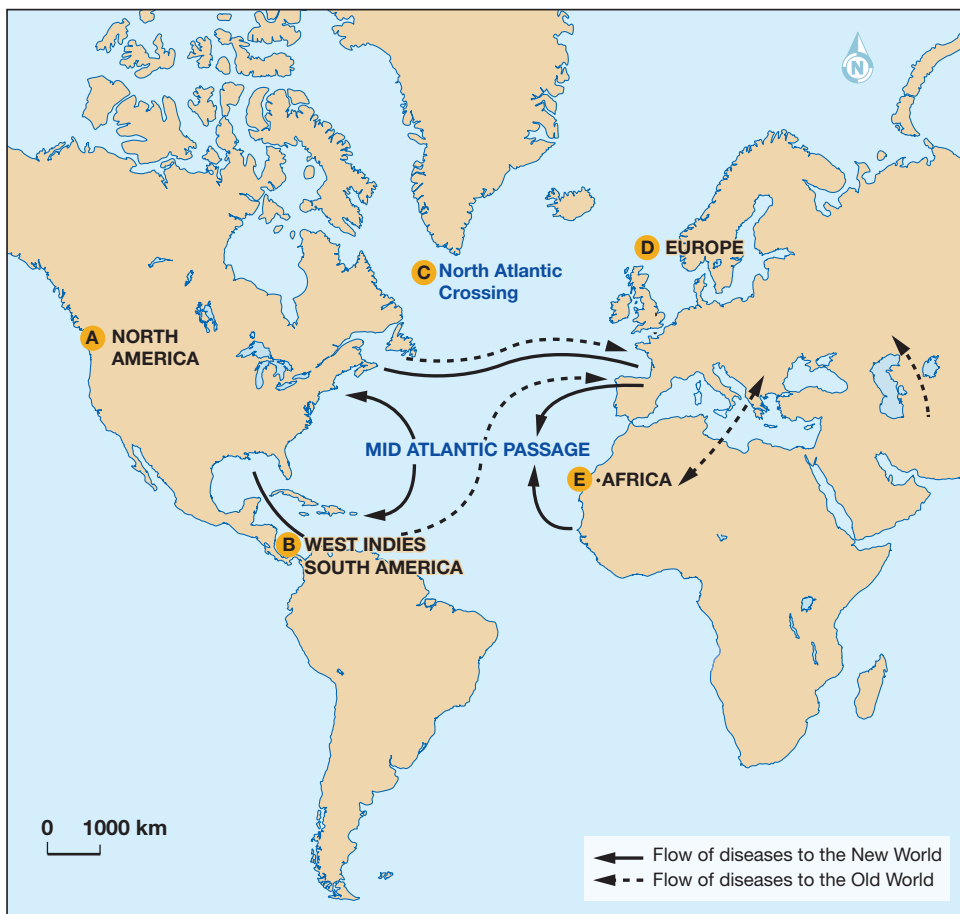
How did the Spanish arrival change the course of life in the Americas?

### Disease

In north, central and south America, the arrival of Christopher Columbus was devastating. Smallpox was contracted by millions of people. Its effects were visible, horrific and painful. Other diseases were soon to follow, such as influenza, the measles and other European ailments that wrought havoc

on local populations who had no immunity to the new diseases. When Cortés and his conquistadors arrived in 1519, more than 30 million people were living in modern-day Mexico. One hundred years later, it is estimated only around 1.5 to three million indigenous people had survived.

▼ **Source 8.63** How smallpox developed in the Americas



#### A NORTH AMERICA

- Introduction of 'new' diseases
- Smallpox
  - Measles
  - Yellow fever
  - Respiratory infections
  - Falciparum malaria
  - Throat diseases
  - Vivax malaria.

#### B WEST INDIES SOUTH AMERICA

- New tropical disease environment
- Fever
  - Yellow fever
  - Smallpox
  - Leprosy
  - Syphilis
  - Falciparum malaria.

#### C North Atlantic Crossing

- 'Melting pot' of diseases contracted onboard ship

#### D EUROPE

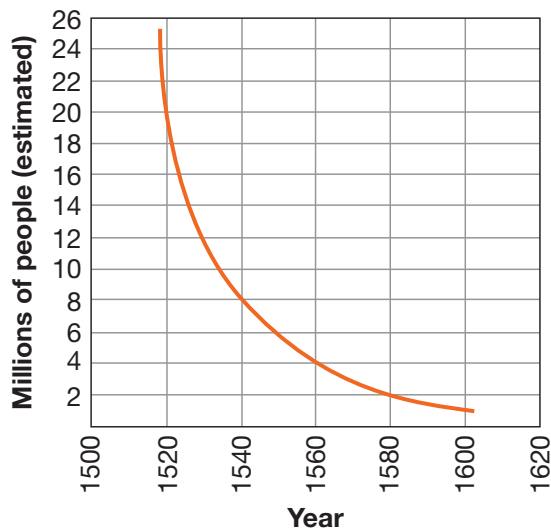
- Old temperate and Mediterranean disease environment  
*Endemic and epidemic disease pool*
- Smallpox
  - Plague
  - Fevers
  - Malaria
  - Measles
  - Respiratory infections.

#### E AFRICA

- Old tropical disease environment  
*Endemic and epidemic disease pool*
- Smallpox
  - Leprosy
  - Yaws
  - Falciparum malaria
  - Yellow fever
  - Fevers.

**KEY TERM****hacienda** a large landed estate

The impact of smallpox was greater than any damage an explorer or European army could have hoped to achieve. While it is easily argued that the Spanish had better fighting technologies, the disease made fighting and maintaining an empire, for both the Aztecs and Inca, nearly impossible.



▲ **Source 8.64** Change in the indigenous population of Central Mexico

## Indigenous populations

Those who survived the epidemics of disease and Spanish weapons were left to be ruled by an overseas monarch. Tenochtitlan, the centre of Aztec life, was completely destroyed by the Spanish and rebuilt to become Mexico City. For many, their memories of Aztec life were soon to fade as a new life under European Christianity was put in its place. Inca civilisation was also washed away as the large empire was divided up among the conquerors who then spent years fighting bitterly among themselves over the spoils. Churches replaced temples all across the Americas and a variety of gods and complex systems of worship were replaced with the one god and traditions of Christianity.

For the indigenous population, many of who were enforced to work for their new masters, life as they knew it would be never be the same. As a reward for their efforts, conquistadors were promised an *encomienda* or 'reward' of local native labour and access to land. For Spaniards who could not find

wealth, fame or nobility in their homeland, this was a fine prize. For Aztecs, it was a small step above slavery. While they were technically free, they were 'obligated' to work for the *encomiendero* in return for religious instruction. Most conquistadors used these rewards to build **haciendas** to farm lucrative crops like tobacco and sugar, mine gold and silver and become extremely wealthy. It quickly became a corrupt system and in 1550 the Spanish monarchy tried to grant Aztecs more rights; however, much of this labour was simply replaced by African slaves.

## Remembering indigenous cultures

The indigenous cultures of Mesoamerica never truly recovered from the arrival of Cortés, yet their languages survived. To help convert the indigenous population to Christianity, Cortés ordered the Catholic priests to record the local languages. Otomi, Matlatzinca, Totonac, Zapotec and Nahuatl were preserved and, in many regions of Mexico, are still spoken today. Perhaps because of this, the memory of Cortés is controversial. In some areas, he is seen as the founder of modern Mexico, in others, he was a thief and La Malinche is a betrayer of her people.



▲ **Source 8.65** A nineteenth-century engraving representation of Cortés and La Malinche



In Peru and across the Andes mountains, tribal culture and language survived. Owing mostly to the difficult geography, many groups were able to continue to live their traditional lifestyles. Despite the obvious influence of the Spanish in language, religion and architecture, Peruvians link their identity to a time before the conquistadors. New presidents are inaugurated at Machu Picchu, the iconic fifteenth century Inca citadel. The statue of the first conquistador, Francisco Pizarro, was taken down from Lima's main square not so long ago.

## Gold taken to Europe

The gold taken by Cortés and other conquistadors was by no means the entire supply. For the following centuries, the Spanish dug up or stole gold and silver from the Americas, melted it down and sent it back to the Spanish Crown, who became immensely rich and one of the most powerful monarchies in Europe. However, not all of it made it home.

French Pirate Jean Fleury stole two of the three golden shiploads Cortés sent in tribute to the king, and in 2018 marine explorers found a Spanish galleon at the bottom of the ocean, with the modern-day equivalent of \$13 billion in gold and jewels taken from South America.

## Enduring Spanish influence

Across the length of Central and South America, Spanish is the dominant language (except Brazil, which was conquered by Portugal) and Roman Catholic Christianity is the dominant religion. The goals of Columbus, Cortés, Pizarro and others were to find wealth, land and gold. However, their secondary goal of converting millions to Christianity has had enduring success. The region commonly known as Latin America is home to more than 425 million Catholics – nearly 40 per cent of the world's total Catholic population. A quick look at a map of major city names across the region gives a strong indication of the spread of Spanish influence.

### ACTIVITY 8.19



#### Check your understanding

- 1 How significant was disease on the long-term future of indigenous populations?
- 2 Define the term *encomienda*. How do you think it was used to disadvantage indigenous populations?
- 3 Why do you think the *encomienda* system became corrupt?
- 4 How did the removal of gold benefit the Spanish?
- 5 Examine the map in Source 8.66 and use Google Maps to identify the names of the cities in the countries it shows, which are across South America. What does it tell you about impact of the Spanish Conquest?



▲ Source 8.66 Central and South America

## Rebellion and freedom

Spanish rule was fought and defeated across Latin America in the eighteenth and nineteenth centuries. In the tradition of Enlightenment thinkers and the American and French revolutions of 1776 and 1789, one by one Latin American nations fought off Spanish rule. By 1826, an army led by the native-born Simón Bolívar liberated Bolivia, Colombia and northern Peru from Spanish rule. These armies were made

up of a population of mixed Spanish and indigenous heritage who rejected the long-standing tradition of wealthy Spanish citizens ruling at the expense of the poor. In Mexico, the road to independence was long and aided by a French invasion of Spain in 1807. After resistance rose in 1810, a war of independence from the Spanish was won by local armies and the independence of Mexico was declared on 21 August 1821 in the Treaty of Córdoba.

### DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.2



#### Continuity and change

Historians look at events and patterns from the past to identify how life has stayed the same, and how it has changed. Examine the topics in this section to determine your response to the following task.

- 1 Make a list of the changes that occurred in Mexico after the Spanish victory in 1521. Make a list from least significant to most significant.
- 2 Using evidence from your list, explain your choice for which change was the most important.

▼ **Source 8.67** A statue dedicated to Simón Bolívar, a Venezuelan war hero and military leader in Columbia







▲ **Source 8.68** Performers dressed up in celebration of Mexico's annual Day of the Dead

## Traditions still alive: Day of the Dead

Christianity took hold in Latin America and its traditions are celebrated with as much, if not more, enthusiasm than anywhere else in the world. However, many indigenous traditions also survived and wove their way into those introduced by the Spanish. *Día de los Muertos* (Day of the Dead) is celebrated on the Christian All Souls Day

on 1 November; however, it aligns with an Aztec tradition that took place at the same time that celebrated the lives of the dead. Known for its vibrant costumes and make-up, the celebration is a combination of Aztec and Spanish iconography. In Peru, the Inca new year is still vigorously celebrated as *Inti Raymi* (Sun Festival) in the centre of Cusco to preserve ancient traditions and keep the memory of the great empire alive.

### END-OF-SECTION REVIEW 8.5

#### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 How did smallpox affect the Mexican population?
- 2 What was the *encomienda*?
- 3 In modern terms, how much gold was taken from Central and South America by the Spanish?



#### Digital quiz

Please see the Interactive Textbook to access digital activities



- 4 How many Catholics now inhabit Latin America?
- 5 What modern tradition blends Spanish Christianity and Aztec traditions?

### Interpret

- 6 How successful was the conquistador's mission of spreading Christianity to the New World?

### Argue

- 7 'The Aztec were never going to survive the arrival of Hernán Cortés.' To what extent do you agree with this statement?

## Conclusion: why does it matter today?

The Spanish Conquest of the Americas is a fascinating study of adventure, faith and greed. We can only imagine the thoughts running through the minds of Cortés and his men as they first set foot in Tenochtitlan. Similarly, the imagination of the Aztec Empire could never have stretched to conceive such visitors to their world – despite the supposed prophecies.

We study the Spanish Conquest to examine the effect of two great civilisations meeting for the first time. The impact of disease and war led to the destruction of a great and unique civilisation that was almost lost to time. However, today we celebrate the culture that still lives and look back on a cautionary tale of Spanish colonisation and one man's lust for fortune and fame.



▲ **Source 8.69** An image of a Jaguar Warrior (an elite member of the Aztec military) as depicted in the Aztec *Codex Magliabechiano*, created in the mid-sixteenth century



# End-of-chapter activities



## 1 Self-assessment

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



## 2 Making thinking visible

The circle-of-viewpoints routine helps you consider different and diverse perspectives involved in and around the Spanish Conquest of the Americas. Understanding that people may think and feel differently about things is a key aspect of understanding history.

As you consider this topic from a range of viewpoints, put yourself in the person's shoes and think about the following questions:

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

**1A I am thinking of Aztec society and human sacrifice from the point of view of Moctezuma II.**

**1B I think...**

**1C A question I have from Moctezuma's viewpoint is...**

**2A I am thinking of spreading Christianity to the New World from the point of view of Hernán Cortés.**

**2B I think...**

**2C A question I have from Cortés's viewpoint is:**

**3A I am thinking of the arrival of the Spanish from the point of view of La Malinche.**

**3B I think...**

**3C A question I have from La Malinche's viewpoint is:**

**4A I am thinking of the massacre of the Spanish at Tenochtitlan from the point of view of Bernal Diaz.**

**4B I think...**

**4C A question I have from Diaz's viewpoint is:**

**5A I am thinking of the defeat of the Aztecs from the point of view of a citizen of Tenochtitlan.**

**5B I think...**

**5C A question I have from this person's viewpoint is:**

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?



### 3 Key terms and names

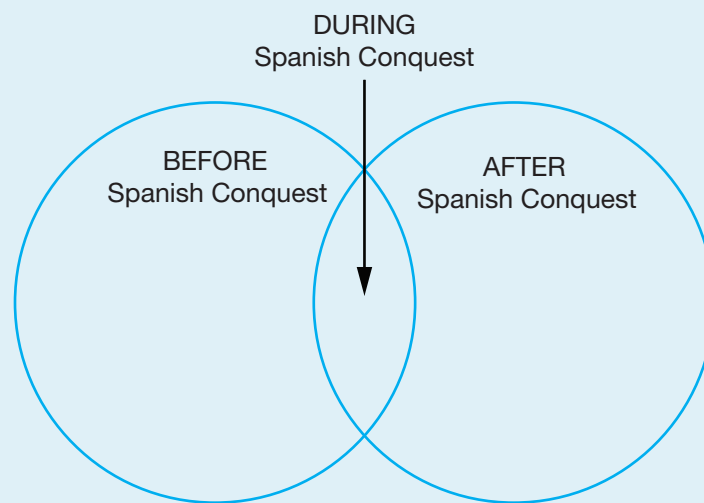
For each key term or name from the chapter, write a sentence explaining its significance.

- Colonisation
- Christopher Columbus
- Aztec Empire
- Tenochtitlan
- La Malinche
- Hernán Cortés
- Moctezuma
- Tlaxcala
- Quetzalcoatl
- La Noche Triste
- Smallpox
- *Encomienda*.



### 4 Research task: Analysing continuity and change

**Step 1:** Create a Venn diagram



Compare the impact on then versus now on the topics of:

- Work and life
- Social structure
- Religion
- Wealth
- Health and population
- Food.

**Step 2:** Write a paragraph in response to each of the following questions, using the information in your Venn diagram.

- 1 What can you identify as the elements of Aztec life that continued?
- 2 What can you identify as the elements of Aztec life that changed?
- 3 In your opinion, how significant was the arrival of Cortés in 1519? Use evidence in your response.



### 5 Class debate

Historical significance: How should we remember Hernán Cortés?

Here now / There then: Was Moctezuma right to accept Cortés?

- 1 For centuries, historians claimed that Moctezuma allowed Cortés to conquer the Aztecs because he believed him to be a god and was too weak to stop the Spanish. However, recent debate has suggested that this was not the case and placed much of the blame on Cortés and conquistador greed.



Copy and complete the table below, and compare the perspectives on Moctezuma’s contribution to the destruction of his empire:

Column A	Column B
Consider how perspectives on this topic have changed. What are the present views on this topic?	Imagine you could travel back to a time when the attitudes about this topic were different.
How do we judge Moctezuma’s actions now?	Why would Moctezuma II be to blame?
How have modern views changed the way we think about the Conquest?	How did the Spanish history record the conquest?

- 2 Compare the past and present perspectives in Columns A and B. Why do you think things have changed? Why did people in the past think differently from the way we think today?
- 3 How could we find out more about the way people thought back then? What will that help us understand?

**Debate:** The People vs Hernán Cortés

Imagine you are in a court and Hernán Cortés is on trial for the conquest of the Aztecs. Consider the following statements for and against his ‘guilt’ and consider your verdict.

**The charges**

**Conspiracy:** The Spanish came stating they were looking for trade, but Cortés privately intended to conquer the Aztecs.

**Kidnapping:** Moctezuma II was kidnapped and held as a ‘puppet’ ruler to control Tenochtitlan.

**Theft:** The Aztec helped themselves to the riches of the Aztec Empire.

The case for	The case against
<p><b>Conspiracy:</b> Cortés had simply wished to spread Christianity to the Aztec and explain the evils of the Aztec way of life, as he claimed before the massacre of Cholula. Nothing more, nothing less.</p> <p><b>Kidnapping:</b> Bernal Diaz claimed that they were under threat in Tenochtitlan, and they kidnapped Moctezuma to preserve their own lives. The kidnapping of Moctezuma was a matter of life and death for the Spanish.</p>	<p><b>Conspiracy:</b> The conquistadors lusted for gold ‘like monkeys’ and Cortés admitted it to the Aztecs. Cortés burned his own ships. He, La Malinche and the Tlaxcalans wanted the destruction of the Aztecs.</p> <p><b>Kidnapping:</b> Cortés and the conquistadors had only been in Tenochtitlan for a few days before the kidnapping. La Malinche and the Tlaxcalans had warned them they would be killed if they did not act fast.</p>

The case for	The case against
<p><b>Theft:</b> Moctezuma II and the Aztec Empire had been defeated fairly in the conquest of their empire. The gold taken by the Spanish was little more than the 'spoils of war'.</p>	<p><b>Theft:</b> Cortés and his men helped themselves to gold and treasure whenever they could. They went as far as torturing the last Aztec emperor, Cuauhtémoc, to attempt to find whatever gold was still to be stolen.</p>

### The trial

Break into groups of four:

- One person takes the role of the prosecution.
- One person takes the role of defence.
- Two people take the role of the jury.

**Step one:** The prosecution must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is guilty of all charges.

**Step two:** The defence must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is innocent of all charges.

**Step three:** The jury should carefully examine all the evidence presented by both sides and come to a decision on all three charges.

**Step four:** Once you have decided on your verdict, the juries of the class must get together to discuss their rulings with the whole class.

- 1 How many jurors came up with a guilty verdict?
- 2 How many jurors came up with an innocent verdict?
- 3 What was the deciding evidence in each case?
- 4 Explain how it reinforces or changes your own verdict on Cortés? Use evidence in your response.



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about the Spanish Conquest of the Americas



# 2



# Geography

## What is geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. Geographers might study the different landforms that make up a landscape and try to understand the processes that formed them. As humans continue to inhabit more and more of the Earth's surface, geographers are interested in the ways that people impact landscapes and the ways these environments can be hazardous. Population growth and the continuous development and expansion of urban areas pose a number of challenges for geographers, who seek to manage them in ways that are economically, socially and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. Why are some coastlines covered in white sand while others have black sand or large pebbles? What causes a volcano to erupt and is it safe to live somewhere like Hawaii? Why are forests in northern Queensland lush, thick and humid compared to the dry and sparse forests of western Victoria? What factors help people to choose which cities or regions they wish to live in? Why do so many people want to cross the Mexican border to get into the United States? How will India manage its rapidly growing population in the future, especially within its four megacities? What impact will continuous increases to urbanisation have on urban environments in the next 50 or 100 years?

# Introducing geographical concepts and skills: *geographical thinking and using data and information*

Throughout the geography section of this book, you will learn to interpret and analyse a range of data including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **geographic information system**. Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to gather this data include drawing field sketches, taking photographs, surveying local residents and mapping **geographic characteristics**.

**Secondary data** is also used, which includes field data collected by others, historical accounts, data gathered remotely by satellites and data collected on a larger scale such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts

used in the following chapters are place, space, environment, interconnection, sustainability, scale and change. The images below are an example of how satellite imagery can be used to investigate urban expansion, such as the growth of Las Vegas within the Las Vegas Valley. A geographer might investigate how the characteristics of this place have changed and use a scale to quantify the growth. They might also look at the interconnection between the local climate and

surrounding mountainous landscape and the space in which development has occurred. An essential consideration with this type of urban growth is the potential effect on the local environment and whether the development is economically, socially and environmentally sustainable. These concepts will be expanded upon throughout the following chapters as you study a range of landforms and landscapes, the processes that form them, urbanisation and the impact it has on cities around the world, and the reasons for migration and its effects.

## KEY TERMS

**satellite imagery** images taken by satellites orbiting the Earth

**geotagged photo** a photo that contains information about where it was taken, such as latitude, longitude and elevation

**geographic information system** a digital tool used to collect and analyse spatial data using layers on an interactive map

**primary data** information collected in the field by the person undertaking research

**geographic characteristics** physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

**secondary data** information collected from research such as studies, statistics and satellite imagery



▲ **Image:** Satellite images showing the expansion of Las Vegas from 1984 (left) and 2019 (right)



# Unit 1

## Landforms and landscapes

### Overview

**At an elevation of 8848 metres, Mt Everest is the highest mountain on Earth and one of its most iconic landforms. It is one of the many peaks that make up the Himalayas, a mountain range that began forming 50 million years ago due to the collision of the Indian tectonic plate and Eurasian tectonic plate. Each year, an average of 1000 people attempt to climb Mt Everest with approximately half reaching the summit. Sadly, more than 300 people have died on the mountain, including five people in 2018. Hazards in the region include avalanches, crevasses, the collapse of ice blocks as large as houses and an inhospitable climate. Those who survive the death zone (dangerous altitudes above 8000 metres) gain an unobstructed view of one of the Earth's most breathtaking landscapes.**

In this unit you will explore a range of different landscapes across the world including coasts, volcanoes and forests. You will examine the landforms that define these landscapes and how these environments change. This includes natural change due to geomorphological processes and changes due to humans such as urban development, recreation and the harvesting of natural resources. By investigating the interconnection between these natural processes and human activities, you will gain an understanding of the ways in which landforms can be hazardous to people and how these risks are managed.



Video

Unit Overview

### Learning goals

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

- How do landscapes differ based on their geographic characteristics?
- What are some of the processes that create landforms?
- How do similar types of landforms differ around the world and what factors determine these differences?
- What impact do people have on landforms, landscapes and surrounding regions?
- In what ways do Aboriginal and Torres Strait Islander peoples value landscapes and landforms and how do they contribute to their protection and management?
- How can geomorphological processes be hazardous and how does this affect people and places?
- How do people respond to and manage geomorphological hazards?

## Introducing geographical concepts and skills: *environment and change*

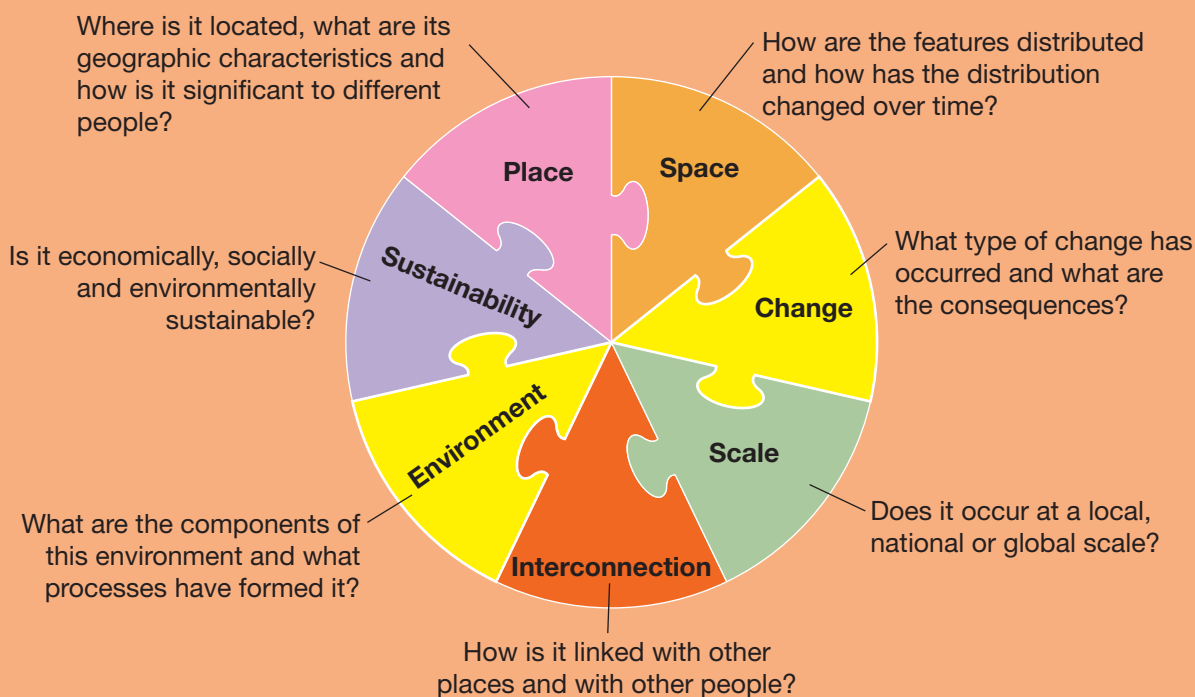
Throughout this unit, there will be a focus on developing your understanding of environment and change. In geography, the concept of environment includes the differing characteristics of environments, the processes that form environments and the processes that change them, ways in which environments support life, and the interrelationships between people and environments.

A key part to studying landforms and landscapes is observing how they change over time. This can be studied over various temporal and spatial scales. A geographer might study different layers of soil or bedrock to reveal clues about the formation

of a landform or changes to the climate over thousands or even millions of years. Geographers are also interested in the role of human activities in changing and affecting environments. This might be on a relatively small scale such as coastal erosion due to urban development or on a large scale such as the melting of Greenland's ice sheet. Environmental management aims to reduce the negative impacts that people have on environments, the restoration of environments that have been degraded in the past and the management of the risks that geomorphological processes might have on human environments.

Although this unit has a specific focus on **environment** and **change**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

### Geographical concepts





# CHAPTER 10

## Landforms and landscapes

### Setting the scene: the island time forgot

Leaving the fishing boat by canoe, the young American adventurer paddled to the remote beach, determined to fulfil his mission of spreading the word of God. Confronted by two bow-wielding tribesmen, he shouted to them, 'I love you, Jesus loves you,' and tried to present a gift of fish. Unimpressed, the youngest tribesman fired an arrow, piercing the intruder's Bible as he fled to his canoe and paddled to the safety of the fishing boat. John Allen Chau was a 26-year-old Christian missionary, and wrote about his intentions in his diary: 'Lord, is this island Satan's last stronghold where none have heard or even had the chance to hear your name?' The next morning, on 17 November 2018, John Allen Chau ignored the warnings of the fishermen who had brought him to the island and paddled back to the beach. The fishermen reported seeing a hail of arrows, and then a body being dragged across the beach and buried in the sand.

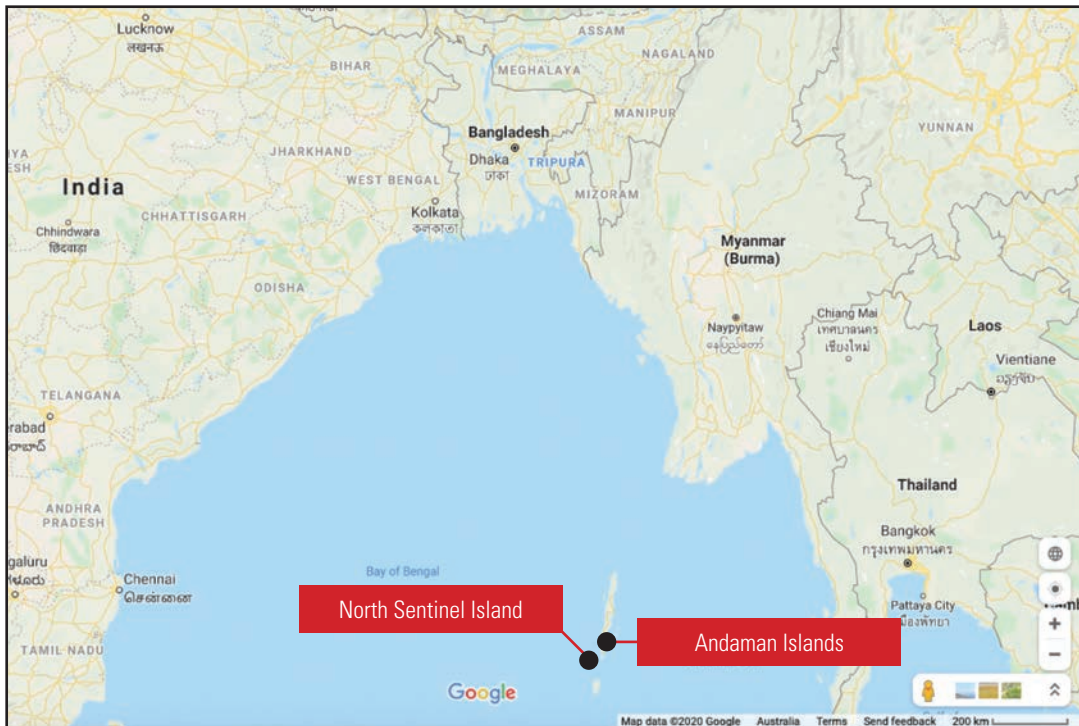
Fringed by empty white sandy beaches, surrounded by coral reefs and covered by dense jungle, North Sentinel Island could be the ideal deserted island paradise. Located in the Bay of Bengal, east of India and west of Myanmar, and part of the Andaman archipelago, the island is the home of the Sentinelese people. Sometimes described as the world's most isolated tribe, it is estimated that around 100 Sentinelese inhabit the island, fiercely protecting their home from outsiders and living the same lifestyle for more than 30 000 years.



▲ **Figure 10.1** Sentinelese tribesmen on North Sentinel Island, in the Andaman archipelago, fiercely resist contact by outsiders. This photograph was first published in 1975 in *National Geographic*.

Its remoteness, tiny size, lack of a safe harbour, and rumours of cannibalism have all helped North Sentinel Island to remain forgotten by time, separated from the rest of the world. However, Chau was not the first outsider to attempt to make contact with the Sentinelese. In 1974, a *National Geographic* film crew and their police escort were forced to flee the arrows that greeted their arrival on the island. Less fortunate were the survivors of a shipwreck in the 1800s and, more recently, two crab fishermen asleep in their

boat anchored near the island's shore, who all shared Chau's fate. Over a number of years, Indian anthropologists established contact and safely observed the Sentinelese, gaining their trust with gifts of coconuts floated from their boats. Yet little is known of the Sentinelese and their lifestyle. In 1991, the Indian government made it illegal for outsiders to visit the island. To this day, the bodies of any trespassers, including Chau's, have never been recovered.



▲ **Figure 10.2** North Sentinel Island is located to the east of the mainland of India in the Bay of Bengal.

The story of the Sentinelese features a landscape – the island, made up of landforms, such as the beach and reef, used and given special value by its human inhabitants. These are the themes of this chapter: how geographers describe and explain the landscapes and landforms found in the world, how they are used and sometimes degraded by humans, and the different value humans place on them.



► **Figure 10.3** Aerial view of North Sentinel Island. What features of the landscape can you see that have allowed the islanders to remain isolated for so long?

## MAKING THINKING VISIBLE 10.1



### Think, pair, share

Reflect on the story of John Allen Chau.

- 1 **THINK:** What do you think about this story? Try to explain your thinking with pictures or words on paper or on your digital device.
- 2 **PAIR:** Share your thoughts with a partner. Why do you think Chau was so determined to visit the island?
- 3 **SHARE:** Why do you believe the islanders are so protective of their place?
- 4 What unique geographic characteristics enabled this place to remain isolated for so long?



# Chapter overview

## Introduction

This chapter studies the world's landscapes and the different landforms found in them. It examines how geographers classify the terms 'landscape' and 'landform' and discusses the processes that create different landforms. The impact of human activities on landscapes is analysed and the importance of landscapes for different peoples is discussed.

## Learning goals

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

- What are landscapes and landforms?
- What are the processes that create different types of landforms?
- How do the actions of humans impact different landscapes?
- How are landscapes significant for different peoples?

## Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Image:** The spectacular landscape of the Jim Jim Falls, Kakadu National Park, Northern Territory



▲ **Image:** The Northern Lights illuminating Iceland's arctic desert, including Mt Kirkjufell in the background.





## 10.1 Different types of landscapes and their distinctive landform features

### FOCUS QUESTION

What are landscapes and landforms?

#### KEY TERMS

**landscape** the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

**landform** a naturally formed feature on the Earth's surface, having a characteristic shape or form

**valley** an area of low land between hills or mountains

For many people, their most vivid memories are from holidays, of the places they have been and seen. When we remember our holidays, we remember not only the experiences we had, but also the features of the

locations where they took place, the buildings, countryside, ocean, mountains or trees – the

**landscape.** A landscape is the collection of visible human and natural features found in a particular area of the Earth's surface. Human features include the built environment, such as a town or city, as well as where humans have altered the environment for their use, such as farmland or a park. Natural features are those not created by humans, such as a mountain, beach or cave. A **landform** is a natural feature of the Earth's surface with a definable shape or form, such as a **valley**, cliff or dune. Most landscapes comprise a range of landforms and other natural and human features.

▼ **Figure 10.4** How many different landforms and human features can you identify in this Swiss mountain valley?



## DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.1



### Creating a field sketch

As geographers we create field sketches of landscapes and landforms to record what we observe. A field sketch does not need to be drawn to scale, nor does it require outstanding artistic talent. It is a simple and visual way to identify major features using geographic terminology to annotate and locate features such as mountains, trees, rivers and roads. Geographers use field sketches to create a broad overview of an area they are studying.

A field sketch is usually drawn from observation on a field trip, but we can practise what is involved using the photo in Figure 10.4:

- 1 Study the photograph in Figure 10.4 and make a list of the features you can already identify.
- 2 Using a soft pencil (it makes it easier to erase mistakes) and a blank sheet of paper, draw a frame the same shape as Figure 10.4.
- 3 Divide the scene you wish to sketch into three parts: the foreground, middle distance and background.



- 4 Sketch in the main features or lines of the scene in the foreground. Repeat for the middle distance and background. Refer to the list you made when you first examined the image.
- 5 Using the list you created in step 1, mark in other prominent features or lines, such as roads, railway lines or rivers.
- 6 Add detail if appropriate. Details may include buildings, trees and fences.
- 7 Use shading and/or colour to highlight the key features of your field sketch. Avoid making your sketch too cluttered.
- 8 Label and annotate the main features of the sketch (mountains, trees, rivers etc.).
- 9 Give your field sketch a heading and note the date of the observation.

### Extension task

- 1 Choose a place near your school or home and try drawing a field sketch from your own observation.
- 2 On your sketch, annotate at least three different landforms and three human features visible in the photograph.

## Different types of landscapes

Geographers use the features that dominate in a particular location to distinguish between and categorise landscapes. For example, an area with many trees is described as a forest landscape and an area with many buildings is an urban landscape. Most of the major types of landscapes identified by geographers are found in our local region. Figure 10.5

describes different types of landscapes and provides examples of where they are located in Victoria. One landscape not found in Victoria is polar landscapes, the regions surrounding the north and south poles that are characterised by ice, snow, permafrost (a frozen layer beneath the Earth's surface) and glaciers, which are slowly moving rivers of ice.



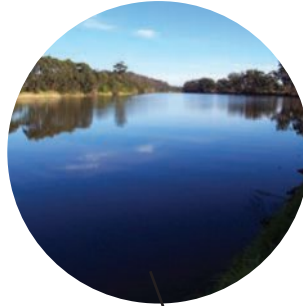
**Arid landscapes** – where there is very little available water, limiting the growth of plants and diversity of animals; for example, the Little Desert National Park



**Mountain landscapes** – where the Earth's surface rises dramatically, creating steep, peaked landforms; for example, the Victorian Alps



**Riverine landscapes** – include rivers, the landforms created by the movement of rivers and the surrounding ecosystems; for example, the Snowy River



**Forest landscapes** – dominated by trees; for example, the temperate rainforests of the Errinundra National Park



**Volcanic landscapes** – feature landforms created by volcanic activity; for example, Tower Hill in south-western Victoria



**Urban landscapes** – where human buildings and activities dominate; for example, the city of Melbourne



**Coastal landscapes** – where the land meets the sea and the surrounding area; for example, Cape Woolamai on Phillip Island



**Karst landscapes** – where underground water dissolves limestone to create distinct landforms, such as cliffs and caves; for example, the Buchan Caves

▲ **Figure 10.5** Different types of landscapes

## Amazing but true...

South Australia's Naracoorte Caves are not only a spectacular karst landscape, they are also a trap for unsuspecting animals, who have fallen through hidden entries and been trapped in the cave system. The remains of these animals have left a fossil record stretching back more than 500 000 years, providing scientists with a fascinating insight into the animals once found in Australia. This includes megafauna – giant marsupials that stalked the country around 60 000 years ago.



▲ **Figure 10.6** A *Thylacoleo carnifex* or marsupial lion fossil, one of the megafaunas once found across the continent of Australia. What do you think may have caused the extinction of these animals?

### Iconic landscapes and landforms

As you have read this chapter you may have started thinking about landscapes and landforms you are familiar with. These may be places you have visited or famous places that are iconic. Landscapes and landforms are considered iconic for a number of reasons. It may be because of their physical size, such as Mt Everest, the world's largest mountain, or the Nile, the longest river. It may be their

beauty or unique physical features, such as the Twelve Apostles on Victoria's Great Ocean Road. It may be because of their role in history, such as Culloden Moor in Scotland, site of the last pitched battle in Britain in 1746. Or they may have featured in popular culture, such as the rocky landform of Hanging Rock in Victoria, which has featured in books, film and television.

### CASE STUDY 10.1



#### An iconic Australian landscape: Lake Mungo, NSW

At first sight, the dry bed of Lake Mungo, 111 kilometres north-east of Mildura in the arid south-western corner of New South Wales, appears unremarkable. It is a flat scrubby expanse surrounded by sand dunes. As you move closer to the dunes on the eastern side of the lake, the reason for the iconic status for this area becomes apparent. Known as a **lunette**, the crescent-shaped chain of dunes stretching for 33 kilometres was formed over tens of thousands of years as sand and clay were deposited when the lake dried and refilled. Over the past 10 000 years, wind and rain have eroded the dunes leaving a strange, moonlike landform, the most famous area known as the Walls of China.

Although a unique and beautiful landform, the Lake Mungo lunette is perhaps even more significant for the historical records found in its layers of sediment. In the 1960s and 1970s, archaeologist Jim Bowler discovered human remains buried in the lunette that have become known as Mungo Lady and Mungo Man. At up to 42 000 years old, these are the oldest human remains found in Australia and some of the oldest in the world outside of Africa. The Lake Mungo area was added to the **World Heritage List** in 1981 to protect both its natural and cultural value.

#### KEY TERMS

**lunette** a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

**World Heritage List** a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

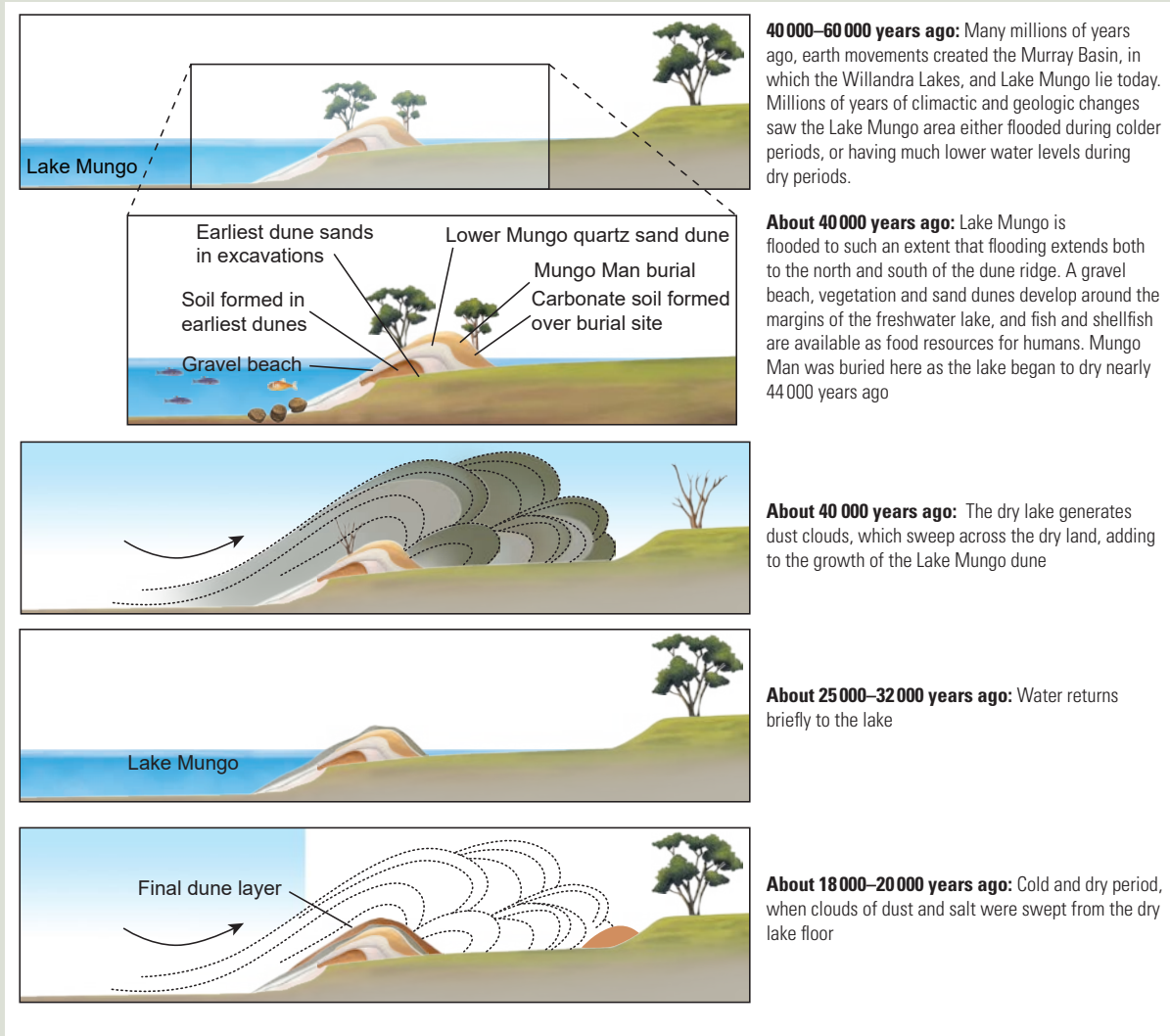






## The development of Lake Mungo: a timeline

This timeline describes key climatic, environmental and human events that have affected Lake Mungo in the recent geological past.



▲ **Figure 10.7** Lake Mungo was formed through processes of erosion and deposition



▲ **Figure 10.8** The Walls of China, Lake Mungo, New South Wales

## ACTIVITY 10.1



### Geolocation task

- 1 Using Google Earth (or the satellite view of Google Maps), search for Lake Mungo.
- 2 Explore the area, and describe the location and any features of Lake Mungo you can see.

## CASE STUDY 10.2



### An international iconic landform: El Capitan, USA



▲ **Figure 10.9** Yosemite National Park is a World Heritage Site in the state of California



▲ **Figure 10.10** El Capitan, Yosemite National Park, California, USA







### KEY TERMS

**monolith** a landform formed by a single massive rock or stone

**erosion** the process where the material of the Earth's surface is worn away and moved to a new location

The Yosemite Valley in California's Yosemite National Park is a spectacular landscape of mountains, cliffs, forests and waterfalls. Dominating the valley is El Capitan, an imposing rocky landform towering 1100 metres above the valley floor. The world's largest granite **monolith**, El Capitan was formed by volcanic activity 100 million years ago and shaped by millions of years of **erosion**. The sheer, 2.4-kilometre-wide cliff face that fronts the valley has long attracted the awe of humans. First the local Ahwahneechee Indians, then tourists visiting the park for more than 150 years and, more recently, climbers. Since the first successful ascent in 1958, El Capitan has been climbed many times, with established routes up the cliff face that take hours, days or weeks to complete. At least 31 climbers have died attempting to scale the cliff. Despite the risk, in 2017, American Alex Honnold became the first climber to 'free solo' El Capitan, making the ascent on his own without ropes or other safety equipment.

## DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.2



You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

### Using map references and reading features from map symbols

In this activity, you will practise the geographic skill of reading a topographic map and interpreting the landforms and landscapes marked upon it. Look at Figure 10.11, the topographic map for Tongio in East Gippsland, and answer the questions that follow. You will need to use the digital versions of this book to zoom into this map to see enough detail.

Here is a quick refresher in the geographical skill of reading map references.

- An area reference (AR) is made up of four numbers that tell you which grid square the feature is in.
- The first two digits are the number of the easting to the left of the feature (the vertical line, numbered at the top or bottom of the map).
- The second two digits are the northing below the feature (the horizontal line, numbered down the sides of the map).
- A grid reference (GR) of a compact feature has six digits. The first, second, fourth and fifth are the AR.
- The third digit is the number of tenths going right along the top or bottom side of the grid square where an imaginary vertical line goes through the feature.
- The sixth digit is the number of tenths going up along a vertical side of the grid square where an imaginary horizontal line goes through the feature.

Use the key and scale of Figure 10.11 to answer these questions.

- 1 What is the area reference of the junction of the Great Alpine Road and Bindi Road?
- 2 What is the grid reference of the top of Mt Tongio?
- 3 **a** What type of feature is located at GR 655845?  
**b** What does the dashed line connecting the feature in question 3a to Bindi Road indicate?
- 4 What type of feature is located at GR 618847?
- 5 What natural feature runs from the south to the northeast through the middle of the map?





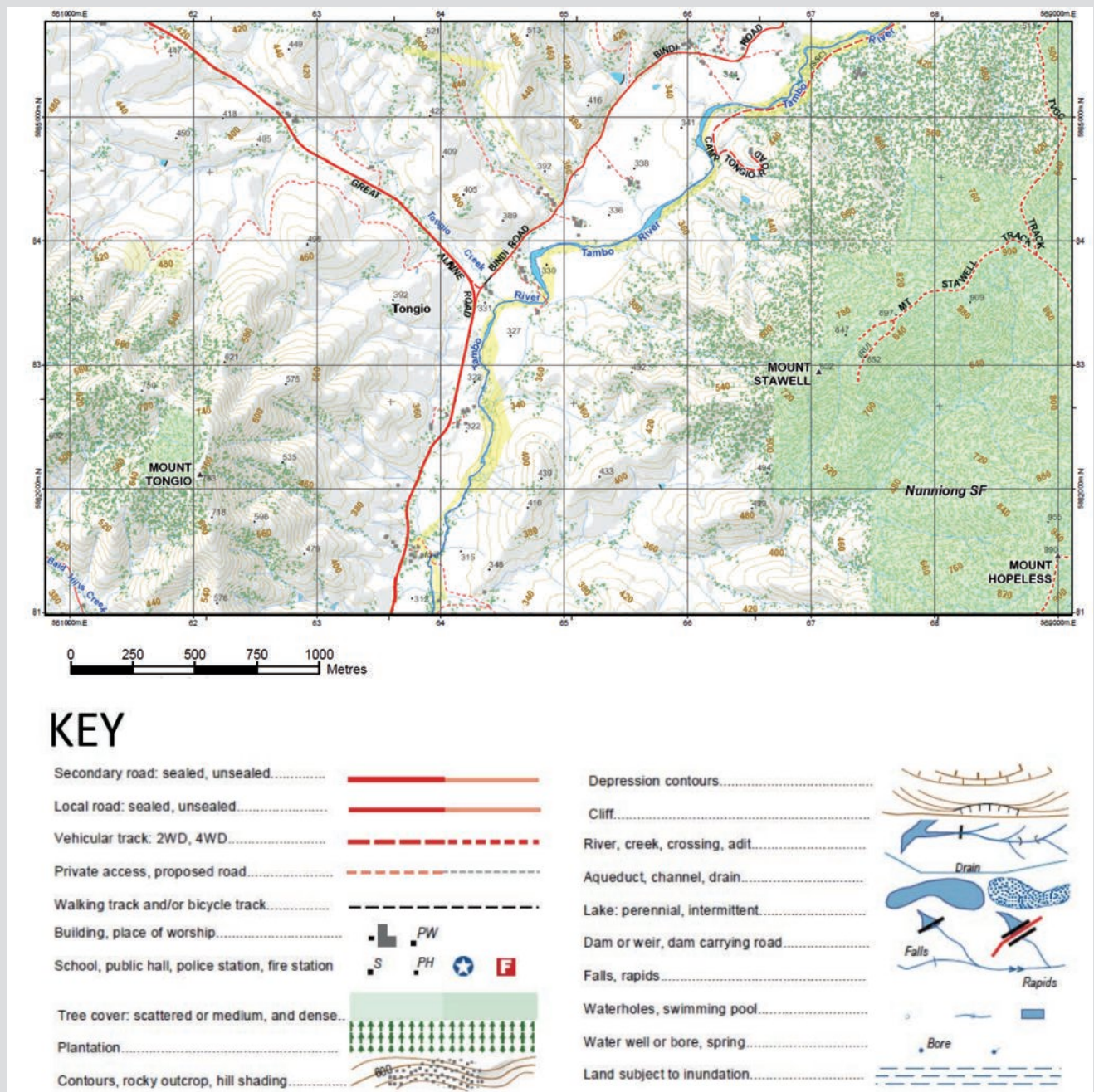
- 6 Compare the vegetation found in AR 6883, AR 5683, and AR 6584.
- 7 Would you describe Tongio as a **town**, a **village** or a **locality**? Give your reasons.
- 8 a What is the straight-line distance between the top of Mt Stanwell and the top of Mt Hopeless?  
 b What is the approximate length of the sealed secondary road shown on this map?

**KEY TERMS**

**town** a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

**village** a group of houses and other buildings that is smaller than a town, usually in the countryside

**locality** a particular area



▲ Figure 10.11 Topographic map of Tongio, East Gippsland



## Using contour lines: estimating changes in elevation

The most effective way to show hills and mountains on a map involves the use of contour lines. Contour lines identify places of equal height above sea level. Being able to interpret contour lines provides geographers with information about:

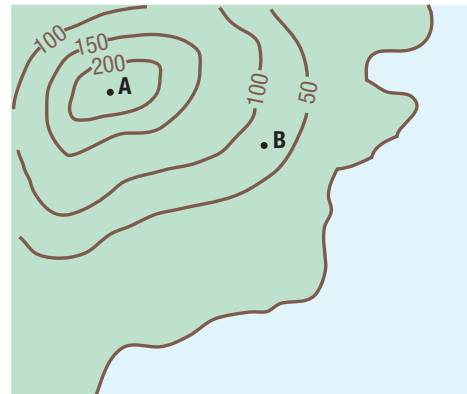
- the shape of the land
- the slope of the land
- the height of features above sea level.

Each contour line represents a specific height above sea level (asl). Therefore, a continuous contour line indicates that any location along this line is the same height above sea level.

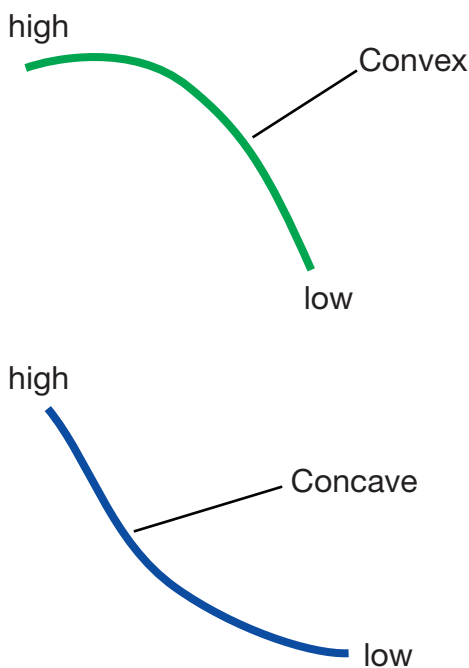
The spacing between contour lines on a map indicates the steepness of slopes. Where contour lines are close together, the distance between changes in height becomes smaller, which, in simple terms, means steep slopes. In areas where there are only a few widely spaced contour lines, this means there are greater distances between changes in height, which indicates a flat or gently sloping landscape.

The spacing of the contour lines also gives us an idea of the slope's shape. Evenly spaced contours indicate a uniform or consistent slope. When the spacing between contour lines (reading from high to low) decreases, the slope is convex (becomes steeper going downhill), like the outside of a basketball. When the spacing between contour lines (reading from high to low) increases, the slope is concave (becomes steeper going uphill), like the inside of a bowl.

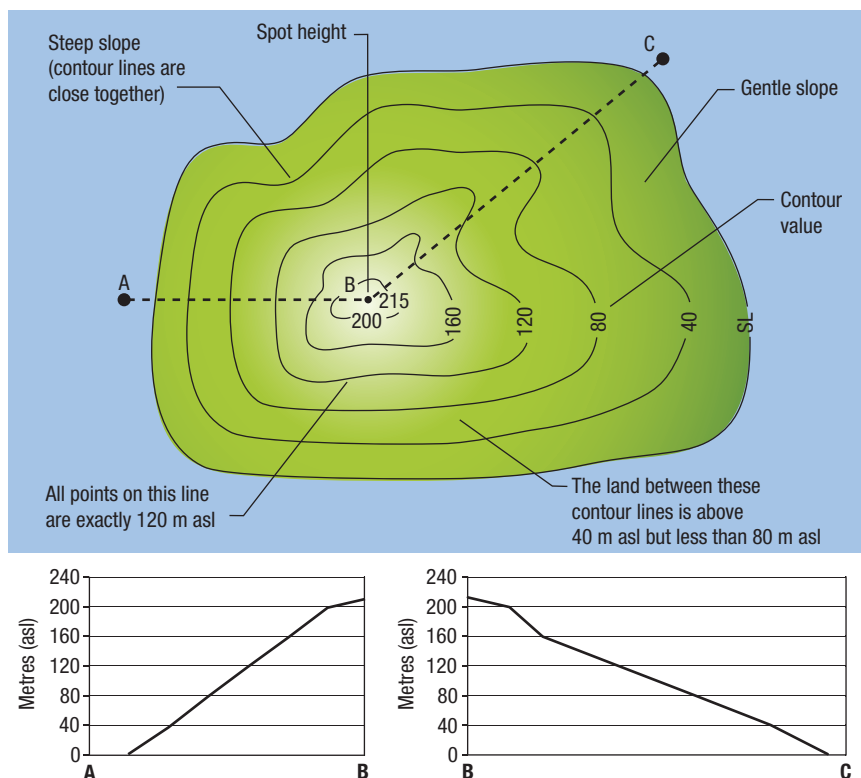
A skilled user of topographic maps can visualise the shape of particular features by studying the patterns created by the contour lines.



▲ Figure 10.12 An example of a contour sketch



▲ Figure 10.13 Concave and convex lines



▲ Figure 10.14 Features of a contour line. The cross-sections A–B and B–C show the shape and deepness of the selected slopes

## DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.3



### Reading landforms and landscapes from map symbols

In this activity, you will practise the geographic skill of interpreting elevation data and contours in a topographic map and describing the landforms shown. As with the previous activity, we will be using the topographic map of Tongio in East Gippsland (Figure 10.11). You will need to use the digital versions of this textbook to see the necessary detail in the map.

- 1 **a** What is the feature at GR 644835?
- b** What is the elevation at this point?
- 2 What is the contour interval in the map?
- 3 **a** Does the Great Alpine Road run along a **ridge** or in a valley?
- b** Describe the course of Bindi Road in terms of the shape of the land on either side of it.
- c** Why do you think Bindi Road has the course described in part b?
- 4 From the junction of the Alpine Road and Bindi Road, a tracks runs west but it takes a very irregular course, with lots of bends. Use contours and elevations to explain why.
- 5 If you walked from GR 627829 to GR 635835, would you be:
  - a** Going uphill or downhill?
  - b** Walking along a ridge or a valley?
- 6 Briefly describe the location of the centre of Tongio (when the centre is taken as the junction of the two sealed roads) in relation to hills and valleys.
- 7 Using contours and elevations, explain in which direction the Tambo River flows.
- 8 Examine the types of landscape in Figure 10.5. Which type of landscape is the area around Tongio?



You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

#### KEY TERM

**ridge** a long, narrow and raised part of a surface, especially a high edge along a mountain

### Drawing a cross-section

The method for drawing a cross-section of the land between two points is summarised here. For illustrations and additional explanation of these steps, please see the guide to using topographic maps in the Interactive Textbook.

- 1) Draw a line between the two points that form the ends (boundaries) of the cross section
- 2) Place the edge of a sheet of paper along the line and mark these two points.
- 3) Mark the points at which the paper cuts through contour lines and label the heights of these contour lines.
- 4) Draw a set of axes. The vertical axis will be the elevation. The horizontal axis will be the same width as the distance between the two points. Plan the size and increments on your elevation axis based on the maximum elevation in the area measured.
- 5) Plot the data from your paper onto your axes and join the dots with a curved line

### Questions

- 9 Draw a cross section between the tops of Mt Tongio and Mt Stawell. Label the position of the Tambo River and the Great Alpine Road. What landforms are shown in your cross section?
- 10 Draw a cross-section between two points of your choosing, which will reveal the shape of the valley of the Tambo River near GR 660844. Label relevant features and describe the shape of the valley.



**ACTIVITY 10.2****Changes to the environment demonstrate interconnections**

- 1 Watch the video 'How Wolves Change Rivers' on YouTube.
- 2 Create a flow chart that shows how the reintroduction of wolves to Yellowstone National Park changed the course of the rivers.

**Digital quiz**

Please see the Interactive Textbook to access digital activities

**END-OF-SECTION REVIEW 10.1****Review questions**

Answer these questions on paper or in the Interactive Textbook.

**Recall**

- 1 How do geographers define the term 'landscape'?
- 2 List three different types of landscapes and give an example of where each is located in Victoria.
- 3 What is meant by the term 'iconic'? List reasons why a landform or landscape may be considered iconic.
- 4 Who discovered Mungo Lady and Mungo Man and why was the discovery significant?

**Interpret**

- 5 Outline two reasons why Lake Mungo is considered an iconic landscape and two reasons why El Capitan is considered an iconic landform.



◀ **Figure 10.15** El Capitan

- 6 Using the guide to different types of landscapes in Figure 10.5, which type of landscape is Tongio?

**Argue**

- 7 Refer to the story of the Sentinelese Islanders and the related images. Do you believe the Sentinelese should be left to continue living their lives in isolation from the rest of the world or should they have access to the knowledge and the resources of the modern world? Explain your answer.



## 10.2 Geomorphic processes that produce landforms

### FOCUS QUESTION

What are the processes that create different types of landforms?

The world's landscapes are constantly changing, shaped by natural and human forces, such as erosion or land clearing, known as **processes**. Geographers study the size or magnitude of these changes (**spatial scale**; for example, local, regional or global), and the speed or rate of the changes (**time scale**; for example, rapid or geological – over hundreds of thousands or millions of years). Geomorphic processes are those that specifically change the features of the Earth's surface. This section outlines the main geomorphic processes shaping landscapes and the types of landforms they create.

### Plate tectonics

The Earth is comprised of different layers. The outer layer, the crust, is made up of

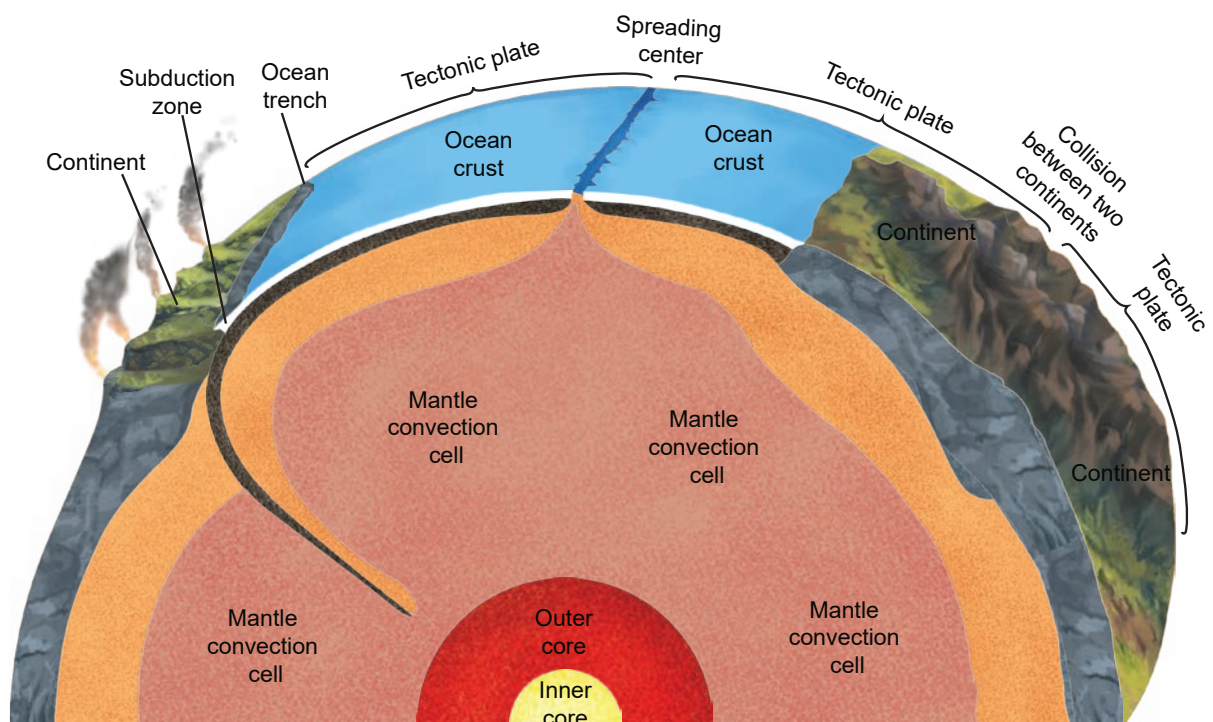
sections known as plates. The plates rest on a layer of magma (molten rock), known as the mantle. The process of plate tectonics describes how the plates of the Earth's crust slowly move, propelled by currents in the magma they rest upon. The direction of this movement and the types of plates involved creates different landforms. Tectonic plates move as a result of convection currents in the Earth's mantle. Figure 10.16 illustrates the process of convection currents.

#### KEY TERMS

**processes** the physical or human forces that cause change to a landscape

**spatial scale** the size or magnitude of a geographic process, feature or event

**time scale** the period of time over which a geographic process or change has taken place



▲ **Figure 10.16** As it heats up, magma rises towards the Earth's crust. As it often has nowhere to go, the magma moves along the crust, pushing plates in different directions. The magma eventually starts to cool and moves toward the Earth's core, where it heats up again. This creates a current.



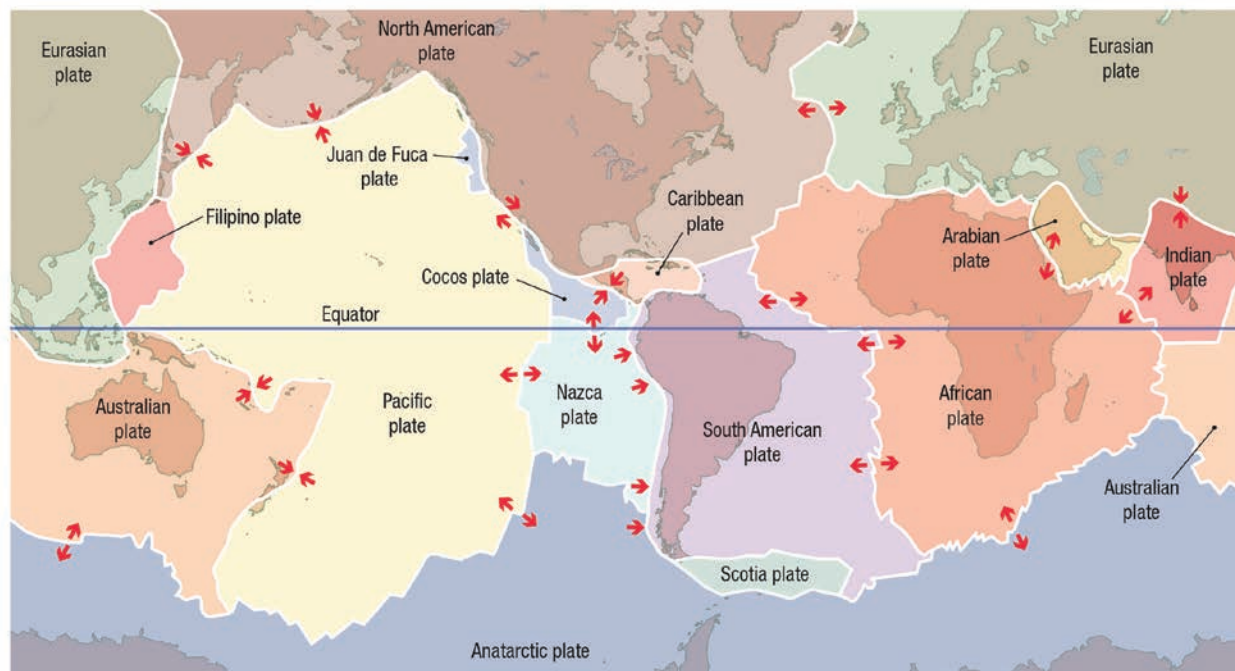
**KEY TERMS**

**continental plates** the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

**oceanic plates** the ocean floor, 5–10 kilometres thick and made mostly from basalt

There are two types of tectonic plates: **continental plates** – the Earth's landmasses, 25–90 kilometres thick and made mostly from granite (around 10% less dense than basalt – lighter); and **oceanic plates** – the ocean floor, 5–10 kilometres

thick and mostly basalt (denser, heavy). The place where the edges of two plates meet is called a boundary. Three types of movement occur at the plate boundaries: convergent, where two plates crash into each other; divergent, where two plates pull apart; and transformative, where two plates slide past each other. Figure 10.17 describes examples of each type of movement and examples of landforms resulting from the process.



▲ **Figure 10.17** The tectonic plates and the direction of plate movement. Can you identify the plates the five continents are based on?

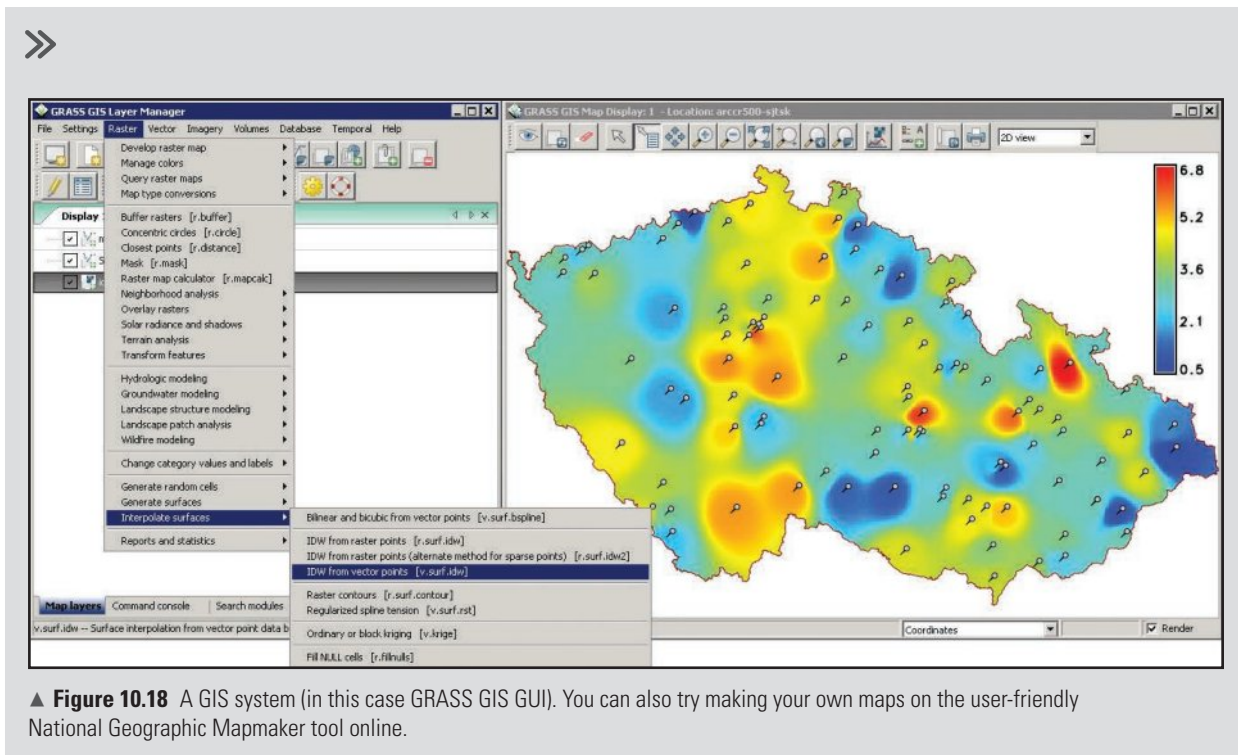
## DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.4



### Identifying the effects of tectonic plate movement using a geographic information system (GIS)

- 1 Go to the Mapmaker page on the National Geographic website.
- 2 On the right side of the screen, select 'Add Layer'.
- 3 Under 'Categories' choose 'Earth Systems'.
- 4 Add the layers for 'Plate Tectonics', 'Earthquakes' and 'Volcanic Eruptions' by clicking on the + button next to each. When finished, click 'Done'.
- 5 Examine the map that is produced. You can adjust the transparency of each layer to see what is beneath it.
- 6 Describe the pattern you observe about the location of major volcanoes and earthquakes. What relationship do you see between these and the world's tectonic plates?





▲ **Figure 10.18** A GIS system (in this case GRASS GIS GUI). You can also try making your own maps on the user-friendly National Geographic Mapmaker tool online.

## Convergent: collision boundary

When two continental plates collide together, the effect is the same as a head-on car crash. The surface of the crust crumples, creating folds and faults (cracks). As the folds push upward, they can create large mountain ranges such as the Himalayas. Earthquakes are also common at these boundaries.

## Convergent: destructive boundary

When a continental plate collides into an oceanic plate, the heavier oceanic plate is forced under the lighter continental plate, into the magma of the mantle. This process is called **subduction** and creates an **oceanic trench**, where the oceanic plate is pushed under the continental plate, and **fold mountains**, where the continental plate crumples as it crashes into the oceanic plate. Subduction also creates volcanoes and causes earthquakes.

## Divergent: constructive boundary

When two plates pull apart, pressure from magma pushes the edges of the plates

upward and magma rises to the surface to create new crust. This process results in volcanic activity and creates **mid-ocean ridges** if two oceanic plates are diverging, or **rift valleys** if continental plates are diverging.

## Transformative: conservative boundary

When two plates slide past each other, huge amounts of friction are created. Over time, pressure builds until the plates move, creating **faults** in the crust. These look like long thin valleys on land or canyons under the ocean. The sudden release of pressure also causes intense earthquakes.

### KEY TERMS

**subduction** where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

**oceanic trench** a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

**fold mountains** mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

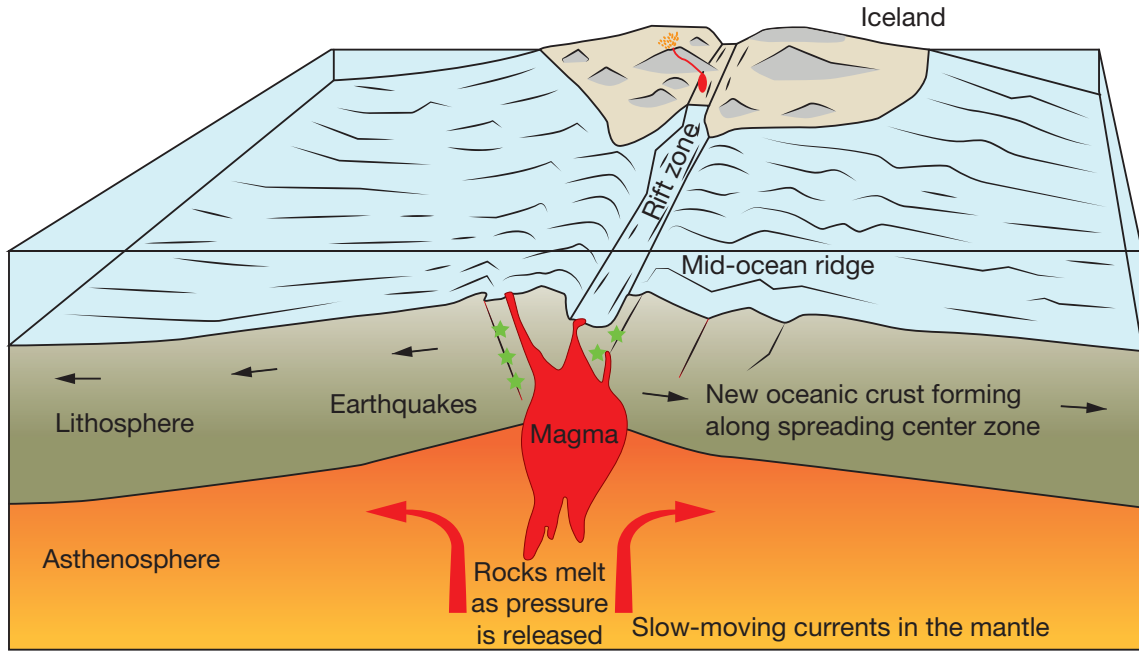
**mid-ocean ridges** underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

**rift valleys** long valleys created where two continental plates are diverging

**fault** a crack or fracture in rock

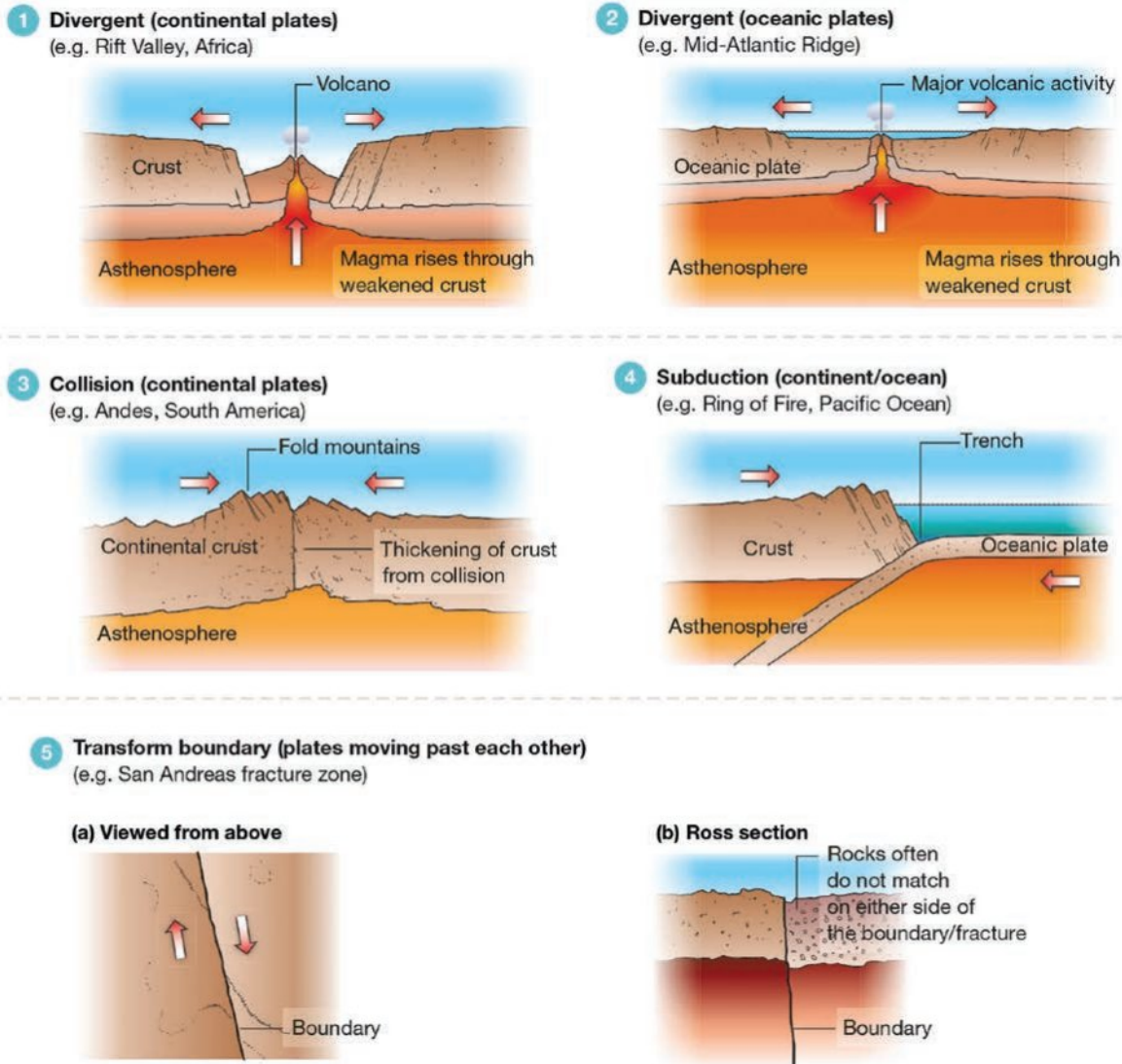


Diverging plate boundary with a spreading center



▲ **Figure 10.19** The formation of the mid-ocean ridge close to Iceland

▼ **Figure 10.20** Different types of plate boundaries



## CASE STUDY 10.3



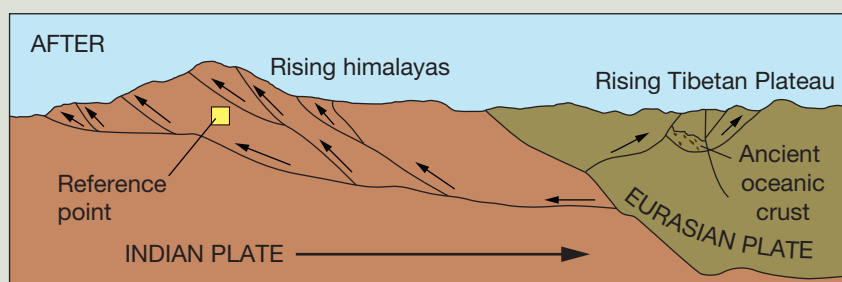
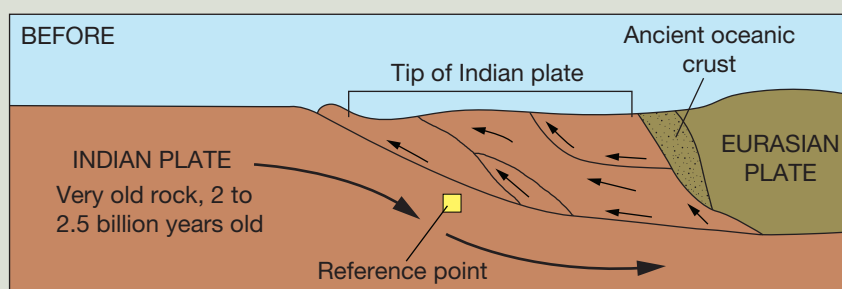
### The Himalayas: a collision boundary

The world's greatest mountain range, the Himalayas are located in Asia, stretching 2400 kilometres east to west across India, China, Nepal, Bhutan, Pakistan and Afghanistan, and featuring the 10 highest mountains in the world, with Mt Everest the highest at 8848 metres. As well as imposing mountains, the Himalayan landscape comprises other significant landforms, including more than 15 000 glaciers, plateaus, river gorges and valleys. The range contains more ice than anywhere other than the Arctic and Antarctic, and is the source of major Asian rivers: the Mekong, Yellow, Yarlung, Yangtze, Ganges, Indus and Nujiang.

The sheer size of the Himalayan mountains is the result of the convergence of the Eurasian and Indian continental plates. For 50 million years, the two gigantic slabs of the Earth's crust have crashed together, folding, faulting and pushing up the Earth's surface, creating the massive mountains of the Himalayas. This process is ongoing, with the mountains rising by around 1 centimetre per year, although this increase is offset by the processes of erosion and weathering.



► **Figure 10.21** Plate boundaries that have formed the Himalayas



▲ **Figure 10.22** The formation of the Himalayas





▲ **Figure 10.23** Mt Everest is the highest peak in the Himalayan mountain range. What landforms (other than mountains) can you identify in the photo?

## Weathering, erosion and deposition

Weathering and erosion are processes that shape the Earth's surface and create many

### KEY TERM

**weathering** the process where a material is broken down into smaller fragments, either physically or chemically

of the most unusual and spectacular landforms. They both involve the breaking down of rocks and minerals into smaller fragments, but differ

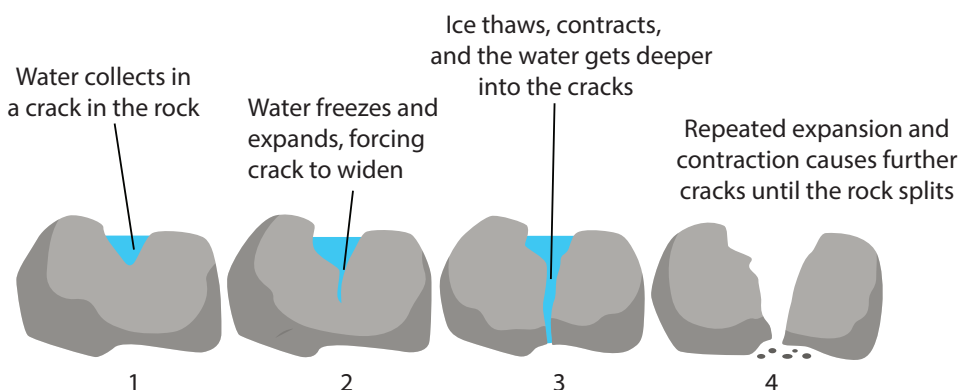
in that weathered material remains in place and eroded material is transported to a new location.

There are two types of **weathering**: mechanical and chemical. Mechanical weathering is where a physical process breaks the rock into smaller fragments. This often involves changes in temperature; for example,

where water seeps into a crack and is frozen, expanding and gradually increasing the size of the crack until the rock breaks. Abrasion is another form of mechanical weathering. This is where a force such as wind or the movement of a glacier causes rocks to rub together, removing fragments from their surface and polishing the rock. Smooth pebbles found in a stream or on a beach are caused by this process. Chemical weathering is where the molecular structure of the rock is changed. This process often involves interaction with water; for example, water causing a rock containing iron to oxidise (rust) or limestone to dissolve. Rocks weakened by chemical weathering are often broken down further by mechanical weathering.

Erosion is the process where the material of the Earth's surface is worn away and

moved to a new location. Different natural processes can wear materials away, including the movement of water, glaciers and wind. The movement of the fragmented material is called transportation.



▲ **Figure 10.24** The process of mechanical weathering

The forces causing the movement, such as gravity or wind, are the **agents** of erosion. The most common agent of erosion is water – rain, rivers, floods, lakes or the ocean. Fragmented material transported by water is referred to as **sediment**. Water erosion is responsible for many spectacular landforms, such as the cliffs and other rocky features found on the world’s coastlines; canyons carved out by rivers, such as the Grand Canyon in the USA or Fish River Canyon in Namibia; and mountain valleys and fjords,

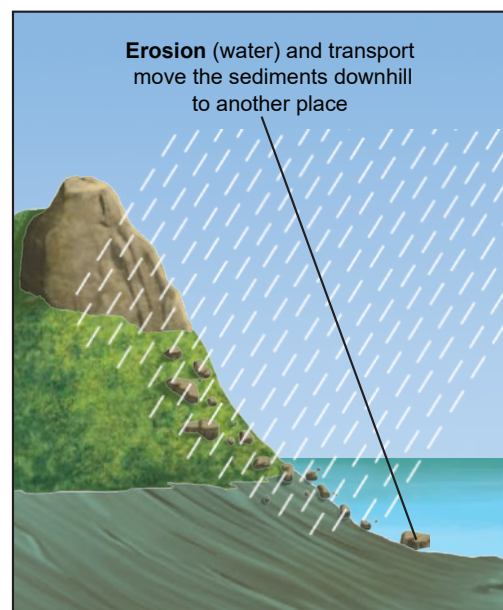
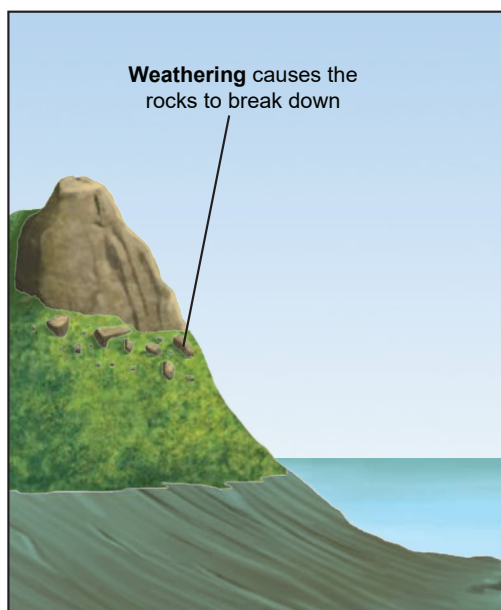
shaped by the ice of glaciers, such as the Norwegian fjords.

Material transported by wind includes sand and dust. It blasts against rock and acts like sandpaper, wearing away and smoothing the rock’s surface. The landform of Wave Rock in Western Australia was created by this process.

### KEY TERMS

**agents** the forces causing erosion, such as gravity, wind or water

**sediment** the fragmented material created by weathering and erosion, such as sand or dust



▲ **Figure 10.25** The difference between weathering (left) and erosion (right)



▲ **Figure 10.26** Wave Rock, Western Australia, is a wave-shaped landform created by erosion of the granite rock. How many years do you believe it would have taken for the process of erosion to shape this landform?



▲ **Figure 10.27** Fairy Chimneys, eroded landforms in the Cappadocia region of Turkey. What evidence can you see of how humans use this landscape?

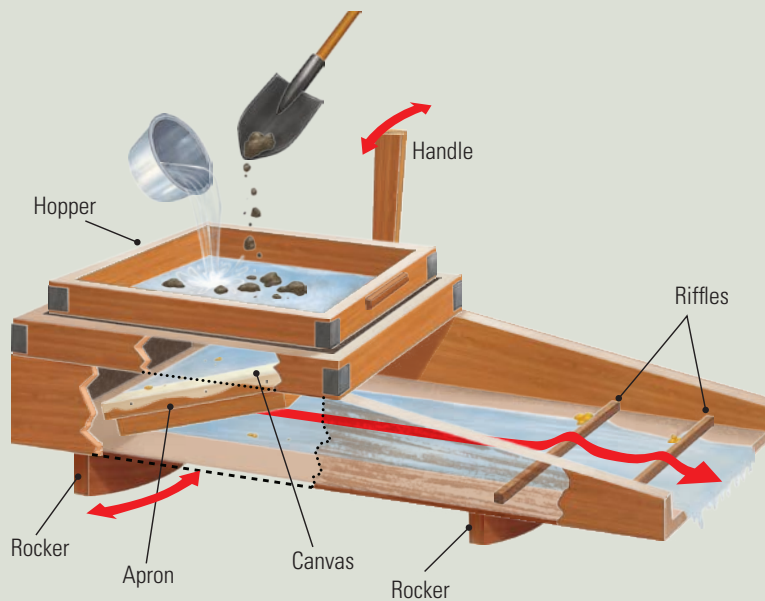


## CASE STUDY 10.4



### The Pink Cliffs of Heathcote, Victoria

Heathcote is a small town in central Victoria. It is located approximately 110 kilometres north of Melbourne. During the gold rushes of the nineteenth-century, the population of Heathcote increased to more than 40 000 people searching for their fortune in gold. The landscape of the Pink Cliffs of Heathcote was formed because of the human impacts of mining for gold. The process of sluicing contributed to erosion in the area. An example of a sluicing box is shown in Figure 10.28. Miners would shovel material into the top of the box or hopper. They would add water regularly and rock the box from side to side. This would shift the materials to the layer below. Heavier materials such as gold would become lodged while lighter materials would be washed away. The process was also used on a larger scale, seen in Figure 10.29. This use of hydraulic action caused erosion, which exposed the pink cliffs.



▲ **Figure 10.28** A sluicing box



▲ **Figure 10.29** Sluicing-box system known as a Californian Pump used by miners in California, 1852





▲ **Figure 10.30** The Pink Cliffs of Heathcote

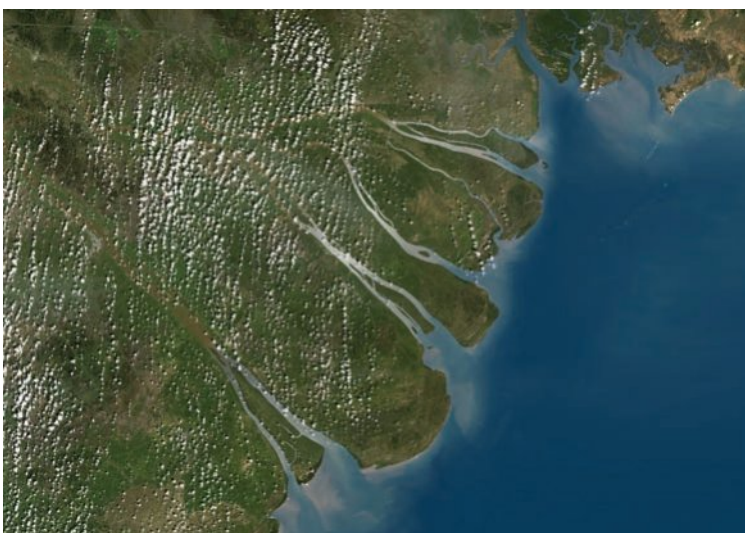
**Deposition** occurs when an agent of erosion loses energy and drops the material it is carrying; for example, dust or sand deposited by a windstorm as it calms, or sediments deposited by a river as it travels through a flatter landscape. Over time the deposited material can build up in layers creating new landforms. The lunettes of Lake Mungo were created by deposition, as are sandy coastal landforms such as beaches and dunes (this process is explained in detail in

Chapter 11). **Deltas**, such as Vietnam's Mekong Delta, are usually found where rivers enter the sea. They form at the mouths of rivers when sediment is deposited at a faster rate than it can be removed by ocean currents, creating new, fan-shaped landforms.

#### KEY TERMS

**deposition** the last stage of the erosion process, when the material being moved settles on a surface

**delta** a fan-shaped deposit of river sediments found at the mouth of a river



◀ **Figure 10.31** Vietnam's Mekong Delta, visible from space, covers around 40 000 square kilometres. More than a billion cubic metres of sediment are deposited annually into the Mekong.



## Amazing but true...

Unlike most deltas, Botswana's Okavango Delta is created by a river flowing inland, where the Okavango River flows into the Kalahari Desert. This forms not only a unique landform but also a spectacular ecosystem, home to an array of wildlife including African icons such as elephants, lions, hippos and giraffes.



▲ **Figure 10.32** The Okavango Delta, Botswana



▲ **Figure 10.33** The Okavango Delta is an inland delta with unique features

## END-OF-SECTION REVIEW 10.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What is meant by a 'geomorphic process'? List at least one example in your answer.
- 2 **a** Distinguish between oceanic and continental tectonic plates.  
**b** Distinguish between divergent and convergent plate movement.
- 3 What is the process that creates the deepest parts of the ocean?
- 4 List the two types of weathering and give an example of each.

#### Interpret

- 5 Refer to the Case Study 10.3. Draw a diagram illustrating the process that created the Himalayan mountains. Annotate your sketch to show: the types of tectonic plates and direction of plate movement, magma, folding and faulting.
- 6 Use Figure 10.17 to identify the following:
  - a** two continental and oceanic plates
  - b** a convergent plate boundary
  - c** a divergent plate boundary
  - d** a transformative plate boundary.

#### Argue

- 7 Evaluate the environmental impact of the reintroduction of grey wolves into Yellowstone National Park. Make specific reference to the changes in the landscape of the park.
- 8 Look at Figure 10.11, the topographic map of Tongio. Explain with evidence from the map which geomorphic process is most responsible for creating this landscape.

**Digital quiz**  
Please see the Interactive Textbook to access digital activities

▼ **Figure 10.34** A grey wolf running wild in Yellowstone National Park, Montana







## 10.3 Human causes of landscape degradation and their effects

### FOCUS QUESTION

How do the actions of humans affect different landscapes?

#### KEY TERMS

**landscape degradation** the changing of a landscape in an undesirable way

**biodiversity** the number and types of plants and animals that exist in a particular area

**interconnection** the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

**sustainability** the capacity of a landscape to be maintained for, and used by, future generations

**infrastructure** structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

Landscapes and landforms are created and shaped not only by natural processes, but also by the actions of humans. These may enhance or protect an environment, but often cause **landscape degradation**, which is the changing of a landscape in an undesirable way. This includes reducing the value of a landscape as a resource, impacting on the aesthetic appeal or beauty of a landscape, or lessening the **biodiversity** – the range of plants and animals – found in a landscape. The impact of human activities on

natural environments demonstrates the concept of **interconnection**. Landscape degradation relates closely to the concept of **sustainability**, the capacity of a landscape to be maintained for and used by future generations. The following section investigates two of the main human processes that cause landscape degradation: urbanisation and use of resources.

### Urbanisation

Urbanisation is the process of people moving from rural areas (the countryside) to towns and cities. On a global scale, this process accelerated rapidly in the second half of the twentieth century. In 1950, 30 per cent of the world's population lived in urban areas; by 2018 this figure had increased to 55 per cent. Similarly, in 1950 there were only two megacities (those with a population greater



▲ **Figure 10.35** New housing development in the Melbourne suburb of Point Cook. The outward spread of Melbourne's suburbs – the 'urban sprawl' – has resulted in housing and other built environments replacing wetlands, farms and grasslands.



▲ **Figure 10.36** Slums in the Kenyan capital, Nairobi. Urbanisation and rapid population growth results in people living in temporary homes with little access to basic **infrastructure** such as clean water and sewerage.

than 10 million), New York and Tokyo; by 2018 there were around 33. The most obvious impact of urbanisation on landscapes is that as urban areas increase in size, they encroach on and replace other landscapes, whether they are human, such as farmland, or natural, such as forests or wetlands. Urbanisation also affects environmental sustainability. Expansion of urban areas not only results in the destruction of natural habitats, it also changes natural processes such as the flow of water. This can have undesirable effects such as flooding, erosion, and increased water and air pollution.

## Resource use

The growing size, urbanisation and wealth of human populations increases pressure on landscapes to be exploited for their **natural resources**. This includes agriculture (farming), that uses soil, water and minerals to grow food; mining, which extracts the ores, rocks and minerals used to build and power cities; and forestry, which uses the wood from trees for building, paper and energy. Each of these processes cause changes that may degrade landscapes.

Agriculture often involves the clearing of natural environments, such as forests and

grasslands, reducing biodiversity. Overgrazing and cropping reduces the value of soil as a resource to produce future herds and crops and can result in erosion and **salinisation**. Fertilisers and pesticides enter water systems, eventually flowing into the ocean and degrading marine ecosystems, such as reefs; and enter the food chain, affecting the health of humans.

Mining physically alters landscapes, especially open-cut mines that create large holes in the Earth's surface. Waste produced in the mining process is often toxic, severely degrading natural environments and the health of humans where it is released into the air or water systems. Large-scale mining can release hazardous chemicals, such as cyanide or mercury, into river systems, which then flow into oceans. This can destroy natural features and habitats. The recent approval of the Adani mine in Queensland is expected have some positive impacts for the economy; however, the environmental effects could be devastating. Pollutants released into the river systems will eventually flow into the Great Barrier Reef, significantly effecting the environment of a World Heritage-listed area.

### KEY TERMS

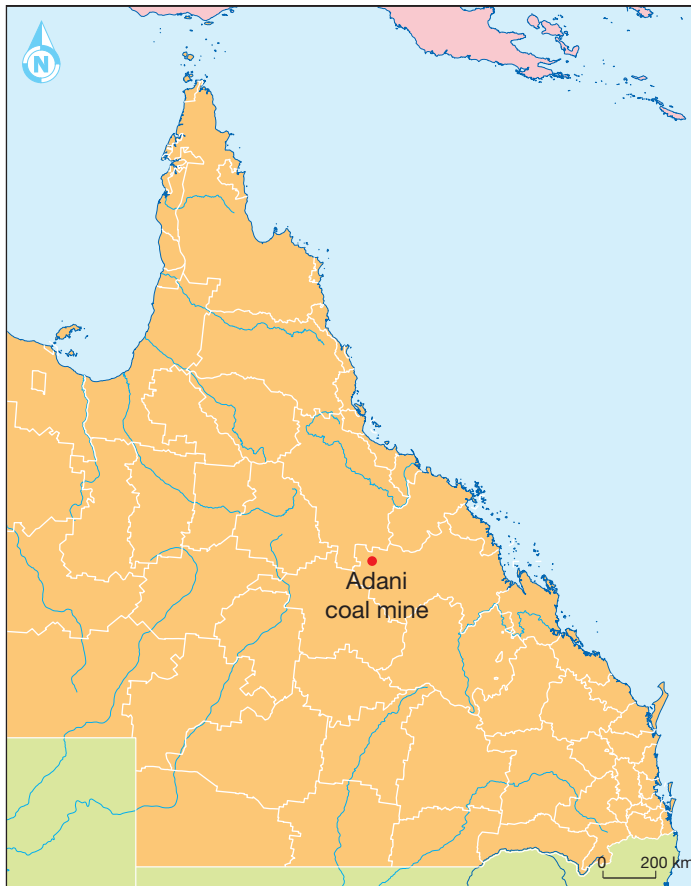
**natural resources** any part of the natural environment

**salinisation** the build-up of salts at or near the soil surface, either by natural processes such as evaporation or by land clearing



▲ **Figure 10.37** Intact coral (left) and bleached coral (right) on Queensland's Great Barrier Reef. Agricultural run-off introducing pollutants to the reef's ecosystem is believed to be a major cause of the degradation of the reef.





▲ **Figure 10.38** Location of the proposed Adani coal mine

**Forestry** reduces biodiversity by replacing the complex ecosystems of natural forests with **plantations** consisting of one type of tree. This also destroys habitats, threatening or causing the extinction of plant and animal species. Clearing forests and burning forest waste also release carbon into the atmosphere, contributing to climate change.

The extent of land degradation and impact on landscapes of these human processes varies greatly depending on the sustainability of the practices involved.

#### KEY TERMS

**forestry** the science and practice of planting and taking care of forests

**plantation** a farm or estate, where selected crops are grown

▼ **Figure 10.39** Baloa Gbone in front of her farm covered in oil from a leaking Royal Dutch Shell well in Nigeria's Delta region. Oil pollution and mining waste can ruin drinking water and agricultural livelihoods.







▲ **Figure 10.40** Forest cleared on Indonesia's Borneo Island to allow the planting of a palm oil plantation destroyed the habitat of endangered animals such as orangutans and tigers.

## END-OF-SECTION REVIEW 10.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What is meant by 'landscape degradation?'
- 2 Define the term 'urbanisation'.
- 3 Outline the change in the percentage of the world's population living in urban areas between 1950 and 2018.
- 4 Using examples, explain what natural resources are.

#### Interpret

- 5 Write a short paragraph describing the interconnection between urbanisation, megacities and landscape degradation.
- 6 Create a flowchart that explains how the human use of one of the natural resources described in this section contributes to the degradation of landscapes.

#### Argue

- 7 Using examples from this section, explain the relationship between landscape degradation and the concept of sustainability.



**Digital quiz**  
Please see the Interactive Textbook to access digital activities





## 10.4 The significance of landscapes and landforms for different peoples

### FOCUS QUESTION

How are landscapes significant for different peoples?

#### KEY TERMS

**place** an area that has a specific meaning or purpose

**culture** the customs, behaviours and beliefs that characterise a particular society

Apart from their importance as a source of natural resources, as discussed in the previous section, landscapes are significant to different people in many ways. Geographers use the concept of **place** to describe the value or meaning given to a location by humans. This meaning varies for different people; for example, to you, your house may be your home, a place you share with your family; for a real estate agent, your house may simply be an asset that can be bought and sold. This section investigates the main ways that specific places – landscapes – are significant and given meaning by different peoples.

### Cultural

Landscapes and landforms shape and are represented in different **cultures** in many ways. The identity of national groups often reflects the landscapes where they are located. For example, the Sherpas of Nepal are known as a ‘mountain people’, the Tuareg of the Sahara as a ‘desert people’, and the Marsh Arabs of Iraq are named after the landscape they inhabit. Landscapes also gain significance after featuring in art and popular culture. The viaduct of Glenfinnan became known as the ‘Harry Potter viaduct’ after the Hogwarts Express crossed the bridge as it passed through the lochs and mountains of the landscape of the Scottish Highlands in several of the films. For many indigenous

groups, landscapes and particular landforms are the basis of their spiritual beliefs. For example, Australian Aboriginal peoples use the stories of the Dreaming to explain the creation of the landscapes and landforms of their country. For Amazonians, each plant and animal in the rainforest contains its own spirit.



▲ Figure 10.41 Children in a Marsh Arab village in southern Iraq



▲ Figure 10.42 A Tuareg tribesman in the desert of Libya's western Awal region



▲ **Figure 10.43** The Glenfinnan Viaduct in Scotland, significant not only for its beauty but also for featuring in the Harry Potter films.

## Aesthetic and recreation

Many landforms are significant for their beauty or aesthetic appeal. The iconic landscapes described earlier in the chapter are renowned for their spectacular or unique features. However, beauty is subjective, and landscapes may be attractive to a person or people due to their connections to a place,

such as where they were raised, have lived or holidayed. Scenic landscapes are also often the most popular and significant locations for recreation, whether that is for adventure activities, such as the climbers on El Capitan, or hiking and mountain biking, or more leisurely pursuits such as picnicking or tourist drives.

## CASE STUDY 10.5



### A significant Australian landscape: Grampians National Park, Victoria

About 260 kilometres west of Melbourne, the mountains of the 1672 square km Grampians National Park rise dramatically above the flat surrounding farmland. Formed 380 million years ago from the sediment of ancient rivers, the sandstone in the area has experienced years of weathering and erosion, which has left a landscape featuring spectacular landforms, such as rocky plateaus, steep cliffs, valleys and waterfalls. Known as Gariwerd in the local language, the mountains have been occupied by the Djab Wurrung and Jardwadjali peoples for more than 20 000 years. They tell the Dreaming story of the creation of Gariwerd by the spirit Bunjil, who often took the form of an eagle, Werpil,







▲ **Figure 10.44** A view over the Grampians National Park from a lookout near the town of Halls Gap

so he could fly over and appreciate the landscape he created. On leaving Earth, Bunjil became a star, watching over his world from the night sky. Evidence of the cultural significance of the area can be seen in the many rock-art sites in the park and can be explored at the Brambuk National Park and Cultural Centre in Halls Gap, owned and run by the local Aboriginal peoples.

After European settlement in the 1830s, the natural resources of the Grampians were used for farming, mining, forestry and as a water supply. The natural beauty of the area also featured in the work of many artists, including Eugene von Guerard, Arthur Streeton and Arthur Boyd. In 1984 the Grampians were declared a national park and now more than a million visitors stay overnight in the area each year. Many are attracted by the hikes that ascend the peaks and ridges, offering views over the range and surrounding plains; climbers tackle the sheer cliff faces, such as the famous Taipan Wall.



▲ **Figure 10.45** Climbers on the Taipan Wall, in the Grampians National Park

## CASE STUDY 10.6



### A significant international landscape: the Lake District, England

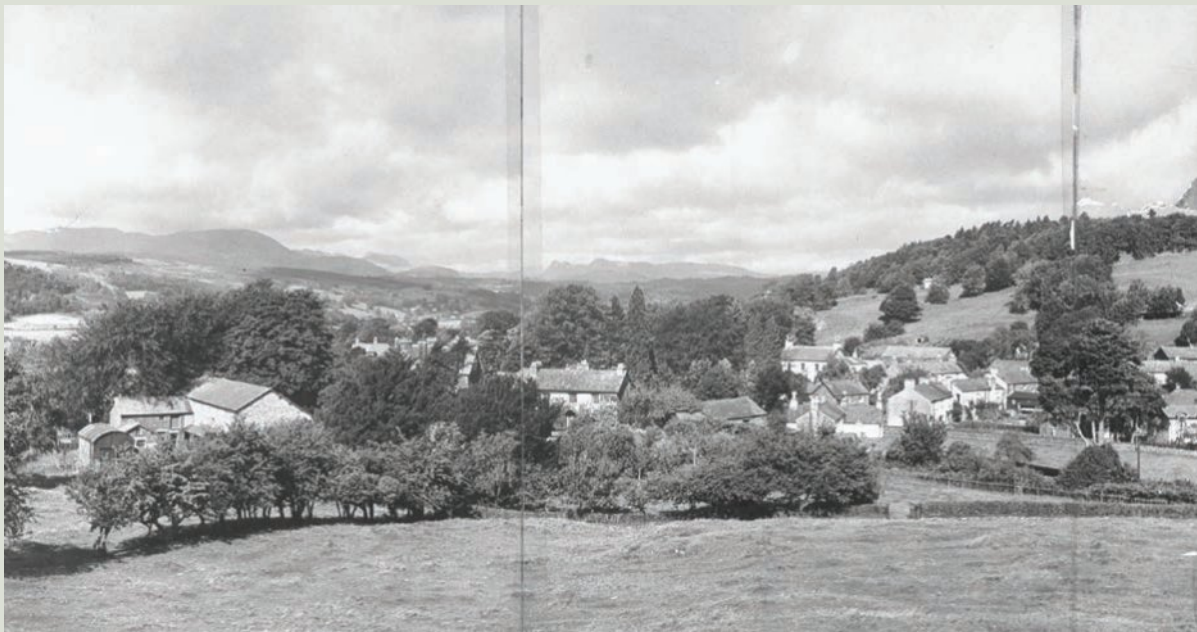
In the north-western English county of Cumbria, the Lake District is a region of 2292 square kilometres, renowned for the beauty of its landscape of low craggy mountains and valleys, lakes, farmland and historic villages. Comprised of volcanic granite more than 400 million years old and sedimentary rock laid down when the area was under an ancient sea more than 300 million years ago, the landscape has been shaped by the forces of folding and faulting that have lifted the rock. This rock was then eroded over millions of years by glaciers and streams, leaving a series of low rocky mountains,





known locally as fells, and more than 14 lakes. These include England's highest peak, Scafell Pike at 978 metres, and largest lake, Windermere.

The Lake District is significant for the beauty of its landscape. It is protected by England's largest and second oldest national park, which attracts almost 16 million visitors each year. Many authors have also been inspired by the area, including the poet William Wordsworth and the children's authors Arthur Ransome and Beatrix Potter. Several of the books in Ransome's *Swallows and Amazons* series were set in an imagined version of the Lake District, and many characters and locations in Potter's *Peter Rabbit* books were based on her early holidays and later home in the Lake District village of Near Sawrey.



▲ **Figure 10.46** Panoramic view of Near Sawrey village taken from the knoll where Beatrix Potter often sat to sketch and write



▲ **Figure 10.47** A young hiker enjoys the view over a Lake District valley after conquering one of the areas many peaks.



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 10.4



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What do geographers mean by the concept of 'place'?
- 2 Outline how one place that you are familiar with is significant to you.
- 3 Name three peoples whose cultural identity is shaped by the landscape they live in.
- 4 Recall what is meant by 'aesthetic appeal'.

#### Interpret

- 5 Refer to Case Study 10.6.
  - a List three different landforms found in the Lake District's landscape.
  - b Draw and annotate a diagram outlining the process that shaped one of the landforms.
  - c Describe three different ways that the Lake District is significant for people.

#### Argue

- 6 Discuss the significance of the landscape of the Grampians National Park for three different groups of people.



▲ **Figure 10.48** A Nepalese Sherpa carrying bags on an Mt Everest trail. The sherpas are known as a 'mountain people' due to their strong relationship with the Himalayan mountains.

# End-of-chapter activities



## 1 Self-assessment

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



## 2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Naracoorte Caves
- Tuareg
- El Capitan
- Glenfinnan Viaduct
- Himalayas
- Lunette
- Megacity
- Processes
- Transportation.



▲ **Figure 10.49** The interior of one of the Naracoorte Caves





### 3 Follow the flow of main ideas

What ideas have you learnt about landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

<b>Types of landscapes</b>	Landscapes are all the visible natural and human features of an area. The features that dominate distinguish one landscape from another. Examples include coastal, volcanic and forest landscapes.
<b>Iconic landforms</b>	
<b>Plate tectonics</b>	
<b>Erosion and weathering</b>	
<b>Landscape degradation</b>	
<b>Significance of landscapes</b>	



### 4 Making thinking visible

**I used to think that landforms and landscapes were ...**

**Now I think that ...**

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about landforms and landscapes, and another paragraph explaining what you now understand about the topic.

**1A I used to think that landscapes are ...**

**1B Now I understand that landscapes are...**

**2A I used to think that the Himalayas were created by ...**

**2B Now I understand that the process creating the Himalayas is ...**

**3A I used to think that weathering is...**

**3B Now I understand that weathering is ...**

**4A I used to think that urbanisation's effect on landscapes was ...**

**4B Now I understand that urbanisation's effect on landscapes is ...**

**5A I used to think the Grampians National Park was significant because ...**

**5B Now I understand that the Grampians National Park is significant because ...**



## 5 Research task

Use the internet to identify one iconic landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about landforms and landscapes



# CHAPTER 11

## Landforms and landscapes case study: coastal landscapes

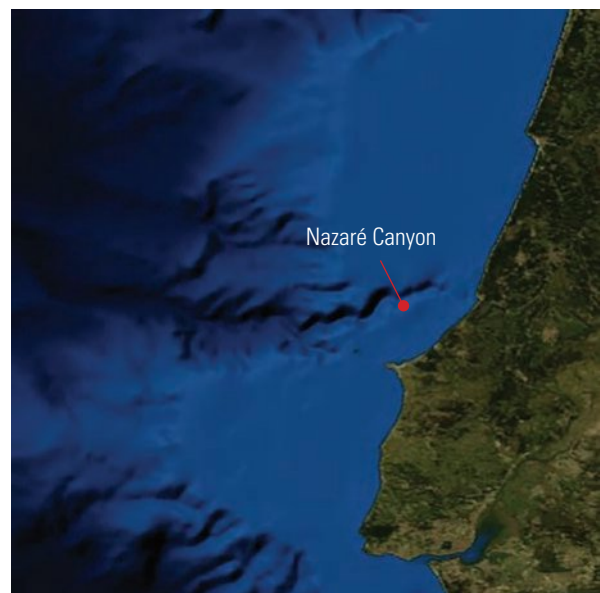
### Setting the scene: surfing the 100-foot wave

For hundreds of years the villagers of Nazaré dreaded the massive winter surf that crashed into their part of the Portuguese coast.

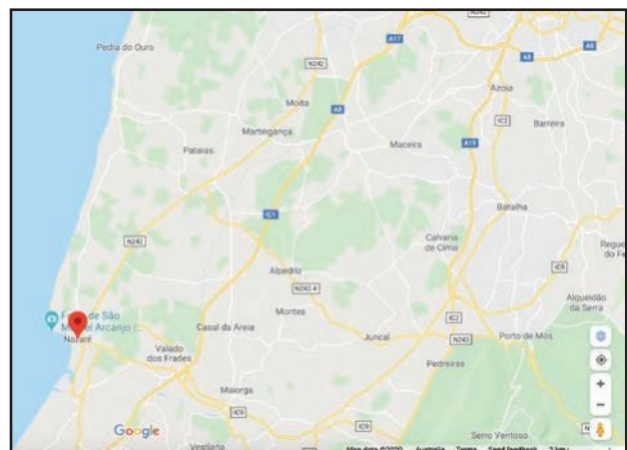
The huge waves were a hazard for the local fishing boats leaving and returning to harbour, and even a danger to those on land who ventured too close to the shoreline, unaware of the unpredictability, size and power of the ocean in the area. In the early 2000s, a small group of locals, who saw the waves as a challenge rather than something to be feared, established the first club to promote surfing in the village. Over the next decade, as the reputation of Nazaré's surf grew, more and more surfers from around the world started to visit. In particular, 'big wave surfers', who use jet skis to tow into and catch previously unrideable waves, arrived each winter, hoping to achieve the fame of riding the 'biggest wave in history'. In 2011, veteran American surfer Garret MacNamara's ride on a monster 78-foot (23.8-metre) wave set a new world record, and established Nazaré's reputation beyond the surfing community. Six years later, MacNamara's record was passed by Brazilian Rodrigo Koxa on an 80-foot (24.4-metre) Navarene wave, and it seems inevitable that the feat of riding a 100-foot (30-metre) wave, once thought impossible, will soon take place at the location.

What makes the waves of Nazaré so much bigger than those breaking on the surrounding coastline and in other locations around the world? The main reason is the Nazaré Canyon, a massive undersea gorge, up to 5 kilometres deep, that stretches from

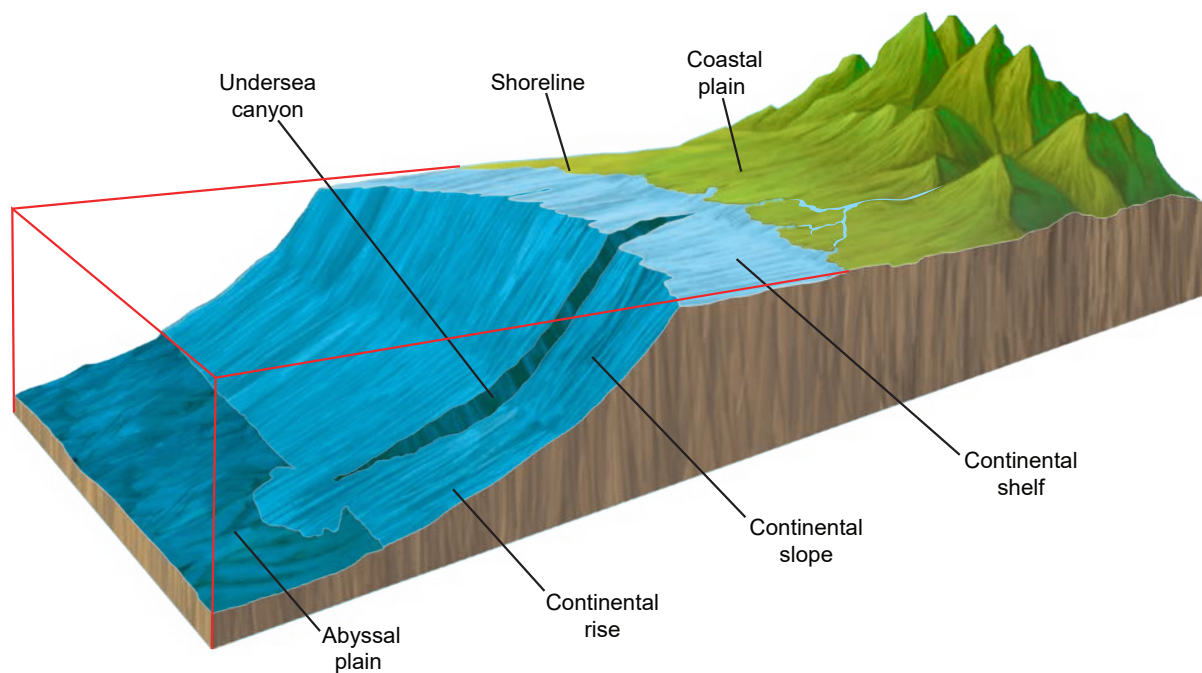
just off the coast of Nazaré for 227 kilometres out to sea. The energy generated by wild winter storms over the North Atlantic Ocean



▲ **Figure 11.1** The Nazaré Canyon off the coast of Portugal



▲ **Figure 11.2** Location of Nazaré in Portugal



▲ **Figure 11.3** An undersea canyon formed over thousands of years off the coast of Nazaré

is funnelled through and amplified by the canyon before it smashes into its steep edge, forcing the water to peak upwards, creating the massive waves. Over thousands of years, the action of the powerful waves in the area has shaped and created the rocky cliff and beach coastline of Nazaré.

The story of big wave surfing in Nazaré features a coastal landscape comprised of different landforms, created by the energy of waves, and used and valued by people in different ways. This story reflects the themes of this chapter: how geographers describe coastal landscapes and landforms and explain the processes that create them, how coasts are used by humans, and the significance of the coast for different peoples.



▲ **Figure 11.4** British surfer Andrew Cotton drops a wave at Nazaré in 2017. The big-wave surfer was knocked off his board and suffered a broken back.

## MAKING THINKING VISIBLE 11.1



### Think, pair, share

Reflect on the story about the Nazaré waves. What do you think?

- 1 Think about the story and try to explain your thinking with pictures or words in your notebook or on your digital device.
- 2 Share your thoughts with a partner. What factors make the waves of Nazaré so large?
- 3 Why do you believe surfers are willing to risk their lives to ride these giant waves?



# Chapter overview

## Introduction

This chapter studies the landforms found in coastal landscapes and examines the processes that created them. It considers the impact of human activities on coastal landscapes and the significance of the coast for different peoples.

## Learning goals

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

- What landscapes and landforms are found on the coast?
- What are the processes that create different coastal landforms?
- How do humans impact coastal landscapes?
- Why are coastal landscapes significant for different peoples?

## Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



◀ **Image:** Mountains meet the sea on the Na Pali coast of Hawaii's Kauai island



▼ **Image:** A shipwreck on Namibia's Skeleton Coast. The name derived from the thousands of bones left on the coastline by the whaling industry, but has become associated with the wreckage of hundreds of ships that have run aground in the area's treacherous seas and heavy fogs.







## 11.1 Different types of coastal landscapes and their distinctive landform features

### FOCUS QUESTION

What landscapes and landforms are found on the coast?

#### KEY TERMS

**coastal hinterland** the land extending inland from the coast

**coastal waters** the sea extending out from the coast

**erosional coastal landscape** rocky coastlines with landforms shaped by erosion

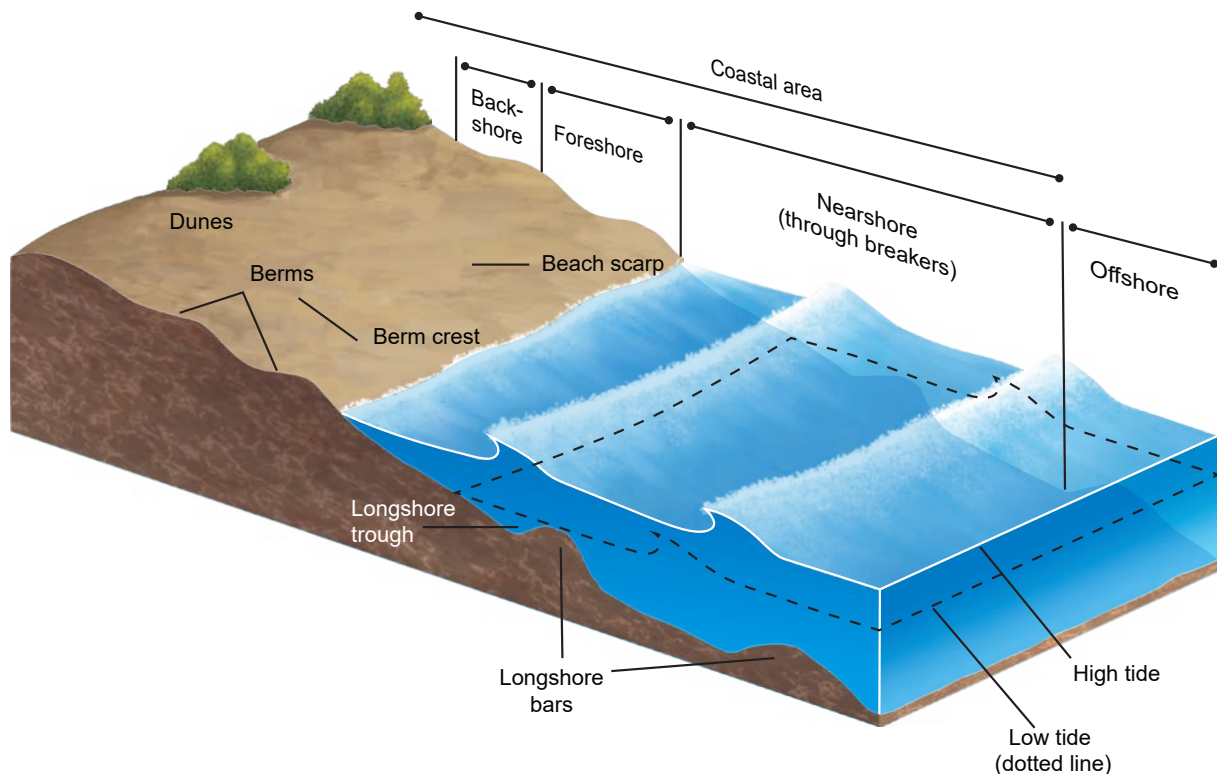
**depositional coastal landscape** sandy coastlines with landforms created from sediment being deposited

**tombolo** a landform where a narrow piece of land connects an island to the mainland

### The coast

A coast is the area where the land meets the sea. Coastal landscapes include the coastline itself and the land extending inland from the coast – the **coastal hinterland** – and the sea extending out from the coast – **coastal waters**.

Geographers place coasts into two broad categories based on the processes that created them: erosional or depositional. **Erosional coastal landscapes** are the rocky coastlines featuring landforms shaped by erosion. These include cliffs, rock platforms, caves, arches and stacks. Section 11.2 details how these landforms are created. **Depositional coastal landscapes** are the sandy coastlines featuring landforms created by the depositing of sediment. These include beaches, dunes, spits, sandbars and **tombolos**.



▲ **Figure 11.5** Different parts of a coastline



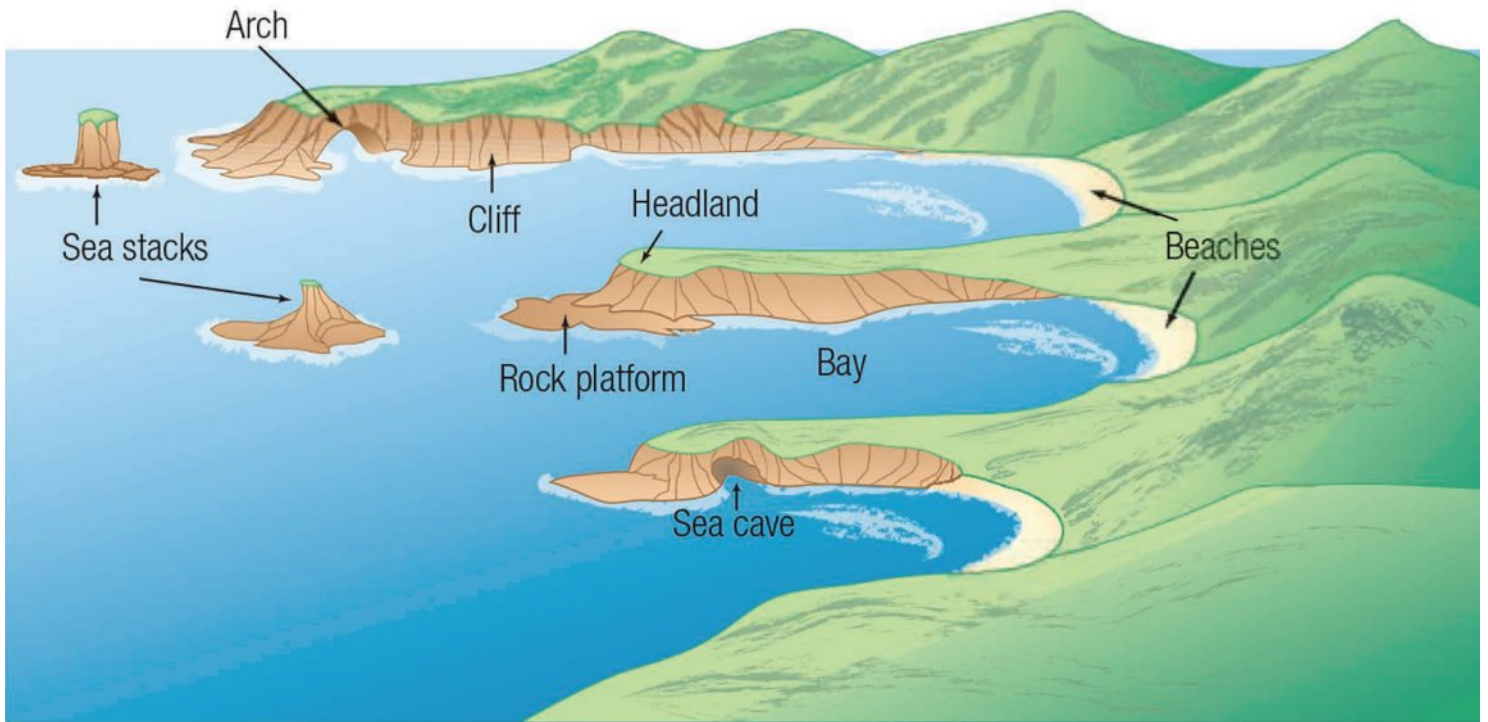


▲ **Figure 11.6** The Twelve Apostles off the coast of Victoria are an example of stacks, created by erosional processes.

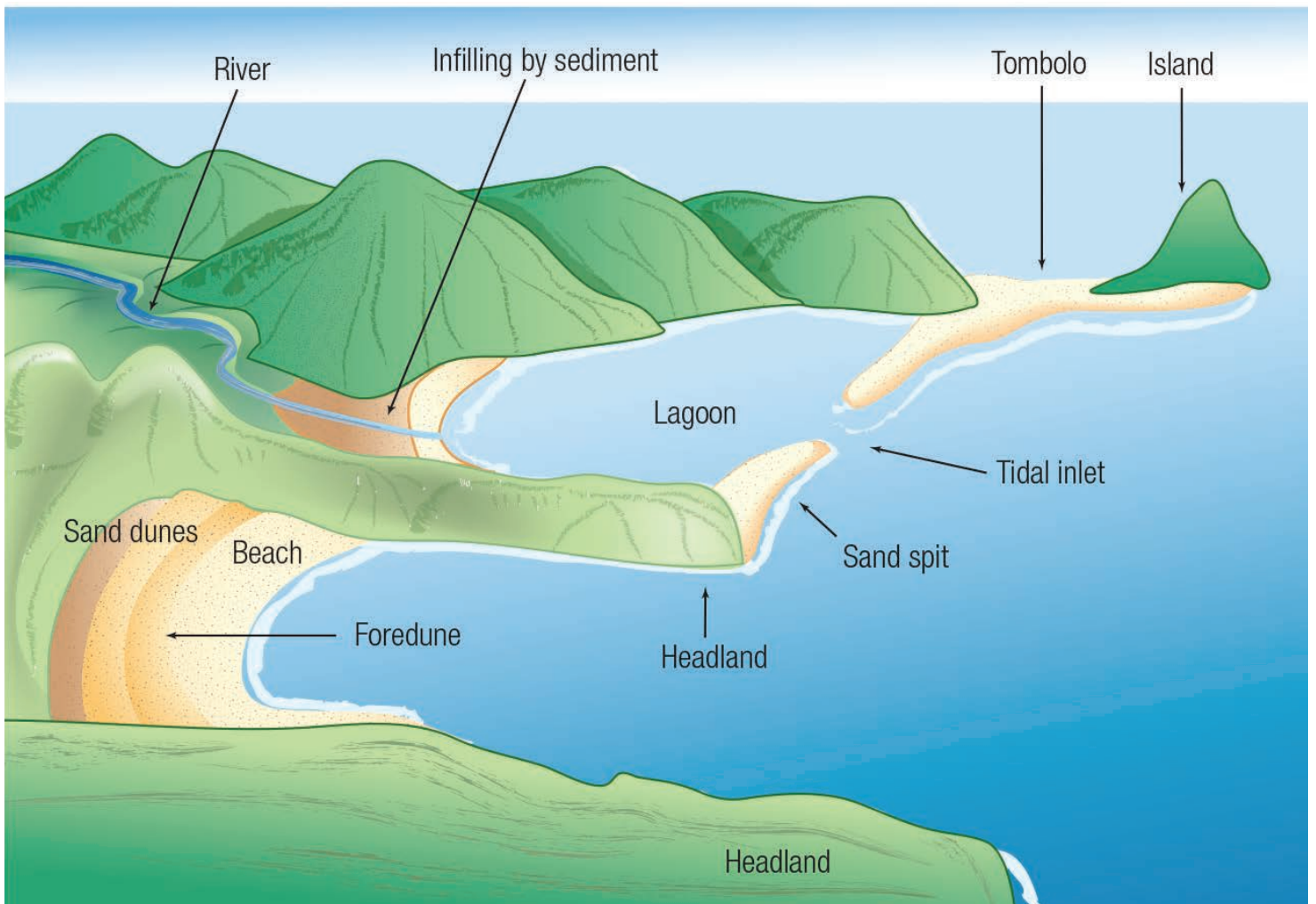
▼ **Figure 11.7** Barrenjoey Island, NSW, is joined to the mainland by a sandspit. This tombolo has been created through depositional processes.







▲ Figure 11.8 Erosional landforms of coastal landscapes



▲ Figure 11.9 Depositional landforms of coastal landscapes

## Iconic coastal landscapes and landforms

Iconic coastal landscapes and landforms are those that are famous or well known because of their beauty, uniqueness or significance to people.

### CASE STUDY 11.1

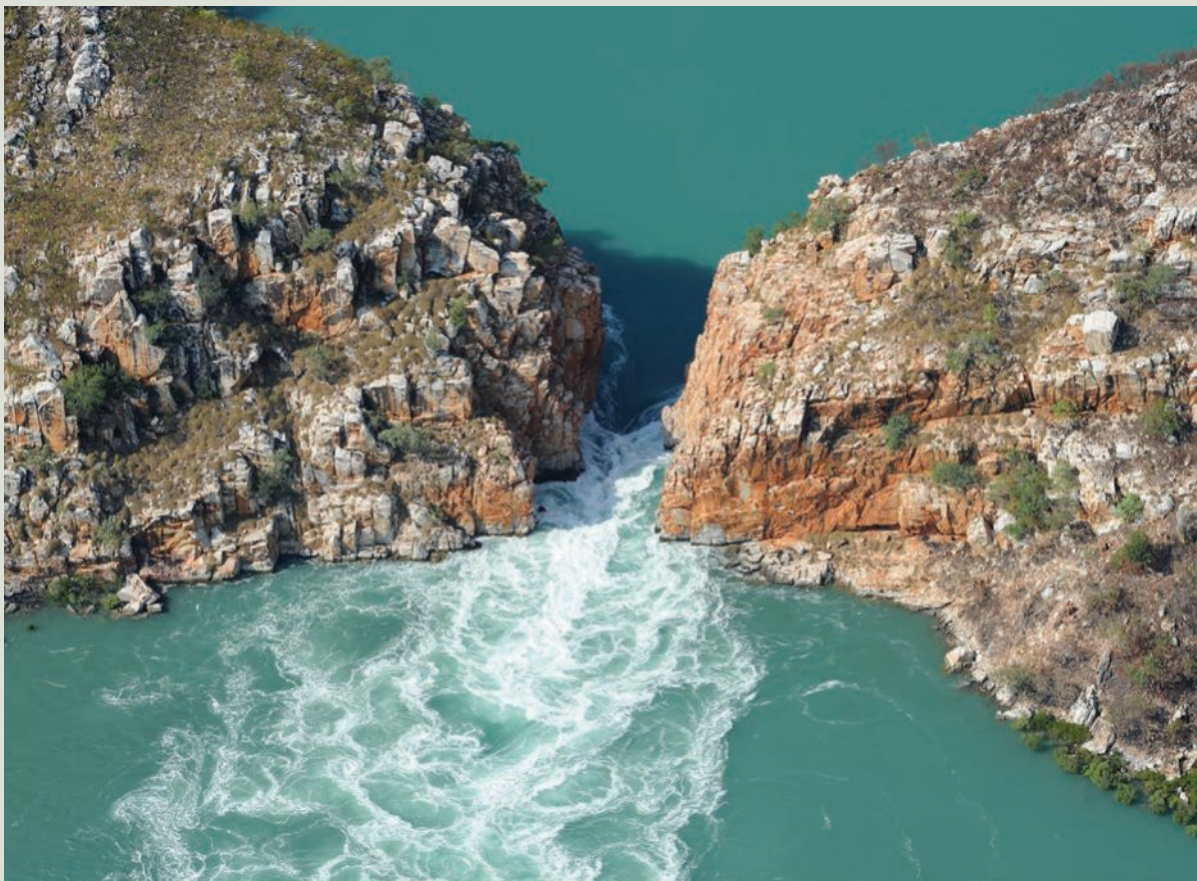


#### An iconic Australian coastal landscape: the Horizontal Falls, WA

Talbot Bay's Horizontal Falls in Western Australia's Kimberley region is a unique natural phenomenon that has become a major tourist attraction. Located 220 kilometres north-west of the town of Broome, the falls features a wall of water up to 4 metres high cascading through a narrow **gorge**, creating a spectacular sight. Despite the name, this is not technically a waterfall, where water drops due to gravity, but rather from a tidal event. As the huge tides in the Kimberley ebb and flow, water builds up at the entrance faster than can it pass through the 10- to 20-metre-wide gorge, forcing the water up and creating the effect of a waterfall.

#### KEY TERM

**gorge** a valley, cleft or deep vertical indentation between cliffs



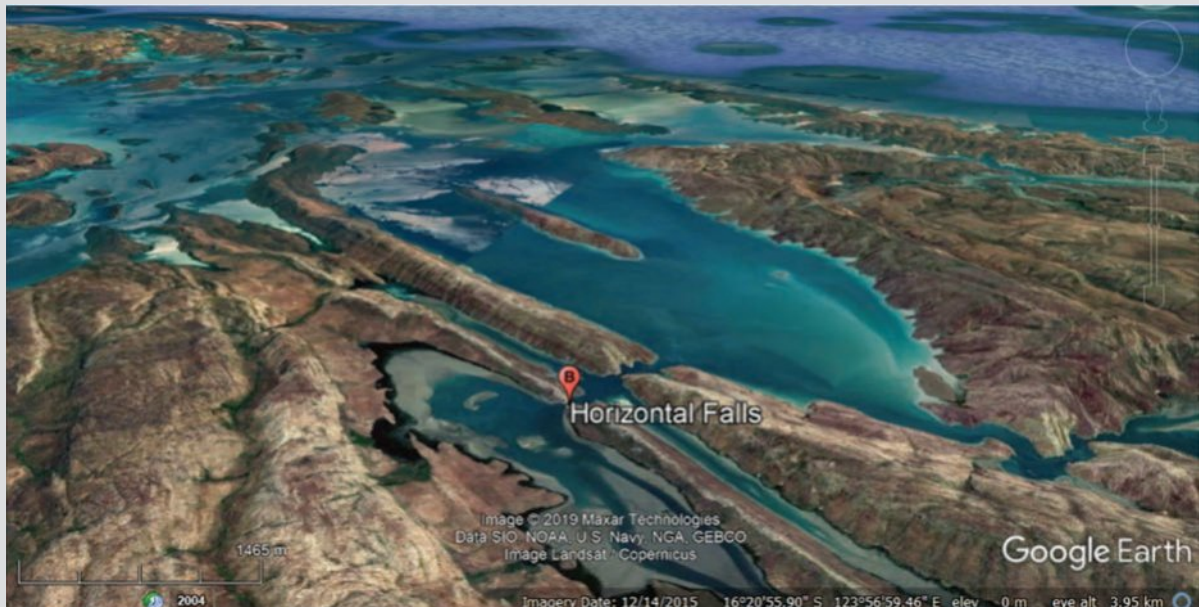
▲ **Figure 11.10** The Horizontal Falls in Western Australia's Kimberley region. What features of the landform would create the 'falls'?



## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.1



### Using spatial technology to examine the terrain of landforms



▲ **Figure 11.11** A Google Earth satellite image showing the 3D terrain of the location

- 1 Open Google Earth.
- 2 Search for Horizontal Falls (Western Australia).
- 3 Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
- 4 Explore the area.
- 5 Describe the terrain of the area.
- 6 Zoom out so you can see Darwin, in the Northern Territory, on the screen as well.
- 7 Using the measuring tool (the button looks like a ruler), measure the distance between Horizontal Falls and Darwin.
- 8 Describe the relative location (distance and direction) of Horizontal Falls from Darwin.

## Relative location

One of the pivotal questions asked by geographers is, 'Where is it?' Every feature that makes up and exists on the Earth's surface has a unique and specific location, which can be

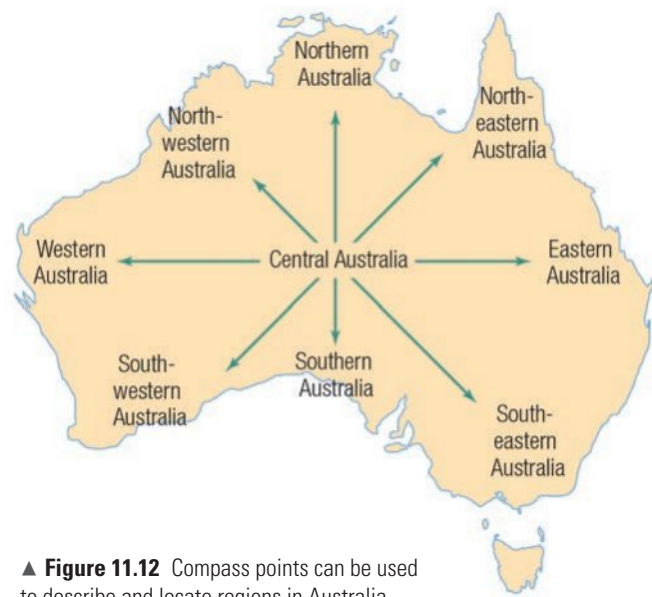
### KEY TERM

**relative location** description of where a place or object is in terms of distance and direction from another object

conveyed in a number of ways. Distance and direction from other features and places is a primary

example of how locations can be expressed. This is known as **relative location**. Direction is crucial because, together with distance, it creates an understanding of where a place is in relation to others. Direction can be given in terms of points of a compass, or in bearing. The cardinal points of the compass are referred to as north, south, east and west. The points that provide a more specific analysis of direction are known as intermediate points, for example, north-east and south-west.

Geographers use both cardinal and intermediate points to define the direction of a specific place in relation to another. Maps will most often have an arrow indicating north to further aid such understandings. Most maps are designed with the intention of north aligning with the top of the map, so that one set of grid lines would rule as north-south. The direction arrow on a map will often be located near the legend for further clarification.



▲ **Figure 11.12** Compass points can be used to describe and locate regions in Australia.

## CASE STUDY 11.2



### An iconic international coastal landscape: the Norwegian fjords

The Viking word *fjord* refers to a narrow inlet, longer than it is wide, with steep slopes or cliffs on its sides. Norway's coastline features more than 1000 fjords, creating majestic landscapes of rocky mountains with sheer cliffs plunging into still, clear water. In places, small villages and farms are found and stunning waterfalls flow into the sea. The fjords were formed over millions of years as glacial erosion carved U-shaped valleys that later filled with sea water when the **glaciers** melted.

#### KEY TERM

**glacier** a large mass of ice that moves slowly



▲ **Figure 11.13** The steep mountains and valleys of Geirangerfjord, Norway. Can you identify a valley created by a glacier in the photo?



## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.2



### Calculating distance using a linear scale

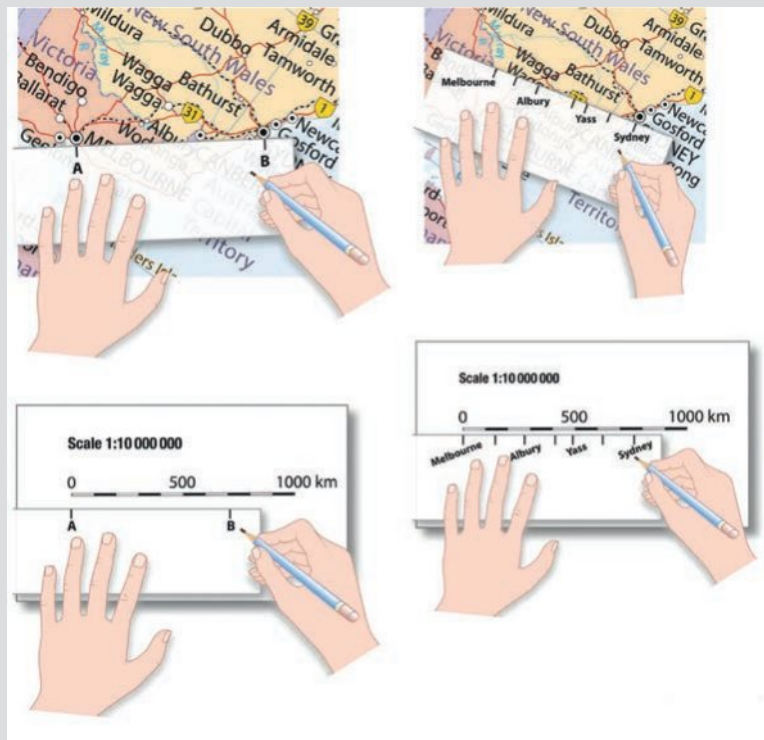
Calculating the distance between two points can be done by first measuring the distance between them on a map, and using the ratio given in the scale to convert that measurement to the real distance. Students often do this by using the map's linear scale, which works with print documents and digital documents. Measuring two points on a map, however, can be done in several ways, including using a length of string or a pair of dividers. The following methods are more likely to achieve accurate results, as they allow easy access to work around curves and sharp corners.

#### Measuring a straight-line distance

Placing the edge of a sheet of paper between the two points of measurement and marking the distance on the paper will provide an estimate for a straight-line distance. To calculate, place the paper along the map's linear scale.

#### Measuring a distance along a curved line

To estimate a distance along a curved line, mark a starting point on a sheet of paper placed on the map. Move the paper carefully so its edge follows the curve, and mark each section with a pencil as you move it. Once the end point is marked, place your paper on the linear scale to calculate the distance.



▲ Figure 11.14 Measuring lines

The ways in which something is arranged or spread over a geographic area is referred to as distribution. This concept is applicable to most of what makes up the Earth, including animal and plant species, weather patterns, built structures, and diseases and infections.



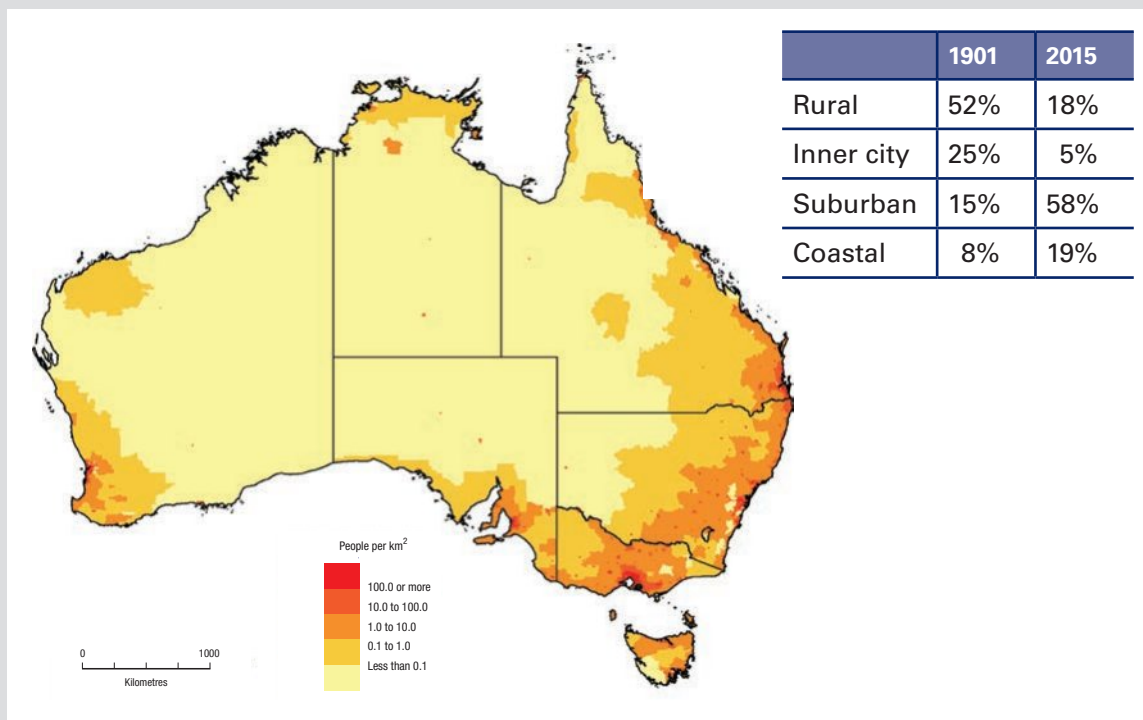
➔  
For more information on reading maps, including how to estimate area, please see the Interactive Textbook.



Geographers use maps to analyse the distribution of phenomena in space. This is not referring to outer space, but spatial distribution, which is how things are arranged. Geographers analyse spatial distributions and look for patterns so that they can understand how or why things occur.

Often, things studied by geographers will be found in some areas but not in others. This suggests that there may be patterns in the distribution over the Earth. Geographers look for explanations as to why these patterns may occur. Recognising distributions and their patterns is often the foundation or starting point for geography students.

Let's look at this map of Australia in Figure 11.15. It is a good example of a map we can use to analyse and determine distribution patterns.



▲ **Figure 11.15** Population density within Australia in 2015

According to Figure 11.15, Australia's population is distributed in clusters. Each state has a cluster containing at least 100 people per square kilometre. Melbourne, Sydney and Brisbane have the largest clusters followed by Adelaide, Perth and Hobart. The Northern Territory doesn't appear to have any areas of over 100 people per square kilometre. Population density also varies spatially across Australia. Most capital cities, with the exception of Canberra, are located on the coast. These inner city and suburban populations combined to make up 63 per cent of the population in 2015. Other coastal areas, not in suburban or inner city areas, make up 19 per cent of Australia's population. In contrast, an estimated 80 per cent of inland Australia has a population density of less than 0.1 people per square kilometre, and an additional 10 per cent contains 0.1 to 1 person. Tasmania is an exception to these trends as it has a much more evenly distributed population.







▲ **Figure 11.16** Locations of important fjords and lakes in Norway. You can zoom in on this map in the digital versions of the book for a closer look.

## Questions

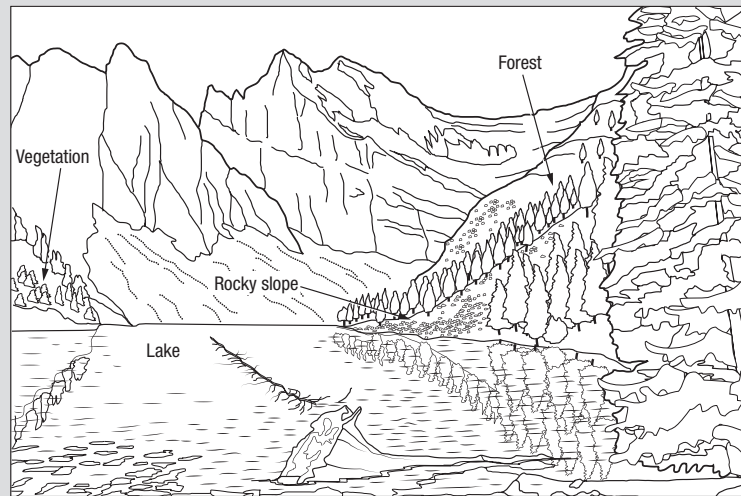
- Using the linear scale, calculate the approximate lengths of the following fjords in Figure 11.16:
  - Oslofjord
  - Sognefjord
  - Nordfjord
  - Trondheimsfjord.
- With reference to Figure 11.16, describe the distribution of Norway's fjords using the **PQE Method**: describe the pattern, quantification and provide an exception. Use at least one sentence to describe each of these elements.
  - Pattern: give a general overview of the distribution. Is the overall distribution even or uneven? Which locations contain the most fjords and the largest fjords?
  - Quantification: provide specific evidence to demonstrate the pattern. Approximately what percentage of Norway's coastline contains fjords?
  - Exception: are there any fjords that don't fit the pattern because they are not located near any of the other fjords?

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.3



### Creating a field sketch

- 1 Sketch the landscape of Geirangerfjord shown in Figure 11.13. See Figure 11.17 for an example of a fieldwork sketch.
- 2 Annotate your sketch to show the following landforms and features:
  - a mountains
  - b cliffs
  - c coastline
  - d a valley created by erosion by glaciers
  - e Geiranger village.



▲ **Figure 11.17** A sample field sketch of Lake Agnes in Banff National Park, Canada

## END-OF-SECTION REVIEW 11.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What do geographers mean by the term 'coast'?
- 2 Distinguish between 'coastal hinterland' and 'coastal waters'.
- 3 List four landforms found in coastal landscapes.
- 4 Recall what is meant by the Viking word *fjord*.

#### Interpret

- 5 Describe how relative location is used by geographers and why it is important.
- 6 Refer to the story of big wave surfing in Nazaré and use Google Earth to answer the following questions.
  - a Describe the relative location (direction and distance) of the town of Nazaré from the Portuguese capital Lisbon.
  - b Which ocean is the town located on?
  - c Use the measuring tool to calculate the distance west from Nazaré to the next major landmass. Suggest how this distance may influence the size of the waves breaking on Nazaré's coastline.

#### Argue

- 7 Conduct some background research and explain the importance of the Horizontal Falls to the Indigenous people of the area.
- 8 'Not many Australians live in rural areas.' Use Figure 11.15 to argue whether or not this statement is true and what the data suggests.

#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 11.2 Geomorphic processes that produce coastal landforms

### FOCUS QUESTION

What are the processes that create different coastal landforms?

The erosion and deposition caused by the energy of waves, wind and tides make coastal environments some of the most dynamic and changing natural landscapes. This section explains the dominant force that shapes coastlines – waves – and describes how the processes of erosion and deposition create different coastal landforms.

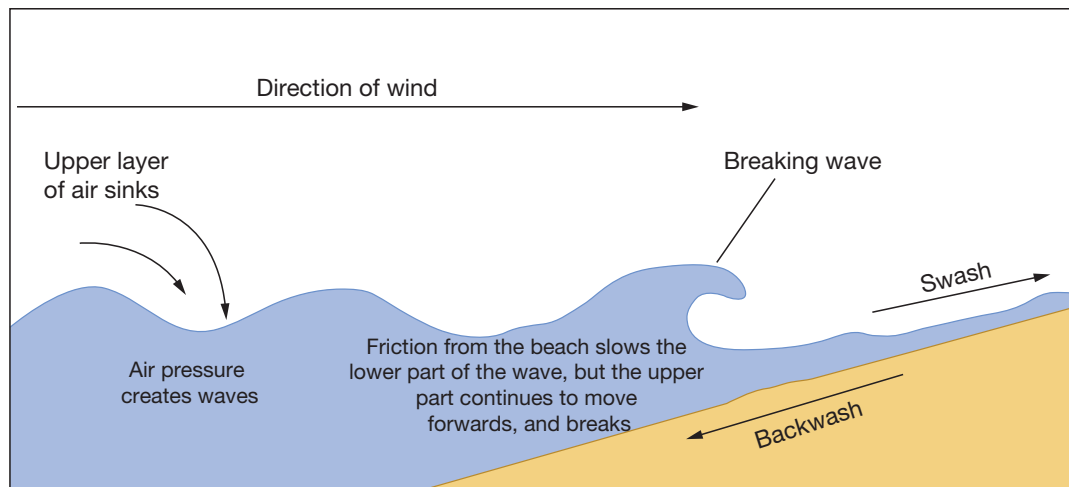
### Waves

Waves are created by numerous processes, such as undersea landslides caused by earthquakes

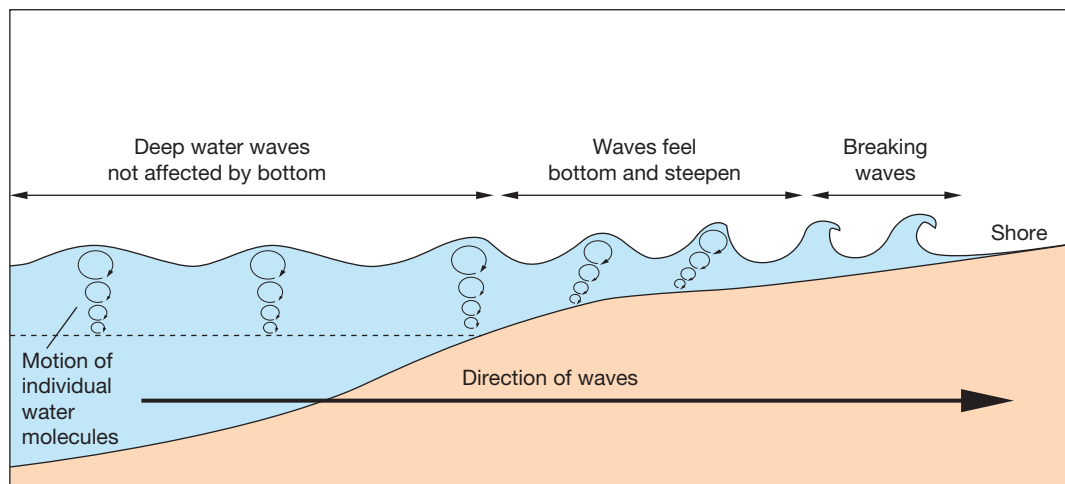
or volcanic eruptions, violent storms or the movement of tides. The most common process, however, is wind. As wind travels across water it creates friction, disturbing the surface and transferring energy into the water. It is this energy, cycling forward through the water in a circular motion, that forms the wave. The power of the wave is determined by the speed of the wind, the duration of the wind (how long it has been blowing for) and the **fetch** (the distance covered by the wind). A wave continues travelling through the water until it

#### KEY TERM

**fetch** the distance covered by wind that generates a wave



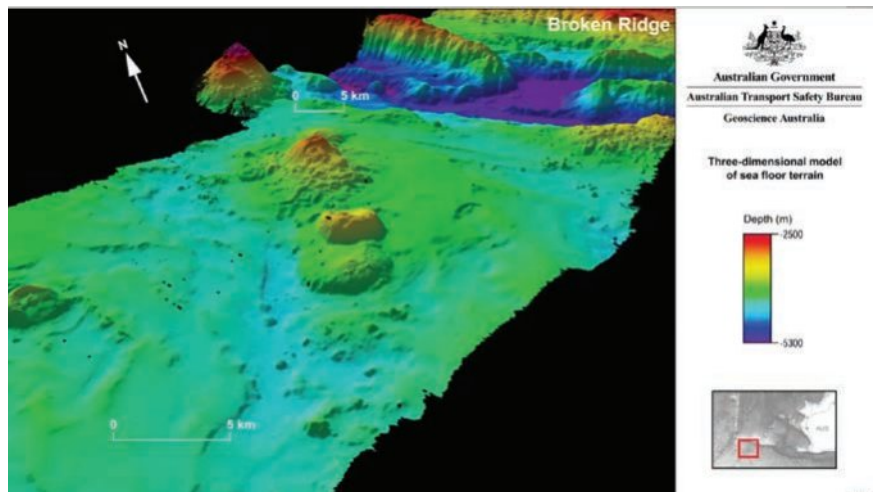
▲ Figure 11.18 The anatomy of a wave



▲ Figure 11.19 The process of wave energy creating a breaking wave

hits an obstacle, usually a coastline. As the sea floor becomes shallow near the coast, the energy at the bottom of the wave slows, while the top of the wave keeps moving until it spills forward and the wave breaks.

The shape of a breaking wave is determined by the **bathymetry** and the direction of wind. Bathymetry maps show the depth of different parts of the sea floor and the shape of the underwater terrain. Figure 11.20 shows the bathymetry of a section of the Indian Ocean (you can see where this is in relation to Australia in the reference map to the bottom right of the bathymetry). This area was part of the search region for the Malaysian Airlines MH370 plane that went missing in 2014. The different colours represent different depths below sea level, with areas in red being the closest to the surface, at 2500 metres deep, and areas in purple being the furthest from the surface, at 5300 metres deep. A sea floor that ascends steeply creates larger, powerful, hollow waves; a sea floor that ascends more gradually creates gentler, fatter waves. Offshore winds (that blow from the land out to sea) result in more uniform waves that break in clean lines. Onshore winds (that blow from the sea towards land) result in messy waves that break unevenly.



▲ **Figure 11.20** Bathymetry map of a section of the Indian Ocean

When a wave breaks, the water washing up the beach is called the **swash** and the water running back down the beach is called the **backwash**. **Constructive waves** are where the swash is stronger than the backwash, depositing sediment on the beach. **Destructive waves** are where the backwash is stronger than the swash, removing sediment from the beach.

**KEY TERMS**

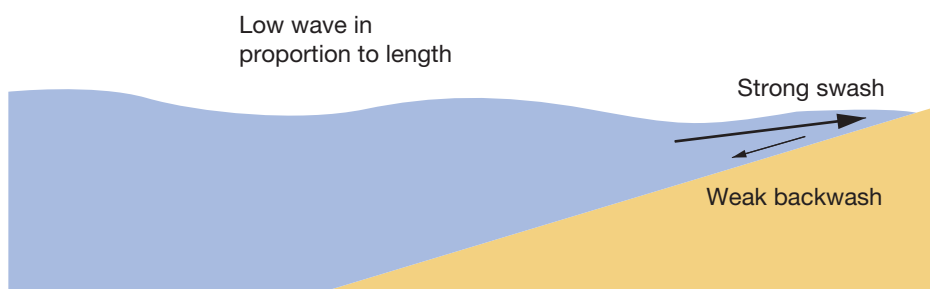
**bathymetry** the shape of the sea floor

**swash** water from a breaking wave washing up the beach

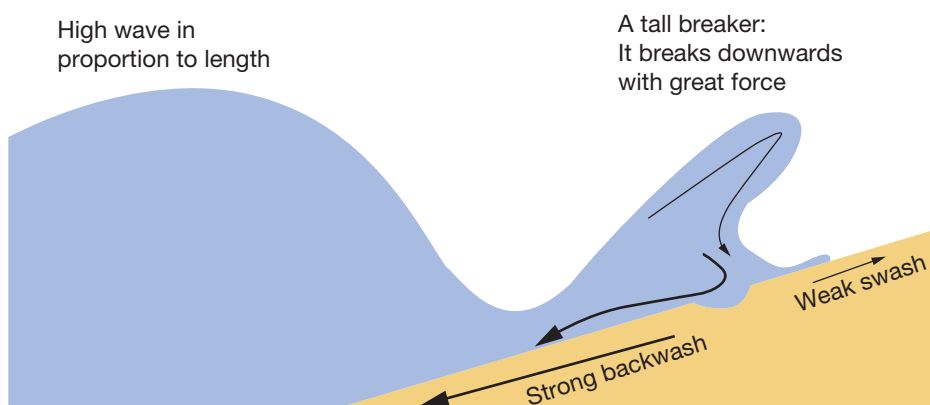
**backwash** water from a breaking wave running back down the beach

**constructive waves** a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

**destructive waves** a wave where the backwash is stronger than the swash, removing sediment and other material from a beach



◀ **Figure 11.21** Constructive waves



◀ **Figure 11.22** Destructive waves



## ACTIVITY 11.1



### Waves on a beach

Divide the class into two groups. One group is to devise a role-play acting out the process of a constructive wave breaking on a beach; the other group does the same for a destructive wave.

## CASE STUDY 11.3



### Bells Beach, Victoria

Bells Beach, near Torquay on the Victoria's western coastline, is an iconic surf break and home to the world's longest running professional surf competition. The area's great waves result from their fetch and the location's bathymetry. South-westerly swells hitting the coast are generated by a fetch stretching to the Antarctic. An underwater ridge concentrates the energy of the waves onto the point, and the shallow, even rock shelf beside the deep ocean causes the waves to pitch and break in the long, clean walls the beach is famous for. The powerful destructive waves crashing against the cliffs in Figure 11.23 differ from the gentler constructive waves seen at the more sheltered nearby Torquay front beach (Figure 11.24).



▲ **Figure 11.23** Bells Beach, Victoria. Do you think the wind was offshore or onshore when the photo was taken? Why?



▲ **Figure 11.24** Constructive waves breaking on Torquay's front beach. These waves are low in height.

## Amazing but true...

Sailors have long told stories of rogue waves, giant waves rising in the middle of the ocean. Modern technology has confirmed the existence of these waves and that they are far more common than first thought. At twice the size of surrounding waves, they have been known to crash over oil rigs and to swamp the largest ships.



▲ **Figure 11.25** Rogue waves

## Landforms created by coastal erosion

The action of destructive waves breaking on the coastline is the main cause of **coastal erosion** – the wearing away of sediment and rocks from the shoreline. This can occur rapidly, such as when wild waves created by a storm remove sand from a beach, or over a period of hundreds or thousands of years, such as the wearing away and gradual landward retreat of a cliff-face coast. The processes causing coastal erosion include:

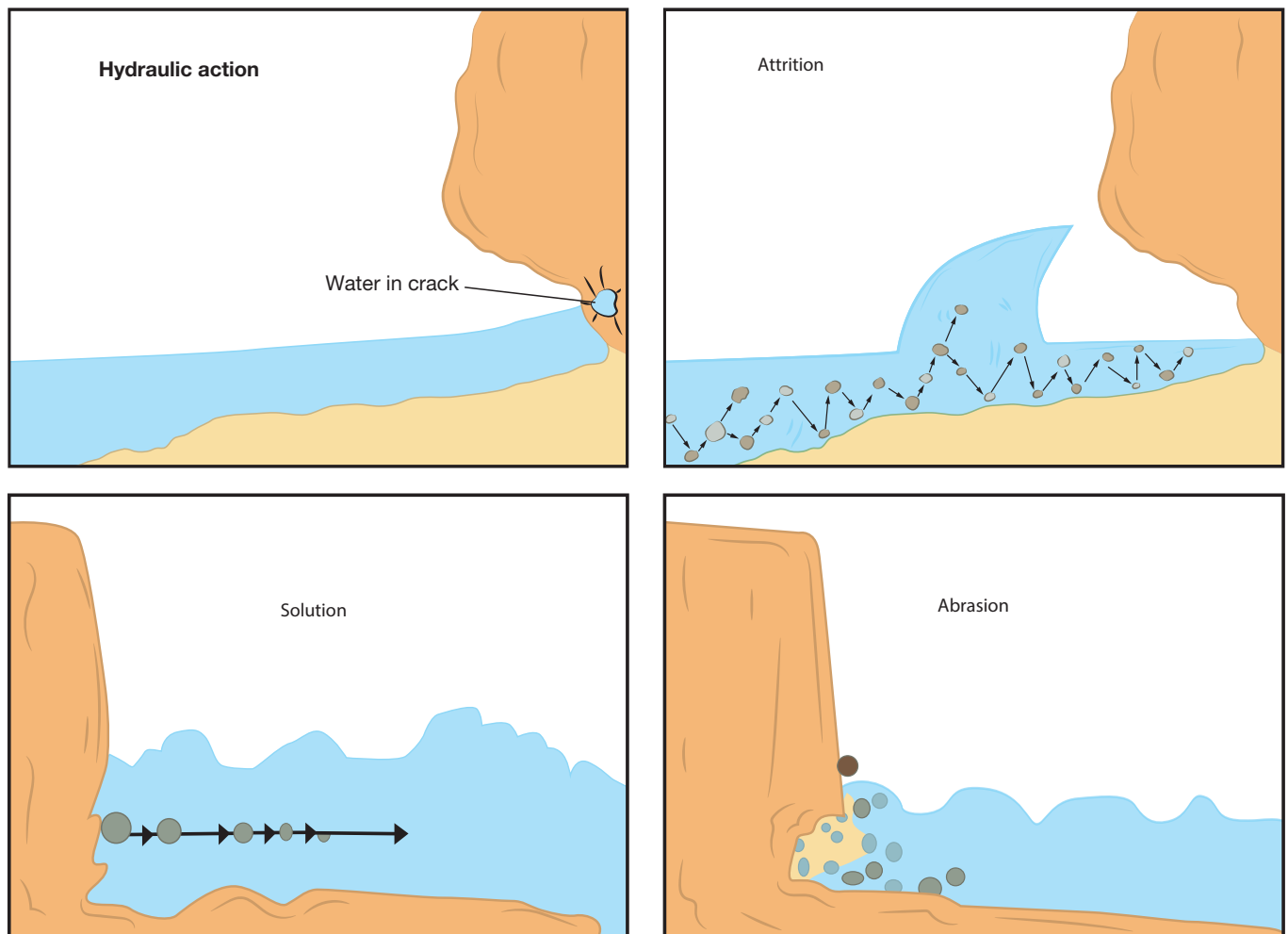
- Hydraulic action – the process of waves compressing air within gaps in the rock,

and this air being explosively released when the waves retreat, causing the rock to break

### KEY TERM

**coastal erosion** the wearing away of sediment and rocks from the shoreline

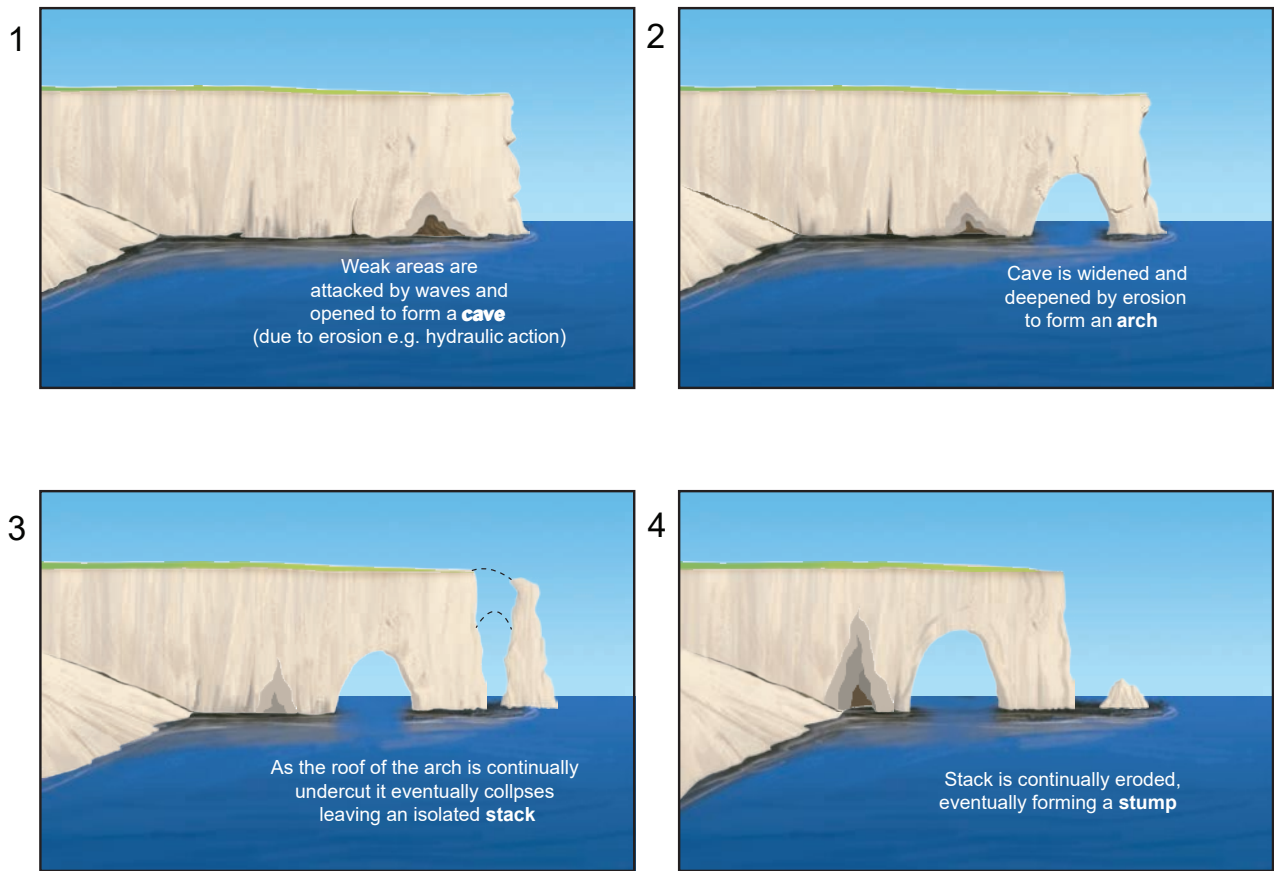
- Attrition – where the action of waves causes rocks or pebbles to bump against each other, breaking them apart
- Solution – when the acid in seawater erodes rocks such as limestone or chalk
- Abrasion – where sediment or rock carried by a breaking wave rubs against a rocky shore or headland, creating a sandpaper effect, wearing away the landform.



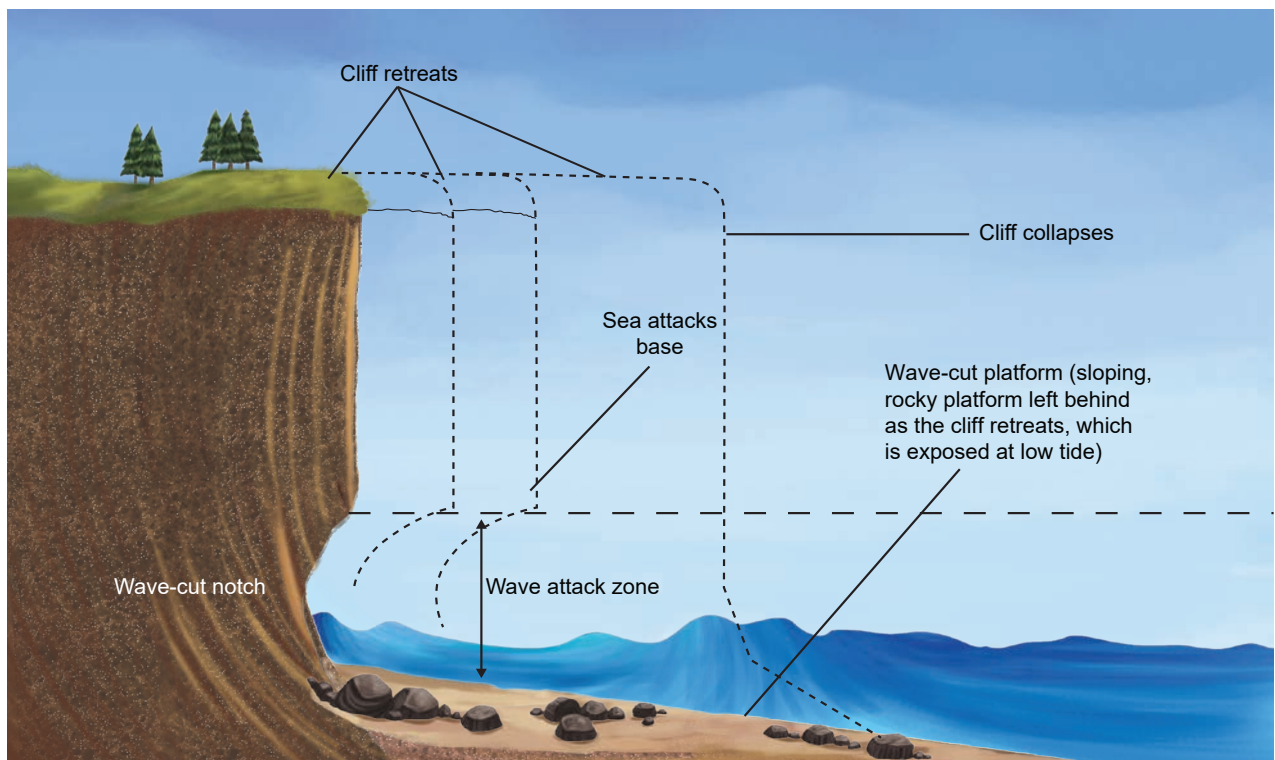
▲ **Figure 11.26** Processes of erosion on coastlines



The landforms found on rocky coastlines are created by these processes, often in a series of steps. For example, erosion of a weakness or crack on a headland forms a cave; further erosion creates an arch; the arch collapses leaving a stack; the stack wears down into a stump.



▲ Figure 11.27 The steps in erosion creating a stack



▲ Figure 11.28 The process of erosion creating a wave-cut platform and cliffs

## ACTIVITY 11.2



### The erosion process

Using Figures 11.27 and 11.28, describe the erosion process of a cliff retreating to form caves, arches and stacks.



▲ **Figure 11.29** Aerial view of Loch Ard Gorge and the surrounding coastline on Victoria's Great Ocean Road. How many landforms created by erosion can you identify in the photo?

### Landforms created by coastal deposition

**Coastal deposition** is the process where an agent of erosion – wind or water – loses energy and drops (or deposits) the rock fragments or sediment it is transporting. This could be a river depositing sediment where it enters the sea, or constructive waves depositing material on a beach. The swash of a constructive wave is more powerful than the backwash, meaning that material carried up onto the beach by the swash is not removed by the weaker backwash, and remains there, often creating new landforms. A number of factors create constructive waves.

These include where a coastline is protected by a landform such as a headland or sandbar, where the sea floor (bathymetry) is gently sloping, or where the strong winds creating destructive waves have lost energy and calmed.

The direction of **prevailing winds** often results in waves approaching a beach at an angle, with the swash running up the beach at the angle and the backwash running straight back down.

#### KEY TERMS

**coastal deposition** the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

**prevailing winds** the usual direction the wind blows in a particular location



**KEY TERM**

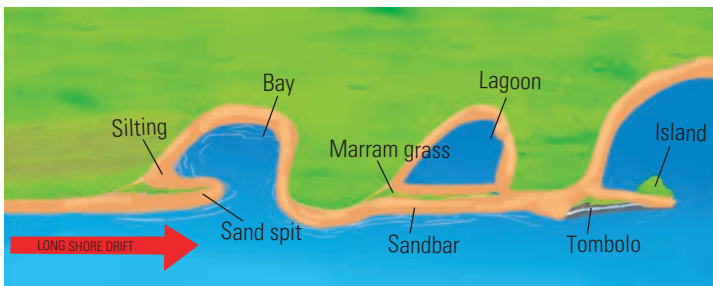
**longshore drift** the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

The repetition of this action can move sediment along a beach in a zig-zag pattern known as **longshore drift**. The

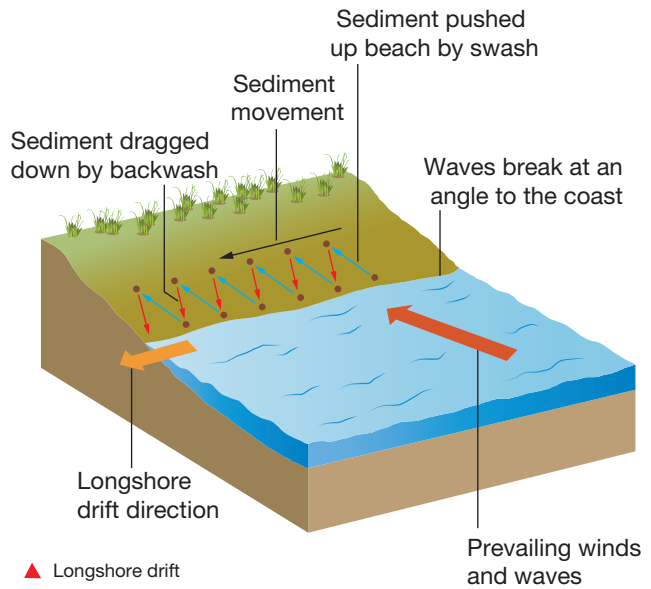
process of longshore drift creates landforms such as:

- Spits: a stretch of sand or rock extending from a beach out into the sea
- Tombolos: a spit or bar that joins an island to the mainland

- Sandbars: a sand bank at the mouth of a river, forming an inlet or joining two headlands across a bay. The water that pools behind a sandbar is known as a lagoon. (Note that a lagoon can also be incompletely separated from the sea by spits, see Figure 11.9.)



▲ **Figure 11.30** Formation of spits and tombolos



▲ **Figure 11.31** The process of longshore drift moving sand along a beach



▲ **Figure 11.32** Farewell Spit, New Zealand



▲ **Figure 11.33** The Angel Road of Shodo Island in Japan is a tombolo.





▲ **Figure 11.34** Sandbar in the Isles of Scilly, England

Sediment is transported along coastlines through the process of longshore drift. Waves usually approach the beach at an angle to the shore. When they retreat they move directly away from it. In this process, the waves often carry some sediment away from the

beach, then upon approach they deposit this sediment further up the coastline. Along the east coast of Australia, longshore drift often carries sediment in a north-westerly direction. This deposition creates constructive landforms such as beaches, spits, sandbars and tombolos.



▲ **Figure 11.35** The mouth of the Nambucca River, New South Wales. Sand deposited by longshore drift created the spit separating the river from the ocean. At low tide, the spit becomes a sandbar. Can you spot all of the landforms created by deposition in the photo?



## Dune systems

Sand dunes are formed when sand deposited on a beach by constructive waves is transported by wind and trapped by plants, driftwood or other obstacles. As more sand accumulates and is stabilised by plants, a dune is formed. The smaller dunes closest to the beach and usually covered in grasses, such as spinifex, are known as foredunes.

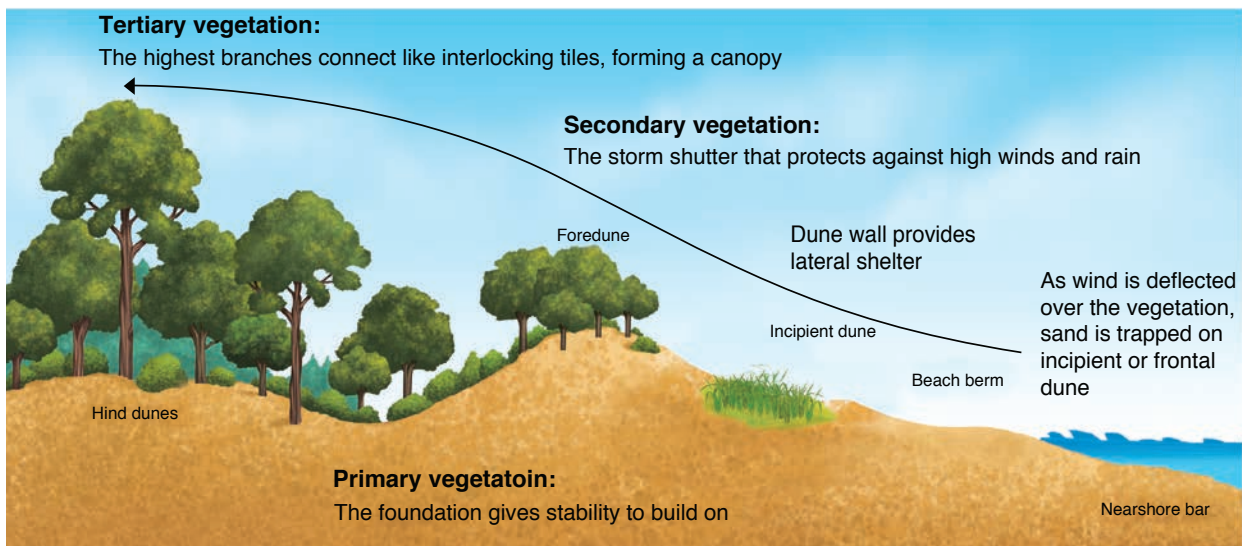
Larger dunes behind the foredunes are called backdunes and may be covered with shrubs or small trees. Over time, vegetation grows on the dune systems. This protects the land behind it from damage. Vegetation that is closer to the shoreline, such as spinifex, is low in height and drought-resistant. The further back from the coastline, the taller and more dense the vegetation becomes.



▲ **Figure 11.36** Sand dunes at Johanna Beach in western Victoria. Grass covered foredunes are in the foreground with larger more established backdunes behind them.



▲ **Figure 11.37** Beach spinifex usually forms the first barrier of protection for a coastline.



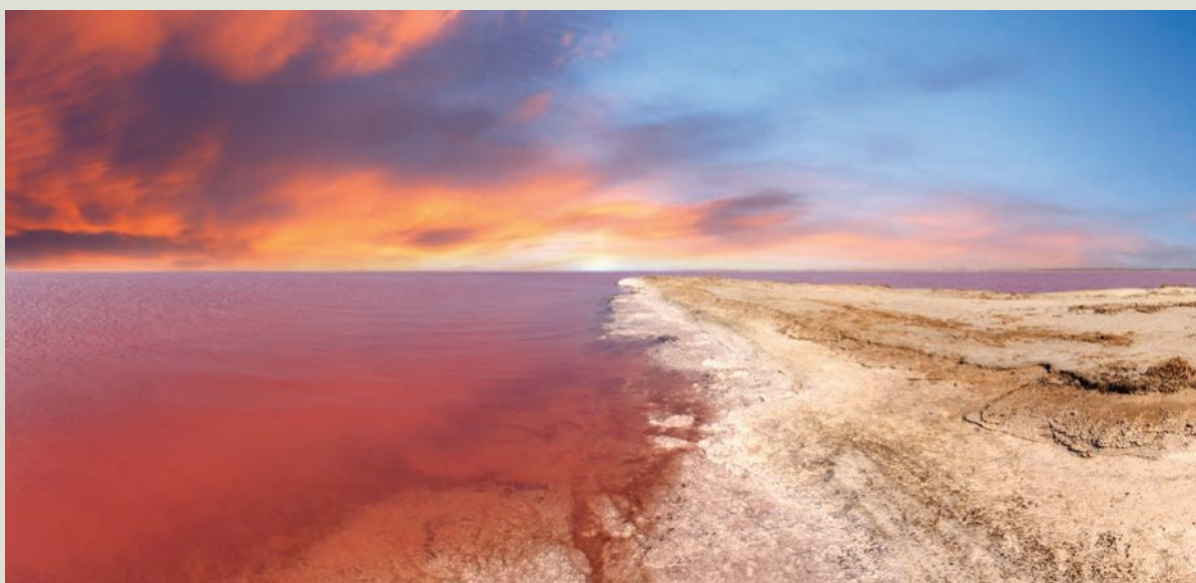
▲ **Figure 11.38** Dune systems are protected by vegetation.

## CASE STUDY 11.4



### How far can you spit?

Cape Bowling Green, Australia's longest spit, extends for more than 14 kilometres, and is up to a kilometre wide in places. Located 20 kilometres north of the town of Ayr in northern Queensland, the spit separates the waters of Bowling Green Bay from the Coral Sea. For more than 4000 years, prevailing currents and longshore drift have transported sediment deposited at the mouth of the huge Burdekin River northwards along the coastline, creating the spit. Although impressive, Cape Bowling Green's length is only a fraction of that of the world's longest spit. Known as the Arabat Arrow, the Arabat Spit in Ukraine stretches for 112 kilometres and is up to 8 kilometres wide, separating the Sea of Azov from a series of lagoons called the Syvash. Despite its size, Arabat is the younger of the two spits, formed by deposition over the last 1000 years.



▲ **Figure 11.39** A Syvash lake on the shores of the Arabat Spit. The strange pink colour is caused by algae and salt in the water.



## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.4



### Using spatial technology to annotate an image

- 1 Using Google Earth, search for Cape Bowling Green.
- 2 Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
- 3 Annotate key geography processes such as longshore drift, sand deposition, dune systems, prevailing wind direction, and vegetation on the spit.
  - 4 You can do this by adding place marks (click on the push pin), polygons and lines to mark the processes you observe.
  - 5 When you have finished your annotations, click on 'Save Image'. This will give you additional options.
  - 6 Give your image a title, update the legend by clicking on it and 'update from view'. This will include all of the features you have marked.
  - 7 Make sure your image includes all elements of BOLTSS. You can check this by selecting the map options button.
  - 8 When complete, click on 'Save Image'.



See the Interactive Textbook for a guide on using BOLTSS in Geography



#### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 11.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 How does wind create waves?
- 2 List the three factors that determine the power of a wave.
- 3 Distinguish between swash and backwash.
- 4 Define coastal erosion and list three landforms created by this process.
- 5 Define coastal deposition and list three landforms created by this process.

#### Interpret

- 6 Explain the difference between constructive and destructive waves. In your answer refer to swash and backwash.
- 7 Explain how bathymetry and fetch shape the type of waves breaking at either Nazaré or Bells Beach.

#### Argue

- 8 Refer to the photo of the Nambucca River mouth (Figure 11.35). Why do you think housing has not been built on the beachfront land on the spit?



## 11.3 Human causes of coastal landscape degradation and their effects

### FOCUS QUESTION

How do humans impact coastal landscapes?

More than 40 per cent of the world's population live within 100 kilometres of the coast and more than 85 per cent of Australians live within 50 kilometres of the coastline. The huge number of humans living on or near the coast degrades and places pressure on the sustainability of coastal environments. This section describes the main human causes of the degradation of coastal landscapes.

### Urban development

The increase in size of the world's cities and number of people living in urban areas has many effects on coastal landscapes. Most obvious is the need for more land to expand existing towns, and to create new cities and towns that often replace or severely degrade natural coastal environments such as wetlands and dune systems. For example, the Gold Coast in Queensland has changed considerably over the years. The original dune system has been gradually replaced, first by

housing then by high-rise apartments and hotels to take advantage of the water views and the outdoor lifestyle.



▲ **Figure 11.40** Aerial view from the beach end of Cavill Avenue looking south to Broadbeach, 1955

▼ **Figure 11.41** A modern Surfers Paradise, developed with high-rise apartments and hotels





**KEY TERMS**

**storm surge** a rush of water onshore caused by strong winds pushing on the ocean's surface

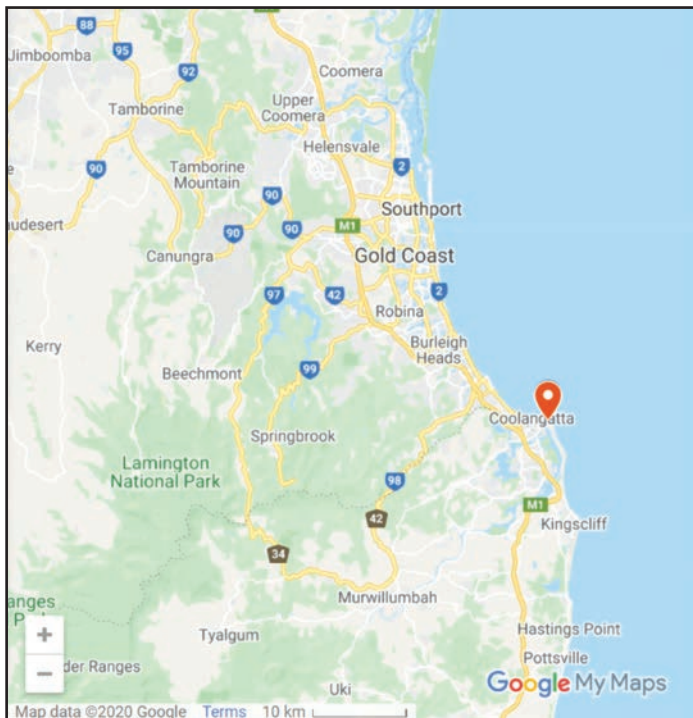
**groynes** a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

**dredging** clearing up materials from water

The threat of **storm surges**, high tides and coastal erosion often require coastal developments to be protected by measures such as sea walls, **groynes** and **dredging**. These interfere with the natural cycle of erosion and deposition on coasts,

often protecting the urban environment in one location while degrading or destroying environments such as beaches, dunes

and wetlands elsewhere. For example, training walls were first built in 1891 at the mouth of the Tweed River on the border between Queensland and New South Wales. They were extended in 1962. Their original intention was to maintain a deep channel and prevent the deposition of sand in the mouth of the river. This deposition was making it difficult for boats to access the river system, a significant issue at the time. The training walls began disrupting the natural processes of longshore drift. Erosion began occurring on Gold Coast beaches.



◀ **Figure 11.42** The location of the Tweed River



◀ **Figure 11.43** Sand bypass system and training walls at mouth of the Tweed River



▲ **Figure 11.44** Training walls at the mouth of the Tweed River

In 2001, a sand bypass system was built to ensure sand was moved from the southern side of the walls to the northern side. This replenished the sand levels at beaches along the Gold Coast.

## Recreation

For the billions who live by the coast and the millions who visit, coastal landscapes are some of the most popular locations for recreational activities, including beach-going, water sports, fishing and holidaymaking. Sensitive coastal environments are placed under pressure and may be degraded by these activities due to erosion, pollution

▼ **Figure 11.45** Boracay Island, Philippines



and littering, overfishing and the building developments. Some locations become too popular for their environments to cope with the numbers of recreational visitors. After its sand was declared the ‘whitest in the world’, the tiny village of Hyams Beach in southern New South Wales was forced to turn away thousands of vehicles a day in the summer peak holiday period. In April of 2018 the government of the Philippines closed Boracay Island, the country’s most popular tourist attraction, indefinitely. The area is known for its party season and attracted 1.7 million tourists in 2016. The island does not have the infrastructure, including roads, buildings and waste disposal, to cope with such temporary increases in populations. The island has since been reopened.

## Natural resources

Humans use coasts for urbanisation and recreation, but they also exploit their natural resources, often degrading coastal landscapes. Coastal hinterlands are used for agriculture, mining for sand, coal and other minerals, and drilling for oil and gas. Each of these processes can damage or destroy wildlife habitats on land and affect marine environments when fertilisers or waste enters



rivers and flows into the sea. Australia's Great Barrier Reef has lost half its coral since 1985. One of the most significant factors responsible for this loss is nitrogen from

fertilisers flowing from 35 major rivers into the reef's waters, promoting the growth of algae and plagues of crown-of-thorn starfish that destroy the reef's coral.

## CASE STUDY 11.5



### Oil drilling in the Great Australian Bight

High, sheer cliffs mark the place where the vast Nullarbor Plain ends and drops suddenly into the ocean. Curving inward, creating a landform known as a bight, these are the world's longest continuous sea cliffs – the Great Australian Bight. The waters of the Bight form a largely untouched marine environment, home to a diverse range of marine animals – whales, dolphins and fish – around 85 per cent of which are unique to the area. Recent plans to allow drilling for oil in the Bight have been met with fierce opposition from environmental groups and the public. They fear the effects of seismic blasting on marine creatures and the catastrophic impact of an oil spill on the Bight's environment. The risk is exacerbated by the deep water and powerful waves found in the area.



▲ **Figure 11.46** The extensive cliffs of the Great Australian Bight

## CASE STUDY 11.6



### The Gulf of Mexico oil spill

The Gulf of Mexico, a sea surrounded by coastlines of the southern United States, Mexico and Cuba, is one of the largest offshore oil fields in the world. Many of the almost 200 oil wells in the Gulf operate in deep water, sometimes more than 2 kilometres in depth. The dangers of drilling at these depths, similar to what would be required in the Great Australian Bight, were realised in 2010 when the Deepwater Horizon oil platform exploded, releasing more than 4.9 million barrels of oil into the Gulf, which spread over 180 000 square kilometres. The devastating impact of the spill on the marine and coastal environments required a massive clean-up over a number of years, costing BP, the owner of the well, more than \$US65 billion in costs and fines.



▲ **Figure 11.47** US Coast Guard officers attempt to ignite oil collected in the Gulf of Mexico following the Deepwater Horizon explosion.

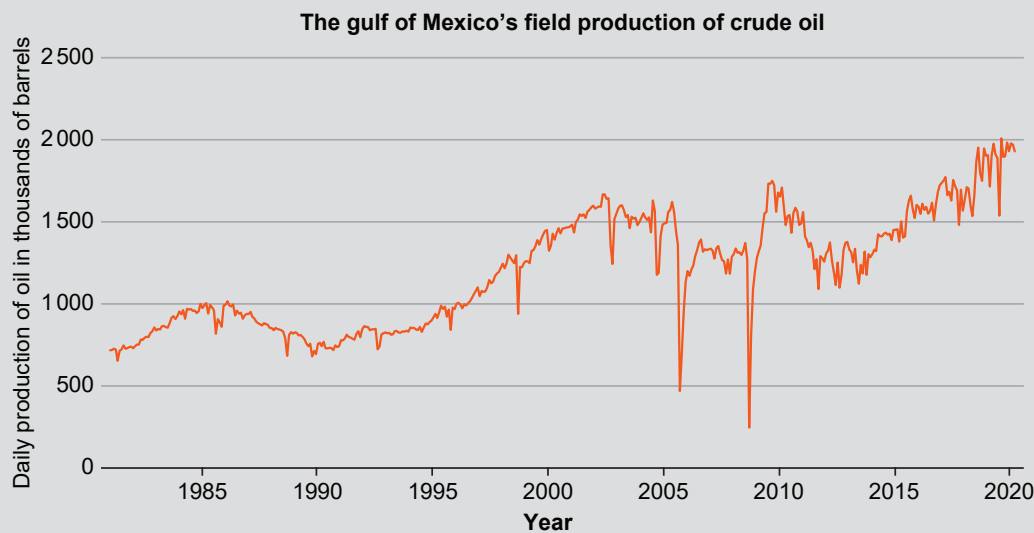
## ACTIVITY 11.3



Examine the graph in Figure 11.48 and use it to answer the following questions.

### Oil rigs distribution

- 1 How many more barrels of oil were produced around the 2020 mark compared to 1985?
- 2 What might account for the non-linear (i.e. not-straight) trend?



▲ **Figure 11.48** The gulf of Mexico's field production of crude oil

## END-OF-SECTION REVIEW 11.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What percentage of the world and the Australian populations live on the coast?
- 2 List three ways humans use coasts for recreation.
- 3 Recall the percentage of coral lost by the Great Barrier Reef since 1985. What is one of the major causes of this loss?

#### Interpret

- 4 How did the training walls at the mouth of the Tweed River disrupt natural processes?
- 5 Using the Gold Coast as an example, describe how urban development can degrade coastal landscapes.
- 6 Refer to Case Studies 11.5 and 11.6:
  - a Outline the features that make the Great Australian Bight such an important and sensitive environment.
  - b Why do you believe protestors are so opposed to oil drilling in the Great Australian Bight? Use the example of the Deepwater Horizon oil spill to support your response.

#### Argue

- 7 'It is essential to regularly close Boracay Island to protect it from mass tourism'. Discuss this statement, taking into consideration the social, environmental and economic impacts of closing the island regularly.



#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 11.4 The significance of coastal landscapes and landforms for different peoples

### FOCUS QUESTION

Why are coastal landscapes significant for different people?

Coastal landscapes are special places that have significance for different peoples in many ways. We have seen that coasts are home to most Australians and to almost half the world's population, and are used for recreation and their natural resources. This section describes some of the other ways that coasts are significant for different peoples.

### Trade

For thousands of years, human civilizations – the Phoenicians in the Mediterranean, Polynesians in the South Pacific, Vikings in Mediterranean and North Sea, and the British Empire across most of the

globe – have been built on trading across the seas. Coasts are central to this trade as the location of the ports that house the fleets and handle the goods that are traded. Despite advances in technology, such as aircraft and digital communication, maritime trade remains central to the global and individual country's economies. More than 90 per cent of global trade is carried out by the 50 000 merchant ships that ply the world's oceans. The Port of Melbourne alone processes around 2.93 million containers valued at \$102 billion annually, while the world's largest port in Shanghai processes around 40 million containers each year.

### ACTIVITY 11.4



#### Reading a ship map

- 1 Visit the Ship Map website.
- 2 View the progression of ships going between ports. You can change the colours to show the types of ships that are moving around the world.
- 3 Describe the different patterns you observe on the map.



▲ **Figure 11.49** The Port of Melbourne processes around 2.93 million containers annually.

## Cultural

Coastal landscapes shape and are represented in different cultures in a variety of ways. For many indigenous groups around the world, their identity reflects their connection with and use of the coast. For example, groups such as the Seri in Mexico are described as fishing communities; the ocean not only provides their food and livelihoods, but also shapes their customs and spiritual beliefs. In Victoria, evidence of the long connection between Aboriginal peoples and coastal landscapes is found in the thousands of **middens** located along the coast and in the spiritual importance of sites such as Churchill Island, known as Moonar'mia to the local Yallok Bullok people.

### ACTIVITY 11.5



#### Research

Conduct research into the Seri people of Mexico or another cultural group and create a visual display illustrating their connection to a coastal landscape.

The proximity of the coast for most Australians is reflected in their lifestyles. Victorians alone make more than 70 million recreational visits to the beach each year. Different subcultures have formed around



▲ **Figure 11.50** Middens are heaps of waste, such as shells and bones along with other items, that show evidence of earlier human occupation.

this use of the coast, such as surf lifesavers and surfers. From its beginning in the 1960s as an alternative activity (adapted from the traditional Hawaiian pastime), surfing has evolved into a mainstream sport, with a professional tour and global brands, such as Rip Curl and Quiksilver, growing from their beginnings as small surfboard and wetsuit makers in the Victorian coastal town of Torquay. Australian's relationship with coastal landscapes is also reflected in popular culture. The stories of television dramas *Home and Away* and *SeaChange* depend on their coastal locations, and Tim Winton's novel *Breath* explores the main character's upbringing on the coast.

#### KEY TERM

**middens** a heap of shells, bones and other waste thrown away by humans in the past

▼ **Figure 11.51** Author Tim Winton at the launch of the movie based on his novel *Breath*







Please see the Interactive Textbook to download a fieldwork template

## FIELDWORK 11.1



### Investigating a coastal landscape

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom, while in the real world. Victoria's long and varied coastline makes coastal landscapes an excellent topic for fieldwork, as it provides a range of questions for your investigation. For example, describing the landforms found in different coastal locations and the processes that created them; predicting changes to coastal landscapes; and assessing the impact of human activities on a coastal landscape, and how this is managed.

The following structure will help to form the basis of your study.

#### Title and introduction

Introduce your study by providing some context. This should include the location and features of the coastal landscape you are investigating.

#### Background information

Research some background information about your chosen location, including its type of landscape and its distinctive features. Try to identify the geomorphic processes at work. Look at how local communities use the location and look for human effects on the coastal landscape. Include a location map showing the boundaries of your study area.

#### Aim

Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.

#### Research question

Write a research question that you intend to answer using the data that you collect. For example:

- What are the different ways this coastal location is used by people?
- What role does this coastal location play in the local amenities and the surrounding environment?
- Is this coast managed, and if so how?

#### Hypothesis

Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question. For example:

- This coastal location is used by people mainly for recreation
- This coastal location provides sheltered mooring and a harbour for boats
- This coast is managed to minimise erosion of the landscape by vehicles and walkers.

#### Primary data collection

Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Observations, annotated photos and field sketches showing the interconnection of the coast with the land behind it





- Mapping locations of coastal landforms
- Analysis of the quality and species of vegetation at the location
- Identifying and measuring processes causing change to the landscape, such as the frequency of waves or wind speed and direction
- Identifying and assessing the effectiveness of infrastructure put in place to manage the impact of the use of the coastal landscape by people.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

## Secondary data collection

Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

## Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

## Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

## References

Always ensure you keep a record of any sources used and present these in a bibliography.

## END-OF-SECTION REVIEW 11.4



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Recall two historic trading civilisations.
- 2 What percentage of global trade is carried out by ships? How many ships are involved in this trade?
- 3 How many recreational visits do Victorians make to the beach each year?

#### Interpret

- 4 Outline how the Victorian coast is significant to two different groups of people.

#### Argue

- 5 Blast fishing is a method that uses explosives to stun or kill fish, making them easy to collect. Using all that you have learned, write a paragraph supporting and another paragraph opposing this statement: 'It is reasonable for fishermen in Borneo to use blast fishing to feed their families.'



### Digital quiz

Please see the Interactive Textbook to access digital activities



## End-of-chapter activities



### 1 Self-assessment

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



### 2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Nazaré
- Horizontal Falls
- Destructive waves
- Stack
- Cape Bowling Green
- Bells Beach
- Recreation
- Deepwater Horizon
- Middens.



### 3 Follow the flow of main ideas

What ideas have you learnt about coastal landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining in a few points what each topic means for understanding landforms and landscapes. (The first one is done one for you.)

<b>Types of coastal landscapes</b>	<p>The coast is where the land meets the sea and includes coastal waters and the coastal hinterland.</p> <p>Coastal landforms created by erosion include headlands, caves, arches and stacks.</p> <p>Coastal landforms created by deposition include beaches, spits, sandbars and sand dunes.</p>
<b>Iconic coastal landforms</b>	
<b>Waves</b>	
<b>Erosion</b>	
<b>Deposition</b>	
<b>Human causes of coastal degradation</b>	
<b>Significance of coastal landscapes</b>	



### 4 Making thinking visible

#### I used to think, now I think ...

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about coastal landforms and landscapes, and another paragraph explaining what you now understand about the topic.

**1A I used to think that coastal landforms were ...**

**1B Now I understand that coastal landforms are ...**

**2A I used to think that a wave was made from moving water ...**

**2B Now I understand that waves are made from ...**

**3A I used to think that beaches and spits were created by ...**

**3B Now I understand that beaches and spits are created by ...**

**4A I used to think that caves and arches were created by ...**

**4B Now I understand that caves and arches are created by ...**

**5A I used to think that coasts were significant to humans because ...**

**5B Now I understand that coasts are significant to humans because ...**



## 5 Research task

Use the internet to identify one iconic coastal landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about coastal landscapes



# CHAPTER 14

## Geomorphic hazards

### Setting the scene: New Zealand's Whakaari/White Island volcano disaster

Tours to Whakaari/White Island offer the adventure of a lifetime; the chance to walk upon New Zealand's most active volcano.

Formed by the cone-shaped tip of a mostly submerged stratovolcano, Whakaari/White Island is located in the Bay of Plenty, off the east coast of New Zealand's North Island. A barren landscape roughly 3 kilometres in length and 2 kilometres wide, the island is only accessible by boat, seaplane or helicopter. Visitors are guided to the volcano's crater, passing pools of boiling mud and steaming

clouds of sulphur. On 9 December 2019, this spectacular adventure turned into a nightmare for the 47 people on the island. A large eruption spewed a column of ash more than 3 kilometres into the sky, with exploding rock, ash and poisonous gases covering the island. Tour operators used boats to immediately rescue 23 people from the island; however, subsequent



▲ **Figure 14.1** A tour group trekking on Whakaari/White Island, prior to the disaster of December 2019

search-and-rescue operations were inhibited by dangerous conditions, preventing boats and helicopters from landing on the island. Ultimately, 21 people were killed (two of who are missing and declared dead) and 26 seriously injured in this tragic natural disaster.

The story of the Whakaari/White Island eruption reflects the themes of this chapter. It tells of a natural hazard – the volcano – the impact of its eruption on humans and the natural environment, and the efforts of humans to respond to the disaster.



◀ **Figure 14.2** New Zealand Prime Minister Jacinda Ardern meets with first responders at the Whakatane Fire Station on 10 December 2019 in Whakatane, New Zealand.



▶ **Figure 14.3** Satellite image of the Whakaari/White Island Volcano after the eruption, 13 December 2019

## MAKING THINKING VISIBLE 14.1



### Think, pair, share

Reflect on the story of the Whakaari/White Island volcano. What do you think?

- 1 Think about the story.
- 2 Try to explain your thinking with pictures or words in your notebook or on your digital device.
- 3 Share your thoughts with a partner. Why do people risk taking part in hazardous activities such as visiting an active volcano?
- 4 Should the tour company be held responsible for the tragic deaths and injuries caused by the disaster?



# Chapter overview

## Introduction

This chapter examines what is meant by geomorphological hazards and natural disasters. A study is made of a natural disaster, considering the causes, impact on both landscapes and humans, the human response to the disaster, and efforts to minimise the impact of similar hazards in the future.

## Learning goals

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

- What are geomorphological hazards and natural disasters?
- What were the causes of a specific natural disaster and how did it affect landscapes and humans?

## Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Image:** In 2019, towns along the Mississippi River in the US, experienced the longest stretch of major flooding from the river in nearly a century.





▲ **Image:** An earthquake of magnitude 9.0 and tsunami caused havoc in northern Japan in 2011. A Senseki Line train is washed away by the tsunami in Higashimatsushima, Miyagi, Japan.





## 14.1 Geomorphological hazards and their significance

### FOCUS QUESTION

What are hazards and natural disasters?

#### KEY TERMS

**hazard** a situation that has the potential to cause harm to people, their property or the natural environment

**hazard event** the realisation of a hazard, such as the eruption of a volcano

**disaster** a hazard event that causes significant damage to human or natural environments

**natural hazards/disasters** hazards or disasters caused by nature or natural events

**geomorphological hazards/disasters** natural hazards or disasters that affect the characteristics of the Earth's surface

**technological hazards/disasters** hazards or disasters caused by the actions of humans

Hazard and disaster, words that we may use and hear often, have a specific meaning for geographers.

A **hazard** is a situation that has the potential to cause harm to people, their property or the natural landscape.

An active volcano, a total fire ban, and an avalanche warning are all examples of hazards. They all have the potential to cause harm but are yet to do so. If the potential is realised and the volcano erupts, a

bushfire starts or an avalanche occurs, it is known as a **hazard event**. The severity of the hazard event and the amount of harm caused determines if the event is a **disaster**. There is no exact measure of the amount of harm that constitutes a disaster, but a hazard event that causes significant damage to humans, through the loss of life or property, and or to the natural environment, is usually considered a disaster.

**Natural hazards or disasters** are those caused by nature or natural events such as floods or bushfires. Where these events affect the characteristics of the Earth's surface, they are known as **geomorphological hazards or disasters** and include volcanic eruptions, earthquakes, tsunamis, landslides and avalanches. Hazards created by humans, such as an oil spill or chemical leak, are known as **technological hazards or disasters**.



▲ **Figure 14.4** An active volcano, Mt Agung in Bali, Indonesia (left), has the potential to erupt, which makes it a hazard. The 2017 eruption (right) is a hazard event; however, the lack of damage to people and the landscape means it was not classified as a disaster.



▲ **Figure 14.5** A family paying their respects to victims amid the wreckage caused by the tsunami that hit Japan in 2011. The tsunami and the earthquake that created it were natural disasters; the radiation leak from the Fukushima nuclear power plant that was damaged in the event was a technological disaster.

## END-OF-SECTION REVIEW 14.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define what geographers mean by the terms 'hazard' and 'hazard event'.
- 2 Outline how a disaster is different from a hazard or hazard event.
- 3 What type of hazard is Whakaari/White Island and where is it located?
- 4 Recall the human impact of the Whakaari/White Island eruption in terms of the number of deaths and injuries.

#### Interpret

- 5 Explain the difference between a geomorphological hazard and a technological hazard. Use an example to illustrate your answer.
- 6 Explain why not all hazard events are considered disasters. Support your answer with examples from this section of the chapter.

#### Argue

- 7 'People make the choice to take part in dangerous activities such as the tours to Whakaari/White Island, so it is their responsibility if something goes wrong.' Write a paragraph that argues for or against the statement.



#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 14.2 The causes and impact of a natural disaster: the 2015 Nepal earthquake

### FOCUS QUESTION

What were the causes of the Nepal earthquake and how did it affect landscapes and humans?

#### KEY TERMS

**seismic waves** vibrations of the Earth's crust that cause earthquakes

**focus** the point in the Earth's crust where an earthquake originates

**epicentre** the point on the Earth's surface directly above the earthquake's focus

**Richter scale** The scale used to measure the magnitude of an earthquake

On 25 April 2015, a massive earthquake devastated the Himalayan country of Nepal. Thousands of people were killed, even more injured, and their homes and other buildings destroyed. This section examines the type and causes of this natural disaster, its impact

on humans and landscapes, and how humans responded to these impacts.

### The type of hazard involved and its causes

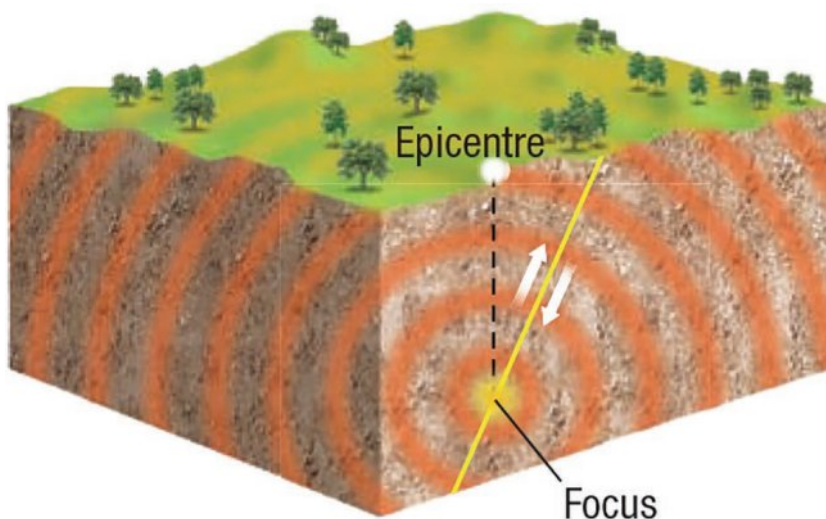
Earthquakes are one of the most powerful and deadly types of natural disaster. They are caused by the movement of the tectonic plates that make up the Earth's crust. The

friction created by the size, mass and jagged edges of the plates means that as they crash into and slide alongside each other, they may become stuck, building up huge amounts of pressure that, when finally released, sends vibrations known as **seismic waves** through the crust, causing the surface of the Earth to shake (refer to Chapter 10 for a description of tectonic plate theory and Chapter 12 for its relationship to volcanoes). The origin of the seismic waves within the crust is known as the earthquake's **focus**, and the point directly above this on the surface is the **epicentre**.

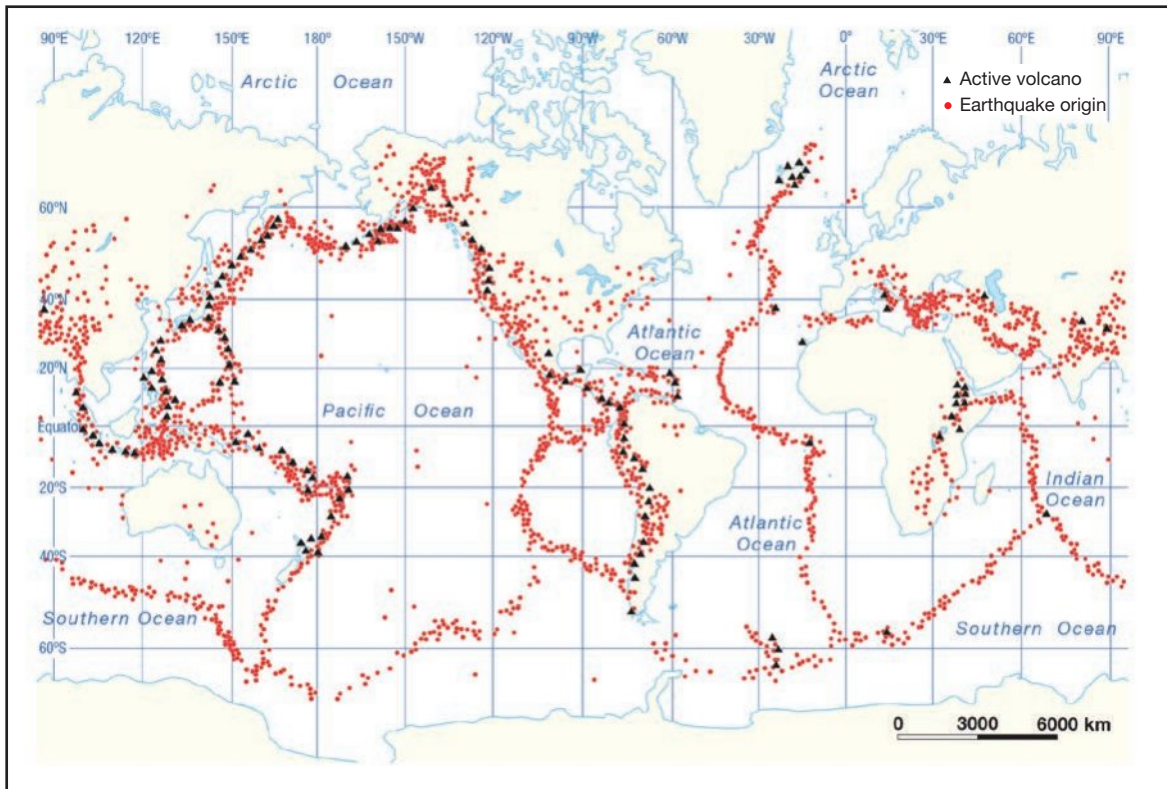
Scientists describe the strength of an earthquake using the **Richter scale**, which places the magnitude of seismic waves on a scale from 0 to 10, with the power of the waves increasing tenfold from one level to the next. Minor earthquakes of a magnitude less than 3 occur millions of times each year, but are imperceptible or barely felt by humans. Earthquakes with a magnitude greater than 7 are considered major and occur around

20 times each year globally.

The size of an earthquake on the Richter scale is a helpful indicator of its potential impact, but this is also determined by other factors, including the depth of the focus, with shallow earthquakes having a greater impact than deeper ones, as well as the proximity to the earthquake's epicentre.



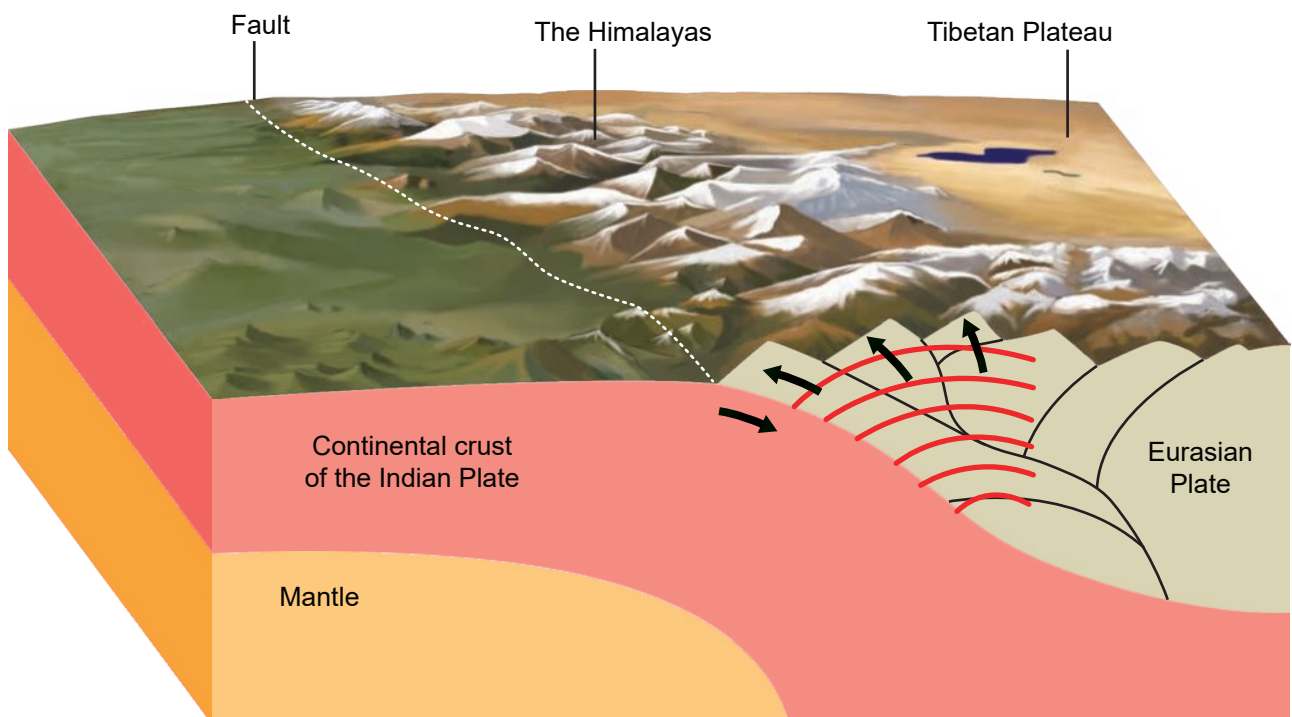
▲ **Figure 14.6** The focus, epicentre and seismic waves of an earthquake



▲ **Figure 14.7** Recent global earthquake activity (marked through red dots)

The 2015 Nepal earthquake was caused by the collision of the Indian and Eurasian tectonic plates. As these giant slabs of the Earth’s crust crash into each other, the Indian plate is thrust under the Eurasian plate, which is crumpling, creating the Himalayan mountain

range. The build-up and release of pressure along the fault line between the plates results in regular minor earthquakes in the region, as well as major quakes, including one of magnitude 6.9 in 1988, and magnitude 8 in 1934.



▲ **Figure 14.8** The convergence of the Indian and Eurasian tectonic plates created the Himalayan mountain range, one of the world’s most earthquake-prone landscapes



## Amazing but true ...

You may not realise it, but you have probably experienced an earthquake. Over the last century more than a thousand earthquakes have occurred in Victoria; however, most of these are less than magnitude 3, and are barely perceptible to humans. These 'intraplate' quakes are caused by the same processes as larger quakes, the movement of tectonic plates, but result from smaller faults within plates rather than on their margins. Many of Victoria's quakes originate from faults in the Gippsland region, including a 3.3-magnitude quake in 2014 that was felt across Melbourne's eastern suburbs, and a 5.4-magnitude quake in 2012 that caused around \$20 million dollars damage to the city of Moe.

### The impact on places and humans

The 7.8-magnitude 2015 Nepal earthquake's epicentre was only 60 kilometres from Nepal's capital, Kathmandu, and was followed by a

#### KEY TERM

**aftershock** one or more smaller tremors that follow the main shock of an earthquake

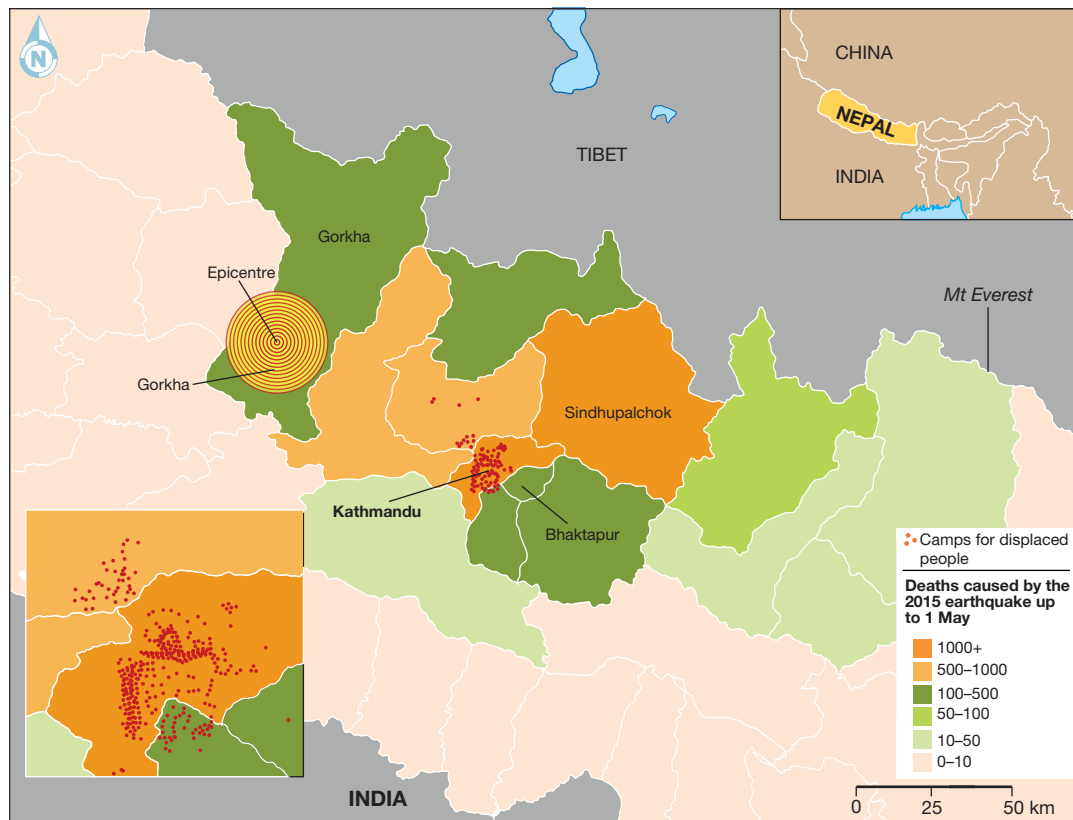
series of **aftershocks**, including one of 7.3-magnitude. These events had a dramatic direct

impact on human landscapes, completely razing homes and entire villages in rural areas and destroying more than 180 buildings in Kathmandu, including a number of significant cultural and heritage sites. Overall, around 600 000 homes were destroyed and 280 000 damaged, leaving about 3.5 million

people homeless. More devastating was that almost 9000 people died and 27 000 people were injured, as a result of collapsing buildings and landslides triggered by the quake. Among these were 19 climbers killed in an avalanche on Mt Everest. In the longer term, the arrival of the monsoon (rainy) season resulted in landslides, and a lack of basic food, shelter and sanitation increased the presence and risk of disease for those left homeless by the quake. Nepal, already one of the world's poorest countries, was also economically affected by the quake, with most of the season's crops destroyed and tourism numbers, an important contributor to the country's revenue, dropping significantly.

▼ **Figure 14.9** Destruction caused by the 2015 earthquake in the Nepalese capital, Kathmandu





▲ **Figure 14.10** The location of the 2015 Nepal earthquake's epicentre and its death toll across the country

## Response to the disaster and efforts to minimise the future effects of similar hazards

The devastating effect of the quake provoked an immediate response from the Nepalese government, other countries and international organisations. The initial priority, to locate and rescue survivors, was carried out by the Nepalese army with assistance from rescue teams sent from around the world. Nepal was then faced with the huge task of caring for the millions of people left homeless by the disaster. Donations of money, resources and personnel from national governments, individuals and non-government organisations, such as the Red Cross and World Vision, assisted with these efforts. India, Nepal's neighbour, donated more than \$1 billion in aid, while the Australian Government provided more than \$14 million in aid, and sent military and government personnel to assist. The reconstruction of buildings and infrastructure that were destroyed or

damaged by the quake is ongoing. A number of factors have made reconstruction a slow and difficult process, including the sheer size of the task, determining how to distribute aid to fund reconstruction, and tensions in the community created by the building of modern, earthquake-proof buildings to replace historic and culturally significant buildings.



▲ **Figure 14.11** Temporary accommodation set up for the homeless in Kathmandu in the week after the earthquake





▲ **Figure 14.12** Reconstruction work on the Boudhanath Stupa temple in Kathmandu in early 2016



▲ **Figure 14.13** A celebration of the completed reconstruction of the temple in late 2016

## Amazing but true...

Earthquakes and other geomorphological hazards, such as landslides, do occur in Victoria; however, the hazard that has had the greatest impact on the state is bushfires. Over the last century, Victoria has experienced many bushfires, including the disastrous 1939 Black Friday fires that burnt around 20 000 square kilometres and killed 79 people, and the 1983 Ash Wednesday fires that burnt almost 10 000 square kilometres and killed 47 people. In recent years, the term ‘megafire’ has been coined to describe large, intense, devastating fires such as these. Megafires are occurring with greater regularity in fire-prone regions across the world and Australia, including the 2009 Black Saturday fires that killed 173 people and destroyed more than 2000 Victorian homes, and the devastating fires that burnt for months in Victoria and New South Wales in the summer of 2019–20. One of the major causes of the worldwide increase in the number of megafires is climate change. The increase in average temperatures is prolonging droughts, extending fire seasons and encouraging the extreme weather conditions, such as hot temperatures and strong winds, that enable fires to flourish. It is predicted that climate change will result in the number of extreme fire days increasing by up to 30 per cent by 2050 in Victoria, doubling the already significant economic cost of bushfires.



▲ **Figure 14.14** A CFA crew attempting to tackle the huge flames of the Black Saturday bushfires in 2009



▲ **Figure 14.15** Destroyed buildings in Kinglake, one of the many areas devastated by the Black Saturday fires



◀ **Figure 14.16** Matthew Abbott took this iconic photo of a kangaroo jumping in front of a burning house in Lake Conjola, NSW, at the height of the fires, 21 December 2019. The photo went viral and garnered a lot of sympathy for Australia's plight. What elements do you think make this such a powerful image?

## END-OF-SECTION REVIEW 14.2



### Digital quiz

Please see the Interactive Textbook to access digital activities

### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Use the terms 'focus', 'epicentre', 'seismic waves' and 'tectonic plates' to write a short paragraph describing the processes that caused the Nepal earthquake.
- 2 List three types of damage caused by the Nepal earthquake.
- 3 Use the headings 'rescue', 'recover' and 'rebuild' to summarise the response to the Nepal earthquake.
- 4 Recall the magnitude and impact of one earthquake that has affected Victoria.

#### Interpret

- 5 Refer to Figure 14.7 to complete the following tasks.
  - a Use an atlas to identify one country in each continent that has experienced earthquakes. Which continent is the most earthquake-prone?
  - b Identify two countries that have experienced earthquake activity that are not located on the boundary of a tectonic plate.
- 6 Refer to Figure 14.10 to complete the following tasks.
  - a Describe the location of the 2015 earthquake's epicentre in relation to the city of Kathmandu.
  - b Describe the relationship between the number of deaths caused by the earthquake and the distance from the earthquake's epicentre.
  - c Based on this information, what factors besides distance can determine the magnitude of a disaster?

#### Argue

- 7 Outline what is meant by a megafire. Do you believe the increasing regularity of megafires should influence the Australian Government's policies on climate change? Explain your answer.



# End-of-chapter activities



## 1 Self-assessment

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



## 2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Whakaari/White Island
- Natural disaster
- Richter scale
- The Indian tectonic plate
- Aftershock
- Tourism
- Boudhanath Stupa temple
- Black Friday.



## 3 Follow the flow of main ideas

What ideas have you learnt about geomorphic hazards and natural disasters? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding geomorphic hazards and natural disasters. (The first one has been done for you.)

### Defining hazards and natural disasters

A hazard is an event that has the potential to cause damage to humans and landscapes, such as an active volcano.

A hazard event is the realisation of a hazard, such as the eruption of a volcano.

A disaster is a hazard event that causes significant damage to humans or landscapes, such as a volcanic eruption that causes deaths and the destruction of property.

### Definition of earthquakes

### Processes causing the Nepal earthquake

### The impact of the earthquake on humans and the landscape

### The response to the earthquake



## 4 Making thinking visible

**I used to think that geomorphic hazards and natural disasters were ...**

**Now I think that ...**

In this visible thinking routine, you are asked to track the difference between what you knew about hazards and natural disasters before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about hazards and natural disasters and another paragraph explaining what you now understand about the topic.

**1A I used to think that natural disasters were ...**

**1B Now I understand that natural disasters are ...**

**2A I used to think that earthquakes were caused by ...**

**2B Now I understand that earthquakes are caused by ...**

**3A I used to think that Nepal was located ...**

**3B Now I understand that Nepal is located ...**

**4A I used to think the Nepal earthquake destroyed ...**

**4B Now I understand that the Nepal earthquake destroyed ...**

**5A I used to think that the global response to the Nepal earthquake was ...**

**5B Now I understand that other countries responded to the earthquake by ...**



## 5 Research task

Research and prepare a report on one significant natural disaster that occurred in Australia or another country.

Your report must cover the following:

- The location (absolute and relative and at different scales) shown on a map
- Identification and description of the type of disaster and the processes that caused it
- A description of the impact of the disaster on humans and the landscape
- A description of the response to the disaster and how this has been managed to limit a repeat of the disaster
- A story or case study of one person, family or community affected by the disaster
- Any other interesting facts, information or stories related to the disaster.

Present your report digitally, on a poster or other format agreed with your teacher. You must include, maps, diagrams and other illustrations, and follow geographic conventions, including BOLTSS and use of captions.



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



**See the Interactive  
Textbook for a  
guide on using  
BOLTSS in  
Geography**



**Video**

Five  
interesting  
facts about  
geomorphic  
hazards



# Unit 2

## Changing nations

### Overview

**In 1960, roughly one-third of the global population lived in cities. This had increased significantly to 55 per cent in 2018 and is projected to rise to 68 per cent by 2050. As people are drawn to cities for better employment opportunities and facilities, cities are growing to unprecedented sizes. According to the United Nations, there were 33 megacities in 2018, which housed 7 per cent of the population. The largest of these was Tokyo with more than 38 million people, although this is expected to be taken over by Delhi by 2030. Managing these changes in terms of housing availability, employment and population growth is an increasing challenge.**

This unit explores the process of urbanisation and the factors that drive this change. You will investigate case studies in Australia, Indonesia and the United States in order to understand the consequences of urbanisation and explore some of the ways in which these impacts are managed. You will also study the factors leading to international and internal migration and the associated social, economic and environmental impacts. By combining this knowledge, you will consider future challenges involved in managing Australia's urban future and the strategies seeking to ensure this future is sustainable.



Video

Unit Overview

### Learning goals

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

- What are the causes and consequences of urbanisation?
- What are the reasons for and effects of international migration to Australia?
- What are the reasons for and effects of internal migration?
- What will be some of the challenges of managing and planning Australia's urban future?

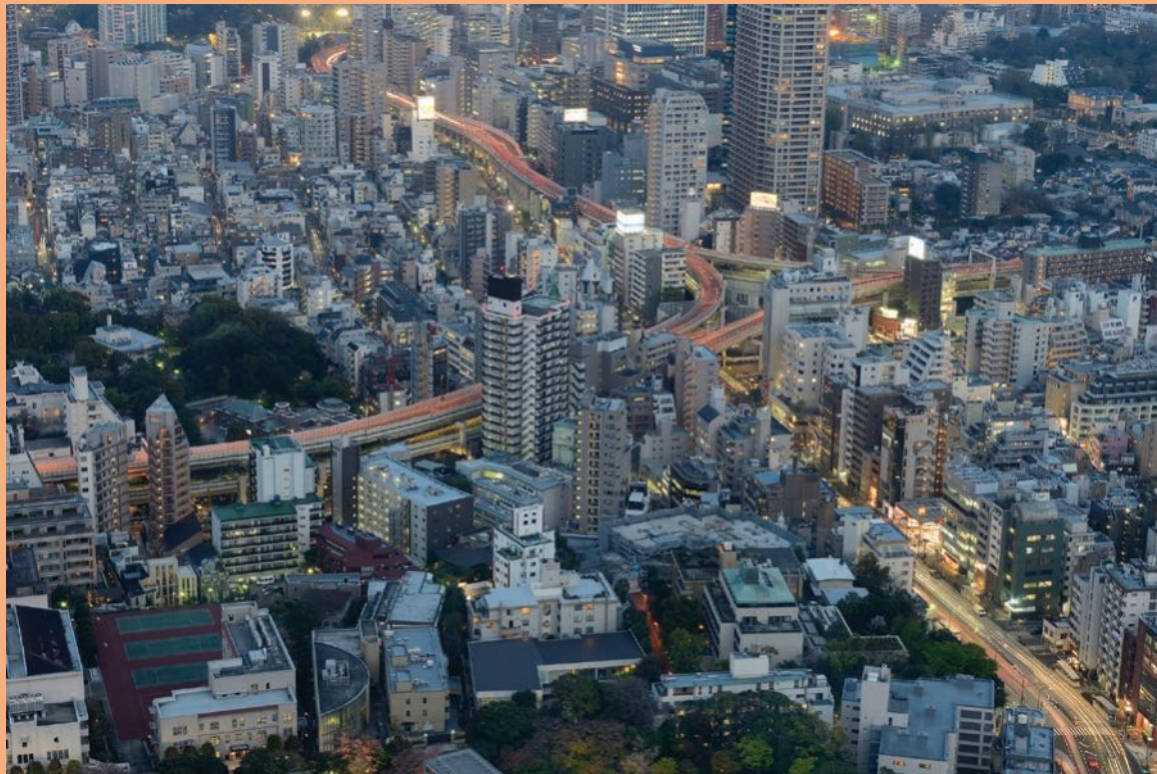
### Introducing geographical concepts and skills: *space, change and interconnection*

Throughout this unit, there will be a focus on developing your understanding of space, change and interconnection. In geography, space refers to the spatial distribution of places, characteristics within places and other phenomena. In other words, the ways in which things are arranged. Geographers use maps and various forms of spatial technology to examine and compare spatial distributions. When comparing maps of different time periods, the change in distribution can be examined. Changes occur at a variety of spatial scales, such as local, national and global. They can also occur at a range of temporal scales and are often projected to enable planning for future changes. An example of a change is urban development and the spread of a metropolitan region into what was previously a rural area.

Interconnection involves the links between places and the influences that people have on the characteristics of places. People are interconnected with places in the ways that they create, change and manage them. Australia has a rich history of migration. Each wave of migrants has brought food,

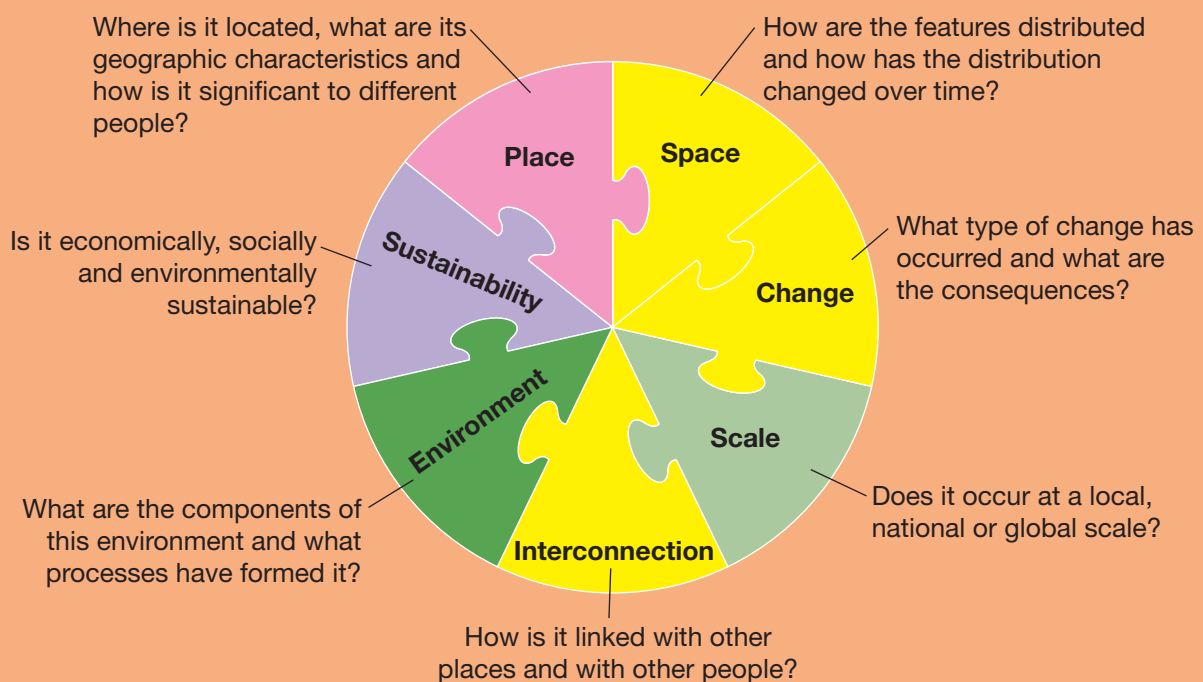
customs and language that have contributed to Australia's unique culture.

Although this unit has a specific focus on space, change, and interconnection, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.



▲ **Image:** An aerial view of Tokyo from the Roppongi Hills Mori Tower, a 54-storey skyscraper. Tokyo has many skyscrapers to accommodate its large urban population.

## Geographical concepts





# CHAPTER 15

## Urbanisation

### Setting the scene: the explosive urbanisation of Africa

Africa's population is projected to nearly double over the next 30 years from 1.3 billion in 2019 to 2.5 billion by 2050.

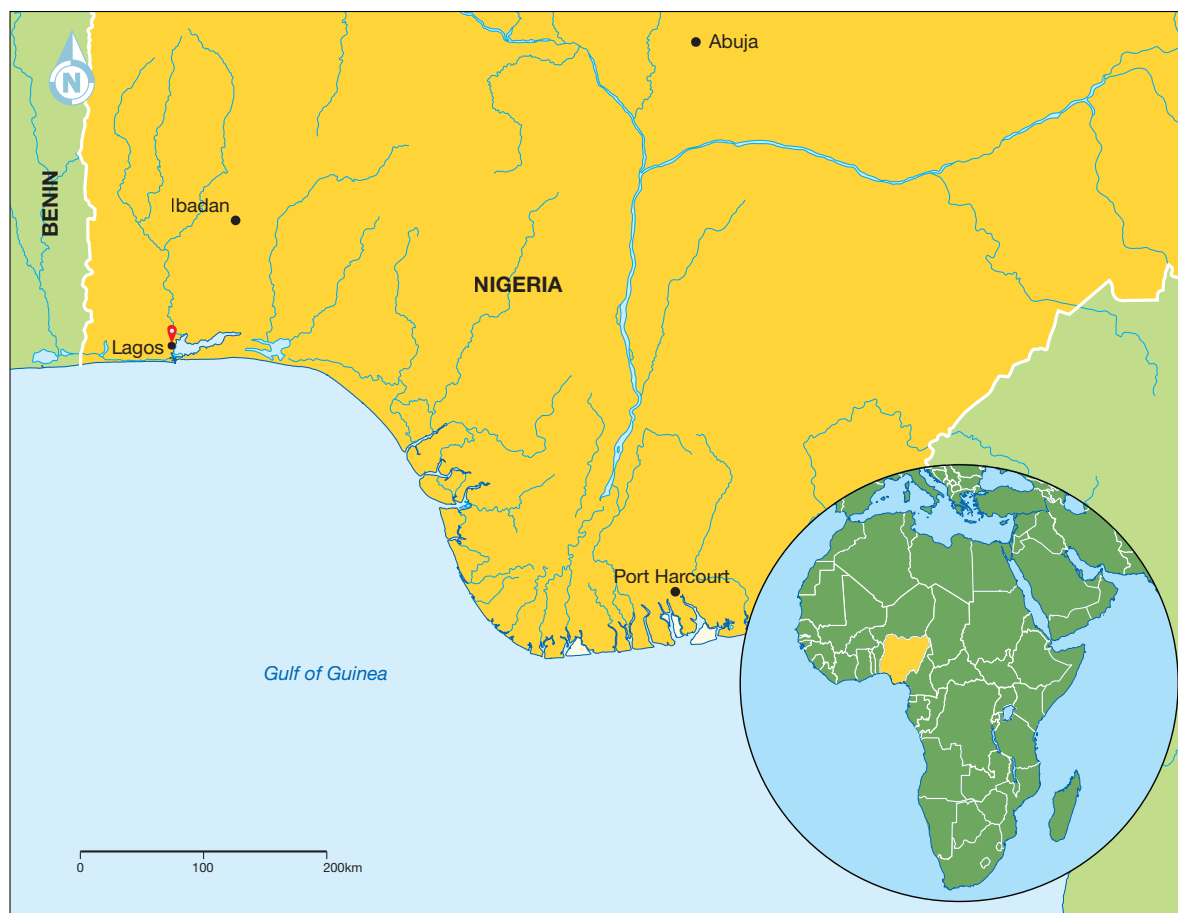
#### KEY TERMS

**urban** relating to a large town or city

**megacity** a very large city with a population of over ten million people

Most of this growth will occur in Africa's **urban** areas. In fact, over this period, Nigeria's urban population alone is expected to grow by 189 million people. That's seven and a half times the size of Australia's population! This will certainly create enormous challenges within cities that are already struggling to manage their explosive growth.

Lagos is a city in south-western Nigeria, Africa's most populated country. It covers more than 1000 square kilometres. During the 1960s, it was a small coastal town with a population of just 200 000 people, similar in size to Geelong. Since then, it has grown at an unprecedented rate to become what is currently one of the largest **megacities** in the world. Official estimates of Lagos' population in 2019 vary from anywhere between 13 and 17 million. However, the Nigerian government claims it is over 21 million.



▲ **Figure 15.1** The location of Lagos within Nigeria, Africa

Lagos' rapid growth and enormous size have led to a range of challenges. While the population continues to increase, the **infrastructure** needed to support these people simply cannot keep up. Residents face crippling traffic, poor public transport and inadequate waste management. While a small number of Lagos' population are incredibly wealthy, most people are battling poverty and unemployment. Millions of people live in **slums**, which are very densely populated regions on the outskirts of the city where there is limited access to piped water, **sanitation** or reliable electricity. Makoko is a slum located on Lagos' waterfront where houses made of scraps of wood and corrugated metal are elevated on stilts in an attempt to protect against flooding.

### Amazing but true...

Less than 10 per cent of people in Lagos live in homes with sewer connections, and less than 20 per cent have access to piped water.

In 2019, the annual growth rate of the total population in Lagos was 3.24 per cent. This translates to a growth of approximately 1200 people per day. This trend is expected to continue, which will make Lagos the third largest city in the world by 2050 and possibly the largest by 2100 with as many as 100 million people! This growth is unsustainable, meaning it cannot continue at its current rate without causing a range of economic, environmental and social impacts. Nigeria is hoping that the rapid growth of young people in Lagos will eventually drive economic growth, as there will be a lot of people of working age. This has the potential to increase productivity in many industries and help the region break out of poverty.

#### KEY TERMS

**infrastructure** structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

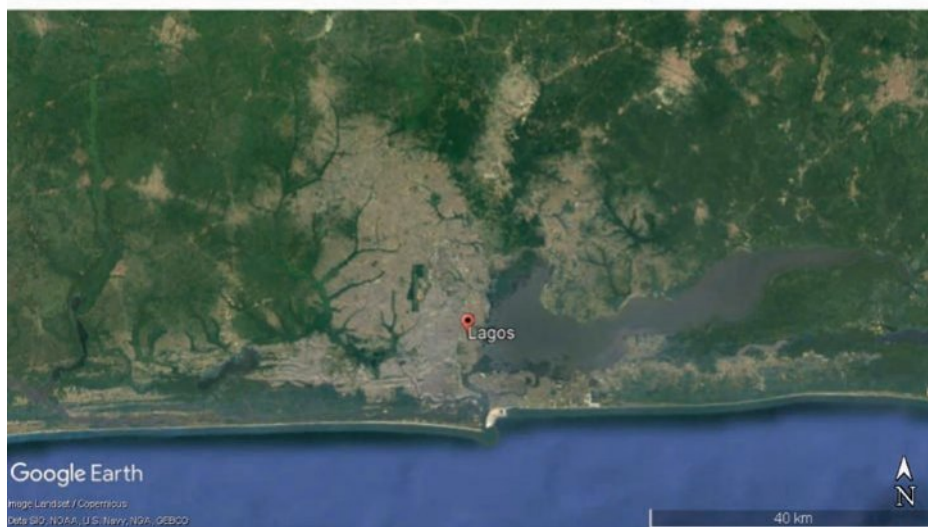
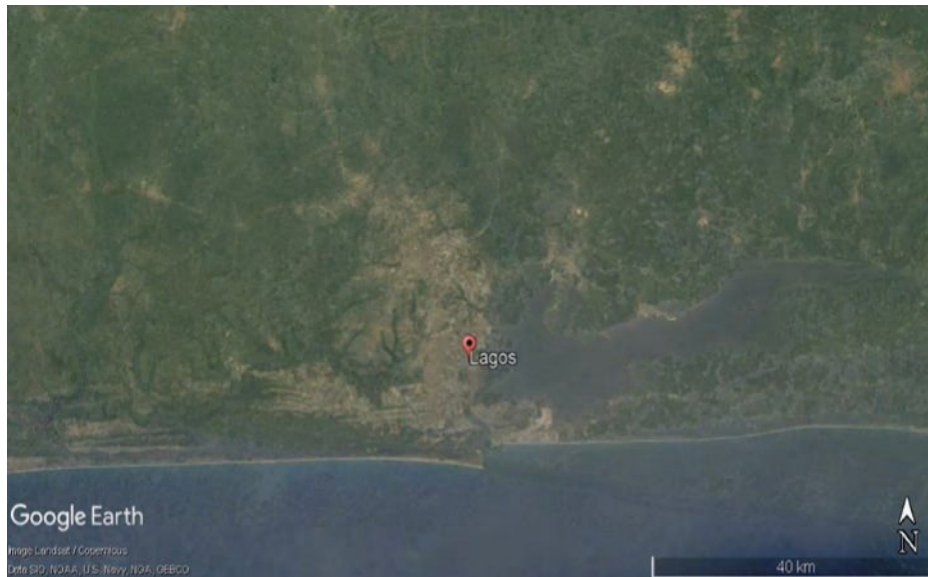
**slums** dense informal settlements in urban areas where residents do not have a legal claim to their land

**sanitation** access to clean drinking water and adequate sewage disposal



▲ **Figure 15.2** Lagos' chaotic streets are filled with market stalls and heavy traffic.

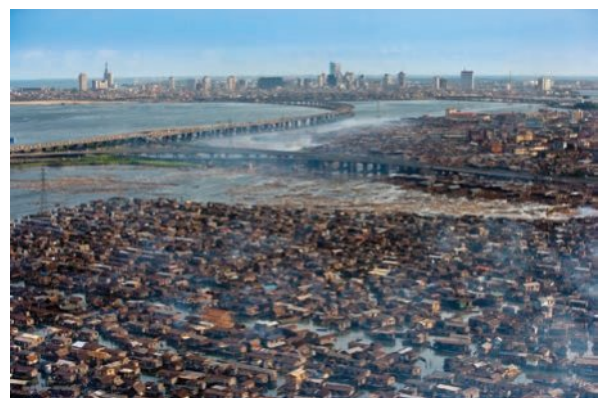




▲ **Figure 15.3** Google Earth Pro can be used to view satellite images that depict Lagos' expansion from 1988 (top) to 2020 (bottom).



▲ **Figure 15.4** Dilapidated buildings sit alongside a modern skyline, Lagos



▲ **Figure 15.5** Makoko is a slum located on the waterfront, and partly on the water, of the Lagos Lagoon.

## MAKING THINKING VISIBLE 15.1



### Think, puzzle, explore

- 1 Why do you think Lagos has grown so rapidly?
- 2 What questions or puzzles do you have about this place?
- 3 Explore Lagos using Google Earth, Google Street View and by researching its history. How does it compare with your local town or city?

# Chapter overview

## Introduction

Urban areas are places that have been highly modified by people to the point where their original environment is largely unrecognisable. This includes large towns, small cities, and cities containing millions of people. This chapter explores the growth of urban areas from small cities all the way to the largest cities in the world. It considers the different ways in which cities grow, the challenges in managing cities and the impacts that urban growth can have on people.

## Learning goals

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

- What are the causes and consequences of urbanisation?
- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

## Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



◀ **Figure 15.6** A view of Melbourne suburbs from a hot air balloon





## 15.1 The causes and consequences of urbanisation

### FOCUS QUESTION

What are the causes and consequences of urbanisation?

### What is urbanisation?

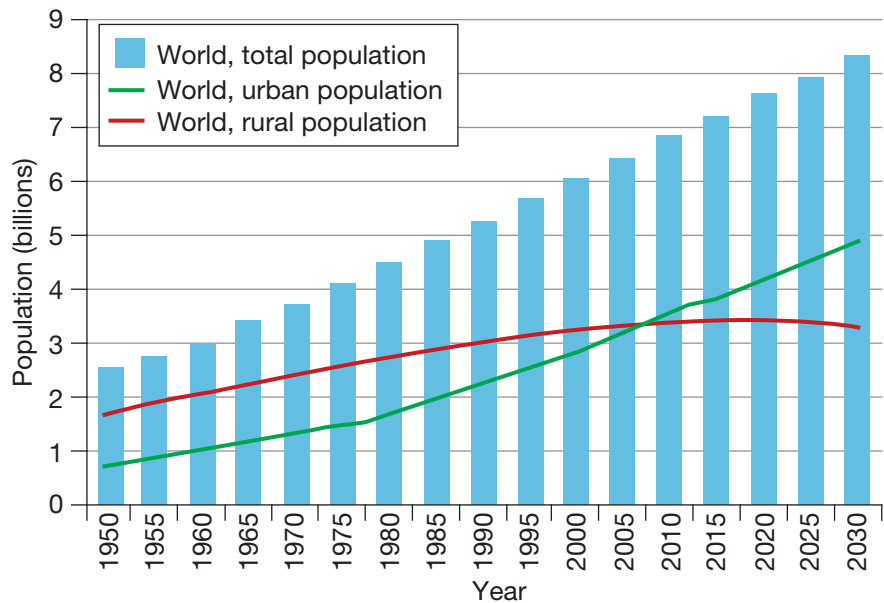
In 2007, for the first time in human history the amount of people living in urban areas and rural areas was equal, both at approximately 3.33 billion people (see Figure 15.7). Since then, population growth in urban areas has continued to grow rapidly while the growth in rural areas has slowed. Cities have expanded both in size and **density** and now accommodate 55 per cent of the global population. The United Nations predict that this trend will continue and that

#### KEY TERMS

**urbanisation** the increase in the proportion of people living in urban areas compared to rural areas

**population density** the amount of people per square kilometre

the proportion of those living in urban areas in 2050 will reach 68 per cent. Figure 15.7 indicates that by 2030 most of the world's population will be living in cities. This increase in the proportion of people living in urban areas compared to rural areas is known as **urbanisation**.



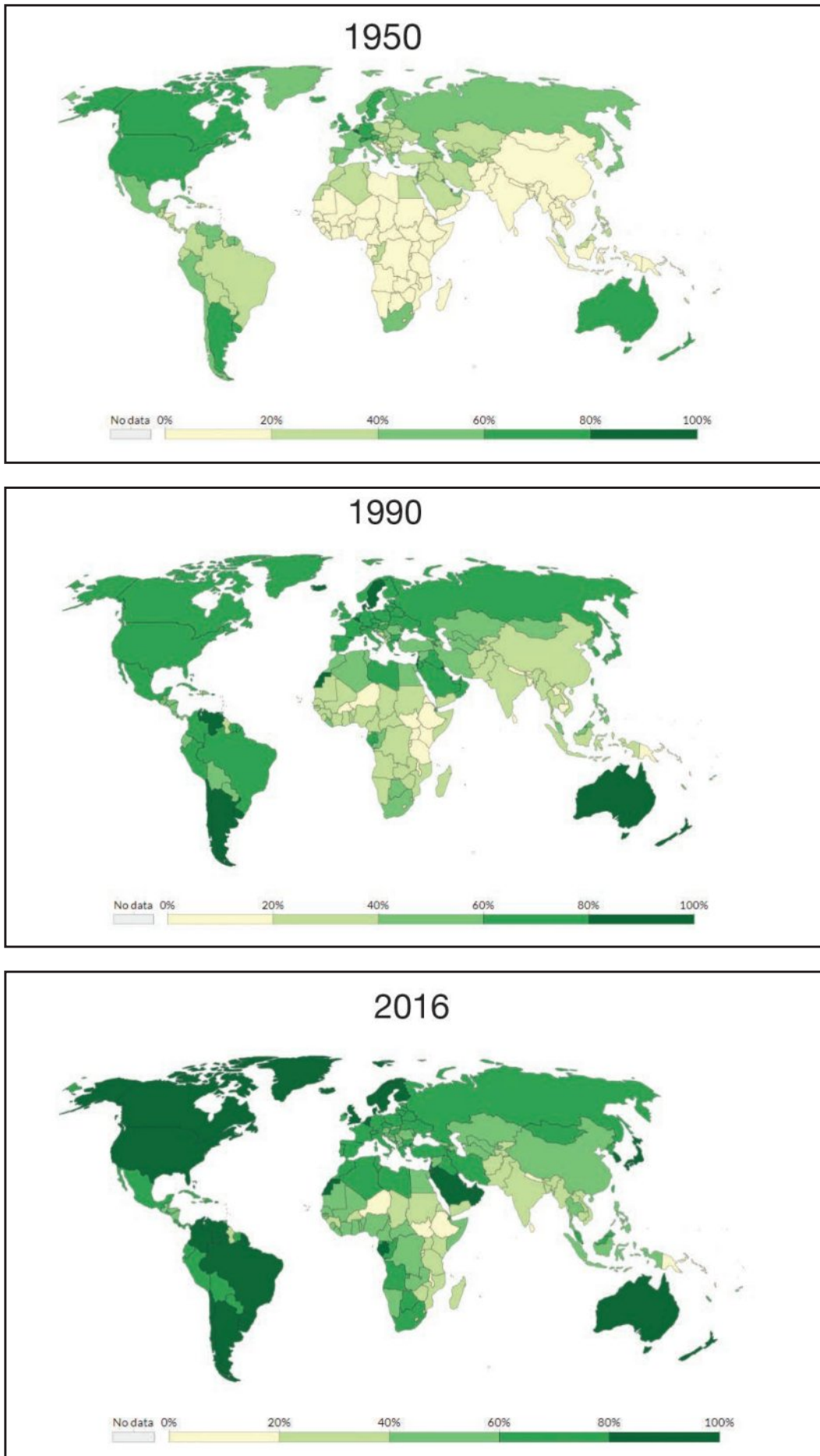
▲ **Figure 15.7** The change in the number of the world's population living in rural and urban areas



▲ **Figure 15.8** Delhi, India, is one of the fastest growing cities in the world, with the population increasing by 79 people per hour.



▲ **Figure 15.9** Tokyo, Japan, is the largest city in the world by population, with more than 38 million people.



▲ **Figure 15.10** The proportion of people living in urban areas in 1950 (top), 1990 (middle) and 2016 (bottom)

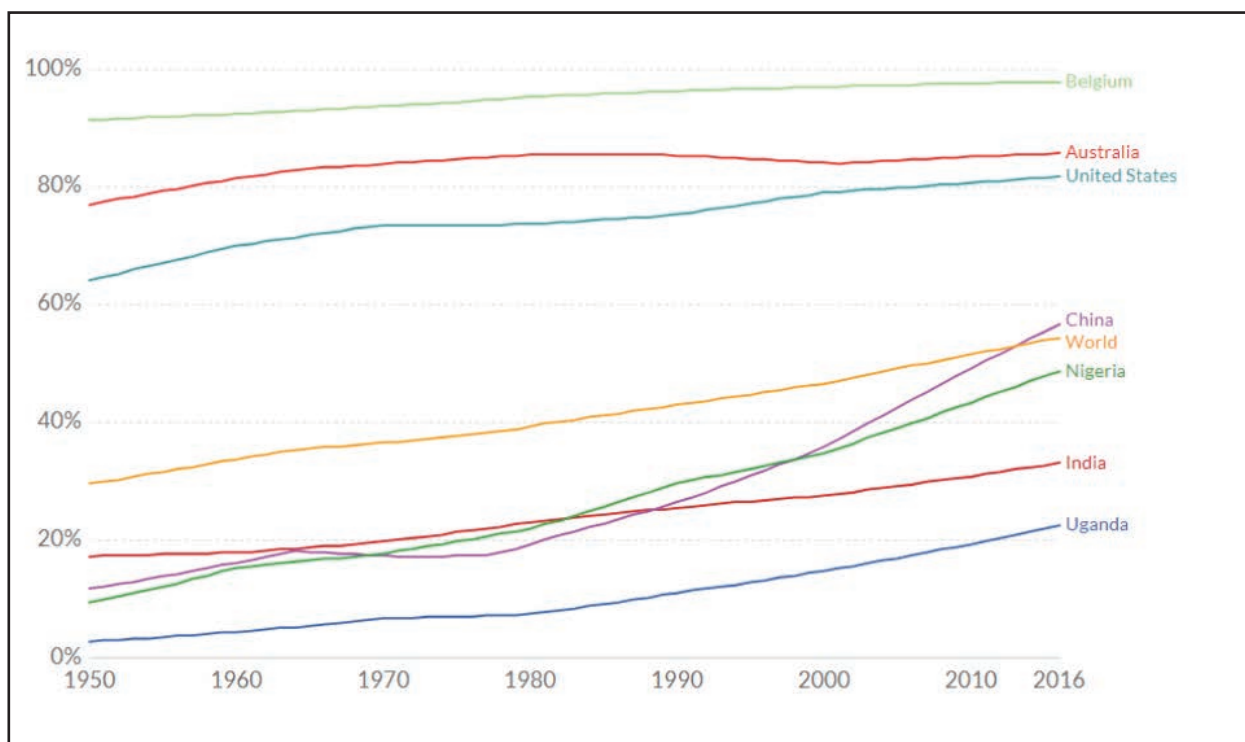


**ACTIVITY 15.1****Analysing geographical data**

- 1 Refer to Figure 15.7 and describe how the number of people living in urban and rural areas has changed since 1950 and how it is expected to change by 2030.
- 2 Figure 15.10 shows a change in the proportion of people living in urban areas for each country.
  - a Which regions of the world were the most urbanised in 1950?
  - b Were there any countries that stand out as being more or less urbanised than neighbouring countries?
  - c In which regions has there been a large change in the proportion of the population living in urban areas? Refer to specific countries and percentage changes.
  - d Which regions of the world still have a large proportion of the population living in rural areas?
  - e Using an atlas or Google Maps, identify at least three countries that still have only 0–20 per cent of their population living in urban areas.

Although urbanisation is a global trend, the rate at which it is occurring varies significantly. Figure 15.11 shows the trend at which seven countries are becoming urbanised compared with the global trend. Many countries that already had highly urbanised populations over the past few decades, such as Australia and the United States, have shown little change. However, many countries that had

predominantly rural populations during most of the twentieth century, such as Uganda, are becoming rapidly urbanised. Table 15.1 lists the 10 countries with the highest and lowest rates of urbanisation between 2015 and 2020. This refers to the percentage change of the size of the urban population over this 5-year period. Negative values refer to countries where the urban population is decreasing.



▲ **Figure 15.11** The rate at which countries are becoming urbanised compared with the world trend

▼ **Table 15.1** The countries with the highest and lowest average rates of urbanisation

The 10 countries with the highest and lowest rates of urbanisation			
Highest 10	Rate (%)	Lowest 10	Rate (%)
Uganda	5.7	Latvia	-0.93
Burundi	5.68	Samoa	-0.47
Oman	5.25	Romania	-0.38
Tanzania	5.22	Ukraine	-0.33
Burkina Faso	4.99	Andorra	-0.31
Mali	4.86	Lithuania	-0.31
Ethiopia	4.63	Poland	-0.25
Congo	4.53	Bulgaria	-0.22
Madagascar	4.48	Puerto Rico	-0.14
Bahrain	4.38	Japan	-0.14

## ACTIVITY 15.2



### Analysing the rate of urbanisation

- Figure 15.11 shows the rate at which seven countries are becoming urbanised, as well as the globalised rate. Use the information in the graph to answer the following questions.
  - Which countries have the highest and lowest proportion of their populations living in urban areas in 2016?
  - Which country has shown the fastest rate of urbanisation since 2000?
  - Based on the current trends, draw what you think this graph will look like if it is continued to 2050.
  - Suggest some issues that might be facing the populations in Belgium, China and Uganda.
- Table 15.1 lists the 10 countries with the highest and lowest rates of urbanisation. Use the table as a starting point to answer the questions below.
  - Using an atlas or Google Maps, describe the location of the countries with the highest urbanisation rates.
  - Is there a trend in the location of countries with the lowest rates of urbanisation? Why do you think this is the case?
  - What changes do you think would be happening in a country such as Uganda compared to Latvia to accommodate changes to the urban population?

## What are the causes of urbanisation?

### Natural population growth

There are two main reasons why urban areas are growing. The first relates to natural population growth. **Natural population growth** is the difference between the numbers of people who are born and who die within

a population. It does not take migration into account. The 10 countries with the highest urbanisation rates (Table 15.1) are also countries with very high levels of natural population growth (Figure 15.12). For example, Uganda and Burundi both have

#### KEY TERM

**natural population growth**  
the difference between the numbers of people who are born and who die in a population



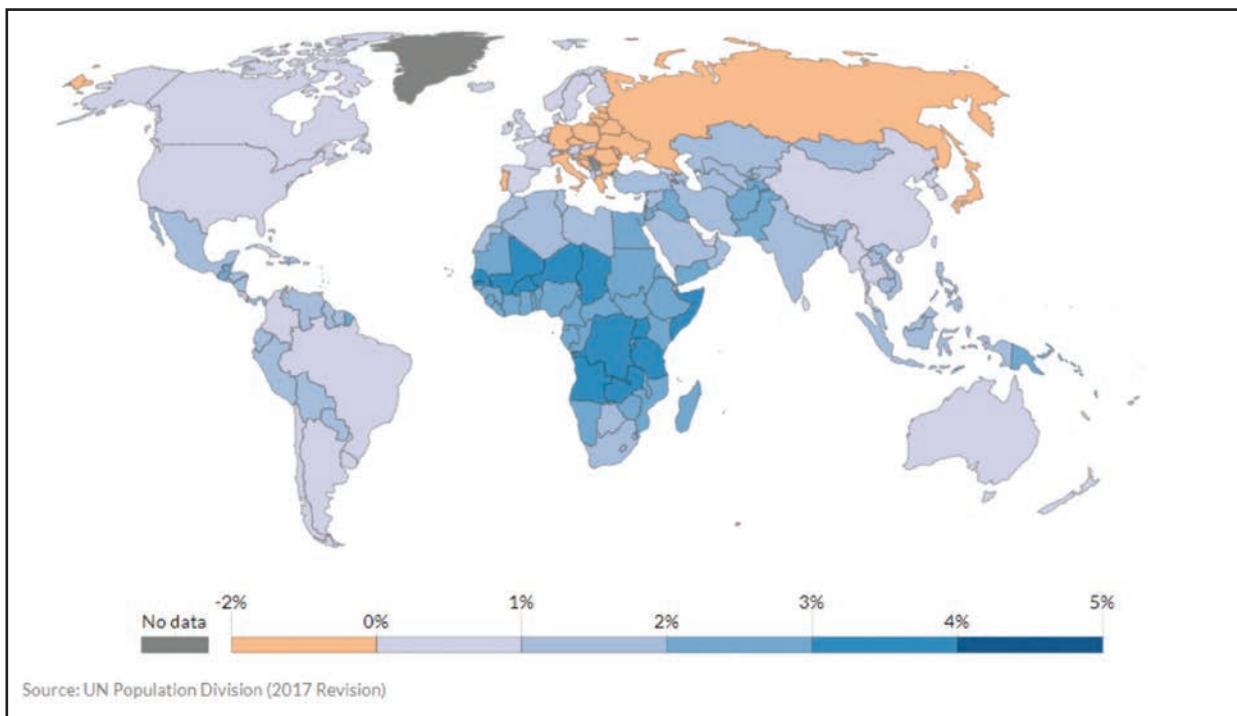
**KEY TERMS**

**death rate** the number of people who die per year in a population per 1000 people

**birth rate** the number of people born per year in a population per 1000 people

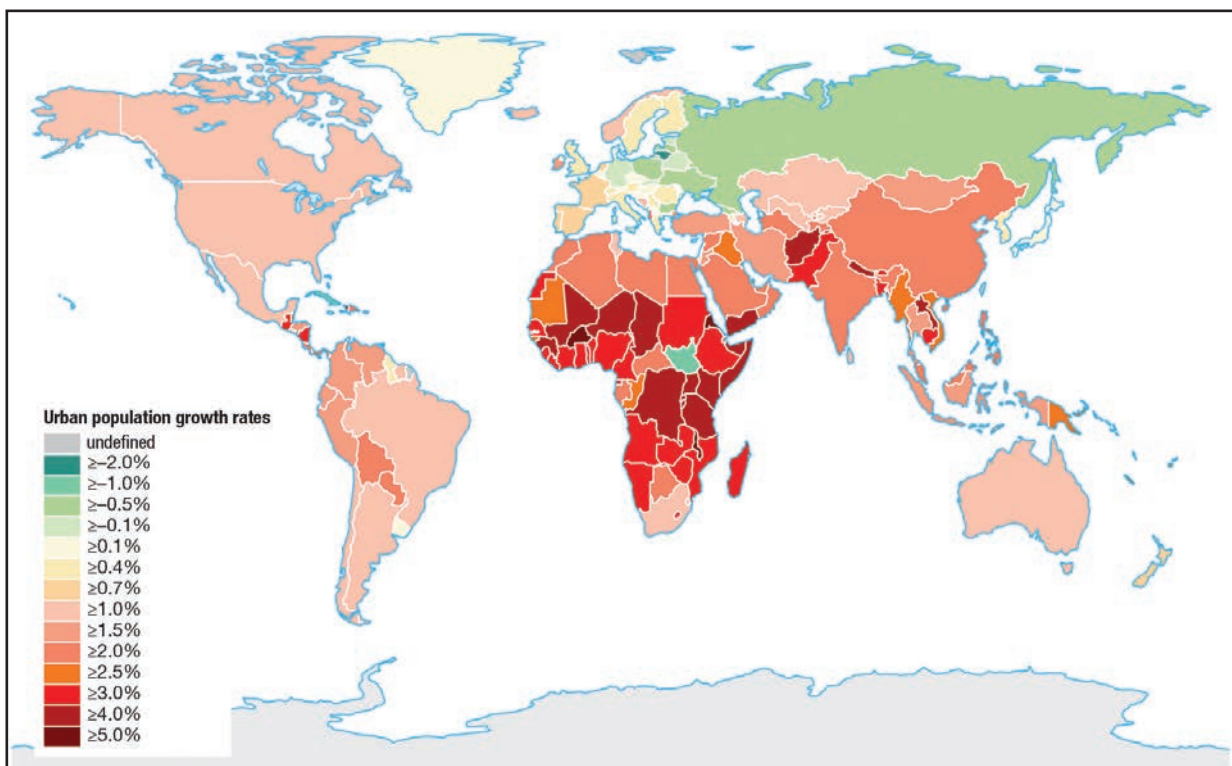
a population growth rate above 3.2 per cent, placing in them in the top five in the world. Improvements in living conditions

within urban areas mean the **death rate** is lower than in rural areas, while the **birth rate** remains quite high. This means that the majority of natural population growth occurs within urban areas, contributing to the rate of urbanisation.



▲ **Figure 15.12** The natural population growth rate of countries around the world. Negative values refer to places where the number of deaths is greater than the number of births.

▼ **Figure 15.13** The urban population growth rates between 2010 and 2015



## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.1



### Describing the spatial association between two phenomena

Describing the **spatial association** between two phenomena is an important part of understanding the relationship between them. It involves looking at two maps of the same scale and analysing how similar or different their spatial distributions are. In other words, are they arranged in the same way? A spatial association can be described as strong if the two maps have a very similar distribution, moderate if the distribution matches in some regions but not others, and weak if the two maps do not appear to have much of a relationship.

#### KEY TERM

**spatial association** the degree to which two or more phenomena have similar spatial distributions

When describing spatial association, there are three important things to include: the degree of association, quantification and an exception. This is also known as the DQE method. Use at least one sentence to describe each of these:

- **Degree:** Give a general overview of the degree of association.  
Is there a strong, moderate, weak or no degree of association between the two phenomena?  
Does the distribution pattern of each map look similar or different?  
Provide some examples that support your statement.
- **Quantification:** Provide specific evidence to demonstrate the association.  
Provide data and estimate the percentage of coverage.
- **Exception:** Identify an example or several examples of specific places that do not fit the pattern of association.  
Even if the spatial association is strong, it is still likely that there is at least one exception.  
Locate, name and explain the exception.

Using Figure 15.12 and Figure 15.13, describe the spatial association between natural population growth and urbanisation rate.

### Rural to urban migration

The second main cause of urbanisation is rural to urban migration. This refers to the rate at which people are moving from rural areas to urban areas. The reasons why people migrate are known as push and pull factors.

Push factors are the reasons why people choose to leave and pull factors attract people to a particular place. Table 15.2 summarises some of the push and pull factors that cause people to migrate from rural to urban areas within a country.

▼ **Table 15.2** Push and pull factors leading to rural to urban migration

Push factors	Pull factors
<ul style="list-style-type: none"> <li>• Limited employment opportunities and high levels of unemployment</li> <li>• A lack of essential services such as reliable water and electricity supplies and sanitation</li> <li>• Basic health and educational facilities</li> <li>• Social isolation and loneliness</li> <li>• Forced migration due to urban expansion into rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Employment opportunities</li> <li>• Higher standards of living</li> <li>• Better health facilities</li> <li>• Better educational opportunities</li> <li>• Social connectedness</li> <li>• Improved access to entertainment and recreational activities</li> </ul>



**ACTIVITY 15.3****Ranking factors**

Rank the push and pull factors listed in Table 15.2 from the one that you think would have the biggest impact on a person's choice to move from a rural to urban area, to the one you think would have the smallest impact. Compare your rankings with a classmate and justify your opinion.

**KEY TERM**

**counter-urbanisation** the movement of people from urban areas to surrounding rural areas

Unfortunately for many, the perception and reality of city life do not necessarily match. Rapid rates of urbanisation coupled with high population densities mean that

residents in many cities face high levels of unemployment. While many are lured to the entertainment opportunities that cities provide, others prefer the cheaper housing and more relaxed lifestyle of rural living, leading to **counter-urbanisation**.

**Amazing but true...**

In 2018, more than 25 million people applied for 90 000 jobs with India Railways, and 200 000 people applied for 1137 jobs in the Mumbai Police.

**Urbanisation in Dubai**

Improvements in technology and engineering is another factor that is contributing to increased urbanisation, as cities have been constructed in some of the most inhospitable environments. Dubai is the largest city in the United Arab Emirates and is growing rapidly, increasing from 500 000 in 1990 to more than 2.8 million in 2019. This is especially significant considering Dubai's desert climate consisting of high temperatures, strong winds and lack of water. Figure 15.14 demonstrates the extent of Dubai's development using satellite imagery. Since 2000, a cityscape has expanded up to 20 kilometres inland from the coast of the Persian Gulf. The desert has been filled by buildings and roads, while sand removed from the sea floor has been used to create artificial islands designed in the shape of palm trees.



▲ **Figure 15.14** Satellite imagery showing urban development in Dubai from 1990 (top) to 2019 (bottom)



▲ **Figure 15.15** Dubai's skyscrapers now dominate a landscape that was desert only a few decades ago.

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.2



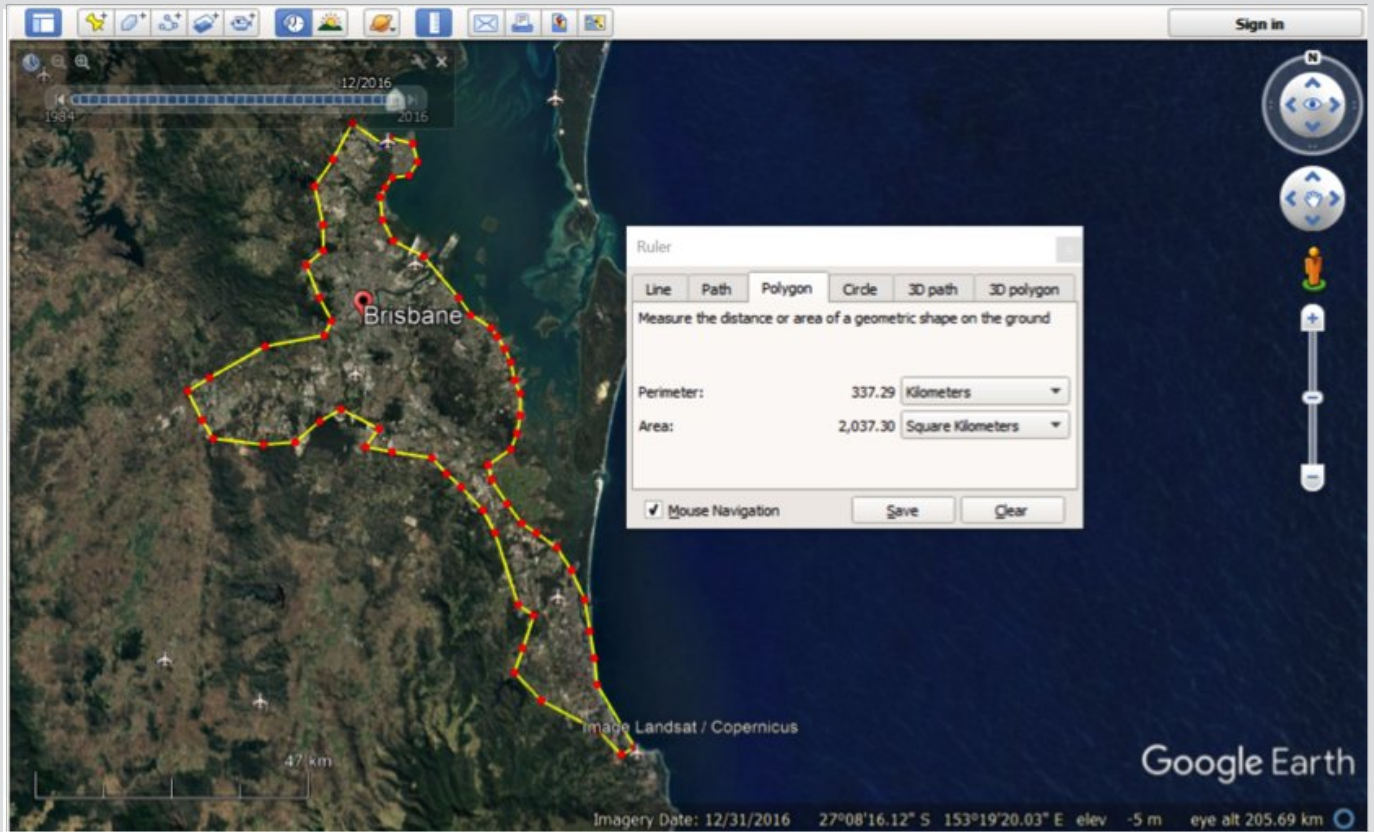
### Exploring historic satellite imagery using Google Earth Pro

Google Earth Pro is a free program that enables you to explore satellite imagery of any corner of the globe. Geographers use this spatial technology to investigate the geographic characteristics of places such as land cover (e.g. forest, bare ground, agriculture, urban) and to perform analysis such as measuring distances and area (as you can do in Google Earth Pro – see Figure 15.16). The Historical Imagery function can be used to change the date of the satellite image. This enables you to track changes over time, which is very relevant to the study of urbanisation. Figure 15.14 is an example where satellite imagery has been used to track the progress of urban development in Dubai. Download and install Google Earth Pro to your computer, and then follow these steps to explore changes in an urban environment:

- 1 Choose a city that has undergone recent expansion; for example, Lagos, Las Vegas or even the outskirts of Melbourne.
- 2 Use the Historical Imagery slider to move back in time as far as possible. Depending on how far you are zoomed in, this might be as far back as 1984.
- 3 Record how the characteristics of the place have changed over this period. Refer to specific parts of your chosen city and the specific changes that have taken place.
- 4 Select the Ruler tool and the Polygon tab. Use this tool to trace around the city boundary at two different time periods and calculate how much the city has grown in size during this time.







▲ **Figure 15.16** The Historical Imagery and Ruler functions can be used in Google Earth Pro to calculate the change in the size of cities such as Brisbane.

### KEY TERM

**conservation** the protection of the natural environment

## Consequences of urbanisation

Urbanisation can lead to a variety of positive and negative consequences. Table 15.3 lists some of these, although the extent to which they impact a population will vary between cities and will depend on how they are managed.

▼ **Table 15.3** Some of the positive and negative consequences of urbanisation

Positive consequences	Negative consequences
<ul style="list-style-type: none"> <li>Dense urban environments can have environmental benefits as travel is more efficient and surrounding land can be reserved for <b>conservation</b></li> <li>Urban areas in wealthy nations are more likely to have better healthcare facilities than in rural areas</li> <li>The economy in urban areas are often based on manufacturing and services, which are more profitable than agriculture</li> <li>Residents in urban areas have greater access to a variety of higher paying jobs</li> <li>The provision of infrastructure is often cheaper and more efficient in denser regions</li> </ul>	<ul style="list-style-type: none"> <li>The growth of cities leads to a loss of habitat and a subsequent loss of animal species</li> <li>High population densities can increase the spread of infectious diseases such as malaria and ebola</li> <li>Inequality can develop, as those living closer to a city centre have better access to infrastructure, facilities and employment than those living on the outskirts</li> <li>High population densities lead to traffic congestion, and noise and air pollution</li> <li>Infrastructure development in rapidly growing cities can struggle to keep up with demand</li> <li>Waste management is a constant challenge and can have further environmental and social impacts</li> </ul>

## ACTIVITY 15.4



### Classifying impacts

Classify each of the impacts of urbanisation listed in Table 15.3 as either environmental, economic or social. Environmental consequences refer to changes in either the natural or human environments, social consequences refer to impacts on people and society, and economic consequences refer to impacts involving finances.

### Amazing but true...

According to the World Health Organization, three million deaths every year are linked to exposure to air pollution.

in China has coincided with **industrialisation**. Rural areas have supplied Chinese cities with a massive workforce, allowing it to become the largest manufacturing and **exporting** nation in the world. The story is very different in many African cities, where urbanisation has been very rapid and industrialisation has not been able to keep up. This has led to the development of slums.

### KEY TERMS

**correlation** an association or relationship between two phenomena

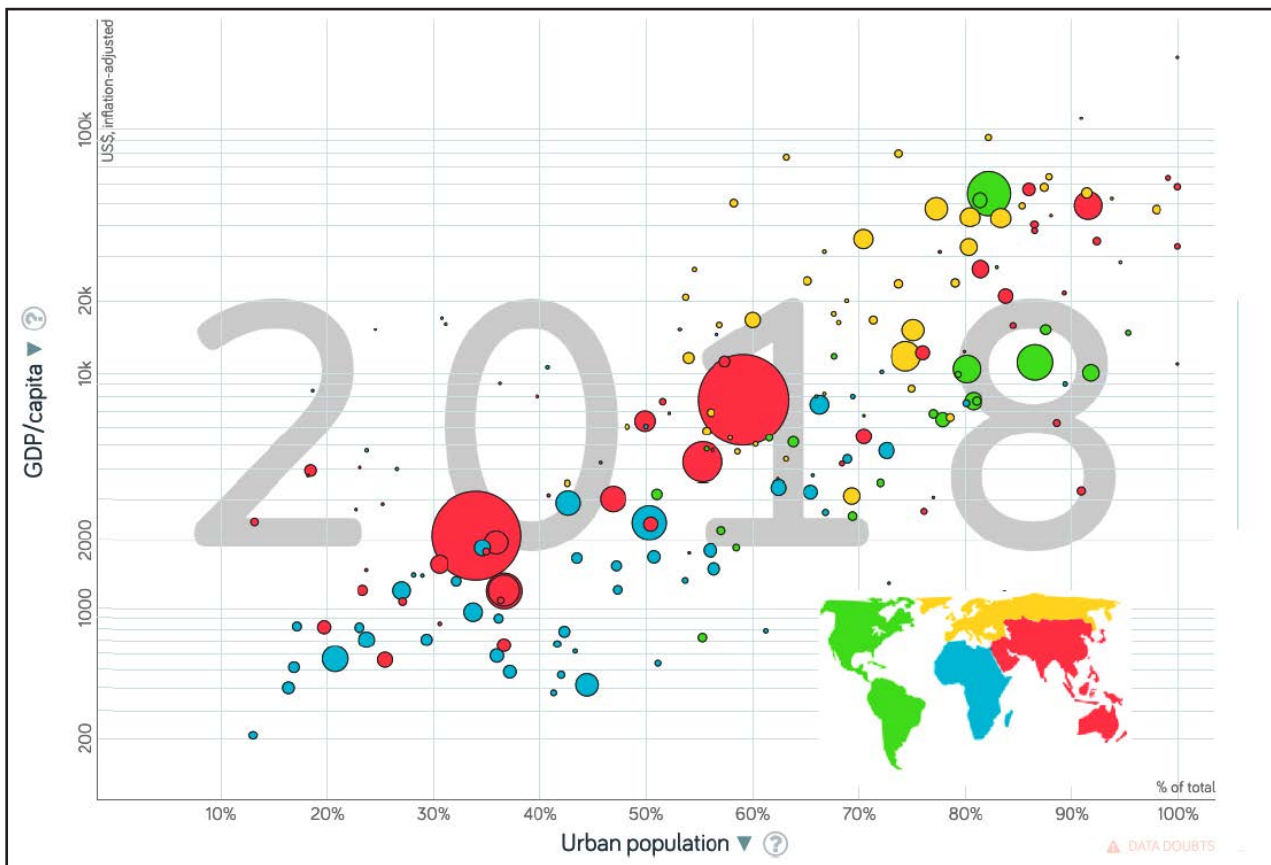
**gross domestic product (GDP) per capita** a measure of the strength of a country's economy per person

**industrialisation** the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

**exporting** sending goods to another country for sale

### Urbanisation and economic growth

Figure 15.17 shows a **correlation** between the percentage of a country's population that is urbanised and **gross domestic product (GDP) per capita**. Countries with a high level of urbanisation also tend to have a stronger economy. However, this does not necessarily mean that urbanisation causes economic growth. Rapid urbanisation



▲ **Figure 15.17** The relationship between the amount of a country's population that lives in urban areas and its GDP per capita



## ACTIVITY 15.5



### Analysing the relationship between variables

Visit the Gap Minder website. Click on the Tools tab.

- 1 Change the  $x$  (horizontal) and  $y$  (vertical) axes to match those in Figure 15.17.
- 2 Hover your mouse over the different circles to get the names of the different countries represented. Name three countries with high levels of urban population and GDP per capita and three with low levels.
- 3 Describe what this graph reveals about the relationship between urbanisation and a country's economy.
- 4 Change the  $x$  and  $y$  axes to other variables that you are interested in and describe their relationship.

### Slums

Slums are informal settlements where residents do not have legal ownership of the land. They are usually located on the outskirts of cities and consist of densely packed and unstable housing that is built using scrap materials. They lack basic services such as piped water, sanitation, electricity and transport infrastructure. They are also unsafe and vulnerable to fire and flooding.

In African cities, 62 per cent of people live in slums and this number is expected to grow. Kibera, Kenya, is the Africa's largest slum, home to an estimated 250 000 people. The average shack in this region is 12 square metres (a similar size to an average Australian bedroom). They are made of mud walls, dirt floors and a roof of corrugated metal sheets, and will often house a family of eight.



▲ **Figure 15.18** Kibera is the largest slum in Africa.



▲ **Figure 15.19** Slums lack stable housing, piped water and sewage systems.

## CASE STUDY 15.1



### Jakarta: a sinking city

Jakarta is home to more than 10 million people and has been the capital city of Indonesia since 1961. However, in 2019, President Joko Widodo announced that the capital would be relocated to a new city to be constructed in Kalimantan, Borneo. It is expected to be finished by 2024 and will cost more than US\$33 billion. The reason for the move is because Jakarta is sinking. North Jakarta has already sunk





2.5 metres over the last decade, while the rest of Jakarta sinks between 3 and 15 centimetres each year. About half of Jakarta currently sits below sea level, leading to frequent flooding, while modelling has projected that 95 per cent of the city could be underwater by 2050. It is likely that flooding and sinking will also damage Jakarta's draining, piping and sewage systems, which will intensify these effects.

The main cause of the sinking is the unsustainable rate of **groundwater** extraction. Half of Jakarta's households do not have piped water and so residents rely on water that is pumped from the **natural aquifer** that is beneath the city. Once this water is removed, land above it sinks in its place. With population growth and urbanisation, the problem is worsening. Although government restrictions on groundwater extraction have lessened the impact, illegal extraction and a lack of alternatives means that sinking has not stopped. Although the capital is moving, Jakarta will remain Indonesia's business and finance centre, with the government pledging to spend US\$40 billion to upgrade its infrastructure.

#### KEY TERMS

**groundwater** water located below the Earth's surface

**natural aquifer** an underground layer of rock and other material containing groundwater



▲ **Figure 15.20** The proposed location of Indonesia's new capital city



◀ **Figure 15.21** Flooding has become a common occurrence and a part of daily life for Jakarta's residents.



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 15.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define the following terms:
 

<ol style="list-style-type: none"> <li>a Urban</li> <li>b Rural</li> <li>c Urbanisation</li> <li>d Population density</li> </ol>	<ol style="list-style-type: none"> <li>e Natural population growth</li> <li>f Rural to urban migration</li> <li>g Slum.</li> </ol>
--	--
- 2 Summarise the two main causes of urbanisation.
- 3 List at least three positive and three negative consequences of urbanisation.

#### Interpret

- 4 Using information throughout this chapter, write two statements outlining the future of urbanisation.
- 5 Discuss the way in which urbanisation is linked to natural population growth.
- 6 Describe the relationship between urbanisation and gross domestic product per capita.
- 7 Describe how life in one of the urban areas discussed in this chapter is similar to or different from your life.

#### Argue

- 8 'Urbanisation always has positive consequences for local populations.' Discuss whether or not you agree with this statement and provide examples to support your answer.
- 9 Discuss an example of how poor land management in urban areas can lead to negative impacts.



▲ **Figure 15.22** Thousands of people evacuated Jakarta's central business district during a large flood in 2013.



## 15.2 Urban concentrations and settlement patterns

### FOCUS QUESTIONS

- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

Although global trends show that the proportion of people living in urban areas is increasing, the extent of this growth, the sizes of the urban areas and ways that they are arranged vary significantly. In this section we will explore the consequences of various urban concentrations and settlement patterns and compare urban environments in Australia and the United States.

### What is urban concentration?

**Urban concentration** is defined as the proportion of a country's population living in large cities. This can be difficult to measure since there is no specific definition for what a large city is. However, contrasting examples can help us to understand this concept. Ninety per cent of Argentina's population lives in urban areas. Thirty-five per cent of its 45 million people live in its three largest cities. Buenos Aires is Argentina's largest city with 13 million people. Since a large proportion of Argentina's population live in three large cities, it is considered to have a high urban concentration. On the other hand, although 98 per cent of Belgium's population lives in urban areas, its most populous city, Antwerp, has only half a million people. Belgium's population is very evenly spread over many small cities. Therefore, although it has a large urban population, it has a low urban concentration.

#### KEY TERM

**urban concentration** the proportion of a country's population living in large cities



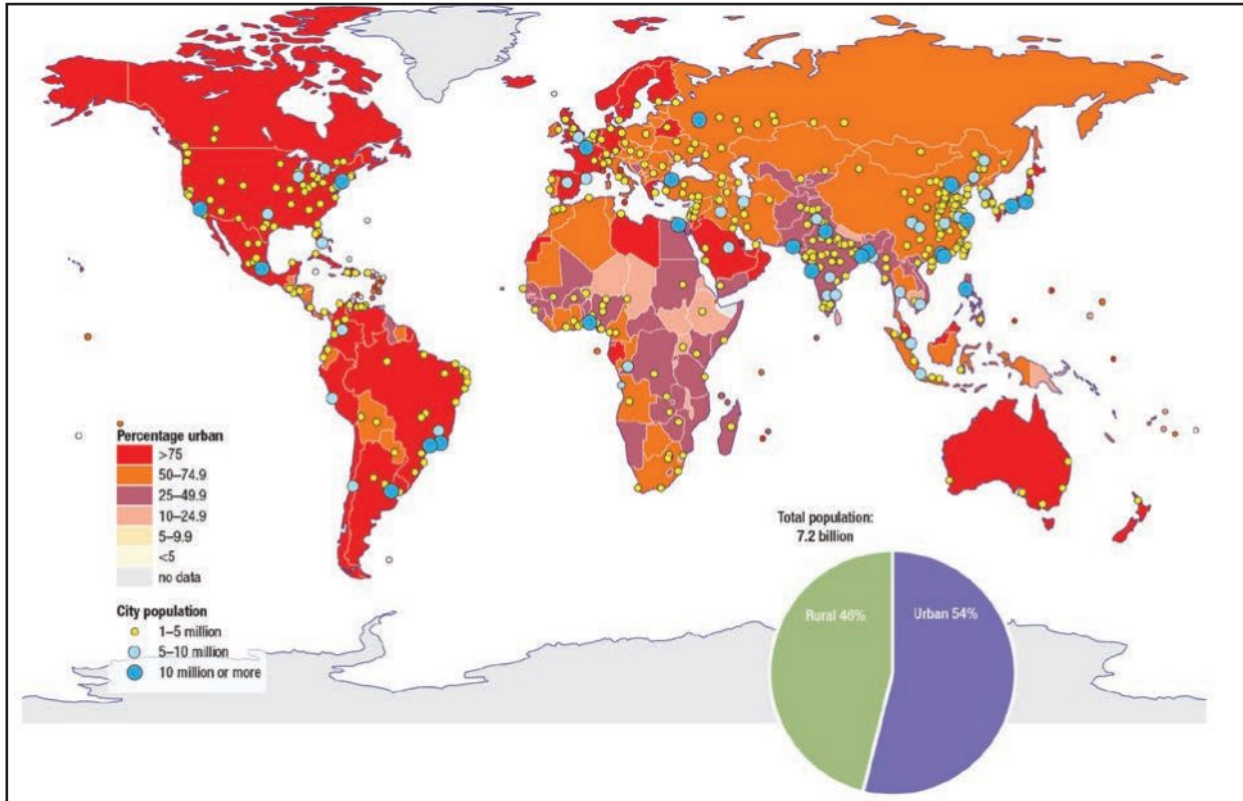
▲ **Figure 15.23** Buenos Aires in Argentina (top) and Antwerp in Belgium (bottom)



## The spatial distribution of urban populations

Geographers use maps to analyse the distribution of phenomena in space. In this context, space refers to spatial, and distribution refers to the way in which things are arranged. By analysing the spatial

distribution of phenomena, geographers are able to find patterns. Figure 15.24 shows both the spatial distribution of urban populations and of large cities of varying sizes. Together this can help us to get a better understanding of which countries have high and low urban concentrations.



▲ **Figure 15.24** The spatial distribution of countries with high and low urban populations and large cities

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.3



### Describing spatial distribution using the PQE method

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence for each of these.

**Pattern:** Give a general overview of the distribution.

- Is the overall distribution even or uneven?
- Where are areas that have a high or low amount? Provide some examples.

**Quantification:** Provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.

- Roughly how much of the Earth has a high or low amount?
- What percentage of Africa has a high or low amount?
- How many European countries have this amount?





**Exception:** Identify an example or several examples of specific places that do not fit your pattern.

- Where is there a place that has a high amount surrounded by places with a low amount?
- Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

Refer to Figure 15.24.

- 1 Describe the spatial distribution of countries that have more than 75 per cent of their populations living in urban areas.
- 2 List countries that have both a high urban percentage and contain large cities of at least one million people. These are countries that are likely to have a high urban concentration.
- 3 Discuss whether or not there appears to be a link between countries that are highly urbanised and countries that contain large cities.

## Megacities: high urban concentrations

A megacity is a very large city with a population of more than 10 million people. New York was the world's first megacity, reaching 10 million people in the 1930s. By 2019 there were 33 megacities across the world and another six are likely to reach 10 million by 2030. The data in Table 15.4 shows that megacities vary considerably in size but also with the percentage of the population that they contain. Megacities also vary in the rate at which they are growing and the wealth of the countries in which

they are found. Large megacities located in poorer regions face enormous management challenges including:

- Heavy traffic congestion
- Poor air quality
- Inadequate housing and sprawling slums
- Poverty
- Unemployment
- Pollution and insufficient waste management
- Overcrowded public transport
- **Food insecurity**
- Crime, violence and substance abuse.

### KEY TERM

**food insecurity** unreliable access to a sufficient amount of affordable and nutritious food

▼ **Figure 15.25** Lima is the capital of Peru and contains more than 30 per cent of the country's population.





**KEY TERM**

**landfill** the disposal of waste by burying it in the ground

Waste management in São Paulo, Brazil, is an increasingly difficult problem

to manage. **Landfill** sites are filling, meaning waste must be transported up to 30 kilometres for disposal.



▲ **Figure 15.26** Waste management is one of São Paulo's biggest management challenges.

This is significant, considering the city produces over 16 000 tonnes of waste each day! Improper disposal of waste is polluting local waterways, contaminating soil and increasing air pollution, all of which are affecting the health of São Paulo's 21.7 million residents.



▲ **Figure 15.27** Overcrowded trains are a daily reality in Mumbai, India.

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.4



### Representing data on a thematic map

Geographers use maps to represent information spatially. This can highlight trends and reveal connections between the physical and human environments. Thematic maps are used to represent a specific theme or subject area such as the location of megacities.



See the Interactive Textbook for a guide on using BOLTSS in Geography

- 1 Using the data in Table 15.4 and a blank map of the world, create a thematic map showing the location of megacities. Represent megacities using symbols that are different colours or sizes to represent different populations. Proportional circles are commonly used to represent and quantify populations with larger circles indicating larger populations. Figure 15.42 is an example of this method. Ensure that your map contains all of the BOLTSS mapping conventions: border, orientation, legend, title, source and scale.
- 2 Using your map, describe the global distribution of megacities using the PQE method (see Developing geographic concepts and skills 15.3).
- 3 List three factors that you think might determine where megacities are located.

▼ **Table 15.4** Megacities across the world in 2019

Megacity	Country	Population (million)	% of country's population
Bangkok	Thailand	10.2	14.7
Lima	Peru	10.4	31.9
Madras	India	10.5	0.8
Jakarta	Indonesia	10.5	3.9
Bogotá	Colombia	10.6	21.4
Paris	France	10.9	16.7
Bangalore	India	11.4	0.8
Lahore	Pakistan	11.7	5.8
Shenzhen	China	11.9	0.8
Moscow	Russia	12.4	8.6
Los Angeles	United States of America	12.5	3.8
Guangzhou	China	12.6	0.9
Kinshasa	Democratic Republic of Congo	13.2	15.7
Tianjin	China	13.2	0.9
Rio de Janeiro	Brazil	13.3	6.3
Lagos	Nigeria	13.5	6.9
Manila	Philippines	13.5	12.7
Calcutta	India	14.7	1.1
Istanbul	Turkey	14.8	18.0
Chongqing	China	14.8	1.0
Buenos Aires	Argentina	15.0	33.5
Karachi	Pakistan	15.4	7.7
New York	United States of America	18.8	5.8
Osaka	Japan	19.3	15.2
Dhaka	Bangladesh	19.6	11.8
Beijing	China	19.6	1.4
Mumbai	India	20.0	1.5
Cairo	Egypt	20.1	20.2
Mexico City	Mexico	21.6	16.5
São Paulo	Brazil	21.7	10.3
Shanghai	China	25.6	1.8
Delhi	India	28.5	2.1
Tokyo	Japan	37.5	29.5



## What are urban settlement patterns?

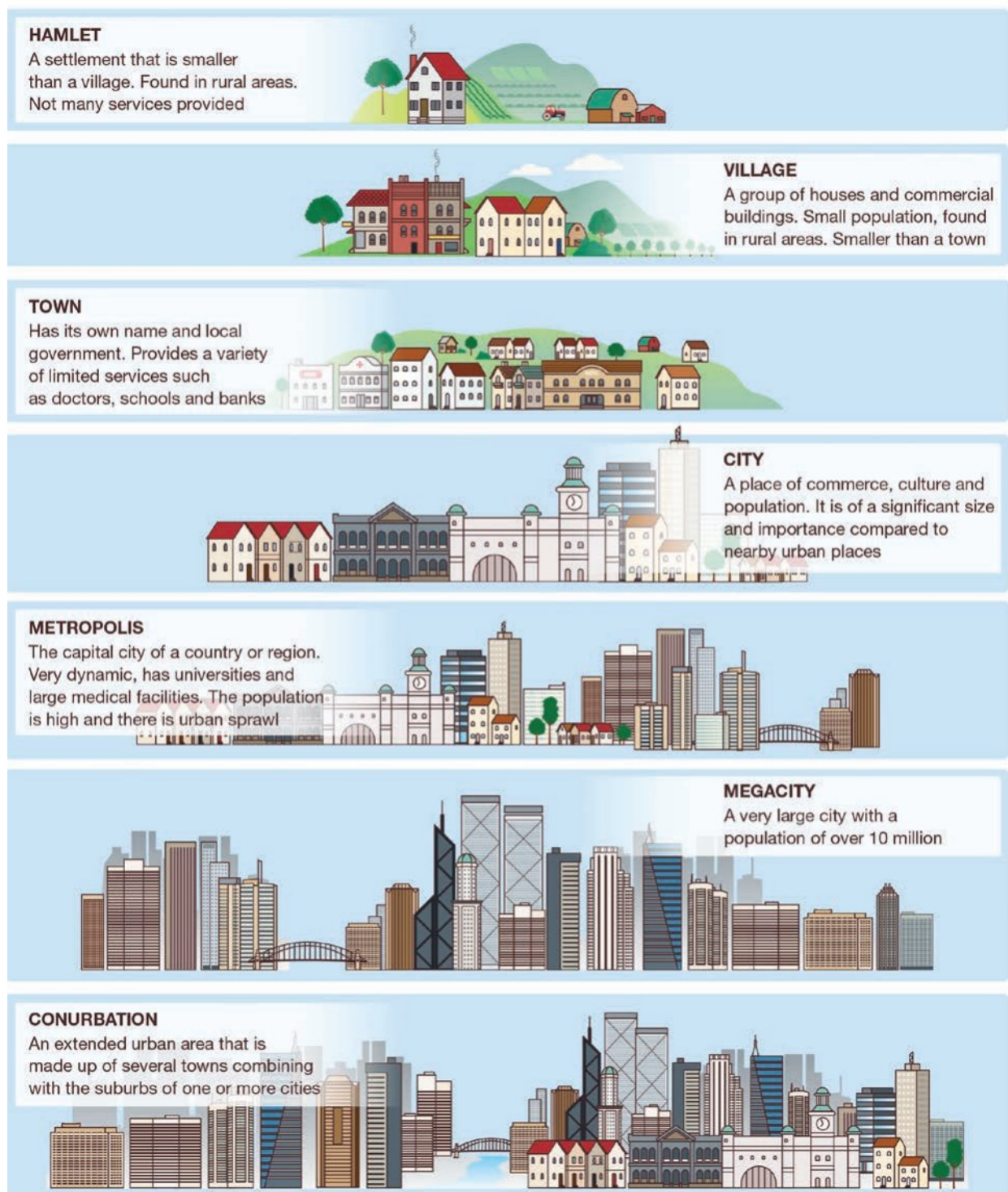
Urban settlements vary based on their scale. Figure 15.28 shows the variation

**KEY TERM**

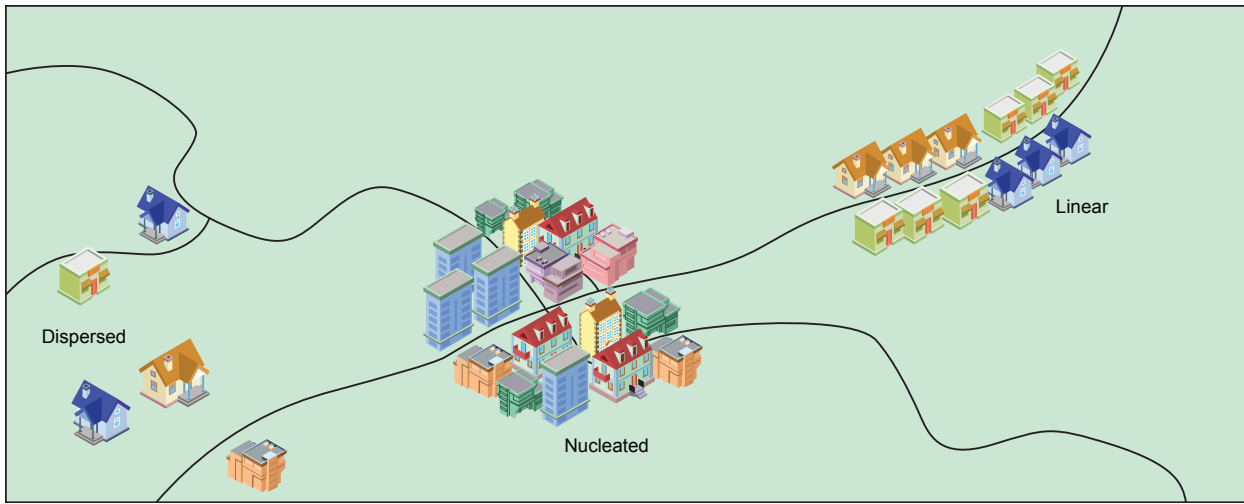
**conurbations** a city area containing a large number of people, formed by various towns growing and joining together

in settlement size from a hamlet or village within a rural area through to large urban **conurbations** where

a number of cities or towns have merged to form one interconnected and continuous urban environment. China contains three main conurbations. The Yangtze River Delta is home to 150 million people and encompasses cities such as Shanghai, Nanjing, Hangzhou and Ningbo. Urban settlement patterns refer to the ways in which different kinds of urban environments are spatially distributed or arranged. These are summarised in Figure 15.29 and Table 15.5.



▲ **Figure 15.28** Different types of urban settlements



▲ **Figure 15.29** The layout of different settlement patterns

▼ **Table 15.5** A description of three common settlement patterns

Urban settlement pattern	Description	Example
Dispersed	Urban areas that are evenly spread out across a region	Large cities containing several industrial and commercial centres or towns dotted across a rural landscape
Nucleated	Urban areas that spread out in all directions from a central point	Residential suburbs and industrial zones spreading out from a <b>central business district</b>
Linear	Urban areas that are arranged roughly in a straight line	Cities or towns built along features such as a river, coastline, mountain range or major highway



**KEY TERMS**  
**central business district (CBD)** the main business and commercial centre of a city  
**satellite cities** smaller cities or towns that are next to major cities

◀ **Figure 15.30** London spreads out from the city centre into the surrounding metropolitan region and into **satellite cities** in surrounding regions. Please note that you can zoom in on this map in the digital versions of this book.



## ACTIVITY 15.6



### Describing settlement patterns

Choose an urban settlement in Australia or a country of your choice. Use Google Earth or Google Maps to get a satellite image of this place and use it to describe its urban settlement pattern.

#### KEY TERMS


**working class** people working in labour or industrial work, often for lower wages

**rural–urban fringe** the border between rural and urban environments on the outskirts of a city

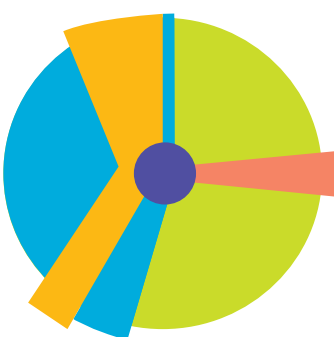
City designs often follow similar distribution patterns. Models are used in geography to outline patterns that apply

to several different areas. The Burgess model (Table 15.6) and Hoyt model (Table 15.7) demonstrate common urban settlement patterns found throughout the world. As with all models, while many cities follow these patterns, there are several that do not.

▼ **Table 15.6** The Burgess model, also known as the Concentric Zone model, was developed by Ernest Burgess in 1925.

Burgess model	Zones
 <p>Key</p> <ul style="list-style-type: none"> <li>Central business district (CBD)</li> <li>Inner city</li> <li>Inner suburbs</li> <li>Outer suburbs</li> </ul>	<p><b>CBD:</b> the commercial and business centre of a city, located in the middle of the urban settlement</p>
	<p><b>Inner city:</b> historically this zone contained dense housing for the <b>working class</b> such as terraced housing (Figure 15.31). These areas are now highly sought after and are often the location of high-rise apartment buildings</p>
	<p><b>Inner suburbs:</b> less dense housing on larger blocks of land. Due to the way cities spread outwards, suburbs closer to the CBD are generally older than those further out</p>
	<p><b>Outer suburbs:</b> this zone is on the outskirts and includes areas on the <b>rural–urban fringe</b>. Land is generally cheaper because of the distance from the CBD</p>

▼ **Table 15.7** The Hoyt model, also known as the Sector model, was developed by Homer Hoyt in 1939.

Hoyt model	Zones
 <p>Key</p> <ul style="list-style-type: none"> <li>CBD</li> <li>Industry</li> <li>Low-class residential</li> <li>Middle-class residential</li> <li>High-class residential</li> </ul>	<p><b>CBD:</b> the commercial and business centre of a city, located in the middle of the urban settlement</p>
	<p><b>Industry:</b> factories and major transport links such as railway lines and major roads to facilitate various industries</p>
	<p><b>Residential:</b> different zones of residential with the lower class workers located near the industrial zone and the upper class located in cleaner, quieter zones in larger blocks</p>



▲ **Figure 15.31** High-density terraced houses, such as in Stratford, house London's working class.



▲ **Figure 15.32** Satellite imagery can be used to view urban land uses. This satellite image of Hobart shows a range of land uses including industrial, commercial, residential and natural forested mountains.

## ACTIVITY 15.7



### Comparing models of urban design

- 1 In a table, list the advantages and disadvantages that you think might arise from cities that are designed using models like the Burgess and Hoyt models.
- 2 Using Google Earth, search for a city such as Hobart. Inspect the land use starting from the CBD and moving outwards. Based on this information, decide whether your chosen city best fits the Burgess or Hoyt model.

## How do urban areas grow?

There are two main contrasting ways that urban areas grow: urban sprawl and urban consolidation.

### Urban sprawl: growing outwards

Urban sprawl is the unrestricted expansion of a city outwards. It involves an increase in the physical size of the cities, usually into surrounding farmland. Expansion is often rapid and is primarily low-density housing on large blocks. New suburbs often lack essential infrastructure such as train lines, and residents are therefore reliant mainly on cars. Residents often have to travel further to get to work or school, leading to traffic congestion and stresses relating to large **commute times**. Urban sprawl can also lead to a range of environmental impacts such as

a loss of biodiversity if forested land is cleared for development.

### KEY TERM

**commute time** the amount of time taken to travel to and from work



▲ **Figure 15.33** Urban sprawl often leads to the creation of low-density housing estates.



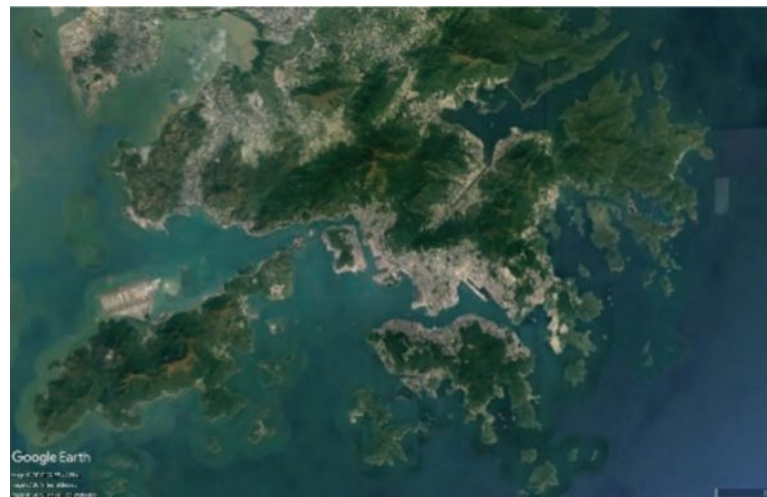
## Urban consolidation: growing upwards

Urban consolidation is the opposite of urban sprawl. Instead of growing a city outwards, urban consolidation involves containing the growth within the existing city boundaries. It focuses on increasing the density of cities using higher-density houses and apartments. While urban consolidation does not impact the landscape surrounding a city, it can have both positive and negative

impacts within a city. Increases in density can cause traffic congestion, yet there is often more access to public transport. Although many people dislike apartment living because of a lack of privacy and outdoor space, many prefer the convenience and lack of maintenance. Concentrating a population into a smaller area can allow more space surrounding a city for food production and nature conservation.



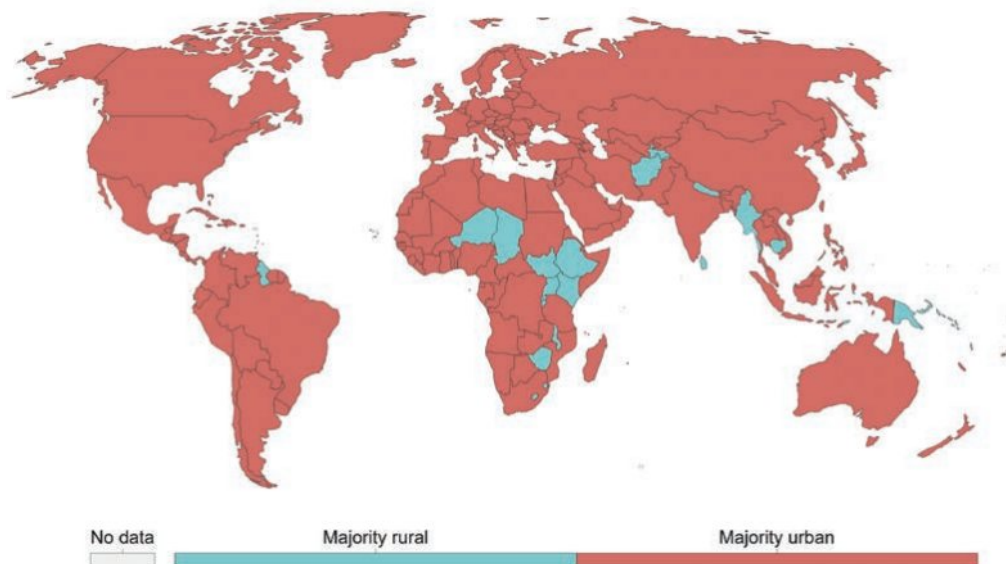
▲ **Figure 15.34** High-density living in Hong Kong allows space for the preservation of forests surrounding the city.



▲ **Figure 15.35** A satellite image of Hong Kong shows the contrasting land use between the dense urban areas and surrounding forest.

## Urban environments in Australia

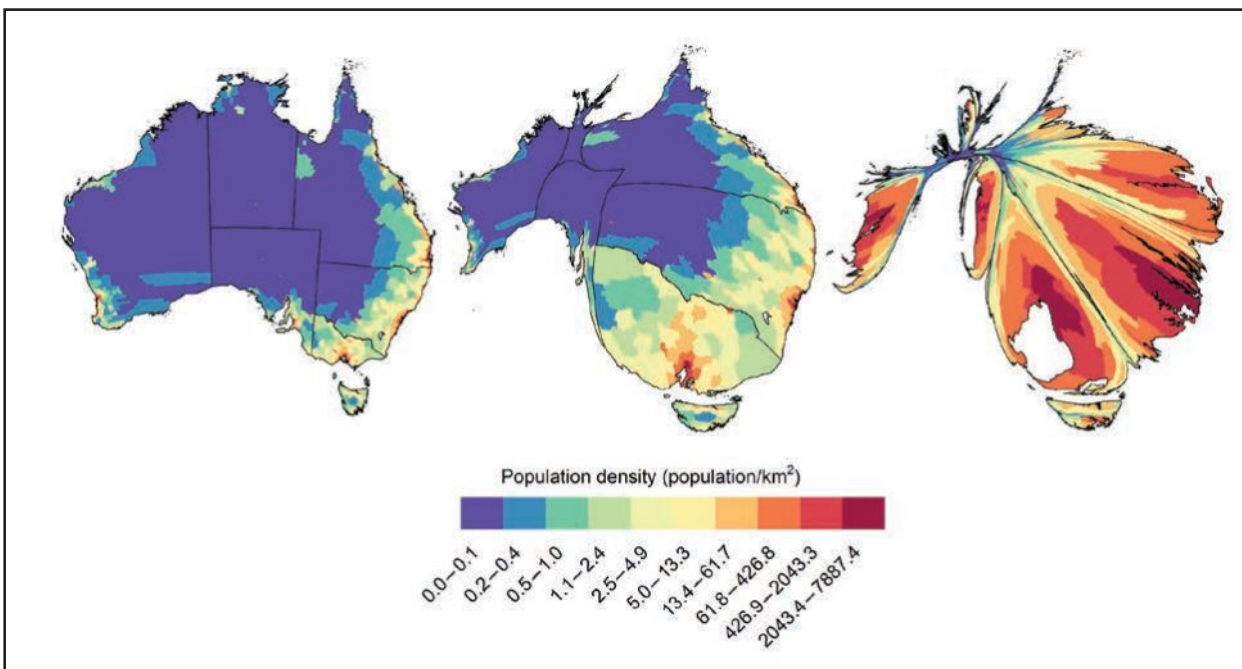
According to the Australian Bureau of Statistics, just over one-third of Australians lived in Australia's eight capital cities in 1901. That figure has now reached approximately two-thirds. Overall, more than 89 per cent of Australia's 25.3 million people live in urban areas. This ranks it in the top 30 most urbanised countries in the world. Figure 15.36 shows whether the majority of each continent consists of rural or urban populations. Five Australian cities have a population of more than a million people, while another 13 have populations of over 100 000.



▲ **Figure 15.36** Breakdown of global population as being majorly rural or urban

▼ **Table 15.8** The population of Australian cities containing more than 100 000 based on the 2016 census

City	Population
Sydney	4 741 874
Melbourne	4 677 157
Brisbane	2 326 656
Perth	2 004 696
Adelaide	1 351 346
Gold Coast	663 321
Newcastle	481 183
Canberra	447 457
Central Coast	329 437
Sunshine Coast	325 399
Wollongong	299 203
Geelong	260 138
Hobart	208 324
Townsville	180 346
Cairns	151 925
Toowoomba	135 631
Darwin	132 708
Ballarat	103 481



▲ **Figure 15.37** These maps show 2016 Australian populations. The first is a standard map, and the second two are cartogram maps. These are distorted to show areas with higher population densities as larger areas, according to state (middle) or local government areas (right).



### Amazing but true...

Australia's urban areas cover less than 0.5 per cent of the total available land on the continent.

### Urban sprawl: the Great Australian Dream

Urban sprawl has been a major part of Australia's urban development since the 1950s. During this period, the 'Great Australian Dream' was to own a **detached house** on a quarter-acre block (1000 square metres) with a backyard, clothes line, lemon tree and barbeque. Land surrounding

#### KEY TERMS

**detached housing** a house that stands alone and isn't joined to any other house

**sustainable** the ability to be maintained at the same rate without impacting the future

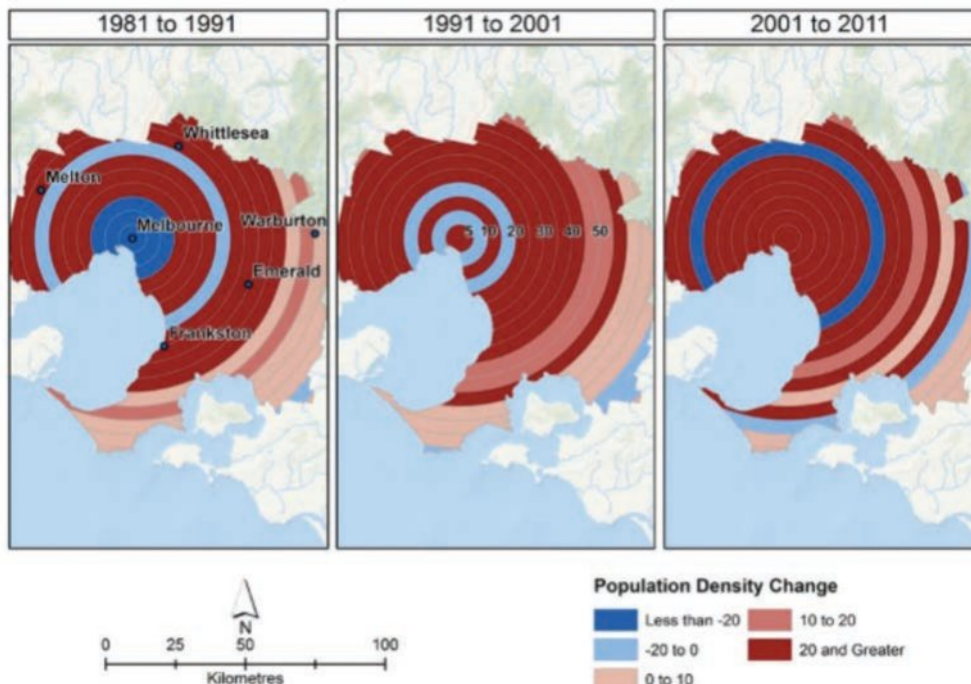
**subdivision** the division a block of land into smaller pieces for development

**dual occupancy** a type of development where two dwellings are built on a single block of land

cities was sold for development and urban boundaries expanded. By the 1990s, urban planners began to realise that infinite urban sprawl was not possible and it certainly wasn't **sustainable**. This led to government policies that focused on re-populating

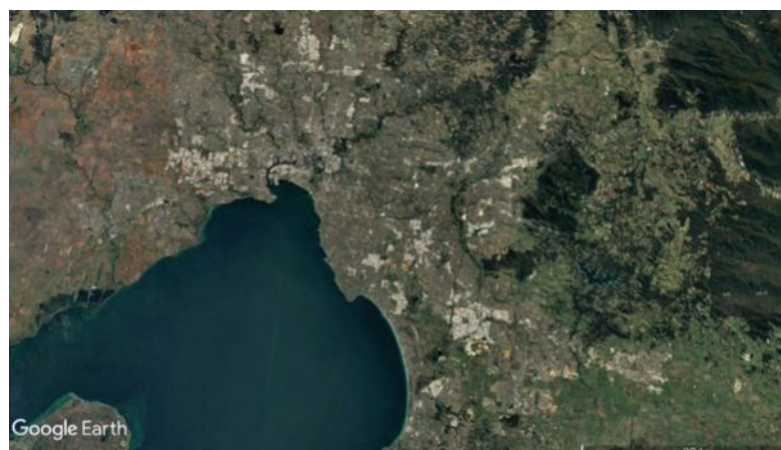
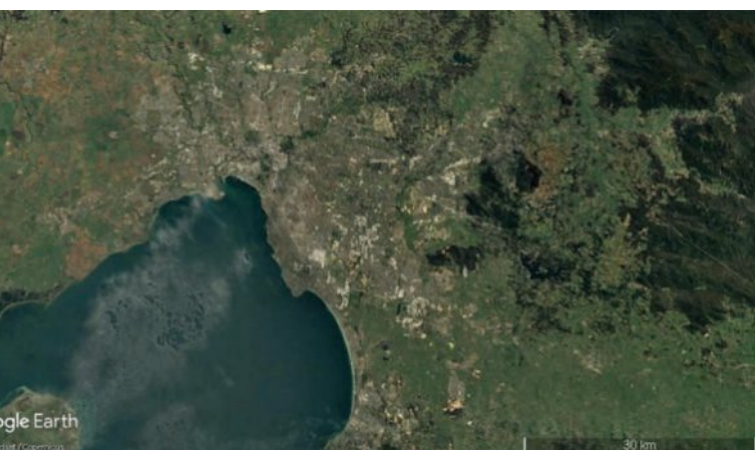
the inner and middle suburban areas with **subdivision** of house blocks, **dual occupancy**, smaller block sizes and high-rise apartments.

Melbourne is currently Australia's fastest growing city with an average growth rate of 3.8 per cent, or 327 people per day. Figure 15.38 shows the success of recent urban consolidation, increasing the density of inner, middle and outer suburbs. However, Melbourne still continues to sprawl outwards, as shown in Figure 15.39. Apart from Port Phillip Bay, there are no physical features that inhibit Melbourne's growth, allowing it to spread in all other directions. Many of these outer suburbs are low-density housing estates on larger blocks. Houses in these places are often more affordable than houses in the inner suburbs due to their distance from the CBD and a lack of access to public transport. Many of these outer suburbs also lack other services, such as schools. A 2016 report estimated that another 220 Victorian schools need to be built to accommodate 190 000 extra students by 2026. Wyndham, in the western growth corridor, is the fastest growing municipality in Melbourne. It will need to build enough schools for 27 000 extra students over the next decade.



Source: Coffee, N., Lange, J., & Baker, E. (2016). Visualising 30 Years of Population Density Change in Australia's Major Capital Cities. *Australian Geographer*. doi:10.1080/00049182.2016.1220901

◀ **Figure 15.38**  
The change in the density of inner, middle and outer zones of Melbourne



▲ **Figure 15.39** Melbourne has continued to sprawl outwards between 1984 (left) and 2019 (right).

## ACTIVITY 15.8



### Urban development in Melbourne

- 1 Refer to Figure 15.38.
  - a Describe how the density of Melbourne's suburbs has changed during each decade from 1981 to 2011.
  - b Suggest how the density may have changed between 2011 and 2021. Give a reason for your suggestion.
- 2 Refer to Figure 15.39 or Google Earth. Describe how Melbourne has changed between 1984 and 2019. In your description, consider:
  - a the directions in which Melbourne has grown
  - b the extent of Melbourne's growth (using the linear scale)
  - c the names of some of the specific suburbs that have grown or new suburbs that have been created.

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.5



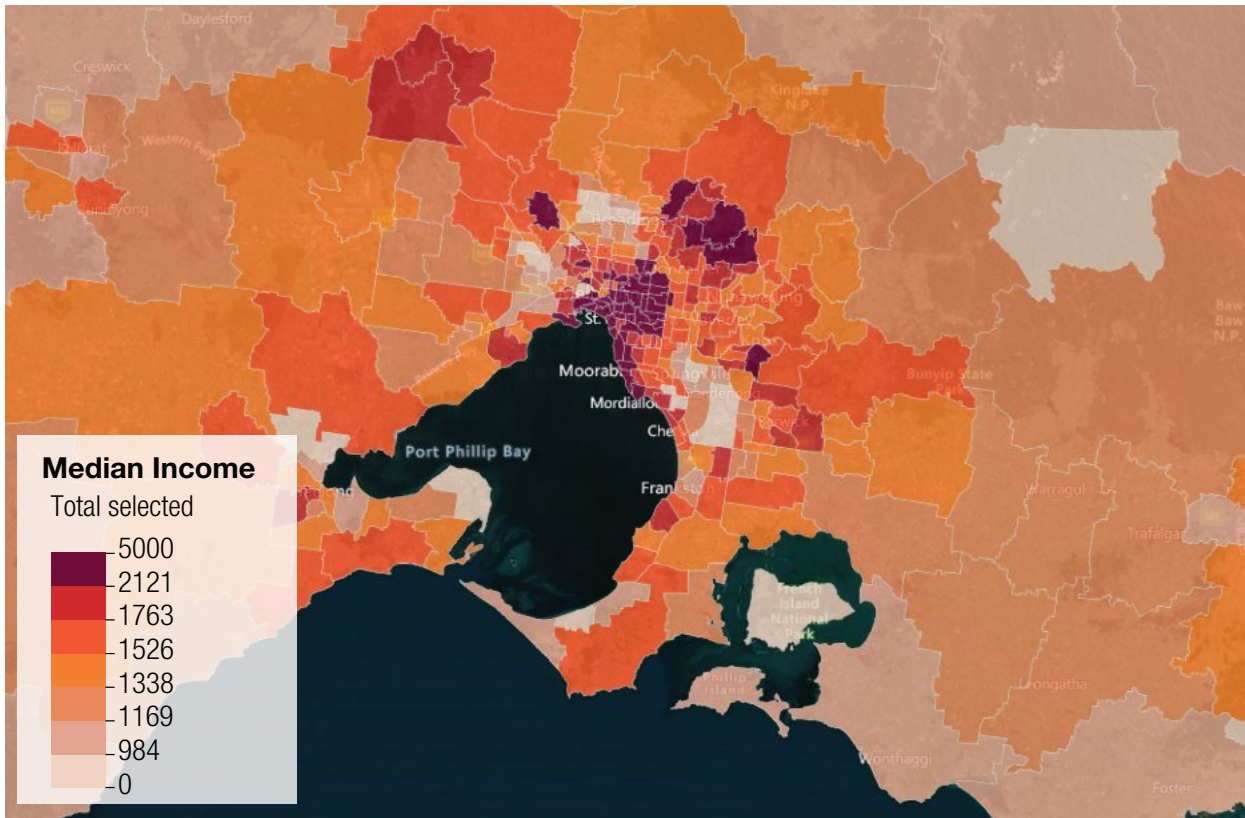
### Using a geographic information system (GIS)

A geographic information system (GIS) is a form of spatial technology used to gather, manage and analyse spatial information such as census data. By organising the data in layers using interactive maps, geographers better understand the causes and impacts of processes such as urban sprawl. For example, Figure 15.40 shows spatial information gathered from a GIS representing the average income of people across Melbourne. Figure 15.41 shows the number of people who travel to work using just a car across Melbourne.

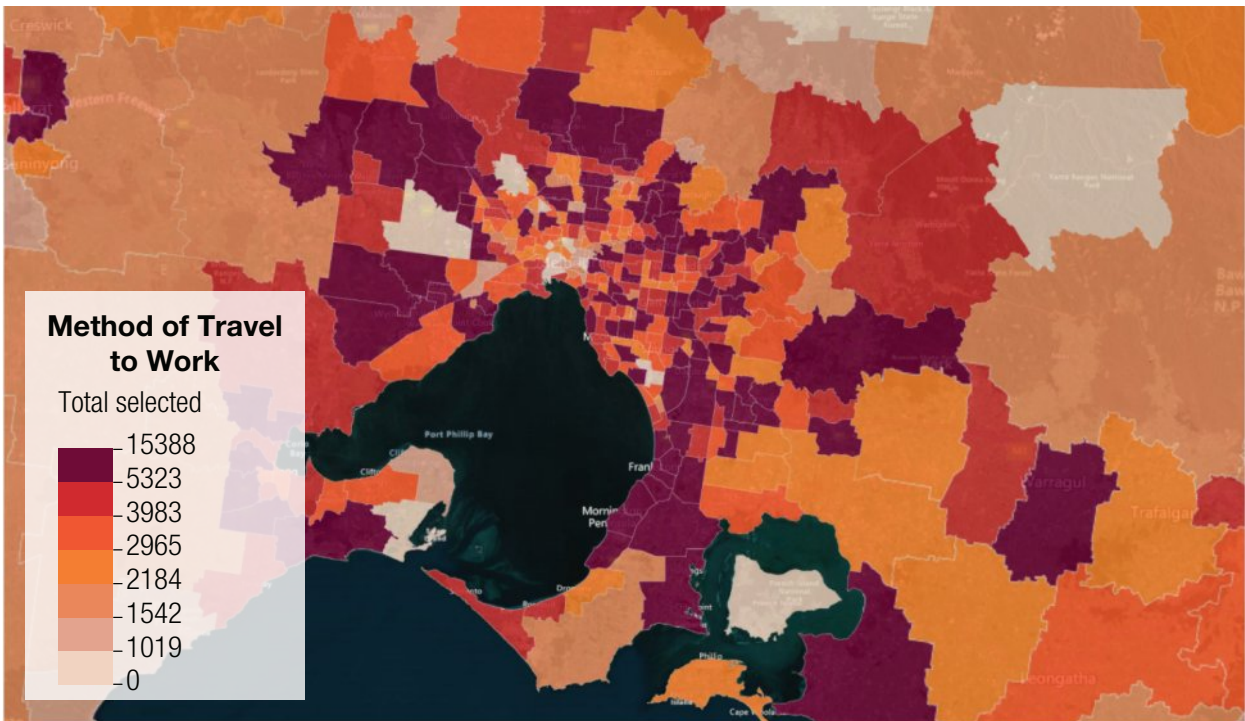
Follow these steps to compare the characteristics of Melbourne's inner and outer suburbs:

- 1 Visit the NationalMap website.
- 2 Click on 'Add Data'.
- 3 Select 'National Datasets', 'Social and Economic' and 'Census', and then select any of the categories that you are interested in.
- 4 When you have selected the data you want, click on 'Add to the map'.
- 5 Depending on the data set, you might get an option to change the Region Type. If so, Statistical Area Level 2 will give you the clearest results.





▲ **Figure 15.40** The distribution of average total weekly income per family. Darker colours indicate higher incomes



▲ **Figure 15.41** The distribution of people who travel to work by car based on census data. Darker colours indicate more people travelling to work by car.

## ACTIVITY 15.9



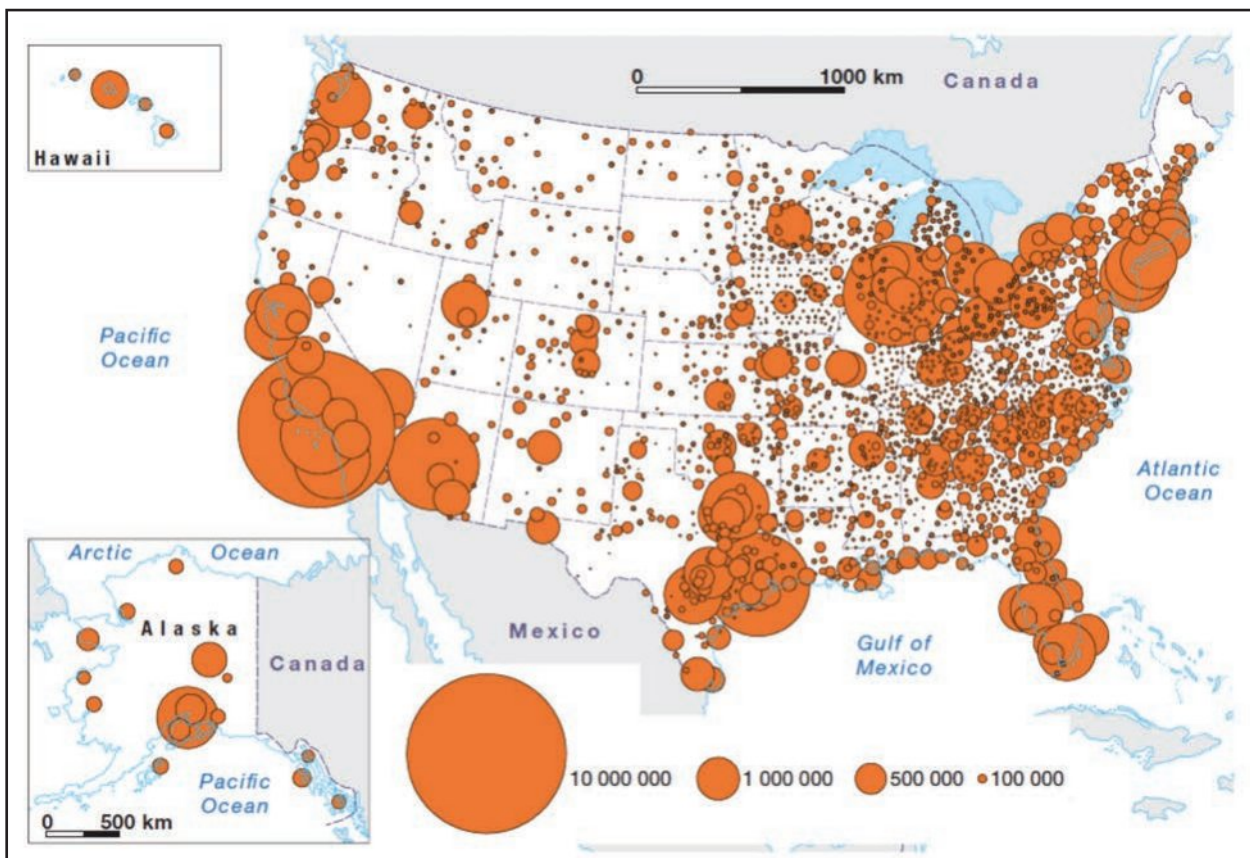
### Analysing data using a GIS

- 1 a Referring to Figure 15.40 and Figure 15.41, discuss whether or not this spatial data supports the following stereotypes of urban development:
  - Housing prices are cheaper in the outer suburbs and are therefore more attractive to lower-income families
  - Suburbs in outer Melbourne lack access to public transport and residents are therefore reliant on cars.
- b What other information could be used as evidence to help answer part a?
- 2 What does the data that you gathered from National Map tell you about the differences between the inner and outer suburbs of Melbourne?

## Urban environments in the United States of America

In 1920, the number of Americans living in cities surpassed the number living in rural areas for the first time. In 2019, more than 82 per cent of America's 327.2 million people lived in urban areas. This number is increasing as large cities in particular continue to grow. Figure 15.42 shows

the distribution of America's population organised by size. In this map, there only appears to be one city of more than 10 million people and several that are not much larger than one million. However, many of these cities are now conurbations that make up one interconnected and continuous urban environment. The populations of some of these conurbations are listed in Table 15.9.



▲ **Figure 15.42** The spatial distribution of America's population



▼ **Table 15.9** The population of the largest 20 urban areas in the USA in 2019

City	Population
New York City	20 565 000
Los Angeles	15 620 000
Chicago	9 160 000
Washington-Baltimore	7 515 000
San Francisco	6 540 000
Boston	7 315 000
Philadelphia	5 575 000
Toronto	6 635 000
Dallas-Fort Worth	6 600 000
Houston	6 285 000
Miami	6 195 000
Atlanta	5 325 000
Detroit/Windsor	4 015 000
San Diego	4 730 000
Phoenix	4 365 000
Seattle	3 860 000
Tampa	2 720 000
Denver	2 755 000
Orlando	2 205 000
Minneapolis	2 885 000

## Urban sprawl in the US

Many cities in the US have also sprawled outwards in a similar way to Australian cities. Table 15.10 lists the 10 most compact and 10 most sprawled cities in the US. The rapid increase in car ownership and cheap oil prices following World War II was one of the primary factors leading to this growth. The economic cost of America's urban sprawl is significant. This includes costs based on the construction of complex road networks (see Figure 15.43), services such as sewage and healthcare costs associated with an unhealthier

population. A difficult value to measure is the amount of lost profit from having so many workers stuck in traffic each day.

Los Angeles is one of the most infamous examples of urban sprawl in the world. Although it has a very large medium-density urban area, unlike New York it does not have a high-density centre. Until recently, Los Angeles did not have an adequate train network. Even today, just over 1 per cent of all daily trips use the train network. Residents rely on cars and they spend an average of 64 minutes in traffic each day.

## Amazing but true...

It was been estimated that urban sprawl costs the US economy more than US\$1 trillion each year!

▼ **Table 15.10** A list of the 10 most compact and most sprawled cities in the US

Most compact cities	Most sprawled cities
New York City	Hickory
San Francisco	Atlanta
Atlantic City	Clarksville
Santa Barbara	Prescott
Champaign	Nashville
Santa Cruz	Baton Rouge
Trenton	San Bernadino
Miami	Greenville
Springfield	Augusta
Santa Ana	Kingsport

### ACTIVITY 15.10



#### Comparing population densities of US cities

Refer to Table 15.10.

- 1 Research online to find the size and population of each of the cities listed and add this information to a table.
- 2 Divide the population by the size to calculate each city's population density.
- 3 Compare the density of compact and sprawled cities. Is there a significant difference?
- 4 How does the density of these cities compare with Australian cities?

▼ **Figure 15.43** Traffic at the Los Angeles freeway interchange







▲ **Figure 15.44** Central Park, Manhattan

## New York City: the city that never sleeps

With more than 8.6 million people, New York City is the largest city by population in the USA. When including the surrounding urban areas, its population is over 20 million, which classifies it as a megacity. While New York is not the biggest city in the world, it does use the most energy in terms of electricity and fuel, even compared to Tokyo, which has an extra 12 million people. However, New York is making efforts to

improve its environmental sustainability by protecting the health of urban waterways, encouraging cycling as a form of sustainable transport, growing food locally in urban gardens including on rooftops and by building energy-efficient buildings. One of New York's unique features is Central Park, located in the middle of Manhattan (Figure 15.44). It contains more than 18 000 trees and provides an important urban habitat for local wildlife, improves air and water quality, and encourages active lifestyles.

## ACTIVITY 15.11



### Using Google Earth Pro to explore and compare cities

- 1 Find the location of Central Park using Google Earth Pro.
- 2 Measure the size of the park using the ruler tool. How does it compare with the size of a park near your school?
- 3 Search for Adelaide. List the similarities and differences between Adelaide and Manhattan in terms of the arrangement of urban parkland.



**END-OF-SECTION REVIEW 15.2****Review questions**

Answer these questions on paper or in the Interactive Textbook.

**Recall**

- Define the following terms:
  - Urban concentration
  - Megacity
  - Landfill
  - Urban settlement
  - Conurbation.
- Describe the difference between dispersed, nucleated and linear settlement patterns.
- Outline the differences between the Burgess and Hoyt models of urban settlement.
- Compare the benefits and disadvantages of urban sprawl and urban consolidation.

**Interpret**

- Why might a city have a large urban population but a low urban concentration?
- Rank three challenges facing megacities in order of the most severe to the least severe. Justify your decision.
- While many cities show similarities to the Burgess and Hoyt models, many cities do not. What factors do you think might determine whether or not a city's urban development follows one of these models?
- Compare the spatial distribution of Australia's and the USA's population.

**Argue**

- Using Tables 15.8 and 15.9, calculate the percentage of Australians and Americans who are living in large urban areas. To do this, divide the population of each city by the total population of the entire country. Use this calculation to determine which country has a higher urban concentration.
- 'Urban sprawl is an essential part of urban growth and should be encouraged.' Discuss to what extent you agree with this statement.

**Digital quiz**

Please see the Interactive Textbook to access digital activities

▲ **Figure 15.45** The skyline of Barcelona, Spain. How do you think urban sprawl is affecting this area?



# End-of-chapter activities



## 1 Self-assessment

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



## 2 Making thinking visible

### Circle of viewpoints

Throughout this chapter you have been presented with many models and types of urban development. Choose one of these and discuss it from the viewpoint of either a resident, a worker in a government department or an urban developer. Consider the positive and negatives impact of this urban environment on your lifestyle.

- I am thinking of [state your model of development] from the point of view of [the viewpoint you've chosen].
- I think [describe the urban development from your chosen viewpoint].
- A question I have from this viewpoint is [ask a question from this viewpoint].



## 3 Research task

Choose one of the cities discussed in this chapter or another of your choice and prepare a case study using research. The Atlas of Urban Expansion is good website to start with. Use the following guidelines to organise your research:

- Where is your city located, how big is it, what is its population and population density?
- How fast is your city growing and what is its future projected population?
- Using Google Earth, find satellite images that demonstrate the growth of your city over time.
- What management challenges is your city currently facing?
- What strategies is your city implementing to try to overcome some of these challenges?



## 4 Extended response question

'Urbanisation is unsustainable and leads to predominantly negative consequences.'  
Discuss to what extent you agree with this statement, with reference to examples provided throughout this chapter.



## 5 Problem-solving task

Choose one of the cities presented in this chapter, or another of your choice, and design a strategy to manage its urbanisation and urban development. Consider whether or not your strategy is economically, socially and environmentally sustainable or what the difficulties might be in implementing your strategy.



▲ **Figure 15.46** Rooftop vegetable gardens and bicycle couriers are two ways to improve environmental and social sustainability within cities.



## 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about urbanisation



# CHAPTER 16

Please note that this chapter was written prior to the COVID-19 pandemic of 2020, and the long-term effects of the crisis were unknown at the time of publication.

## Migration

### Setting the scene: international migration and university students in Australia

Have you ever considered the possibility of studying at an overseas university when you finish school?

#### KEY TERMS

**migration** the change of residence by an individual or group within a country or between countries

**interconnection** the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

If you do, you'll be joining 13 000 other Australian university students studying abroad. In 2018 there were more than 4000 Australians studying in the United States, 2500 in New Zealand and 2000 in the United

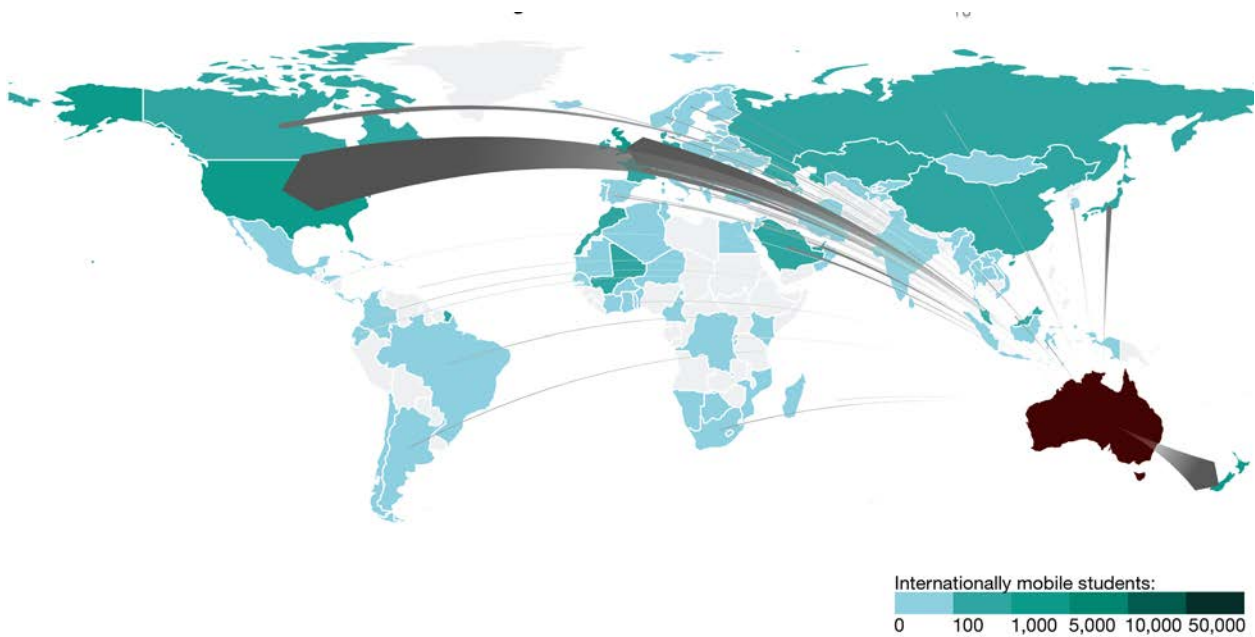
Kingdom. Even if you remain in Australia to attend university, you will still get the opportunity to experience overseas cultures. This is because more than 20 per cent of students attending Australian universities are from other countries. In 2018, Australia hosted 381 000 international students with 128 500 coming from China, 52 000 from India and 21 000 from Nepal.

Moving overseas to study, also known as international education, is an example of international temporary **migration**. Migration refers to the movement of people. In this case the migration is temporary because these students will eventually return to their home country, and it is international because these people are moving to different countries. Figures 16.1 and 16.2 show

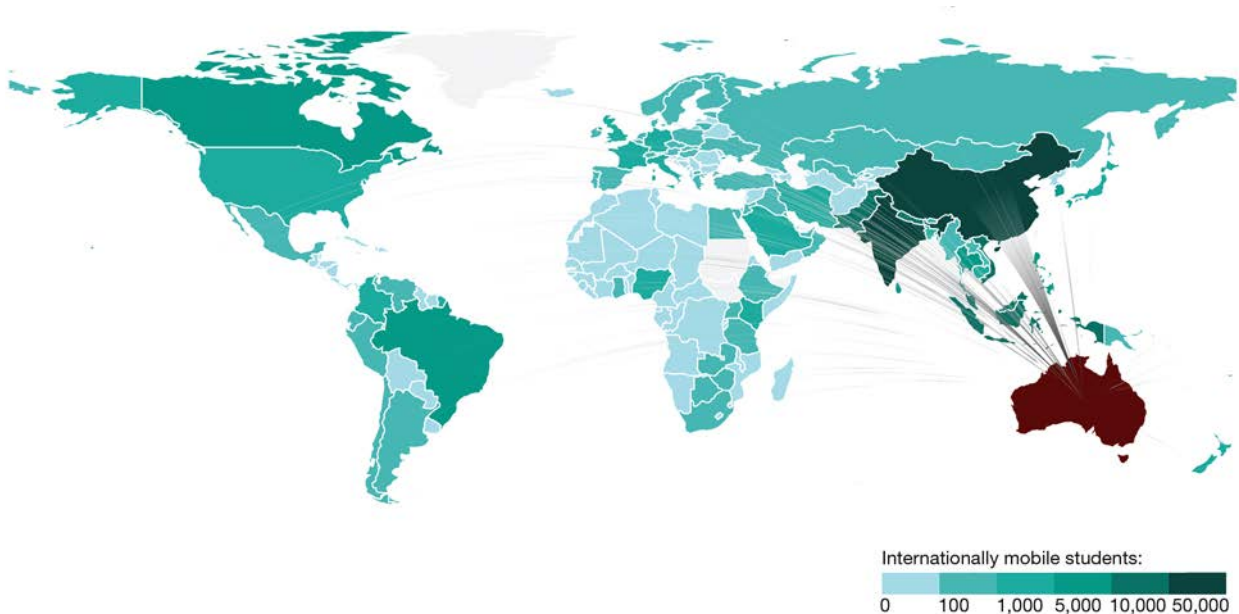
the places where Australian students are migrating to, and where international students in Australia are migrating from. This movement creates a link between Australia and these other countries. In geography, we refer to these links as an **interconnection**.

Interconnections with other countries through international education lead to a range of social and economic impacts. For example, it has helped Australia to develop its unique and diverse culture, rich with a variety of foods, customs and languages. Personal and professional relationships built with international students help Australia to connect with the rest of the world, which can have lasting positive impacts on other industries such as tourism. International education is also a significant contributor to Australia's economy, worth an estimated \$31.9 billion in the 2018–19 financial year. This is generated from university fees, rent, hospitality and income tax.

Unfortunately, many international students face difficulties when they migrate. Language barriers and cultural differences can make it difficult for students to develop friendships. Many struggle to find appropriate and affordable student accommodation and end up living in inappropriate and even



▲ **Figure 16.1** The countries where Australian students usually choose to study



▲ **Figure 16.2** The countries where international students usually come from to study in Australia

unsafe conditions. In what is often a desperate attempt to find part-time work while studying, many international students take on low-paid jobs with poor working conditions. Without an adequate understanding of local workplace laws,

many are exploited in terms of their pay and hours. A study in 2017 found that a quarter of international students in Australia were earning less than \$12 per hour, while another 43 per cent were earning less than \$15, far below Australia's minimum wage.





▲ **Figure 16.3** A diverse group of students attending the University of Melbourne

## MAKING THINKING VISIBLE 16.1



### Think, pair, share

Consider answers to the following questions, discuss them with a partner, and share them with your classmates.

- 1 What do you think would be the main consideration when choosing a country to study in?
- 2 What do you think are the three main reasons why international students choose to study in Australia?
- 3 Overall, do you think the positive impacts of international education outweigh the negatives?

## ACTIVITY 16.1



### Check your understanding

As a class, reflect on how the COVID-19 crisis has affected the university sector in Australia. Research and discuss this. You might find creating a timeline useful.

- 1 Where do most international students who migrated to Australia come from?
- 2 What did the international students in Australia do during the crisis?
- 3 What kinds of messages did foreign governments give to their citizens about studying in Australia, and why?
- 4 What sorts of long-term changes were predicted to take place in the university sector in Australia due to the events of COVID-19?

# Chapter overview

## Introduction

Migration, along with births and deaths, determines changes to a population. This includes the number of people in a population, its average age and the way in which it is arranged within a country. International migration is the movement of people from one country to another; internal migration is movement within a country. This chapter explores a range of types of migration, various factors leading to migration, positive and negative impacts of migration and the management challenges stemming from migration.

## Learning goals

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

- What is international migration?
- Why are migrants entering Australia and what effects is this having?
- What is internal migration?
- What effects is internal migration having in Australia and China?
- What challenges does Australia face in managing its urban future?

## Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



◀ **Figure 16.4** 51 million international migrants live in the United States. This is approximately 19 per cent of the total international migrants worldwide





## 16.1 International migration

### FOCUS QUESTIONS

- What is international migration?
- Why are migrants entering Australia and what effects is this having?

### What is international migration?

According to the United Nations, an international migrant is ‘any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country’. A migrant worker is an example of a temporary migrant. They might be working internationally for a fixed amount of time to fill a position that is in high demand, to earn

#### KEY TERMS

**citizenship** the status of officially being a member of a country and having legal rights such as voting in elections

**permanent residency** having the right to live in a country for as long as you like without being a citizen

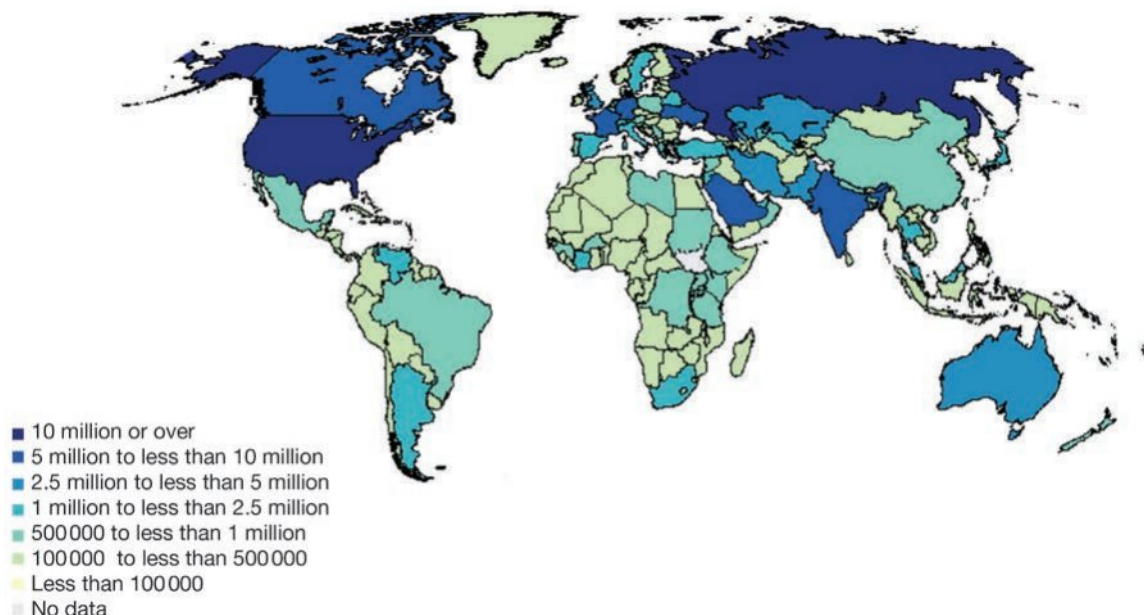
money to send back home to their family or simply to enjoy a unique experience. Permanent migrants, on the other hand, move to a new country to live without any intention

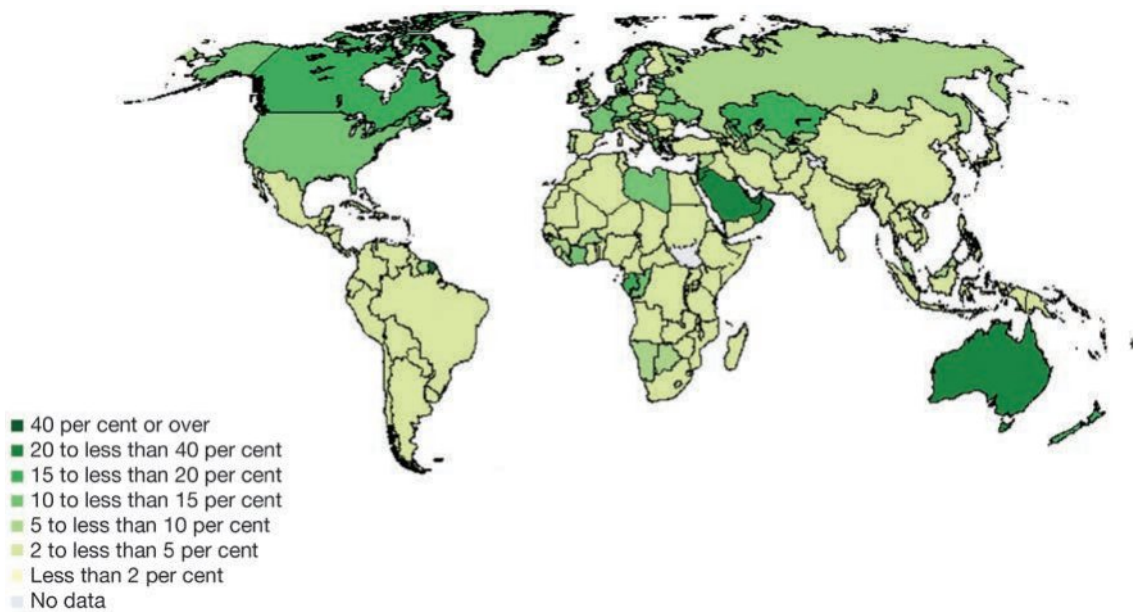
of moving back home again. This involves either gaining **citizenship** or being granted **permanent residency**.

### What are the origins and destinations of international migrants?

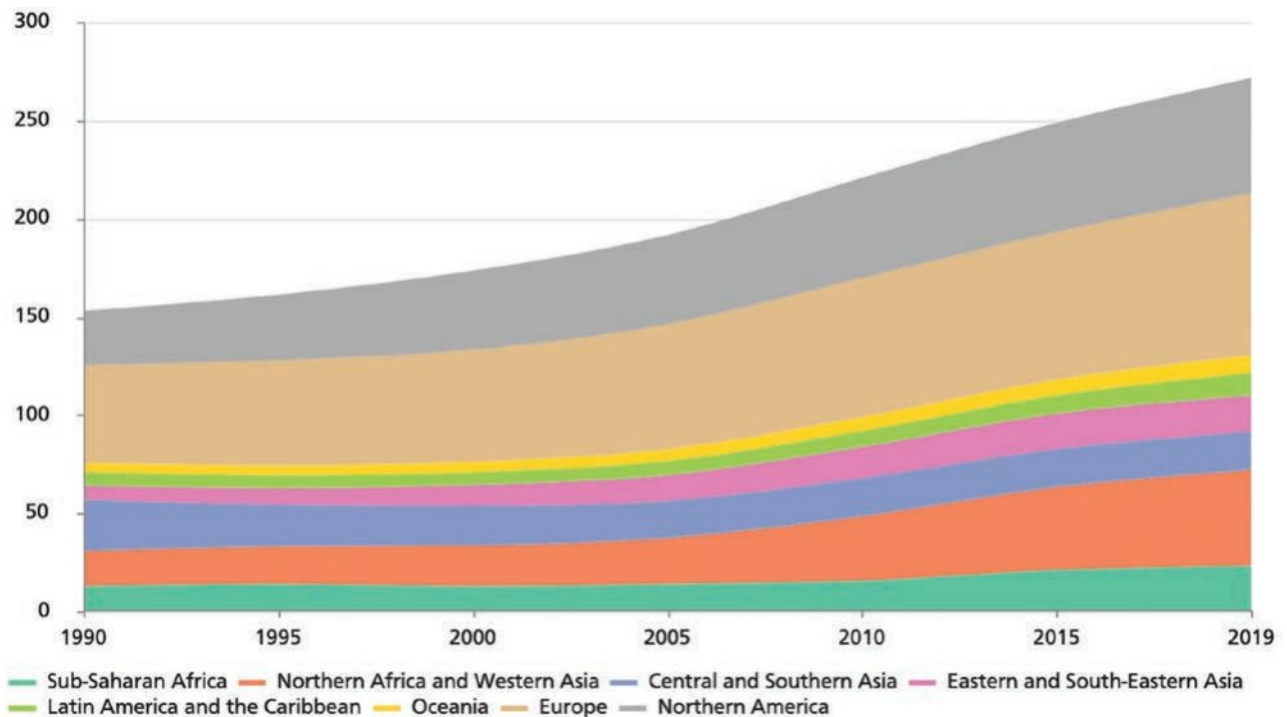
During 2019, there were an estimated 272 million international migrants living outside of their country of birth. This was 3.5 per cent of the global population. The number has risen from 173 million in 2000 (see Figure 16.7) and is projected to reach over 400 million by 2050. Figure 16.5 shows the number of international migrants living within each country. The global distribution is very uneven. Europe hosts the most with 82 million, while North America has 59 million. However, when considering the proportion of migrants compared to the entire population, Oceania ranks highest with 21.2 per cent and North America is second with 16 per cent. Figure 16.6 shows the distribution of countries based on what percentage of their population are migrants. Australia ranks amongst the highest at 28.2 per cent.

▼ **Figure 16.5** The global distribution of international migrants





▲ **Figure 16.6** The percentage of countries' populations that are made up of international migrants



▲ **Figure 16.7** The change in the number of migrants in eight world regions between 1990 and 2019

## ACTIVITY 16.2



### Analysing migration data

- 1 Refer to Figure 16.5 and Figure 16.6.
  - a List five countries that host a large number of international migrants.
  - b List five countries in which migrants make up a large proportion of their population.
  - c Is there a strong spatial association between the number of migrants in a country and the proportion of their population that are migrants?
  - d Suggest a reason for your answer to part c.
- 2
  - a Using Figure 16.7, describe how the total number of migrants has changed over time.
  - b Which region has gained the most migrants since 1990?



**KEY TERMS**

**net overseas migration** the difference between the numbers of immigrants and emigrants in a country

**immigrant** a migrant who comes to live in a different country

**emigrant** a migrant who leaves a country to live in a different country

**host country** a country that is home to an international immigrant

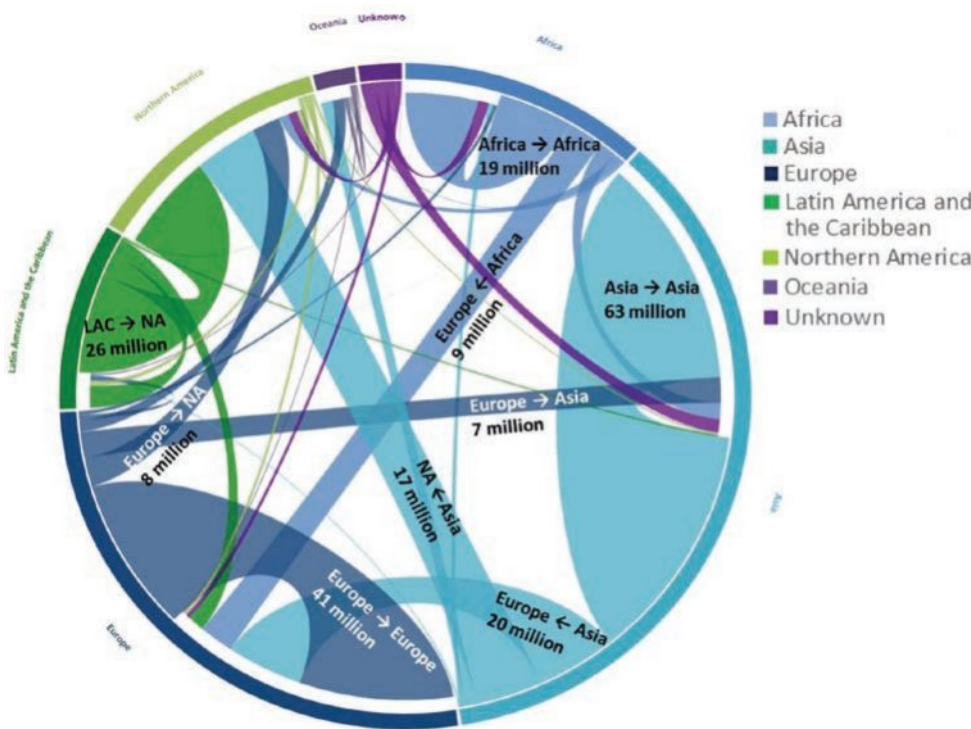
**donor country** a country from which an international emigrant came

**Net overseas migration** is the difference between the number of people entering a country, known as **immigrants**, and the number of people leaving a country, known as **emigrants**. A country that

has more immigrants than emigrants has a positive net migration. Table 16.1 shows the 10 **host countries** with the highest number of immigrants and the 10 **donor countries** with the highest number of emigrants. Russia is the only country to feature on both lists. Although it hosts 12 million immigrants, 10 million Russians are also living abroad, meaning they have only a relatively small positive net migration.

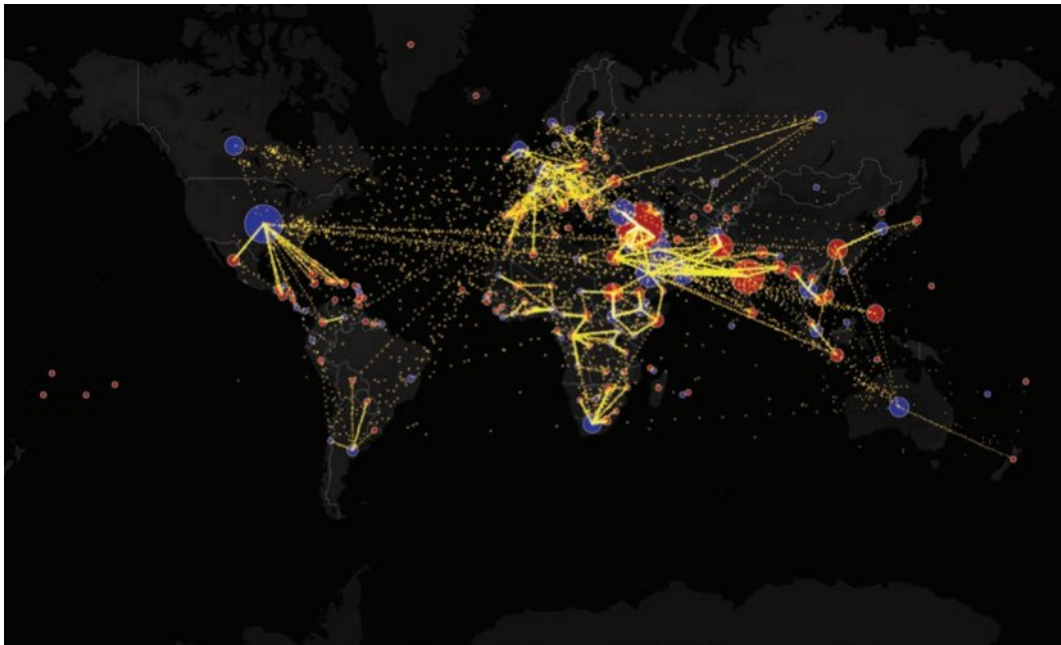
▼ **Table 16.1** The 10 countries that hosted the most immigrants and the 10 countries from where the most emigrants left in 2019

Host country	Number of international immigrants (million)	Donor country	Number of international emigrants (millions)
United States of America	51	India	18
Germany	13	Mexico	12
Saudi Arabia	13	China	11
Russia	12	Russia	10
United Kingdom	10	Syria	8
United Arab Emirates	9	Bangladesh	8
France	8	Pakistan	6
Canada	8	Ukraine	6
Australia	8	Philippines	5
Italy	6	Afghanistan	5



Most international emigrants move to countries within the same region. Figure 16.8 demonstrates this concept. For example, while 41 million European migrants have moved to another European country, only 7 million have moved to Asia and 8 million have moved to North America.

▲ **Figure 16.8** The origin and destination of international migrants by region in 2019



▲ **Figure 16.9** An online interactive map showing the movement of migrants (yellow) and the amount of net migration (blue for positive, red for negative) between 2010 and 2015

## ACTIVITY 16.3



### Analysing the movement of international migrants

Visit Metrocosm's online global immigration map.

- 1 List three common movements of migrants, three countries with the largest positive net migration and the largest negative net migration.
- 2 Click on a blue country and list the countries from which it is receiving most of its immigrants.
- 3 Click on a red country and list the countries to which most of its emigrants are moving.

### Why does international migration occur?

Chapter 15 introduced the concept of rural to urban migration as a cause of urbanisation, and listed some push and pull factors that might make people either want to leave a place or entice them to move to a place. Similar factors can be used to understand the reasons why people choose to move to a different country either temporarily or permanently. Some of these are listed in Table 16.2. Economic factors

such as job availability, higher wages and a lower cost of living are common reasons for migrating. In fact, three-quarters of all international migrants are of working age, meaning they are aged between 20 and 64. Many people also move countries to live in a more favourable climate. For example, Ecuador on the west coast of South America is a popular retirement destination for North Americans due to its stunning beaches, cheap housing and average temperature of just under 20 degrees.



▼ **Table 16.2** Push and pull factors that lead to international migration

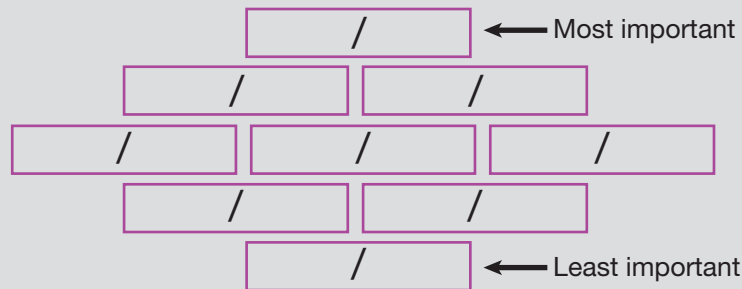
Push factors	Pull factors
<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Unemployment</li> <li>• High cost of living</li> <li>• Food insecurity</li> <li>• Natural disasters such as flood</li> <li>• War</li> <li>• Political, racial or religious persecution</li> <li>• An uncomfortable climate</li> <li>• A lack of services</li> </ul>	<ul style="list-style-type: none"> <li>• Better employment opportunities</li> <li>• A higher quality of life</li> <li>• A more affordable lifestyle</li> <li>• Food security</li> <li>• Safety</li> <li>• Political stability</li> <li>• Better quality services such as universities</li> <li>• A more favourable climate</li> <li>• Close to family and friends</li> </ul>

### ACTIVITY 16.4



#### Using a diamond ranking template

Use a diamond ranking template to rank the nine push factors and nine pull factors from Table 16.2. What do you think would be the most important reason to the least important reason to migrate?



▼ **Figure 16.10** Ecuador’s varied natural environment and warm climate make it a popular destination for those wanting to retire abroad







▲ **Figure 16.11** Syrian refugees arriving on the shore of Lesbos, Greece, in November 2015

While many people migrate out of choice in an attempt to improve their lives, others are forced to leave. An **asylum seeker** is someone who flees their own country to seek sanctuary in a different country. They seek protection and once this is granted, they are classified as a **refugee** and are legally allowed protection and assistance. Refugees leave their home country out of fear of **persecution** due to their race or political or religious beliefs or to escape war or violence. By 2019 there were almost 26 million refugees across the world. Between 2015 and 2019, 1.4 million people crossed the Mediterranean Sea to escape conflict in Syria. They risked their lives in unseaworthy boats and dinghies in a dangerous attempt to reach Italy, Greece and Spain. Thousands have died while attempting this journey.

### Amazing but true...

Studies have estimated that increased drought, catastrophic weather events and rising sea levels due to climate change could lead to the movement of 200 million climate refugees by 2050.

### What are the impacts of international migration?

Migration leads to a range of positive and negative impacts both for the host and donor countries. One of the positive impacts for donor countries is the payment of remittances, which is money sent by migrant workers back to families in their home country. This can help reduce poverty, especially in poorer rural regions. Unfortunately, in many cases this also means that families are temporarily separated. Upon returning home, many migrant workers bring new skills that can help to provide an economic boost to their communities.

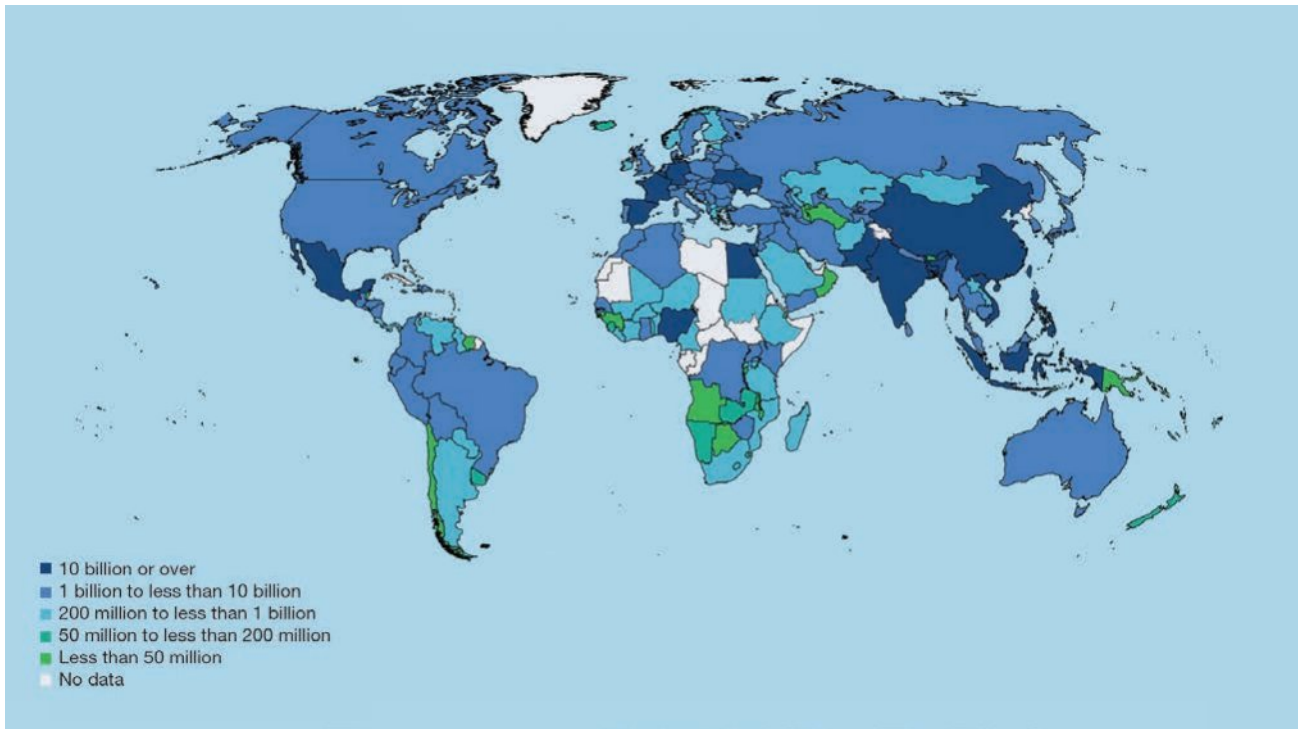
#### KEY TERMS

**asylum seeker** someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

**refugee** a person who has escaped from their own country for political, religious, or economic reasons or because of a war

**persecution** to treat someone unfairly or cruelly over a long period of time because of their race, religion, or political beliefs



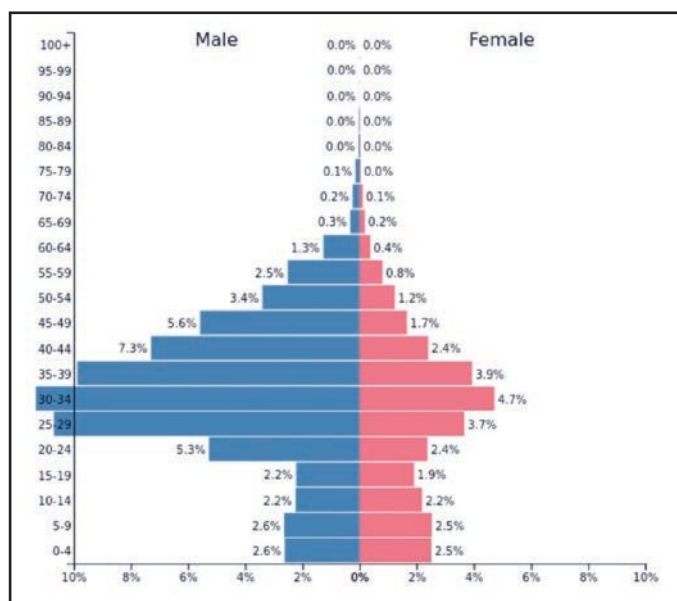


▲ **Figure 16.12** The global distribution of countries receiving remittances  
**Source:** United Nations, Department of Economic and Social Affairs, Population Division (2019), International Migrant Stock 2019. Available at [unmigration.org](http://unmigration.org)

The immigration of workers can help to fill labour shortages in highly skilled areas. For example, a migrant doctor might fill a position in a rural area. In wealthier countries, migrants also often fill less desirable and lower paid positions. Unfortunately, many of these unskilled workers are forced to work in very poor conditions. Positive social impacts of immigration include a more diverse culture; however, this can also lead to conflict between people of different cultural and religious groups. Depending on how it is managed, an influx of migrant workers can also lead to overcrowding and increased costs associated with services such as health care. Remittances sent home lead to negative economic consequences in the host country, as earnings are not spent in the local economy.

The United Arab Emirates has a very high concentration of migrant workers: 80 per cent of the population. The majority of these workers are middle-aged men from places such as India and Pakistan.

The influx of these people has led to a very uneven population structure. Figure 16.13 shows a very high proportion of males aged between 20 and 64 compared to females. This gender imbalance of 2.7 males for every one female is leading to a range of negative psychological consequences.



▲ **Figure 16.13** The population pyramid (of 9 770 526 people) of the United Arab Emirates in 2019

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 16.1



### Interpreting population pyramids

Figure 16.13 is an example of a population pyramid or population structure. These graphs reveal the age–gender structure of a country’s population. They display the proportion of the population in 5-year intervals. Each interval is divided into males and females.

Visit the Population Pyramid website ([populationpyramid.net](http://populationpyramid.net)).

- 1 Find population pyramids for other Middle Eastern countries such as Saudi Arabia, Qatar and Yemen. Do they have a similar-shaped pyramid?
- 2 Find population pyramids for a European country and compare it to one in Africa. What are the differences and what do you think is the cause of these differences?
- 3 Choose a country and change the year to see how its pyramid has changed over time and how it is expected to change in the future. What factors do you think might be responsible for these changes?

## International migration to Australia

### How many international migrants are there in Australia?

Australia is one of the most culturally diverse countries in the world. International migration has been a significant part of our development since European settlement in 1788. Australia’s migration history involves the penal transportation of convicts, the gold-rush era beginning in 1851, postwar immigration following World War II, the current migration program and the

humanitarian programs involving the settlement of refugees. In 2019 there were around 7.5 million migrants living in Australia from 150 different countries. This is a significant increase from less than four million in 1990 (see Table 16.3). Together, international migrants make up 30 per cent of Australia’s total population. Furthermore, 19 per cent of people born in Australia have at least one parent who was born overseas. Table 16.4 shows that English-born migrants are still the greatest proportion of migrants, although there is an increasing number coming from China and India.

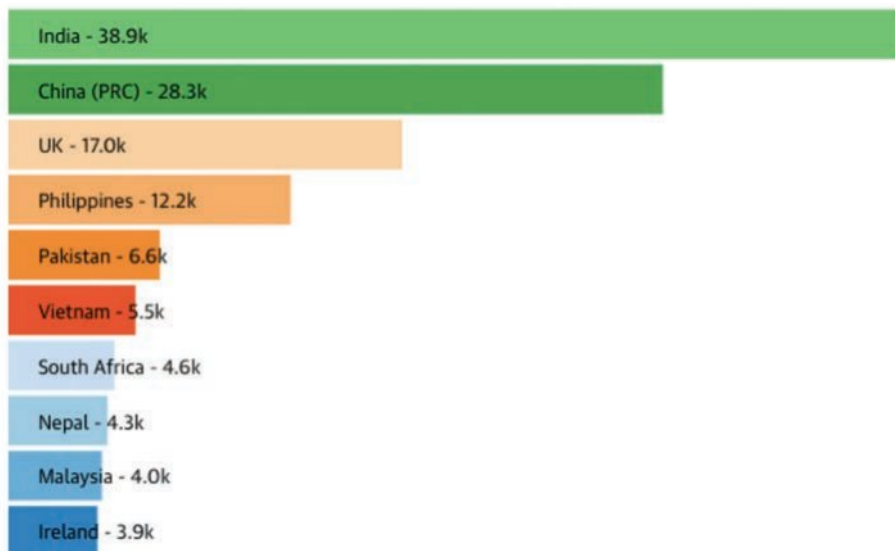
▼ **Table 16.3** The number of international migrants living in Australia and the percentage of Australia’s population that are international migrants between 1990 and 2019

	1990	1995	2000	2005	2010	2015	2019
International migrants (000s)	3955.2	4153.3	4386.3	4878.0	5883.0	6729.7	7549.3
Share of population (%)	23.3	23.1	23.1	24.2	26.6	28.1	30.0



▲ **Table 16.4** The origins of the largest groups of Australia's migrant population

Country of birth	No. of persons	%
England	992 000	4.0
China	651 000	2.6
India	592 000	2.4
New Zealand	568 000	2.3
Philippines	278 000	1.1
Vietnam	256 000	1.0
South Africa	189 000	0.8
Italy	187 000	0.7
Malaysia	174 000	0.7
Scotland	135 000	0.5
<b>All overseas-born</b>	<b>7 342 000</b>	<b>29.4</b>

▲ **Figure 16.14** The top 10 countries of origin for migrants to Australia in 2017

## ACTIVITY 16.5

### Comparing geographical data

Compare the data in Table 16.4 and Figure 16.14. Are the origins of international migrants that immigrated to Australia in 2017 similar to or different from the origins of the total migrant population?

## DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 16.2

### Drawing and interpreting line graphs

Figure 16.15 is an example of a line graph. Geographers use line graphs to show change over time. This can allow us to analyse trends and project future trends. When drawing a line graph, measurement of time (such as years) should always go on the x (horizontal) axis. The variable that is changing goes on the y (vertical) axis. Both axes need to be divided into even increments and clearly labelled. Once you have set up your axes, plot each data point on the graph and then join the dots using a straight line.



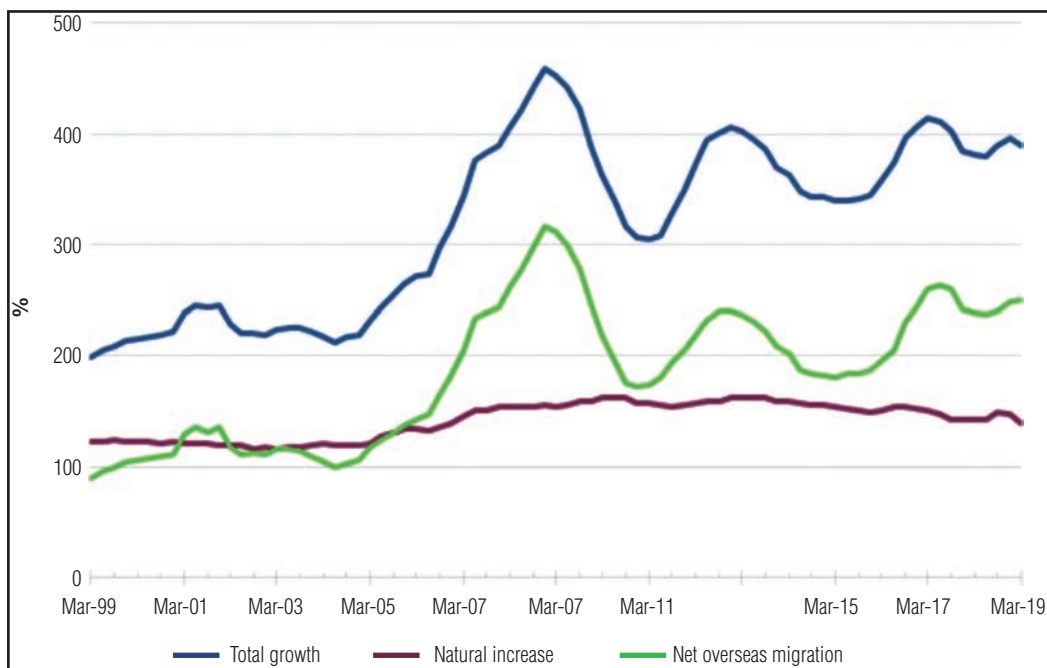


- 1 Draw two line graphs using the data from Table 16.4: one for the change in the number of migrants and one for the change in the proportion of migrants.
- 2 Describe the trend shown in both graphs. Comment on:
  - The trend of the graph (increasing or decreasing)
  - The periods of faster or slower growth (indicated by the steepness of the graph).
- 3 Suggest a factor that might have caused the changes described in question 2.

## What is the rate of migration in Australia?

The number of migrants moving to and leaving Australia varies each year. As such, the level of net overseas migration also changes. In the year ending 31 March 2019, Australia's net overseas migration was 249 700 people. This was an increase of 5 per cent on

the previous year. Figure 16.15 shows the contribution that migration has on Australia's population growth since 1999. While the level of natural population growth has been stable, the level of net migration has varied considerably. However, throughout almost this entire period, migration has contributed more to population growth than births.



▲ **Figure 16.15** The change in the growth of Australia's population due to natural increase and net overseas migration

## ACTIVITY 16.6

### Interpreting a line graph

Refer to Figure 16.15.

- 1 During which years were the greatest change in total population growth?
- 2 Was this change primarily due to migration or natural population growth?
- 3 Approximately what proportion of growth in 2019 was due to migration?
- 4 How has this proportion changed since 1999?

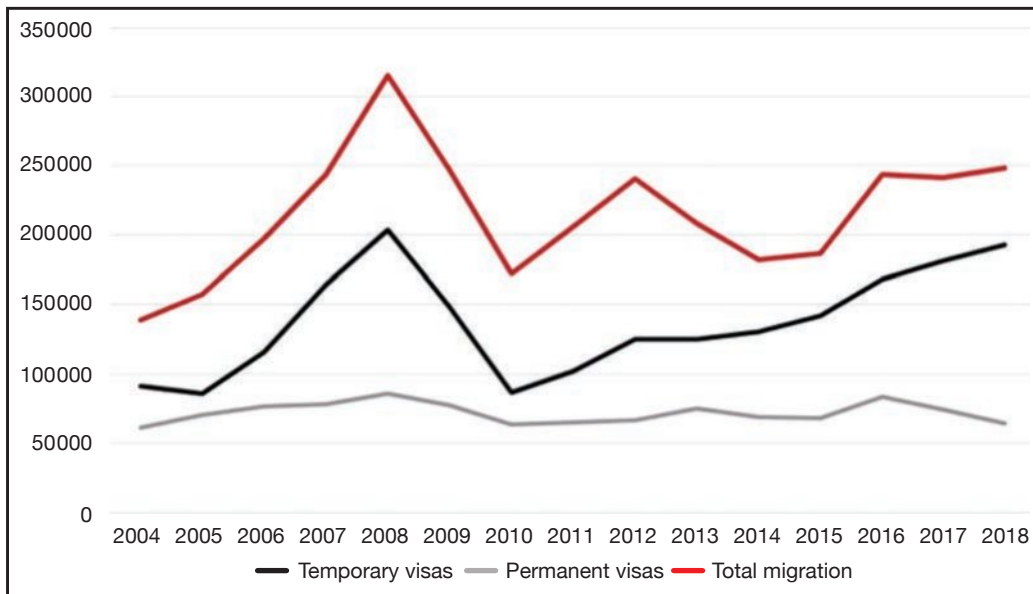




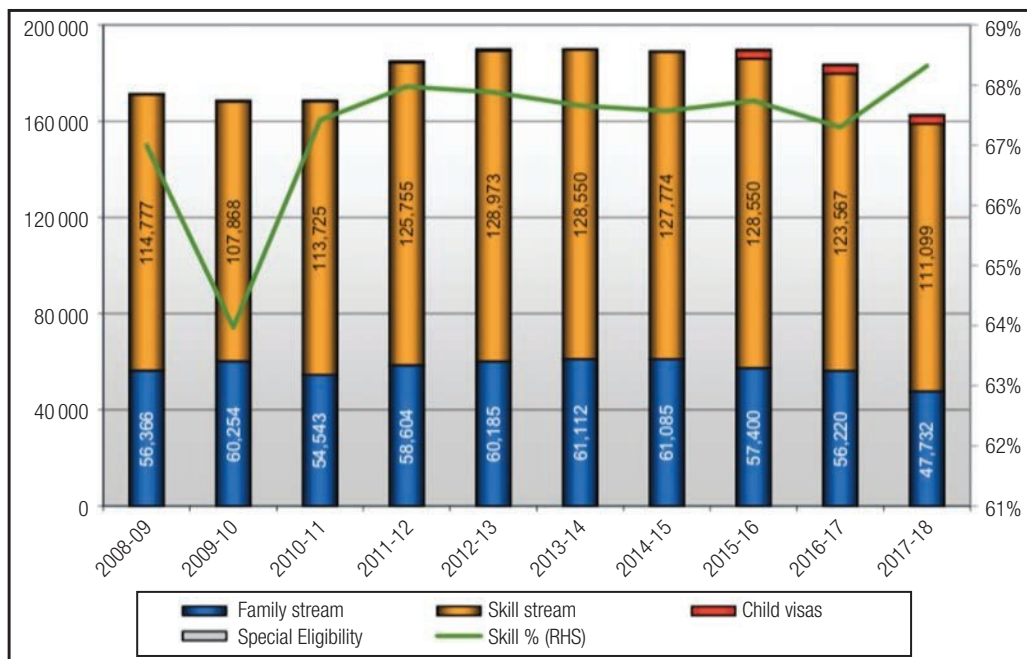
### Australia’s migration program

Each year, the Australian Government allocates the number of places available for people wishing to migrate temporarily and permanently under the migration program. This includes skilled workers who are coming to fill skilled labour shortages, and family migrants for those who wish to migrate to be with family and foreign students. The government sets a migrant quota, which

includes the number of permanent and temporary visas that will be allocated in each stream. Figure 16.16 and Figure 16.17 show how this number has changed over time. Migrants can apply to become Australian citizens after they have lived here for at least four years. Applicants aged 18 and over must sit a citizenship test that assesses English language skills and knowledge about Australia.



▲ **Figure 16.16** The proportion of temporary and permanent immigrants that migrate to Australia each year, and the total migration numbers each year



▲ **Figure 16.17** The number of immigrants in each stream of the migration program

## ACTIVITY 16.7



### Becoming an Australian citizen

- 1 Complete the Australian citizenship practice test on the website of the Department of Home Affairs.
  - a Do you think this test is a fair and accurate way of determining whether a migrant should be allowed to become an Australian citizen?
  - b Write three additional questions that you think should be on this test.
- 2 Using Figure 16.16 and Figure 16.17, describe how the number of immigrants and the types of immigrants entering Australia have changed over the last decade. In your answer, refer to specific statistics from both graphs.

### Australia's humanitarian program

Australia's humanitarian program involves **resettling** refugees who are seeking protection in Australia. It involves helping offshore refugees arriving from other countries who are in desperate need of settlement in Australia, and refugees who have already arrived in Australia who require further protection. Since World War II, Australia has resettled more than 880 000 refugees, and 18 750 places were allocated to the humanitarian program in 2019.

Refugees seeking entry into Australia must satisfy criteria based on the severity of the persecution they have faced, the extent of their connection with Australia, whether or not there are settlement options in

other countries, and whether or not Australia has the capacity to provide support for them. Part of this

process involves offshore detention, where asylum seekers are moved to other countries while their application for refugee status is processed. Australia is the only country in the world with an offshore detention process. This policy has been widely criticised because many refugees spend several years in detention centres in places such as Nauru while their claims are processed. These people are often forced to live in inhumane and psychologically damaging conditions and this has resulted in a number of directly and indirectly related suicides.

#### KEY TERM

**resettlement** the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them



▲ **Figure 16.18** Thousands of protesters at Sydney Town Hall demonstrating against offshore detention in February 2016



▲ **Figure 16.19** One of the refugee detention centres on Nauru



## The impacts of international migration to Australia

Since European settlement, migration in Australia has had a wide range of impacts. Some of the more recent impacts are listed in Table 16.5.

▼ **Table 16.5** A range of impacts associated with international migration

	Positive	Negative
<b>Environmental</b>	Migrants who choose to settle in rural areas can bring new life and money to smaller towns and cities.	Migrants tend to settle in capital cities, leading to pressure on housing availability, congestion, infrastructure and services.
<b>Economic</b>	Migrants are often hardworking and willing to take on a range of necessary jobs. Highly skilled migrants can fill labour shortages in a range of industries.	Non-migrants are sometimes worried that migrant workers will take jobs they feel should be reserved for them. Migrants who become citizens eventually retire and are eligible for <b>social security</b> .
<b>Social</b>	Migrants bring cultural and religious diversity.	Clashes of cultures can lead to racism, conflict and difficulties with <b>integration</b> .

### KEY TERMS

**social security** payments from the government to people without an income, such as Australia's aged pension

**integration** the adoption of other cultures into a society as equals

**gross domestic product (GDP)** a measure of a country's economic output based on the goods produced and the services provided

**sustainable** the ability to be maintained at the same rate without impacting the future

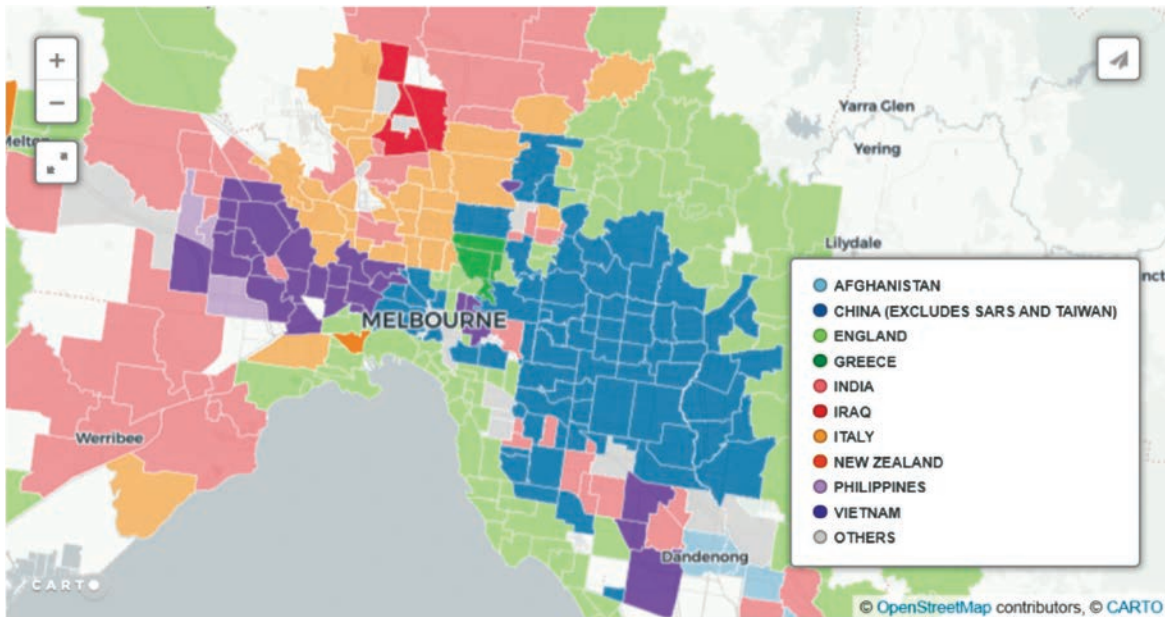
Many of the negative impacts of migration stem from increases in population. Many believe that Australia cannot sustain its population growth, especially as its citizens get older and require health care and social security payments. Others argue that migrants provide an essential boost to

the Australian economy by paying tax and supporting industries. It is estimated that migration overall contributes 1 per cent to Australia's total **gross domestic product (GDP)**. The quota allocated for the migration program each year is determined based on these factors, ensuring that the amount of immigration is **sustainable**.

One of the more obvious impacts of international migration is the influence it has on Australia's diverse and dynamic culture. Many groups of migrants choose to live in clusters of suburbs to be close to family and friends and to assist in their integration into Australian life. Postwar European migrants, such as those from Italy and Greece, clustered in suburbs of Melbourne such as Carlton, Brunswick, Richmond and Oakleigh. Chinese and Vietnamese make up approximately 20 per cent of the population in Springvale and Box Hill. While some argue that these clusters help immigrants to adjust to Australian life and to find work and support, others argue that it does not allow immigrants to integrate into Australian culture, and creates a cultural divide.

### Amazing but true...

Melbourne is home to the second largest population of Greek people; it is second only to Greece.



▲ **Figure 16.20** The most common country of birth (besides Australia) for each suburb of Melbourne



**Digital activity**  
See the digital versions to access an interactive version of this map.

## END-OF-SECTION REVIEW 16.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- Define the following terms:
  - International migration
  - Temporary migrant
  - Permanent migrant
  - Permanent residency
  - Citizenship
  - Net overseas migration
  - Remittances.
- Explain the difference between a migrant, immigrant, emigrant, refugee and asylum seeker.
- Describe what push and pull factors are and provide three examples of each.
- List and describe three impacts of international migration.

#### Interpret

- Name three countries that have a high number of international migrants and three that have a low number.
  - Suggest two reasons why a host country might have a large number of international immigrants and three reasons why a country might only have a small number.



**Digital quiz**  
Please see the Interactive Textbook to access digital activities



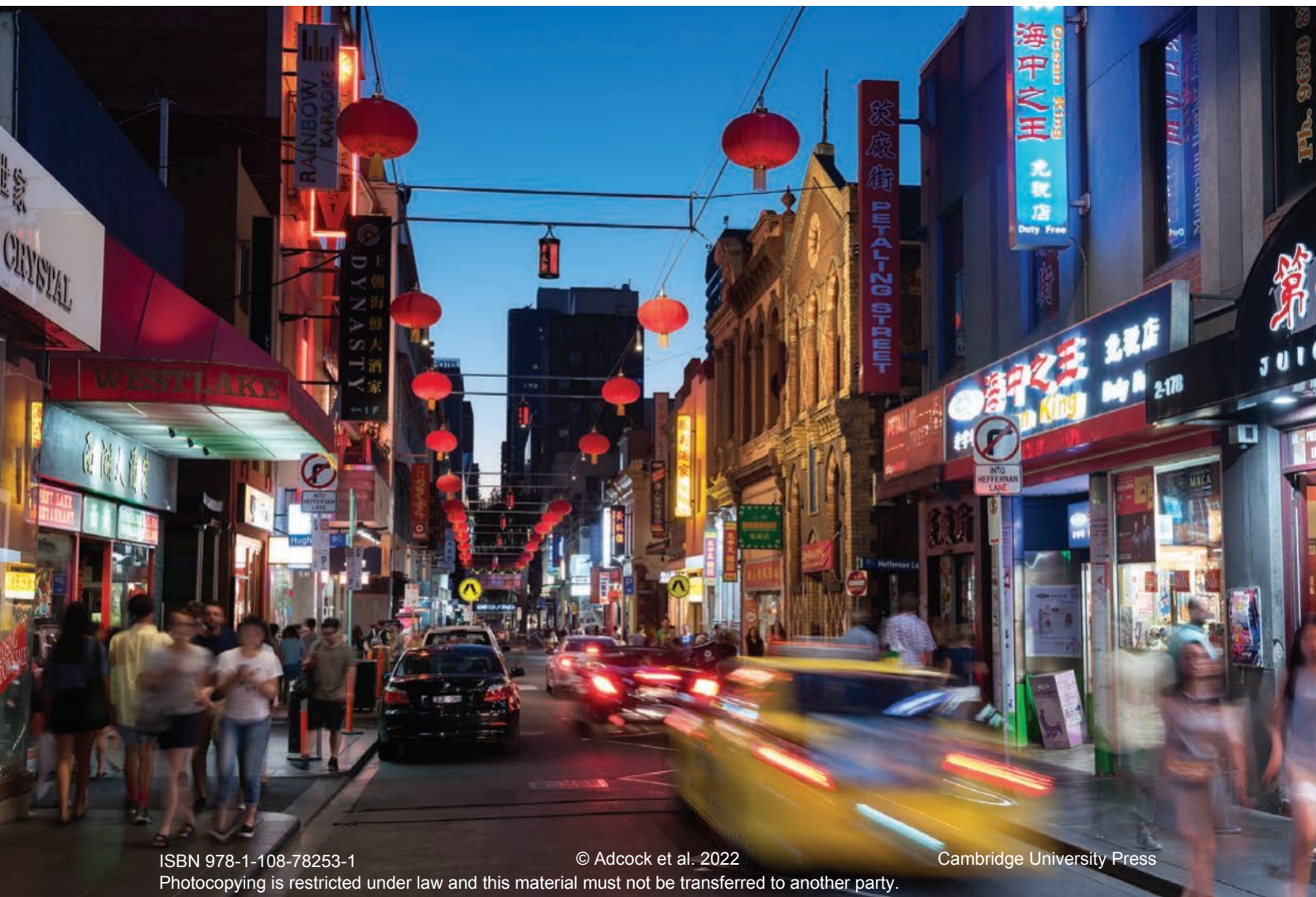


- 6 What do you think is the most important factor leading to high levels of emigrants from a donor country? Justify your answer.
- 7 Describe how international migration to Australia is changing over time, including the number of migrants, the proportion of the population who are migrants and the origin of migrants.
- 8 Explain one of the ways in which international migration is creating an interconnection between Australia and the rest of the world.

### Argue

- 9 'Most international migrants move to countries within the same region.' Using the information from Figure 16.8, discuss whether or not this statement is accurate. In your discussion, refer to specific regions and data.
- 10 The United Nations International Migrant Report 2019 stated that 'most of the world's migrants live in a relatively small number of countries'. Evaluate this statement using data from this chapter.
- 11 In a paragraph, discuss whether or not Australia should maintain its current level of immigration. Consider both positive and negative impacts in your discussion.

▼ **Figure 16.21** Melbourne's Chinatown was established in the 1850s with the influx of Chinese immigrants, and is a hub of Chinese culture in Australia.





## 16.2 The reasons for and effects of internal migration

### FOCUS QUESTIONS

- What is internal migration?
- What impacts is internal migration having in Australia and China?

The Australian Bureau of Statistics defines internal migration as the movement of people from one defined area to another within a country. This includes:

- Rural to urban migration
- Urban to rural migration
- Intra-urban migration where people move to a different part of an urban area
- Inter-urban migration where people move to a different urban area
- Interstate migration where people move to a different state.

Unlike international migration, internal migration does not change the population of a country. Instead, it changes its spatial distribution or arrangement. Therefore, for every place within a country that is growing due to internal migration, another place within that country is shrinking. The reasons for and impacts of internal migration are explored in this section in the context of Australia and China.

### Internal migration within Australia

#### Why are Australians moving?

Data from the 2016 national census showed that an average of nearly 8 per cent of Australians change their address each year. This ranks Australia in the top 20 per cent of countries in the world in terms of the rate of internal migration. The reasons why Australians choose to move include:

- Expensive house prices in capital cities forcing people to move to the outer suburbs, nearby cities or rural areas
- Lucrative job opportunities in industries such as mining

- Access to educational opportunities such as high-quality universities
- Lifestyle choices such as preferences for where to raise children or retire.

A common example of movement is young people who have grown up in a rural area who choose to move to a capital city to attend university. The Australian Government encourages this movement by offering

**financial incentives** such as **youth allowance**, **rent assistance** and various **relocation scholarships**.

Similarly, educated professionals such as doctors and teachers are enticed to work in rural and remote areas through salary bonuses and housing subsidies (discounts).

#### KEY TERMS

**financial incentives** money that is offered to people to encourage them to do something such as migrate

**youth allowance** fortnightly payments available through Centrelink for full-time students aged between 16 and 24

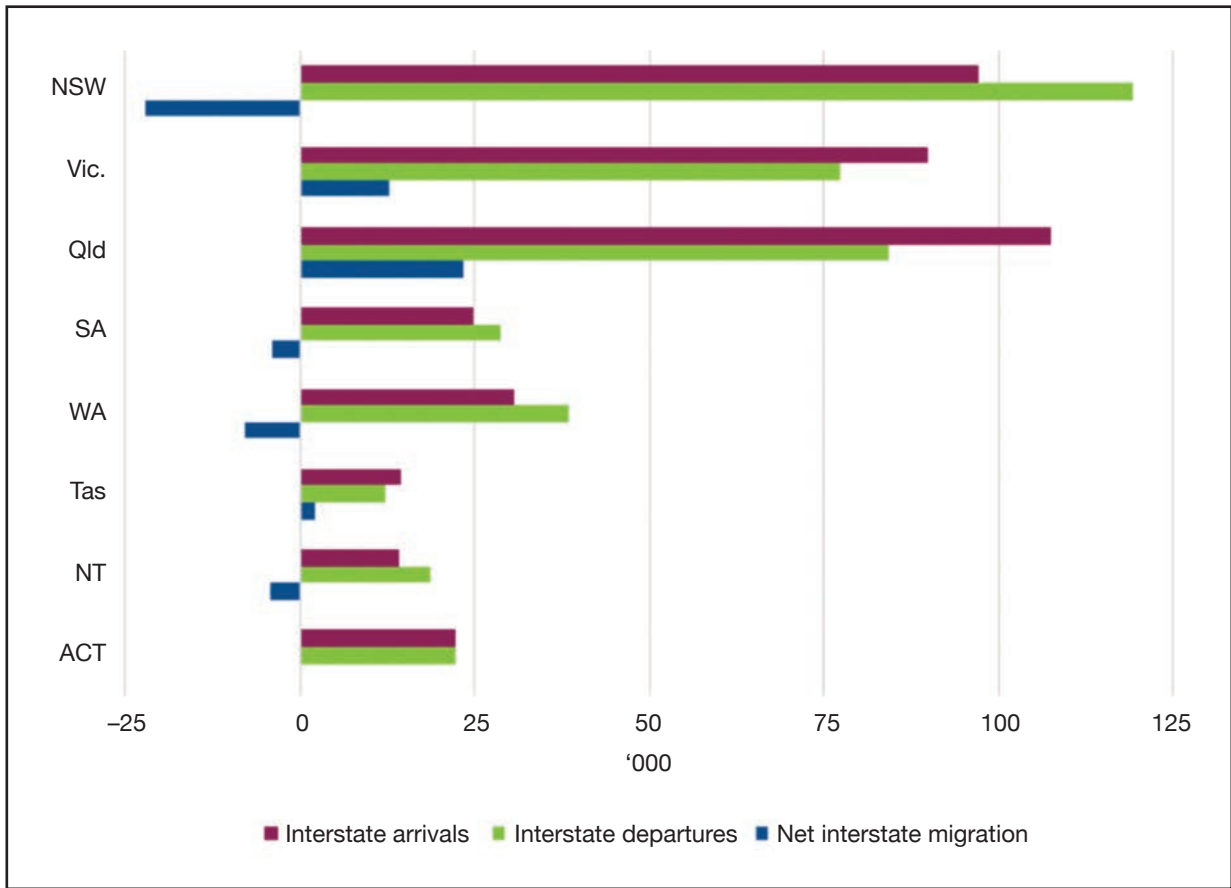
**rent assistance** payments to contribute towards rent expenses for those living away from home

**relocation scholarships** payments for each year of study for students from regional and remote areas who undertake full-time study

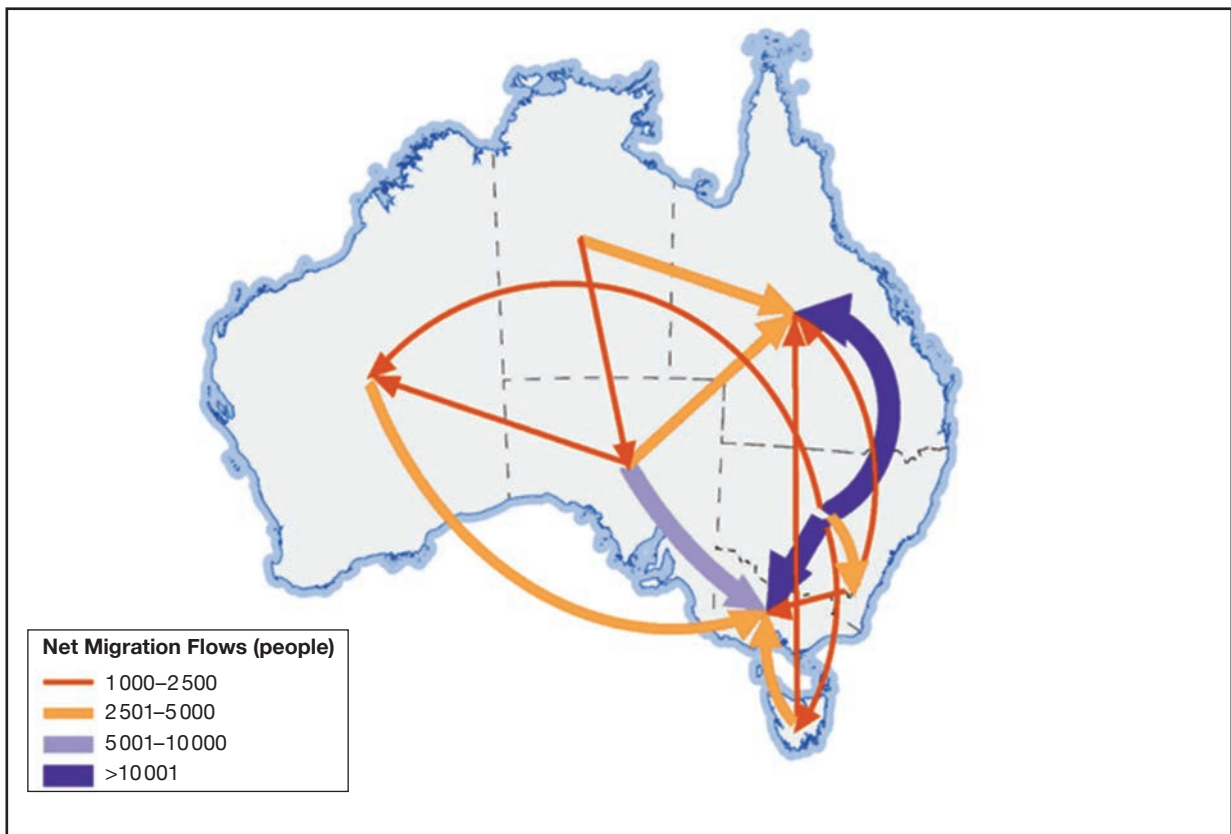
#### Where are Australians moving to?

During 2019, Victoria, Queensland and Tasmania were the states with the highest positive net interstate migration (see Figure 16.22). This means there were more people who migrated to these states compared with those who left. Figure 16.23 shows the origin and destination of these migrants from each state and territory. Within each state, the location of where migrants are choosing to live also varies spatially. Figure 16.24 shows the distribution of internal migrants within and around Melbourne.

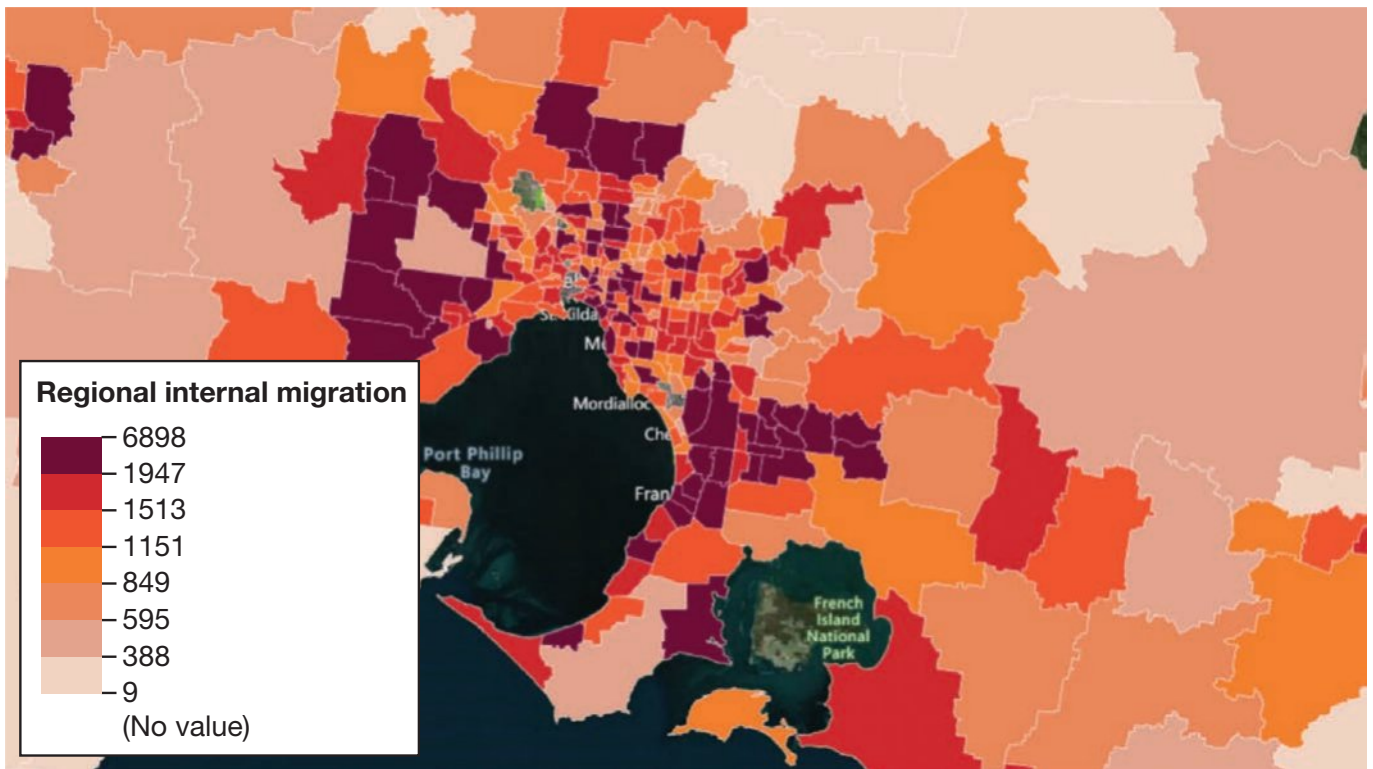




▲ **Figure 16.22** The annual number of interstate arrivals and departures, and the net interstate migration for each state and territory



▲ **Figure 16.23** The level of net migration between states and territories in 2016



▲ **Figure 16.24** The distribution of internal migrants within Melbourne and surrounding areas

## ACTIVITY 16.8



### Internal migration

- 1 In a table, record the level of net migration for each state and territory using the data in Figure 16.22.
- 2 Using Figure 16.23, list the major movements of people between states and territories in 2016.
- 3 Using your answers to question 1 and 2, write a paragraph summarising internal migration in Australia.
- 4 Refer to Figure 16.24.
  - a Describe the spatial distribution of where internal migrants are living across and surrounding Melbourne.
  - b Why do you think migrants are moving to these particular locations?
  - c What is a positive and negative impact that you think this distribution might have on Melbourne? Consider social, economic or environmental impacts.

### Population boom to bust

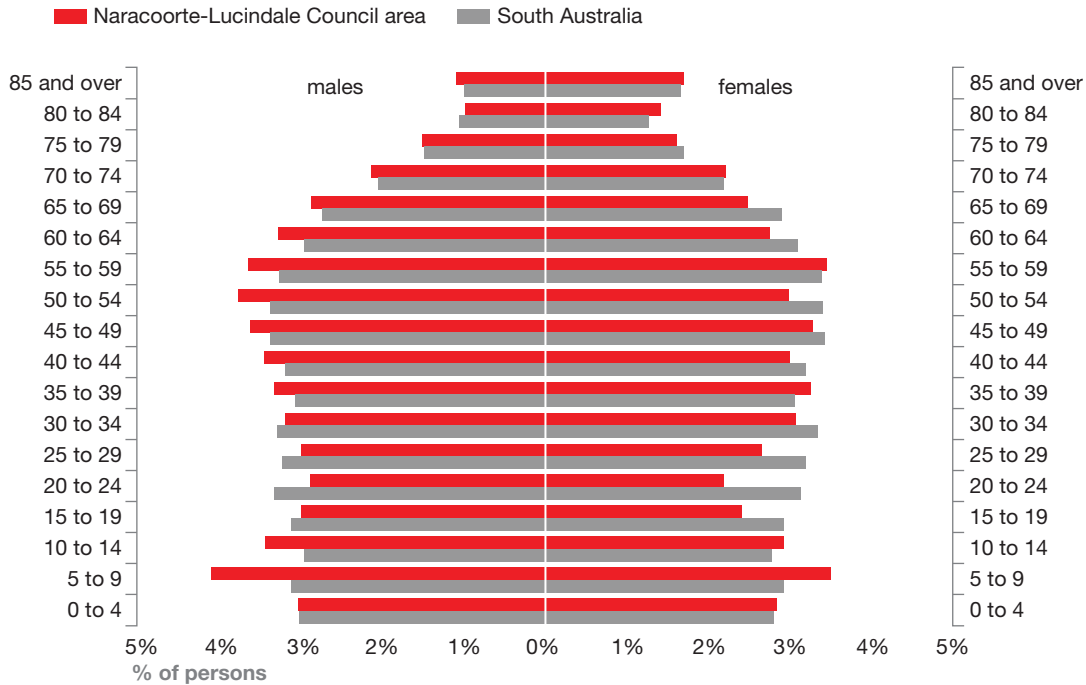
Chapter 15 looked at the impacts of rural to urban migration in terms of urbanisation and the increasing density of urban areas. However, this form of internal migration also affects the population structures of rural areas where these people came from. Many rural towns experience a mass movement of 18-year-olds each year as they finish school and move to cities to attend universities to

find a wider range of jobs. Lucindale is a small town located 345 kilometres south-east of Adelaide near the border with Victoria. Lucindale has a population of 500 and an additional 8000 people live within the Naracoorte-Lucindale Council. Figure 16.25 shows a reduction in the percentage of people aged 15 to 30. On the other hand, Figure 16.26 shows that these age groups dominate the population in the City of Adelaide.

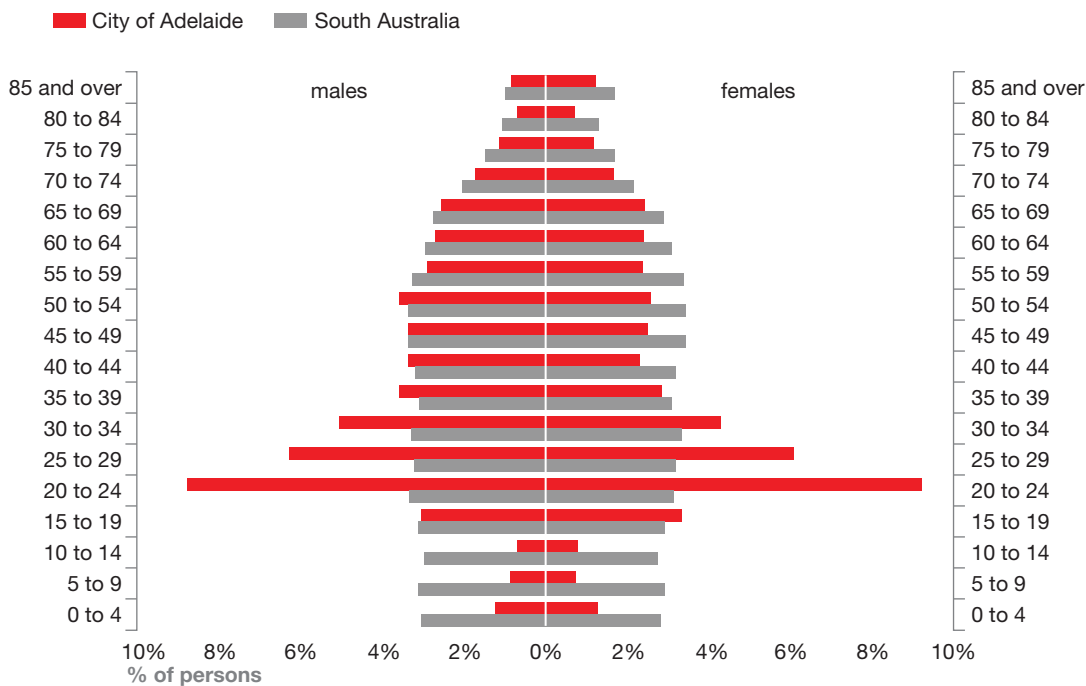


# Amazing but true...

In 2017, local male farmers in Lucindale were struggling to find a female partner. The town had 15 single men aged 25–34 and zero women.



▲ **Figure 16.25** The population pyramid of the Naracoorte–Lucindale Council in 2016



▲ **Figure 16.26** The population pyramid of Adelaide in 2016

## ACTIVITY 16.9

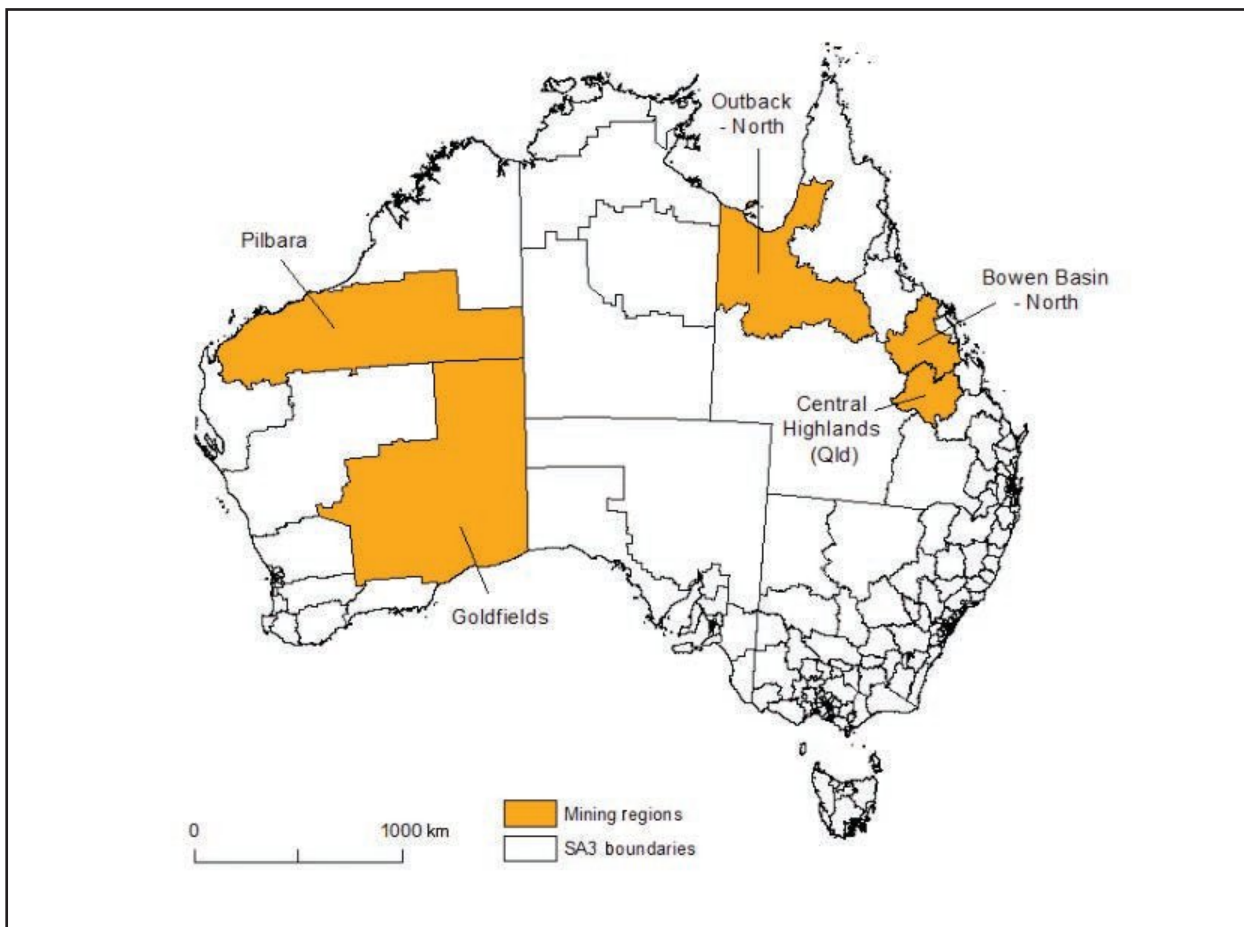


### Comparing population pyramids

- 1 In a table, quantify the percentage of the population in each age group for the Naracoorte-Lucindale Council and the City of Adelaide.
- 2 Compare the percentages of people in the young, middle and older age groups.
- 3 List reasons that you think might explain any similarities and differences.

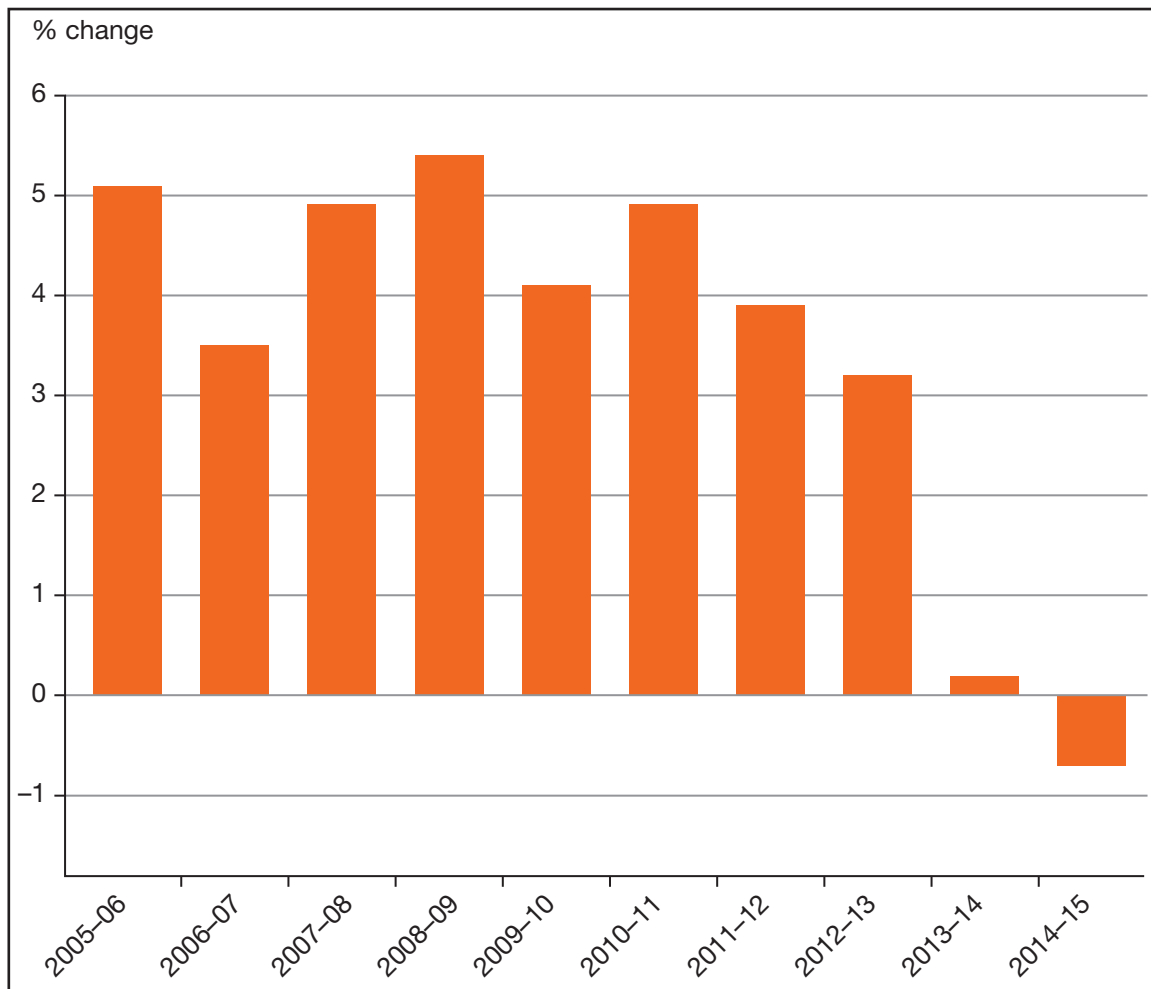
Changes to rural industries can have a significant impact on internal migration. For example, strong economic growth in the mining industry has attracted tens of thousands of people to remote mining regions. One of the most well known is the Pilbara region in northern Western Australia covering an area of 500 000 square kilometres. While Pilbara's population has increased by 40 per cent since 2005, Figure 16.28 shows that the population started to decrease in 2015 for the first time since the mining boom began. This was largely driven by a drop in the price of iron ore.

The reduction or losses of these industries can have a flow-on effect on small towns. Kambalda is located 60 kilometres south of Kalgoorlie in Western Australia. It boomed during the 1960s when nickel mining began. A reduction in the price for nickel has led to the recent closure of the four biggest mines. Since the closures, Kambalda's 2500 residents are struggling with the closure of their bank and the prospect of losing their doctor's surgery. This is further contributing to their declining population.



▲ **Figure 16.27** This is a map of the locations of five of Australia's mining regions in which more than 10 per cent of the population are employed in the mining industry. This includes the Pilbara region.





▲ **Figure 16.28** Annual population growth in the Pilbara region

## Internal migration within China

### How is the distribution of China's population changing?

Data from China's last national census in 2010 showed that more people were living in urban than rural areas for the first time. This is a significant increase from 1990 when China was only 26 per cent urbanised. The

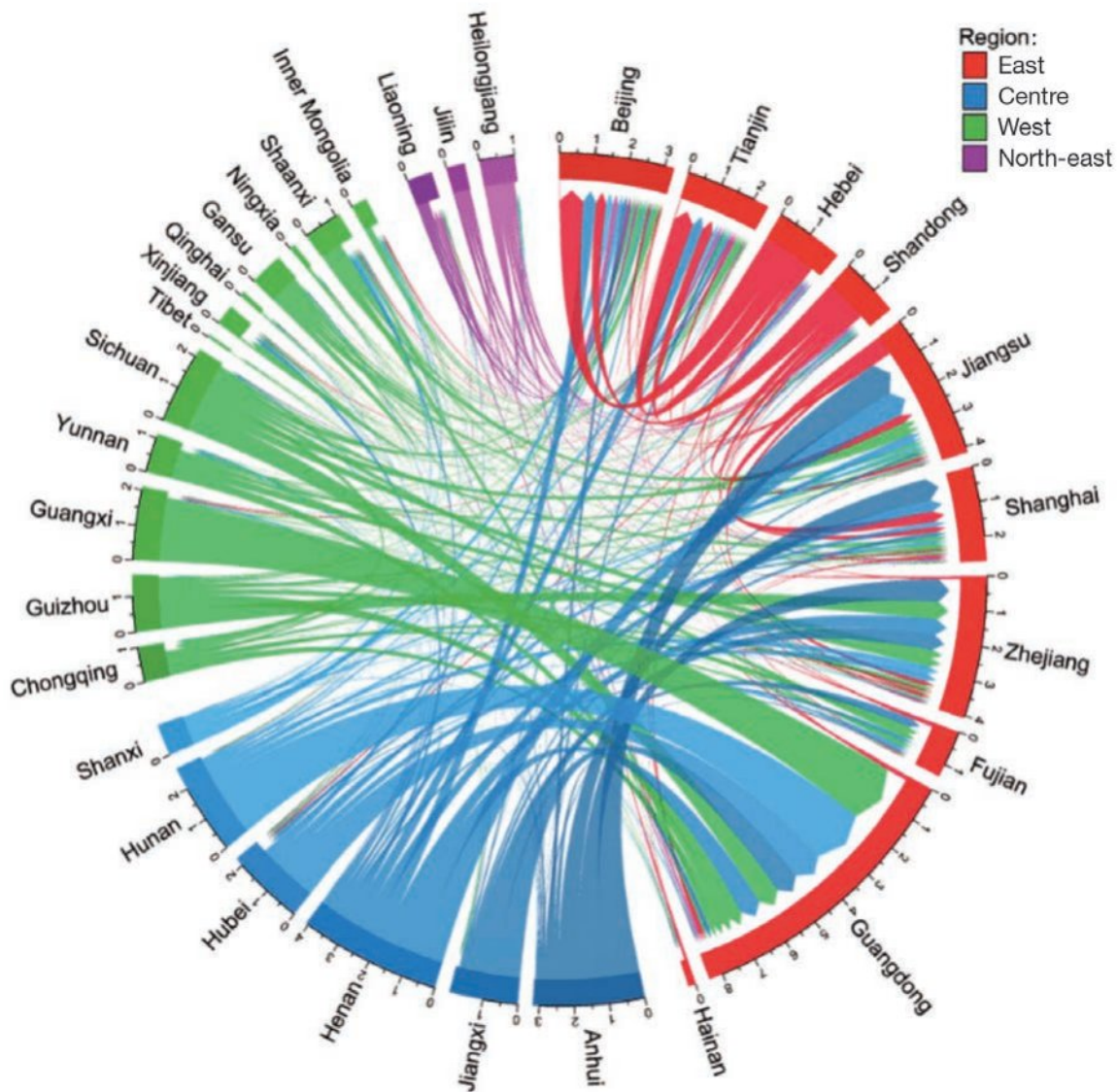
#### KEY TERM

**industrialisation** the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

main cause of this urbanisation has been the rural to urban migration of workers driven by China's economic growth and

**industrialisation.** This has been occurring at an unprecedented rate since 1978 when laws preventing internal migration were abolished. The main destination for internal migrants is Guangdong province, which contains the Shenzhen and Zhuhai economic zones.

There are currently more than 270 million rural migrants working in China's cities, which is roughly 20 per cent of China's total population. Thirty-nine per cent of these work in the manufacturing industry. These migrants are mostly temporary migrants, meaning they will eventually return to their home towns. Around half of them have migrated without their families.



▲ **Figure 16.29** The origin and destination of migrants within China by province, between 2010 and 2015, in millions

## ACTIVITY 16.10



### Internal migration in China

- 1 Using Figure 16.29 and a blank map of China, create a map representing the origin and destination of China's internal migrants.
  - a Use different sized arrows to represent the number of migrants moving between provinces.
  - b Shade provinces different colours to represent net positive or negative amounts of migration.
  - c Include this information in a legend.
- 2 Describe the major places where people are moving from and to.
- 3 Describe the distribution of provinces with a net positive and net negative level of migration.
- 4 Suggest a factor that might be responsible for this distribution.



## Amazing but true...

The number of people living in urban areas in China grew from 64 million in 1950 to 680 million in 2019.

### China's floating population

Every citizen in China is registered in the place where they were born. This household

#### KEY TERM

***hukou*** an official document registering that a Chinese citizen is a legal resident of a particular area

registration is known as *hukou*. This policy was intended to limit the amount of internal migration to ensure

its sustainability. *Hukou* allows residents to access government assistance including education, welfare and health care within their registered area. China's temporary internal migrants are not registered in the places where they work and are therefore referred to as the floating population. These people are not able to access government services in the places where they are working. They are forced to either pay a large sum of money to access these services or attempt to transfer their *hukou*, which is a long and



▲ **Figure 16.30** The *hukou* is China's government household registration system, which identifies a person's area of residence, name, parents, spouse and date of birth.

difficult process. Children of migrants are only eligible for the same *hukou* as their parents. This means that if a child is born to unregistered migrant workers in Beijing, they will not be registered to Beijing but instead to the place where their parents came from.

### What are the impacts of China's internal migration?

The rise of migrant workers in China has led to a range of negative impacts:

- Many workers are often forced to work in dangerous working conditions with no job security
- Migrant workers are often forced to undertake very low-paid jobs and work extremely long hours
- The children of migrants who do not have a valid *hukou* are forced to return to their home town, often to live with their grandparents
- Many migrant workers spend many years away from their families.

On the other hand, internal migration has been a major factor in China's economic growth and industrial development. Money sent back to families in rural areas has improved the living conditions within these places, while a reduction in the rural population has reduced the rural unemployment rate. China has also begun to relax the *hukou* system. The 2019 Urbanization Plan requires that small cities with populations between one and three million people will lift the restrictions on migrants without registration. This plan will also help workers in larger cities to transfer their *hukou* to their place of work. These reforms aim to both reduce the negative impacts of the system and boost urbanisation in these smaller urban areas.

## END-OF-SECTION REVIEW 16.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define 'internal migration'. In your definition, include types of internal migration and examples.
- 2 Classify the following examples of migration as being rural to urban, urban to rural, intra-urban, inter-urban, interstate:
  - a Tasmania to South Australia
  - b Shepparton to Melbourne
  - c Melbourne to Sydney
  - d Brisbane to Stanthorpe
  - e Footscray to South Yarra
- 3 Outline the ways in which the Australian Government supports rural students to attend universities in urban areas.
- 4 Describe two main trends of migration within China.

#### Interpret

- 5 Suggest a factor that might be responsible for some states having a net gain in interstate migrants and others having a net loss.
- 6 Explain the impact that internal migration can have on population structures in rural and urban areas.

#### Argue

- 7 Discuss the ways in which the *hukou* impacts on Chinese migrants and how relaxing this system might help to reduce the impacts of internal migration.



▲ **Figure 16.31** Urban migrants often send money back to their families living in rural areas. This has helped raise the standard of living in places like Longsheng in rural China.

#### Digital quiz

Please see the Interactive Textbook to access digital activities





## 16.3 The challenges of managing and planning Australia's urban future

### FOCUS QUESTION

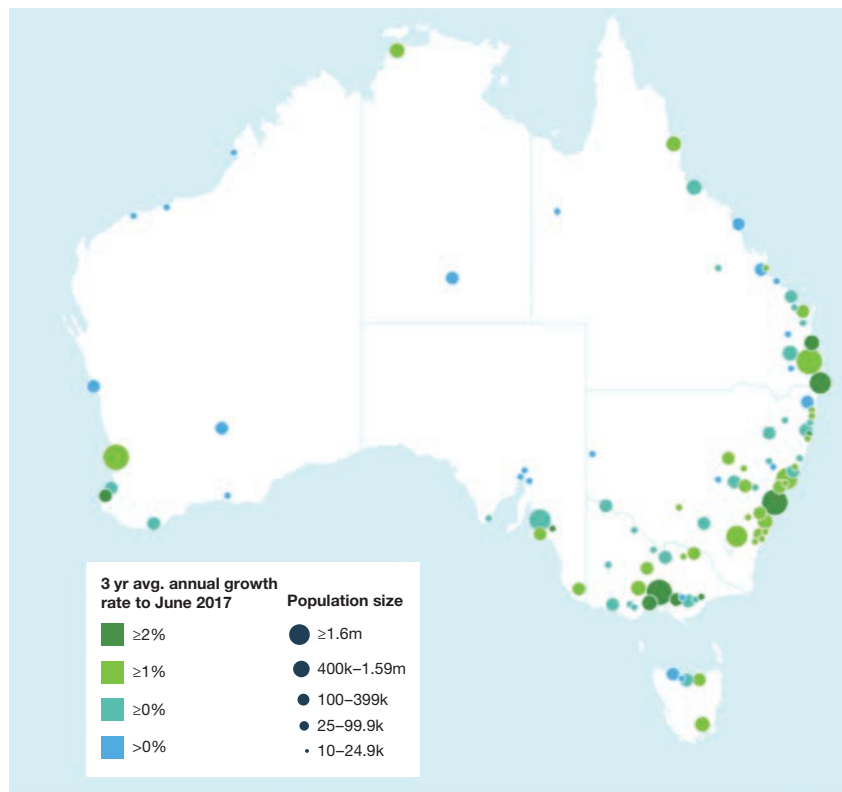
What challenges does Australia face in managing its urban future?

The Australian Bureau of Statistics projects that Australia's population will reach 29.5 million by 2029. Sydney will reach 6.4 million, while Melbourne won't be far behind on 6.3 million. Most of this growth will occur in urban areas. This rapid growth is creating a number of management challenges.

- There is rising inequality between inner suburbs and the outer fringe areas in terms of access to services such as education, transport and health care
- Urban sprawl is spreading into surrounding agricultural land which is reducing food production
- Housing is becoming less affordable in capital cities

- Congestion is increasing on both the roads and public transport networks
- Rapid migration is increasing demands on infrastructure
- Waste management and recycling is becoming more difficult to manage.
- Many cities face water scarcity during times of drought.

New government policies have been suggested to respond to some of these challenges. For example, urban growth could potentially be slowed by settling migrants in rural areas and smaller towns to avoid congestion in capital cities. This will also require financial investment in regional areas to ensure they can cope with the subsequent



▲ **Figure 16.32** The distribution of Australia's population growth

growth. Congestion within dense urban areas could also be reduced by introducing a congestion tax for those driving within the CBD of Melbourne and Sydney. Similar taxes have been successful in other cities including London, Stockholm and Milan. *Planning for Australia's Future Population* is a publication by the Australian Government released in 2019 that highlights some of the issues facing Australia's future growth and ways in which the government is attempting to ensure growth is economically, socially and environmentally sustainable.



◀ **Figure 16.33** *Planning for Australia's Future Population* is a 2019 publication highlighting the Australian Government's management of Australia's population growth.

## FIELDWORK 16.1



### Determining the success of urban management

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom while in the real world. In this investigation, your aim is to determine whether or not the management of people and infrastructure within a local urban area is successful and sustainable.

The following structure will help to form the basis of your study.

#### Title and introduction

Introduce your study by providing some context. This should include the location you are investigating and the types of management you will be evaluating.

#### Background information

Research some background information about your chosen location, including population trends, geographic characteristics and history. Include a location map showing the boundaries of your study area.

#### Aim

Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.

#### Research question

Write a research question that you intend to answer using the data that you collect. For example, is Melbourne's housing market able to cope with a rapidly growing population? Is Melbourne's public transport network accessible and efficient for people in all parts of the city and how is this likely to change in the future?



Please see the Interactive Textbook to download a fieldwork template





## Hypothesis

Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question.

## Primary data collection

Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Interviews with councillors, local businesses and local residents
- Surveys of local residents
- Traffic and public transport assessments
- Mapping of access to local services and infrastructure.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

## Secondary data collection

Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

## Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

## Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

## References

Always ensure you keep a record of any sources used and present these in a bibliography.

## END-OF-SECTION REVIEW 16.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Interpret

- 1 Which of the management challenges facing Australia's urban areas do you think is the most significant and least significant? Justify your choice.
- 2 **a** Using Figure 16.32, describe the spatial distribution of Australia's population growth. Use Google Maps or a map of Australia to get the names of places shown.
  - b** Based on this distribution, state whether Australia's population growth is occurring predominantly in rural or in urban areas.

#### Digital quiz

Please see the Interactive Textbook to access digital activities



▲ **Figure 16.34** Many argue that Melbourne's public transport network is inefficient and overcrowded.



## End-of-chapter activities



### 1 Self-assessment

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



### 2 Making thinking visible

#### I used to think ..., but now I think ...

Throughout this chapter you have learnt about various types of migration and their impacts. Using the following sentence stems, write a short paragraph demonstrating your understanding of migration.

**1A Some people believe that refugees are migrants choosing to enter a country illegally.**

**1B Now I understand that ...**

**2A I used to think that Australia had only a small number of international immigrants.**

**2B Now I understand that ...**

**3A I used to think that the migration of people within Australia didn't have any impacts.**

**3B Now I understand that ...**

**4A I used to think that all of China was densely populated without much difference between regions.**

**4B Now I understand that ...**



### 3 Research task

Choose a country other than Australia that is either a host or donor country for a large number of international migrants. Prepare a case study using research that highlights the impacts of migration.

- What is the net migration within your country and where are migrants moving to or coming from?
- How much does net migration affect your country's population or population distribution?
- What positive and negative impacts is migration having on your country's economy, society and environment?
- What management strategies is your country implementing to try to increase these positive impacts and reduce the negative ones?



#### 4 Extended response questions

'International migration has positive impacts for both the host and donor countries and should therefore be increased.' Discuss to what extent you agree with this statement, making reference to examples provided throughout this chapter.



▲ **Figure 16.35** In 2015, Germany accepted more than one million refugees from countries such as Syria and Afghanistan. These people are now vital workers in industries such as manufacturing and are having a positive impact on Germany's economy.



#### 5 Problem-solving task

Choose one of challenges facing Australia's urban future mentioned in Section 16.3. Design a management strategy that could be implemented by the Australian Government or a state government to overcome this challenge. Consider whether or not your strategy will be practical, affordable and achievable within a realistic time frame.



#### 6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



#### Video

Five interesting facts about migration



# 3



## Economics and Business

### What is Economics and Business?

If you have ever shopped in a supermarket, you'd have noticed that there are a variety of goods available to the average shopper. Do you ever wonder where they come from? Are the goods locally produced? Are they Australian-made? Or have they come from overseas? How does our demand for a good influence the price of a product? How does it ensure that the demand for goods is always met?

The study of Economics and Business is important as it helps us develop an understanding of the market forces that influence our decisions as consumers. How do producers satisfy our needs and wants? How do consumers decide what they will purchase? The relationships between consumers and producers are held together by the laws of demand and supply. As the Earth's resources are finite, producers need to use them efficiently to minimise waste.

Planning is essential for a successful business. Setting long-term and short-term goals are important for businesses and individuals. How do we make goals?

What is a priority? Goals and priorities can take time to establish, but with careful planning, they can be achieved with great success. The more you understand how economic goals and planning work, the more you can apply it to your own life. You are also more likely to recognise these forces at work in larger society.

As consumers, it is important to know our rights. What happens if a product does not do what it says? What happens if it is dangerous? It is very important to learn about the precautions you can take and the different forms of consumer protections.

▼ **Figure 17.1** Business forces are part of our everyday lives. It's important to understand how they work and how we can best fit into, or evolve, these systems.





# Unit 1

## Economics and Business

### Overview

**In this unit, you will focus on how an enterprising individual needs to have characteristics and attributes to run a successful business. Goal setting is critical because it helps a business achieve its aims and objectives. You will learn that work is important to society because it contributes to the wellbeing of an individual and society in general. There are many influences at work that affect the work environment. Growing technology and increasing demands from consumers require entrepreneurs to exhibit behaviours and capabilities that help them to grow their business successfully. You will learn how successful entrepreneurs make decisions effectively, using contemporary business examples. You will also learn about the importance of innovation in Australia and the government strategies put in place to encourage innovation in Australia. A business plan is vital for a successful business. You will learn about the different parts that make up a business plan and how many businesses have now incorporated social responsibility strategies as part of their operations.**



Video

Unit Overview

### Learning goals

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

- What are the characteristics and attributes that entrepreneurs need to possess to start a business?
- What attributes make up enterprising behaviours and capabilities? How do they help entrepreneurs?
- What are SMART goals and how do we make them?
- Why is work important?
- How does technology affect the way we work?
- Why is a business plan important? What are the various parts of a business plan? What is the marketing mix?
- How can corporate responsibility strategies help a business grow? Why are they important to consumers?

► **Image on next page:** Contemporary business practices usually involve a lot of collaboration and strategic planning







# CHAPTER 17

## The business environment

### Setting the scene: Outland Denim and sustainable fashion

A celebrity endorsement saw the popularity of Australian jeans company Outland Denim soar in late 2018.

When Meghan Markle visited Australia in 2018 after her wedding to Prince Harry, she wore a pair of black skinny jeans made by Australian jeans manufacturer Outland Denim. The Queensland-based company employs Cambodian women who were past victims of human trafficking. Apart from empowering these women to becoming

agents of their own success, the company sources its cotton from ethically and environmentally sound suppliers. A week and a half after the Duchess of Sussex wore the 'Harriet' jeans, Outland Denim's website traffic increased by a whopping 948 per cent, bringing the Australian ethical clothing denim brand to world attention.



▲ **Figure 17.2** Prince Harry, Duke of Sussex and Meghan, Duchess of Sussex arrive at in Dubbo, Australia. The Duchess is wearing a pair of 'Harriet' jeans by Australian ethical jeans label Outland Denim.

The production processes used to manufacture denim traditionally causes a large environmental impact due to the high water consumption used to grow cotton, and pesticide sprays used on cotton crops. Transporting the crop to a denim mill leaves a large carbon footprint. This is further exacerbated by the chemical dyes used at the mill and massive amounts of water used in the distressing process. Pumice stones used to create a worn-in look are mined, leaving another carbon footprint.

Outland Denim, however, has a different approach to the creation of their jeans. It uses recycled, organic and BCI cotton. BCI, or Better Cotton Initiative, grows cotton using natural fertilisers and pesticides, reducing the environmental impact compared to traditional methods of growing cotton. Vegetable dyes and organic methods of distressing jeans are used. Water that is used in washing processes is sent to a filtration system to ensure the water is safe to be used again.

Outland Denim's factory is located in Cambodia, staffed by women via a training program that teaches them to create every part of the jeans. This is unlike most other garment companies where workers spend years only working on a belt-loop or pockets. This way, the experiences and learning of their staff are wider.

Another point of difference in Outland's staffing is that it creates stable employment for survivors of human trafficking. In his travels to Asia, James Bartle, founder of Outland Denim, was struck by the devastating effects of the industry, with many women being lured into sex trafficking under the disguise of false job placements. Since 2013, the jeans manufacturer has created employment that pays a living wage as well as educational opportunities for staff to relieve the pressure of poverty.

Outland Denim was named one of the world's most innovative sustainable fashion businesses by fashion technology and business platform Common Object (CO) at the 2019 CO Leadership Awards.

## MAKING THINKING VISIBLE 17.1



### Think, puzzle, explore

Outland Denim's hiring approach helps many women in Cambodia. Re-read this 'Setting the scene' and answer the following questions.

- 1 What do you think you know about this topic?
- 2 What questions or puzzles do you have?
- 3 How can you explore this topic?



# Chapter overview

## Introduction

In order for businesses to be successful, they rely on the ability of entrepreneurs to think creatively, make good business decisions and exhibit clever problem-solving skills. If done effectively, these attributes help to not only grow a business, but they also improve the levels of customer satisfaction and customer retention, thereby increasing a business's market share. SMART goals enable entrepreneurs to successfully plan, implement, measure and evaluate their goals.

Corporate social responsibility (CSR) is now a key component of many businesses. These are strategies put in place to promote a company as one that cares for its employees, customers and the environment. Ethical considerations help promote a business, boosting customer sales in a time where social responsibility remains a strong attraction for global consumers.

## Learning goals

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

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?

## Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the attributes of entrepreneurs have helped their business to be successful
- Use SMART strategies to set goals
- Describe how corporate social responsibility strategies are used in Australian businesses.



▲ **Image:** Modern entrepreneurs don't have to work out of traditional office spaces, with digital offices and shared workplaces becoming popular

► **Image on next page:** It is increasingly important for companies to not only operate through SMART goals, but to also consider how they can play their part in corporate social responsibility.







## 17.1 The characteristics of entrepreneurs and successful businesses

### FOCUS QUESTIONS

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?

#### KEY TERMS

**enterprise** the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

**entrepreneur** a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit

**skill** a particular ability developed through training and experience and that is useful in a job

**attribute** personality trait

The economic resources or inputs in the production process are land, labour, capital and enterprise.

**Enterprise** involves the management of a business and it requires the right kind of person, known as an **entrepreneur**, who can coordinate all four inputs in order to

produce goods and services at a profit.

An entrepreneur is a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit. The word 'entrepreneur' is French in origin, devised by

the economist Jean-Baptiste Say. It means 'to undertake'. Entrepreneurs start new businesses to earn an income, often at the risk of losing their capital, time and effort.

Many entrepreneurs borrow money from a bank or invest their own savings in order to start a business. It is important to have the right mindset to make a business successful, as it is a huge undertaking. Many new businesses fail within the first few years of operation. Entrepreneurs must be enterprising people who are able to take risks to capitalise on opportunities in the market or be flexible to adapting to changes in the economy. It is important that entrepreneurs have the right entrepreneurial **skills** or **attributes** that help make their businesses successful. Some of these skills are listed in Table 17.1. We will be reviewing how some of these attributes can help establish enterprising behaviours and capabilities in Chapter 19.



For more on how these attributes help establish enterprising behaviours, see Chapter 19

▲ Table 17.1 Examples of entrepreneurial skills

<b>Initiative</b>	Displays a self-starter approach by being proactive in pursuing goals
<b>Leadership</b>	Sets a strong direction for the business by guiding employees to achieve the vision and business goals of the company
<b>Problem-solving</b>	Works through issues in a methodical manner by listing and evaluating solutions
<b>Risk-taking</b>	Creatively works on different initiatives to start a business or increase profits within a business
<b>Communication</b>	Displays good interpersonal skills in spoken and written communication
<b>Negotiation</b>	Uses communication skills between two or more parties to assess different needs and goals in an issue, in order to find a mutually acceptable decision or solution

## Business goals and objectives

A successful business has goals and objectives, and they are different. A business **goal** is a general statement of the desired achievement of a business. It is a broad aim that is established when you start a business. A business **objective** is a step that a business undertakes to achieve its goal. It is a specific milestone that is achieved over time. For example, a business goal could be to increase profits by 10 per cent by the end of the financial year. A business objective to achieve this could be to increase advertising or reduce production costs.

Many businesses use the SMART criteria to establish goals. Goals need to be specific, measurable, attainable, realistic and timely as seen in Figure 17.4. Goals can also be further defined as financial or non-financial. A financial goal is a quantitative measure

expressed in monetary value. For example, a business may choose to decrease production costs, increase its profits or decrease its debts to improve its financial position. A non-financial goal is a quantitative measure that cannot be expressed in monetary value. Examples of non-financial goals include improving **customer satisfaction** and **customer retention**, increasing its **reputation** and **market share**, and establishing **corporate social responsibility** goals.

### KEY TERMS

**goal** a purpose or aim that a person or business want to achieve

**objective** an action that a business plans to do or achieve

**customer satisfaction** a measure of how happy customers feel when they do business with a company

**customer retention** the ability of a business to keep customers for a period of time

**reputation** the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

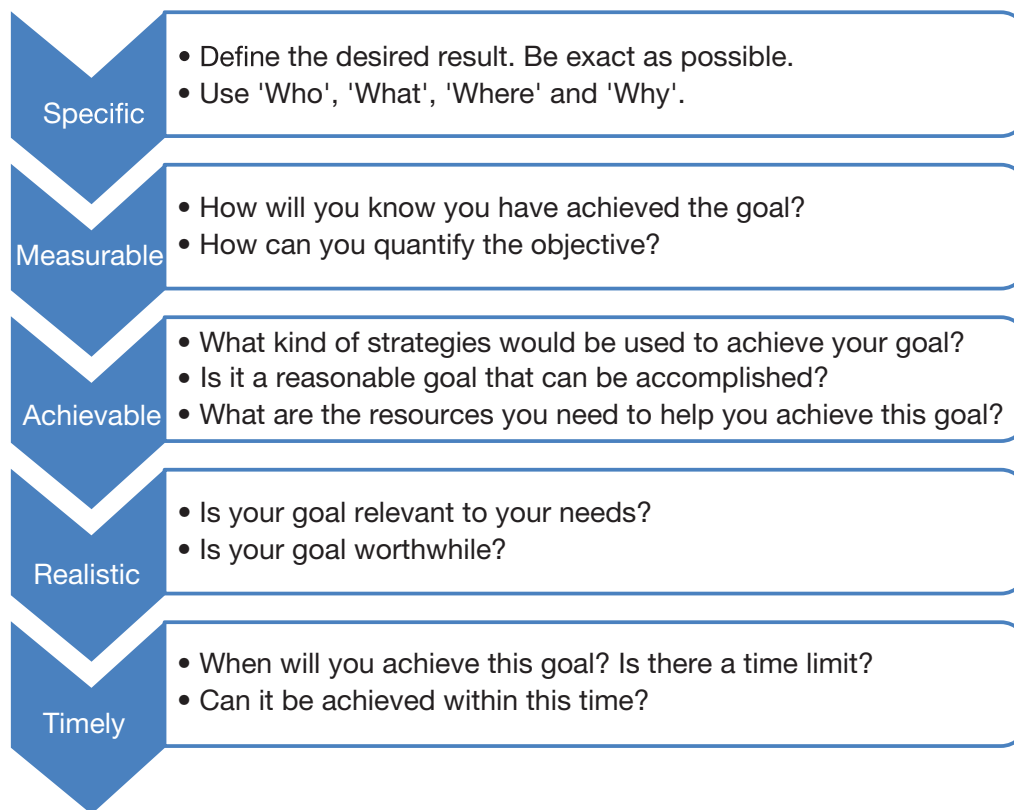
**market share** the number of products or services that a company sells compared to the number of the same product or service sold by other companies

**corporate social responsibility** business practices that are ethical and socially responsible

▼ **Figure 17.3** The goal of a business may be to grow profits by a certain percentage per year.







▲ **Figure 17.4** SMART goals

## Ethics and social responsibility

A 2018 YouGov Omnibus research paper found that 87 per cent of Australians think that Australian businesses have a responsibility to do ‘social good’. Social good is defined as behaviour that has a positive impact on individuals or society as a whole. In business, we call this corporate social responsibility (CSR). CSR practices include ethical and social responsibility strategies. Ethical considerations can include respectful relationships in workplaces, compliance and governance issues. Social responsibility considerations can include charitable contributions from businesses, corporate sponsorship and environmental considerations.

A sustainability report is often used to provide information about the financial, environmental and social performance of large businesses.

The Commonwealth Bank of Australia, for instance, produces an annual corporate responsibility report for its stakeholders. The report covers a range of practices, including teaching children the value of money, mirroring diversity and lending responsibly.

Small businesses could evaluate their corporate social responsibility with these questions:

- Is the business responsive to the social and ethical issues raised by its stakeholders and the public?
- Are the production processes environmentally friendly? What steps can the business take to reduce its carbon footprint and energy use?
- Do the business’s practices comply with current legislation?
- Are its employees being trained to use its equipment?

## MAKING THINKING VISIBLE 17.2



### Question starters

Many Australian businesses include corporate social responsibility through sponsorship and charitable donations. Brainstorm a list of at least 12 questions about corporate social responsibility.

Use these question starters to help you think of interesting questions:

- Why ...?
- How would it be different if ...?
- What are the reasons ...?
- Suppose that ...?
- What if ...?
- What if we knew ...?
- What is the purpose of ...?
- What would change if ...?

## CASE STUDY 17.1



### Yakult Australia

Yakult, Australia is an example of a business that has strong ethical and corporate social responsibility practices. Yakult is a milk-based fermented drink that contains the probiotic bacteria *Lactobacillus casei Shirota*. Its Australian purpose-built factory is located in Dandenong, Victoria. The factory incorporates state-of-the-art manufacturing processes and equipment and has an on-site quality-control laboratory. It produces between 300 000 and 450 000 bottles of Yakult daily for the Australian and New Zealand markets.



▲ **Figure 17.5** Yakult, Australia produces its original Yakult and Yakult Light at its Dandenong factory in Victoria

While Yakult prides itself on its quality management system achieving the ISO: 9001:2015 requirements, its corporate social responsibilities are of note too.

Some of its corporate social responsibilities include:

- Regular hearing checks for its production workers who work in the manufacturing process
- Regular training for staff to ensure safe operation of machinery
- Free educational tours of the Yakult factory to educate primary, secondary and tertiary students on the manufacturing process of Yakult
- Recycled faulty bottles are crushed and mixed with resin, and converted into plastic chairs and tables
- Effective waste management strategies to ensure that 99.5 per cent of Yakult's raw materials (known as inputs) end up in the bottle, with no by-products
- Energy management strategies through the use off-peak rates for utilities where possible
- A natural gas boiler is used for short periods to reduce air pollution. It also does not use chlorofluorocarbons (CFC) in refrigeration.



## Amazing but true...

During the COVID pandemic in 2020, many companies took on CSR strategies globally to support their employees and the general community. Examples include McDonald's Australia giving healthcare workers free coffee, Bata shoes giving free shoes to healthcare and aged-care workers, and Johnson & Johnson donating millions of face masks as medical supplies. Woolworths Australia also demonstrated social responsibility and inclusion by introducing an exclusive shopping hour for senior citizens and people with disabilities.

### ACTIVITY 17.1



#### Research activity

- 1 Find five other businesses in different sectors that focus on CSR as a component of their successful business.
- 2 Research and write a report on the importance of CSR.
- 3 What are the key areas of CSR? Explain each and state why you think they are important?



#### Digital quiz

Please see the Interactive Textbook to access digital activities

### END-OF-SECTION REVIEW 17.1



#### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What is an entrepreneur?
- 2 What is enterprise?
- 3 What is an attribute?
- 4 Describe the characteristics that make an entrepreneur successful.

#### Interpret

- 5 Using the SMART goal strategy, create some goals for the following businesses:
  - a a milk bar that has just opened near your home
  - b a new sports store in your local shopping centre
  - c a new pizza shop across the road from the local footy ground.
- 6 What were the reasons for the growth of Outland Denim?

#### Argue

- 7 Visit the Yakult Australia website to read more about Yakult. Choose three ethical and social strategies to focus on.
  - a What are the advantages of these strategies?
  - b What are their strengths and weaknesses?

# End of chapter activities



## 1 Self-assessment

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



## 2 Research task

### Research a business

Using the internet or your knowledge of the local area around school or home, select a business that you think is successful.

- Identify the area in which the business is located. Has this location helped the business? Why or why not?
- Does the business have any major competitors? What do you think is its market share?
- Do you think the business attracts a high level of customer satisfaction? Give reasons for your answer.
- Does the business have repeat customers? Give reasons for your answer.
- Has the business established any corporate social responsibility goals? How have they demonstrated this? If not, how can they? Will this help the business grow? Why?

Present your findings to your class.



▲ **Figure 17.6** The fast-food chain Subway Australia provides food and funds to the charity Foodbank Australia. Subway Australia has positions for corporate social responsibility managers to further their work in CSR.



## 3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about business



# CHAPTER 18

## Work and work futures

### Setting the scene: ‘money is the main motivator for working teens.’

The following is a media release from the Australian Institute of Family Studies issued 29 August 2017 based on the Australian Longitudinal Study of Australian Children 2016 Annual Statistical Report *Teen Employment Experiences*.

The Institute’s Director, Anne Hollonds said 16 per cent of Australian 12–13 year olds were working, rising to 39 per cent of 14–15 year olds. ‘Financial factors were the main reason teens gave for their employment. This was less about saving up for something or helping with family expenses and more about earning every-day spending money,’ Ms Hollonds said. ‘Data from the ABS shows that girls’ jobs were likely to include work as baby-sitters, sales assistants, checkout operators and waiters while boys tended to work as labourers, sales assistants, kitchen hands and fast food cooks.’

Younger teens at 12–13 earned an average of \$31 a week for around 3 hours work per week, while older teens at 14–15 earned \$77 a week for about 6 hours work per week. The study – involving about 3500 teens from the Longitudinal Study of Australian Children – examined which teens are working, when and how often they worked.



▲ **Figure 18.1** Casual work at fast-food restaurants remains a popular first job for many Australian teenagers.

At 12–13 years, similar proportions of boys and girls were working, but at 14–15 years, girls were more likely to be working than boys. By 14–15, girls were more likely to be working for an employer (31 per cent) than boys (24 per cent), with another 11–12 per cent of boys and girls at this age working informally, including helping out in a family business, coaching a sports team or babysitting.

At 12–13 years, boys and girls were a little more likely to be working in informal jobs (9–10 per cent) rather than working for an employer (7–8 per cent).

AIFS' Senior Research Fellow, Dr Jennifer Baxter said teens in outer regional or remote parts of Australia were more likely to be employed than those in city areas. 'Overall, girls were more likely to be employed than boys at age 14–15, but in outer regional areas it was the boys who were more likely to be employed, particularly in informal work. This may be explained by these areas having increased opportunities for boys to work in areas like farming, labouring or contributing to a family business,' she said.

'Overall, teens who were not employed at 14–15 years had relatively weak social and emotional skills and also in the years before,' she said. 'This suggests that teens who are less confident socially may be less motivated to take up employment at this stage and simply decide to put it off for a while. 'For girls, those doing informal work had the most positive social emotional skills, while for boys it was those working for an employer who had the most positive social emotional skills.'



▲ **Figure 18.2** Earning money is one of several reasons why people might work.

## MAKING THINKING VISIBLE 18.1



### Think, puzzle, explore

Re-read the media release and highlight three points of interest to you.

- 1 What do you think you know about each point of interest?
- 2 What questions or puzzles do you have?
- 3 How can you explore this topic?



# Chapter overview

## Introduction

Career education is more vital than ever due to increasing research that indicates that more Australians will need to upgrade their skills and qualifications due to the changing nature of their jobs. Different jobs require different skills and attract different rates of pay. Young Australians begin their careers in casual jobs to build their independence, self-esteem and work experience, preparing them for decisions in the senior years of school where subject selections are made for post-school pathways. We begin career education at high school as we learn to discover our interests, strengths and weaknesses. Reviewing a career action plan is important as it allows students to adjust their goals as they progress through school.

Job changes result from changes in technology and globalisation as well as from government strategies such as free trade agreements. There are many benefits to these agreements. However, it cannot be denied that globalisation has resulted in labour exploitation in developing nations where many workers are underpaid and work in unsafe conditions. The changes in technology require many Australians to remain adaptable and flexible to change.

## Learning goals

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

- Why do we work and how does work affect our wellbeing?
- Why is career planning important?
- How do technology and globalisation affect the way we work and how businesses stay competitive?

## Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Understand the strategies used by the Australian government to promote trade
- Evaluate the concept of globalisation by addressing the issues of labour exploitation and outsourcing.



▲ **Image:** Talking to a career counsellor about your interests and strengths can be a good start to deciding what job path is best for you.



## 18.1 How work can contribute to individual and societal wellbeing

### FOCUS QUESTION

Why do we work and how does work affect our wellbeing?

Many of you are asked the question, ‘What would you like to be when you grow up?’ There are many careers to choose from depending on your interests, skills, abilities and aptitudes. Getting work experience can often help you identify your strengths and weaknesses and your ultimate **vocation**.

In Victoria, a teenager might start to seek casual **employment** from the age of 15. It is a rite of passage for many middle-school students to get their first part-time job, and many work in supermarkets, convenience stores and fast-food restaurants. **Work** is defined as a paid or unpaid activity that is completed when something of value is produced for a purpose. Teenagers often secure a job as a casual employee, working for

a select number of shifts per week in order to have a balance between school and work commitments.

There are many reasons why people work.

- It gives us a sense of purpose and fulfilment as we achieve career goals. It builds our self-esteem and independence as we earn money in our jobs.
- It adds to the quality of life we have through the salary and wage we earn in our job, and through networking with other colleagues or people we meet through our work.

### KEY TERMS

**vocation** a type of work that you feel you are suited to doing and to which you give much of your time and energy

**employment** being paid to work for a company or organisation

**work** an activity, such as a job, that a person uses physical or mental effort to do, usually for money

▼ **Figure 18.3** The Country Fire Authority (CFA) of Victoria has many volunteer firefighters who give up their time to respond to emergency situations. Some CFA firefighters and support staff also work in engagement and education activities across local communities.





**KEY TERMS**

**job satisfaction** the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

**volunteering** the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

- It gives us a sense of accomplishment when we complete the tasks related to our job. This is known as **job satisfaction**.
- It gives us an opportunity to meet different people when we take on unpaid work

through **volunteering**. Unpaid volunteer work helps us connect to others in the community through working on a common area of interest. It also offers the chance to make a difference to the people around us, can provide an opportunity to develop new skills, or build on existing experience and knowledge.

## Career planning

After leaving school or university, there are important questions to ask yourself about what you would like to do in the future. What are the goals that you would like to achieve? What are the types of careers you are interested in? Do you have the right qualifications to work in the field you are keen on entering? Have you taken the right subjects in Year 12 to satisfy the prerequisites of your preferred course at university? Perhaps you're interested in entering a trade. Do you know the pathways to undertake to get an apprenticeship?

Some young Australians find it a struggle to decide on a career. There are lots of questionnaires and personality quizzes you can complete online that match you up with different types of careers based on your responses. The Australian Government Department of Education website outlines five principles of career development:

- 1 **Change is constant.** Recognise that the world around you is constantly changing. Be open to change and remain alert to new opportunities.
- 2 **Learning is ongoing.** Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.
- 3 **Focus on the journey.** Don't focus on one destination only. Recognise that your career will be a journey throughout your lifetime. Appreciate and value each experience along the way.
- 4 **Know yourself, believe in yourself and follow your heart.** Pursue your passion to find fulfilment. Discover ways to combine your interests with career opportunities.
- 5 **Access your allies.** Rely on the support of your family, friends, mentors, colleagues and peers. Career success can be a team effort.

▼ **Figure 18.4** The Northern College of the Arts and Technology in Victoria offers a range of Certificate III and IV vocational education and training (VET) courses.





▲ **Figure 18.5** An open-cut gold mine in New South Wales

Indeed, it is predicted that you may have at least seven different jobs before you retire! This will be discussed further in Section 18.3. The Institute for the Future's 2017 report determined that 85 per cent of the jobs that will exist in 2030 haven't even been invented yet! The California-based institute argued that **innovation** of new technology will mean that future employees will have to relearn 35 per cent of their job within 3 years – your current skills will therefore be required in a different form. All this points to the fact that Australians will need to adapt to change and upgrade their skills through continuous education and professional learning.

#### KEY TERM

**innovation** the development of a new idea or product

## MAKING THINKING VISIBLE 18.2



### Compass points

Reflect on the statement, 'It is predicted that you may have at least seven different jobs before you retire', and go through the reflective questions below.

**1** E = Excited

What excites you about the issue? What's the upside?

**2** W = Worrisome

What do you find worrisome about it? What's the downside?

**3** N = Need to know

What else do you need to help you evaluate this prediction?

**4** S = Stance or Suggestion for moving forward

What is your current opinion on it? How might you move forward in your evaluation of this prediction?

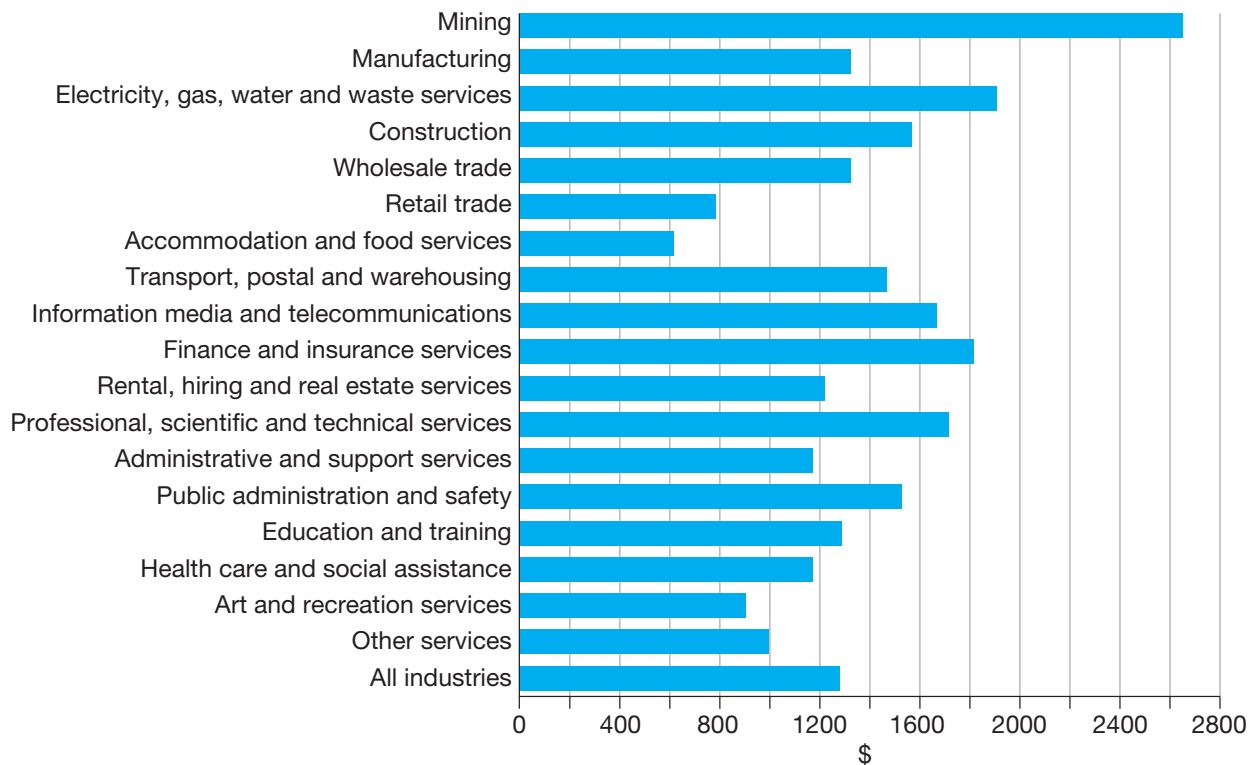
## The job sector in Australia

Different types of jobs attract different rates of pay, due to the demand and skills required for the job. The Australian Bureau of Statistics 2018 report on Employee Earnings and Hours indicated that managers were top earners, with average weekly earnings

of \$2424.50 (\$60.40 per hour). Australia's average yearly full-time wage was at \$88 000. While the nation's top earners earned an average of \$1686 per week, the lowest earners' average was less than \$682. Figure 18.6 shows the average earnings by sector.



Average Weekly Total Cash Earning, Industry, May 2018



▲ **Figure 18.6** The mining industry topped the average weekly earnings in 2018, with average weekly salaries of \$2764.80. The lowest paid workers were from the accommodation and food services sector, with average weekly salaries of \$616.



### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 18.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define 'work'.
- 2 What are the five guiding principles of career development?
- 3 List four reasons why we work.

#### Interpret

- 4 What is job satisfaction?
- 5 How does volunteering contribute to job satisfaction and the wellbeing of society?
- 6 Examine the chart in Figure 18.6. Choose three sectors. Estimate their weekly wages – are they high or low? Why do you think that is?

#### Argue

- 7 Safety in a workplace is critical for young workers. When they begin work in a new environment, many are unfamiliar with workplace behaviours and may be over-confident or overly keen to make a good impression with their managers. Sometimes, this leads to accidents at work. Visit the WorkSafe Victoria website for more information.
  - a What are the safety issues that young workers need to be aware of in the areas of retail and hospitality? Why are they important?
  - b What is workplace bullying? What are the laws related to this topic? Why is this issue important? Research online and find one news article that relates to this topic. Summarise this article.



## 18.2 The various influences on the work environment

### FOCUS QUESTION

How do technology and globalisation affect the way we work and how businesses stay competitive?

### Globalisation

In its simplest form, **globalisation** is the increasing interconnection we have to different parts of the world. Today, the operation of many businesses has changed from being a company associated with a single country to one that operates in multiple countries, creating a global marketplace. Such large companies are no longer considered national firms. They are known as **multinational corporations (MNCs)** and many of them have **subsidiary** firms in other countries. Globalisation has been enabled by a number of factors, including technology and free trade agreements.

### Technology

Technology has grown to enable the extension of traditional workspaces. The use of the internet allows workers to connect with colleagues in different countries, often working in different time zones. The telephone, video conferencing, email and instant messaging are different ways we communicate with our counterparts in offices worldwide. This enables the quick and efficient exchange of information between global co-workers and their customers.

#### KEY TERMS

**globalisation** the increase of trade around the world, especially by large companies producing and trading goods in many different countries

**multinational corporations (MNCs)** companies that are located in several different countries, or businesses producing and selling goods in several different countries

**subsidiary** a company that is owned by a larger company

▼ **Figure 18.7** Developments in modern technology, such as video conferencing and instant messaging, have helped overcome barriers to working with people or companies who are in another city or country.





The growth of technology also means that the younger generation of tomorrow will likely not have a job or career for life. In addition to people having at least seven jobs by the age of 70, other changes are anticipated.

- Permanent full-time jobs would be replaced by part-time, casual jobs and temporary work. Greater flexibility of working hours and conditions are needed to accommodate the needs of all staff.
- Workers will be required to retrain in order to keep up with the changing nature of the workforce as jobs are redesigned to keep pace with new technology.
- The number of people who work from home will continue to increase as businesses modernise their workplaces, placing value on the increased rates of productivity and job satisfaction, which has resulted in lower absenteeism and turnover rates.

Many Australians working in multinational companies have colleagues in different countries. To allow for a seamless transition, global companies worldwide have adopted the 'follow the sun' workflow model. It uses the analogy that as the sun does not set, so issues and problems can be passed on from one office to another office in a different time zone through the use of technology. This increases the responsiveness of the company. Therefore, companies are able to provide round-the-clock customer service.

### Amazing but true...

The Australian Bureau of Statistics' Census data from 2016 showed that 9.2 million Australians typically commute to work each day. COVID-19, however, created the largest working-from-home experiment Australia had ever seen. If Australians worked from home for just one day per week, it would reduce the number of commuters on the roads and transport each day by 1.8 million.

## Free trade agreements

Free trade agreements (FTAs) between countries have enabled goods and services to be traded with more ease. Australia has free trade agreements with countries such as New Zealand, Singapore, China and many others. They are designed to benefit Australian importers, exporters, producers and investors by reducing or eliminating international trade and investment barriers.

The Australian Government Department of Agriculture states:

FTAs promote stronger trade and commercial ties between participating countries, and open up opportunities for Australian exporters and investors to expand their business into key markets. They are particularly beneficial when they seek to remove barriers in highly protected markets or gain a foothold in potential or expanding markets.

By facilitating access to these markets, FTAs provide significant commercial benefits to Australia's exporters and in turn, wider economic benefits to all Australians.



▲ **Figure 18.8** The Association of Southeast Asian Nations (ASEAN)'s Australia–New Zealand Free Trade Agreement includes 12 countries, as shown on the map. Please note that ASEAN members are represented by blue, ASEAN Plus Three members are represented by purple, and Asean Plus Six members are represented by teal.

One example of a FTA in force is the Association of Southeast Asian Nations (ASEAN)-Australia-New Zealand Free Trade Agreement (AANZFTA), which became effective on 1 January 2010. Its benefits are:

- **Tariff** reductions
- New opportunities for Australian exporters to tap into supply chains in the region
- Legal protection for Australian investors in the region
- Ongoing economic engagement with ASEAN.

## Effects of globalisation

### Outsourcing

Companies outsource their labour overseas due to the lower cost of labour in developing countries. Telstra, for example, was one of the first telecommunication companies to outsource their call centres overseas to India and Indonesia. This saved the company costs due to the lower wage levels and overall costs. However, the types of jobs being outsourced are no longer limited to customer-service call-centre jobs. In January 2019, the telecommunications carrier announced that it would outsource 1500 emerging technology roles to India. In Bangalore, a new Telstra innovation and capability centre was being built to help the business hire quickly and

then train new workers across its business. The Australian skilled labour market was considered too small to meet Telstra's specific needs.

### Competition

Increased competition requires companies to source their raw material for the production process from countries where it is more cheaply available. Finding a competitive advantage allows a manufacturer to remain in the market. The resulting lower costs and cheaper product prices create more profit that can be channelled into innovation.

Marketing strategies involving the **marketing mix** is critical to ensure products and services are priced competitively. If a product is priced too high, customers will easily be turned to a direct competitor who offers the same type of product with a cheaper price tag. However, cheaper prices may not always be attractive to a consumer if the after-sale service is poor. Therefore, while the price of a product remains critical, Australian businesses must build on customer satisfaction to increase customer retention rates in order to secure ongoing, future sales from existing customers.

#### KEY TERMS

**tariff** a tax on goods coming into or going out of a country

**marketing mix** the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)



▲ **Figure 18.9** Just one of the many call centres based in Bangalore; now known globally as the 'tech-capital' of India.



Innovation is one way forward for Australian businesses to remain competitive in a global market. Strategies to encourage innovation will be discussed further in Chapter 19.

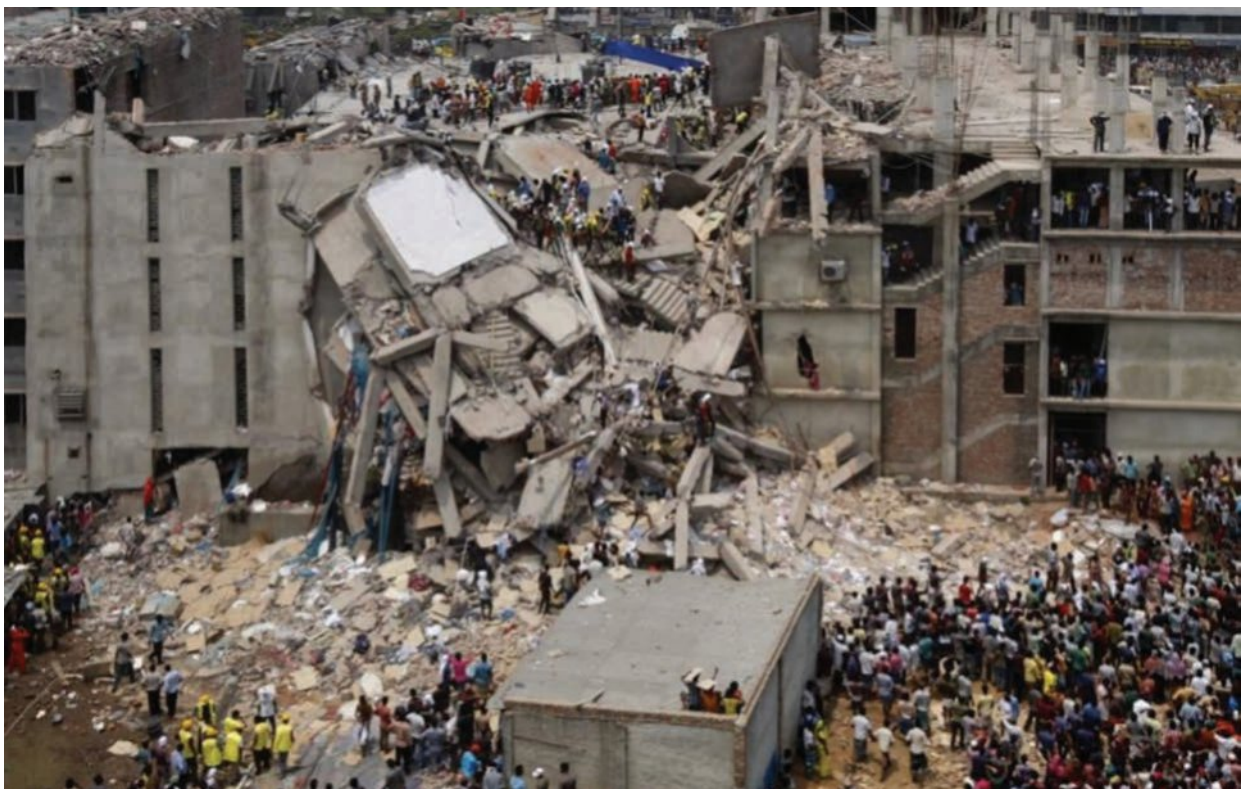
### Labour exploitation

A United Nations Children's Fund 2017 paper 'How sensitive are estimates of child labour to definitions?' found that in the poorest of countries, around one in four children between the ages of 5 and 17 years are engaged in child labour. The International Labour Organisation (ILO) estimates that 170 million are engaged in child labour. Child labour is defined by the UN as 'work for which the child is either too young – work done below the required minimum age – or work which, because of its detrimental nature or conditions, is altogether considered unacceptable for children and is prohibited'.

The rise of sweat shops in developing countries has been a significant contributing factor to the issue of child labour. Many children work to support their families and siblings. As children leave their homes for work in neighbouring towns and cities, it displaces them from their homes, with many

living in shelters and on the streets. Many children work in factories in difficult and unsafe conditions.

A 2013 report conducted by the Australian Council of Superannuation Investors studied the sourcing patterns of 34 Australian companies. It found that more companies were using lower skilled and lower paid workers in developing Asian countries. Of concern was the fact that only one-third of the companies had child and forced labour policies. An investigative report in 2013 produced by *Four Corners*, an investigative TV program on the Australian Broadcasting Corporation (ABC), also revealed that big Australian brands such as Rivers, Coles, Target and Kmart ordered clothes from factories in Bangladesh that did not meet international standards in working conditions. This came after the tragic collapse of Rana Plaza in Bangladesh in April 2013. Thousands of workers were forced to enter the building to begin their shifts despite cracks appearing on its facade a day before. More than 1100 garment workers lost their lives in what has been called one of the world's worst industrial disasters.



▲ **Figure 18.10** On 24 April 2013, the eight-storey Rana Plaza in Dhaka, Bangladesh, collapsed. The death toll was 1134 people.

## MAKING THINKING VISIBLE 18.3



### See, think, wonder

Look at the image in Figure 18.10.

- 1 What do you see?
- 2 What do you think about that?
- 3 What does it make you wonder?

## END-OF-SECTION REVIEW 18.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define 'globalisation'.
- 2 List two examples of globalisation.
- 3 What are free trade agreements? Give one example of an FTA and list its benefits.



▲ **Figure 18.11** Each year billions of tonnes of goods are transported around the world by ship

#### Interpret

- 4 How has technology changed the way we work? Give two examples in your answer.
- 5 What are the strengths and weaknesses of outsourcing?
- 6 What does it mean for a business to 'stay competitive'? Give two strategies that can help a business stay competitive.

#### Argue

- 7 Labour exploitation remains a grave issue in business. Research online to find recent issues relating to labour exploitation in the world.
  - a Explain why this occurs.
  - b How can Australian businesses combat this issue?
  - c How can Australian consumers help with this issue?



#### Digital quiz

Please see the Interactive Textbook to access digital activities



# End-of-chapter activities




## 1 Self-assessment

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



## 2 Career action plan

Copy and complete the following template from the Victorian Department of Education website to create a Career Action Plan. Make sure you only add the separate sections as you go, so that you leave enough room to write your answers.

	<h3 style="text-align: center;">My Career Action Plan</h3> <p style="text-align: right;"><b>Year 8 – I Explore</b></p> <p style="text-align: right;">Date: .....</p> <p style="text-align: right;">School: .....</p>
<p>A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you explore different occupations that may suit your strengths and interests.</p>	

### My profile

<b>My name</b> <i>* Include your full name and nickname</i>	<b>My family</b> <i>* List your family members</i>	<b>My community</b> <i>* This could be your cultural group</i>
<b>Three positive words that describe me</b> <i>* Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.</i>		
<b>Two people who are important to me</b> <i>* An important person is someone you can trust</i>	<b>Occupations I am interested in</b>	
<b>My top three interests</b> <i>* Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.</i>		

**My top three values**

\* Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.

**My top three skills**

\* Skills are things you can do well. Everybody has skills. For example, listening, team work, problem-solving and planning are all skills that can help you do well at school.

**Subjects I am studying this year****My best subjects****My favourite subjects**

- How much do you know about different industries? Visit the myfuture website and try the 'Exploring Industries' quiz, which helps you to understand different things about employment industries.

**My Progress**

I achieved a number of things last year which I am proud of. Some of these achievements were the goals that I set in my previous Career Action Plan, but some achievements were unplanned.

Major achievements from last year	How the achievements made me feel

I also learnt a lot about myself last year, including positive words to describe me, skills I am good at and things that interest me. Some things I realised by myself, while other things people such as family members, friends and teachers helped me to realise.

What I learnt about myself last year	How this changed my goals



## My goals and plans

- Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in other areas of your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another one for yourself – maybe a more challenging one.



- Think about goals that relate to school and life. For example, a school goal might be to do all of your homework, and a life goal might be to learn how to dance.
- Think about why the goals you have made are important. For example, doing homework will help you to do well at school, and learning to dance will help you to stay healthy.
- Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

My goals	Why they are important	Achievement date

- You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me	How they can help me

- When you thought about occupations you were interested in, you might have considered work-related skills that you need to develop, such as team work, problem-solving and planning.

Work-related skill	How I am developing it

## My review

- Throughout the year it is important for you to spend some time thinking about the goals and plans you set for yourself, and what it was like exploring different occupations that may suit your strengths and interests. Reflecting on what you wrote in your Career Action Plan throughout the year, you might need to include some new things in your next Career Action Plan to help you to achieve your long-term goals.



Date: .....

Goals I have achieved so far	When I achieved them

Goals I need to do further work on in order to achieve	Who can help me

New goals I want to achieve	Achievement date

<b>Comments from parents, family members, community members, carers, guardians or other trusted adults</b>	Date: Comments:
<b>Comments from teachers, careers practitioners or other school staff</b>	Date: Comments:



### 3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



**Video**  
Five interesting facts about work and society



# CHAPTER 19

## Enterprising behaviours and capabilities

### Setting the scene: the story of entrepreneur Ruslan Kogan



▲ **Figure 19.1** Ruslan Kogan is the owner of Kogan, Australia.

Entrepreneur Ruslan Kogan established Kogan, Australia right from his parents' garage in 2006. He started selling LCD television sets that were assembled for him in overseas Chinese factories under the brand name of Kogan. The idea for this was born out of the staggering price of LCD television sets at that time. He started investigating the prices and found they cost a third of the price if sourced directly from Chinese manufacturers.

Ruslan convinced the manufacturers to accept a small order. He won them over by rewording their poorly worded marketing material. He ordered the televisions using his and his friends' credit cards so there was a lot at stake. At the beginning of Ruslan's business, he travelled to southern China to personally check on the televisions and ensure they were loaded at the wharves.



Ruslan's business is now worth \$319 million

**KEY TERM**

**attribute** personality trait

and is listed on the Australian Securities Exchange (ASX). His business offers a wide range of products from home theatre systems, computers and laptops, sports equipment and office supplies. Its website also lists mobile, internet, travel, insurance and money products. Ruslan has a knack for speaking his mind or as he calls it – talking back. In an interview with the *Sydney Morning Herald* in January 2014, he said, 'Who would have known that in business that's a handy **attribute** to have? I don't think twice before saying something and I'm happy to say it as it is'.

▲ **Figure 19.2** Now worth more than \$300 million, Ruslan Kogan's business empire offers a vast range of products, including mobile plans, insurance, travel services and consumer electronics devices (a Kogan branded television remote is pictured here).

**MAKING THINKING VISIBLE 19.1**



**Think, pair, share**

Together with your partner, make a list of all the personal attributes and behaviours that Ruslan possesses that contributed to the success of Kogan. Give a reason for each attribute or behaviour. Share this with your partner.



# Chapter overview

## Introduction

An enterprising individual is vital for the success of any business. Behaviours and capabilities include skills and attributes such as being great communicators who show good leadership, exhibit strong problem-solving skills, and possess strong planning and decision-making skills.

The Australian Government supports innovation through various initiatives. A business plan's structure outlines the overall plans for a business. Successful businesses use this effectively to plan ahead for operations and marketing.

## Learning goals

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

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

## Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the enterprising behaviour of a business owner has helped to achieve business success.
- Understand how strategies used by the federal government are being used to encourage innovation.



**Image:** Australian business executive and CEO of the retail chain Harvey Norman, Katie Page (left), is an example of a successful entrepreneur. She was ranked fourth in The Australian Financial Review's list of the '50 most powerful woman in business'. She also actively promotes women in sport and is seen here with Olympian equestrian Zara Phillips.



## 19.1 How individuals and businesses can benefit from entrepreneurship

### FOCUS QUESTIONS

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

### Enterprising behaviours and capabilities

Enterprising behaviours and capabilities refer to those attributes that individuals or entrepreneurs possess that make a business successful. An enterprising individual is usually creative, displays a high level of initiative and takes risks when planning projects or seeking new endeavours. He or she works hard and

uses long-term and short-term goals to achieve a business's objectives. Entrepreneurs who are enterprising use these traits successfully to make a business profitable.

Additional traits include being versatile and strategic in planning, decision-making and problem-solving. It also requires entrepreneurs to be great leaders and communicators. These skills are outlined in this chapter.

### Amazing but true ...

The world's first bionic ear was created by an Australian, Professor Graeme Clark, in the 1970s. The first prototype of the cochlear implant was successfully implanted in 1978. This Australian invention has brought hearing to thousands of hearing-impaired people around the globe.

▼ **Figure 19.3** Strategy and preparation are essential qualities, not only required to make a great leader, but to build an enterprise.





## Attributes of enterprising behaviours and capabilities

Good leadership is vital in the daily running of a company. An enterprising individual is strategic at **planning** long-term and short-term goals. Planning involves a series of actions and activities that are put in place to achieve a company's objectives. An entrepreneur often uses a **business**

### KEY TERMS

**planning** the process of planning activities or events in an organised way so that they are successful or happen on time

**business plan** a detailed plan describing the goals of a business and how to achieve them

**decision-making** the process of gathering information and assessing solutions in order to make a choice.

**problem-solving skills** the ability to find solutions to problems

**leadership** the set of characteristics that make a good leader

**plan** to list these actions as it keeps them accountable to tasks. Their creativity is also instrumental to the success of their ventures, helping them to persevere to achieve the goals for their business. Ballarat-based entrepreneur Nathan Weyers, owner of NJW Designs, is one example of an enterprising individual. NJW Designs creates sets for theatre shows. Nathan began working in theatre as a teenager, assisting his grandfather to build theatre sets. He designed

his first set when he was 16 and went on to study theatrical design in Perth at the Western Australian Academy of Performing Arts. He then toured for 10 years as a theatre set designer on shows such as *Mary Poppins*, *The Lion King*, *Phantom of the Opera* and *Aladdin*.



▲ **Figure 19.4** Nathan Weyers, founder of NJW Designs, began designing home furniture instead of theatre sets when the COVID-19 pandemic closed theatres.

Starting NJW Designs has allowed Nathan to be based in Australia. His company was a finalist for the 2019 Ballarat Business Excellence Awards. Nathan's company has worked on more than 120 theatre shows. In an interview with the *Ballarat Courier*, Nathan stated, 'I would set up the shows, work behind the scenes and run the automation in the shows of a night, about eight shows a week. Then I would move them between cities and countries'. Since establishing his company, Nathan has created the sets for productions including *Harry Potter and the Cursed Child*, the Australian Ballet, and several Disney shows.

An entrepreneur needs to also have excellent **decision-making** and **problem-solving** skills. This may involve taking risks when new opportunities arise. Recognising new business potential for growth requires an astute approach to growth prospects, which may involve risks. Informed decisions will need to be made based on research and expert advice. During the COVID-19 pandemic in 2020, NJW Designs had to reinvent itself due to the closure of theatres. More than 40 projects were put on hold. A solution had to be found to retain staff and to ensure income. After a week of brainstorming, the team anticipated that many Australians, workers and students alike, would be working from home without proper desk equipment. This led to the company's decision to use its equipment and the skills of its staff to create easy-to-assemble furniture, beginning production on laptop stands, desks, monitor stands and hobby tables that could be dismantled quickly when not in use.

An entrepreneur needs to display good **leadership** in the daily running of a company. They should possess a good understanding of where a company is headed and be attuned to the needs of staff and customers. A good leader will also be able to negotiate with staff effectively to ensure that management goals are met. They should be a good motivator so as to influence change within a company,

improving profits, employee satisfaction and customer satisfaction. Having a consultative management style is favourable as it allows views and opinions from staff to be expressed before decisions are made. This creates an atmosphere of inclusivity as staff feel heard in important matters.

Having great **communication** skills is vital for any entrepreneur. There are three types of communication – verbal, non-verbal and written. An effective manager uses easy-to-understand language to communicate with staff and customers. Clear professional language is also used when dealing with

the public. This can be seen in a company's letterhead, website, logos, slogans and emails. Ideas are expressed without ambiguity to promote understanding. **Body language** and **professional dress** are examples of non-verbal language and they reflect on the company's approach in dealing with customers and staff.

### KEY TERMS

**communication** the process of sharing information, especially when this increases understanding between people or groups

**body language** the movements or positions by which you show other people your feelings without using words

**professional dress** wearing appropriate clothes for a business setting to present a professional image

## MAKING THINKING VISIBLE 19.2



### Headlines

Using the information about Nathan Weyers, owner of NJW Designs, write a headline for a news article that is to appear in a business newsletter. If you were to write a headline for NJW's success that captures its most important attribute, what would the headline be? Explain your choice.

## Innovation

**Innovation** is critical to the survival of a business. To innovate means to develop a new design, product or idea. Australian businesses need to innovate in order to stay competitive. Having a **competitive advantage** is beneficial to a business as it allows it stay ahead of its competitors.



▲ **Figure 19.5** Innovative Facebook founder Mark Zuckerberg. As of 2019, Zuckerberg is estimated to be worth US\$68.2 billion dollars.

In 2015, Facebook founder, Mark Zuckerberg, stated, 'There are different ways to do innovation. You can plant a lot of seeds, not be committed to any particular one of them, but just see what grows. And this really isn't how we've approached this. We go mission-first, then focus on the pieces we need and go deep on them and be committed to them'.

### KEY TERMS

**innovation** the development of a new idea or product

**competitive advantage** the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

**start-up company** a new business in its initial stages of operation that is developing a product or service that is new and innovative

## The importance of innovation

In May 2019, the Global Startup Genome Ecosystem report found that Australian cities Sydney and Melbourne had fallen in a global ranking of the best cities for **start-up companies**. A start-up is a new business in its initial stages of operation that is developing a product or service that is new and innovative.



The top cities classified as the best innovation hubs in the world include Silicon Valley and New York City in the US, Amsterdam in the Netherlands and Bangalore in India. There is a strong contention that Australian businesses and start-ups lack government support due to the lack of accurate advice and support from grant bodies.

However, the Department of Innovation's *Australia 2030: Prosperity Through Innovation* document published in 2017 maintains that innovation is critical for Australia's future. There were five strategic frameworks recommended.

- **Education:** respond to the changing nature of work by equipping all Australians with skills relevant to 2030.
- **Industry:** ensure Australia's ongoing prosperity by stimulating high-growth firms and raising productivity.
- **Government:** become a catalyst for innovation and be recognised as a global leader in innovative service delivery.
- **Research and development:** improve effectiveness in increasing translation and commercialisation of research.
- **Culture and ambition:** enhance the national culture of innovation by launching ambitious national missions.

## CASE STUDY 19.1



### Tech Gym

The University of Technology Sydney (UTS)'s Startups program is an example of how education and industry have come together to create collaborative workplaces. Since July 2018, more than 110 student teams have come together to found a start-up or to work in one.

One example is Tech Gym, a start-up by UTS mechatronic engineering students Thirunisha Thirumurugan and Rowan Smith. Their rehabilitation gym consists of 'Rehab to the Beat', a virtual piano rehabilitation device for people who have had a stroke to use at home or in their hospital bed, and a robotic assistance device called 'Universal Care' that can set a series of independent exercises for the patient to play. The device has a hand-controlled mode to move the arm of the robot. Search online for 'UTS Tech gym' for more information and multimedia resources on how this works.

## Amazing but true ...

The inflatable aircraft escape slide used on thousands of aircraft around the world was invented by Jack Grant, who was an employee of Qantas in 1965. The invention helps passengers to exit the plane safely if a plane lands on water or ice, and can also be used as a flotation device.

### Starting a business

Starting a business or purchasing an existing business requires thorough planning. More than 90 per cent of new businesses fail within the first year of operations.

A business plan is a useful tool that is used by entrepreneurs. It is a planning document that links the ideas of a business owner with

the marketing and operational aspects of the business. There are many ways of writing a business plan. However, a typical business plan usually contains at least four elements: an executive summary, an operations plan, a financial plan and a marketing plan. Writing a good business plan helps an entrepreneur create a successful business.

## Executive summary

An executive summary gives an overview of the information contained in the business plan.

## Operations plan

The operations plan outlines the company's **mission statement**, goals and objectives.

Many businesses now list **corporate social responsibility** as an objective due to a growing number of customers globally who are willing to pay more for a product if the business demonstrated social responsibility.

An operations plan also details the steps that will be taken to achieve the goals and objectives. It should include:

- The organisational structure of the company and staff requirements
- The facilities and equipment required
- Legal issues such as permits, insurance coverage and Occupational Health and Safety (OHS) requirements
- Major suppliers who will provide the necessary goods for the business.

## Financial plan

The financial plan is a critical component of a business plan. It is a statement of the financial position of the business. It contains:

- The sales forecast of the business and the expense outlay

- Break-even analysis (i.e. a financial calculation to determine the amount of goods and/or services that need to be sold to recover costs)
- The cash flow projection (i.e. the estimate of the money you expect to earn from your business and the estimate of the money you expect to spend on your business), usually over a 12-month period.

### KEY TERMS

**mission statement** a short written description of the aims of a business, charity, government department, or public organisation.

**corporate social responsibility** business practices that are ethical and socially responsible

**marketing mix** the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

**sustainability report** a report on the financial, environmental and social performance of large businesses

## Marketing plan

The marketing plan covers the four Ps of marketing – price, placement, product and promotion. It is referred to as the **marketing mix**.

- **Product** refers to the good or service being sold by a business.
- **Price** refers to the price of the good or service. The price is often determined by the demand for the good, how exclusive it is and the length of time it has been on the market.
- **Place** refers to where the good or service is sold and how it is delivered to customers. It can be a physical storefront, a website or both.
- **Promotion** refers to the promotional strategy for the good or service. A business may like to use advertisements in print, radio or internet to promote its goods and services. Social media, for instance, is a new dynamic and affordable way of reaching potential customers; it includes platforms such as Facebook and Instagram.

There is also a growing trend of businesses who also publish **sustainability reports**, which outline the economic, environmental and social impacts caused by businesses' everyday activities.



▲ **Figure 19.6** Social media has propelled digital marketing into a new age of direct customer engagement across digital platforms.



## CASE STUDY 19.2



### Boost Juice

Janine Allis is the founder of Boost Juice, the iconic Australian fruit juice brand. She started the business with her husband, Jeff, in 2000 with a store in William Street, Melbourne. Its success allowed them to open up three new sites shortly after but not without trouble. With their shiny new juicers refusing to work, their staff had to dash off to stores to buy domestic blenders to use, which worked well only for a day. However, it allowed them to carry on the business while new equipment was on the way.



▲ Figure 19.7 Boost Juice CEO Janine Allis

Boost Juice now boasts more than 500 stores worldwide. The team recently opened its 250th store in Australia. Success did not come easy for Janine. In an interview with Smartcompany in 2013, she stated, 'For me, success or failure has been down to the people I've surrounded myself with. Some people are only half full, they live in fear. But as an entrepreneur you need to find the people that say "Give it a go". Find people who support the idea, have started their own business intelligently and are ahead of the curve'. Janine also believes that a great leader is someone who actualises their company's vision, knows where it is going, and has great communication skills.



#### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 19.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What do enterprising behaviours and capabilities refer to?
- 2 Define the following attributes and give an example for each.
 

a Planning	d Leadership
b Decision-making	e Communication.
c Problem-solving	

#### Interpret

- 3 You have read the case studies on Kogan and NJW Design. What were the characteristics of Ruslan Kogan and Nathan Weyers that you view as important? How can the mindset of Ruslan and Nathan help a business grow?
- 4 Re-read the five strategies identified in *Australia 2030: Prosperity Through Innovation*. Highlight any words that you are unfamiliar with and find the meaning of these words by creating a glossary. Identify one way in which each of the five strategies can be achieved.

#### Argue

- 5 Read Case Study 19.2 and answer the following questions.
  - a What attributes does Janine possess that make a successful entrepreneur?
  - b If sales decline, what should Janine do to help save her business?
  - c Janine has decided to introduce a sandwich bar to each of her stores. What are the arguments for and against this idea? Explain your reasoning.

# End-of-chapter activities



## 1 Self-assessment

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



## 2 Research task

### Write a business plan

If you were to start a new business, what would it be? Brainstorm some ideas and select a business idea. Your business could sell either a product, service or both. Use the internet to research ideas.

- Write down five attributes that you need to have to run this business successfully.
- Create a business plan, using the four elements – an executive summary, an operations plan, a financial plan and a marketing plan. As part of your operations plan, think of how you may include corporate social responsibility.
- Create a series of print ads to advertise your business in the local newspapers.



▲ **Figure 19.8** Business plans are essential for whatever business you are interested in being involved in. The more you plan, the more prepared you will be and you can shape your approach to have the greatest chance of success.



## 3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



### Video

Five interesting facts about enterprising behaviours



# 4



# Civics and Citizenship

## What is Civics and Citizenship?

The study of Civics and Citizenship involves the Australian legal system. The legal system upholds the principle of fairness in criminal and civil law through the presumption of innocence (criminal cases), the standard of proof and the burden of proof. The courts are hierarchical in nature and this provides a system of appeal. Common law and statutory law provide rules that Victorians abide by, ensuring an ordered society. Australian laws can be influenced by international declarations and

treaties. Australian citizens can influence a change in laws through petitions, demonstration and the use of the media.

The Australian Constitution protects the right of the freedom of religion through Sections 116 of the Constitution, prohibiting the Commonwealth Government from making any laws to establish a religion and from prohibiting the free exercise of any religion. This helps to uphold the values contained in Australia's secular society, allowing different groups to express their identity freely. Our national symbols, such as Australia's national flag, help to reflect the values and ideals we hold dear to Australian life.

# Unit 1

## Justice and democracy

### Overview

Justice and democracy are principles deeply rooted in Australia's legal system. Our daily lives are governed by criminal and civil laws. These laws are in place so that we understand what is legal. The Australian courts help to resolve disputes. Its tiered system helps courts to follow the principle of precedent and allows for a system of appeal.

The diverse populations that make up Australia's society include the First Australians of Aboriginal and Torres Strait Islander peoples, people descended from a colonial past, and immigrants from many nations. With 30 per cent of Australian inhabitants originally from overseas, and around 46 per cent of the Australian population who were born here

have at least one parent who was born overseas, ensuring that migrants feel strongly connected to Australia's culture is crucial.

The influence of immigration within our culture can be found in food, cultural practices, lifestyles and experiences. Despite varying and often competing points of view, Australians have been known to unify to embrace shared values that make up the fabric of our national identity. This has allowed Australia to blossom with the diverse contributions to culture and society.

As a secular society, we allow all to embrace their different faiths, contributing to an overall sense of belonging. Our national symbols reflect different and unique aspects to the history and culture that is Australia.



◀ **Image:** Australia is a rich tapestry of people from different backgrounds



**Video**  
Unit Overview



# CHAPTER 20

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

## Laws, citizenship, diversity and identity

### Setting the scene: 'I am Australian'

The year before Australia celebrated its bicentennial of British settlement in 1988, the song 'I Am Australian' was released by The Seekers. It has become a staple of sporting events, Australia Day celebrations and advertising campaigns ever since.

While it is notable that the first verse is devoted to Australia's Aboriginal and Torres Strait Islander peoples, along with a couple of lines in the fourth verse, the famous chorus mentions 'from all the lands on Earth we come' and the people who had already been here indirectly referred to (perhaps unintentionally) in the use of the word 'dream'. In 2018, the ABC created a video of the song with a verse sung in the Yawuru language of Western Australia by a group of school children.

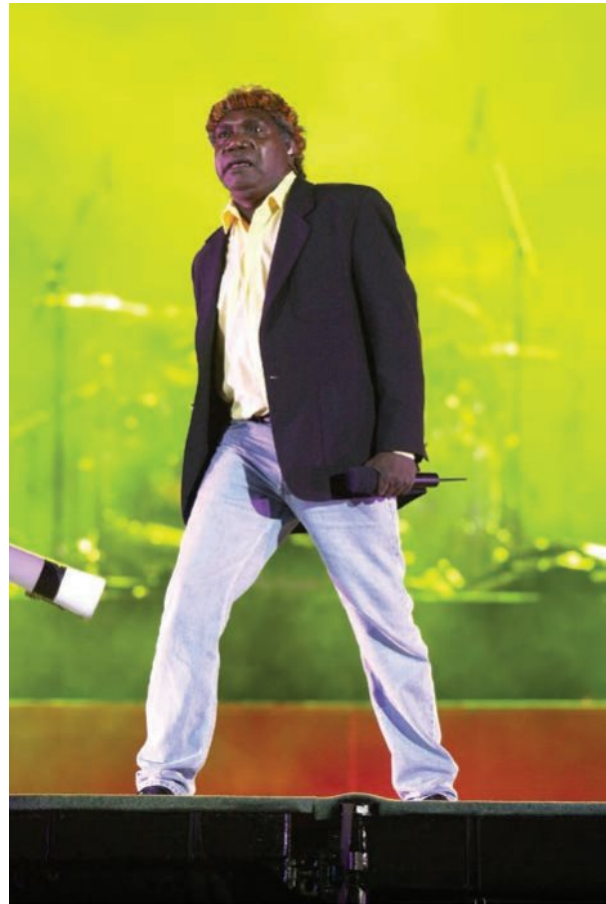
The attempt at inclusion in 'I Am Australian' is in contrast to other popular songs of the time, such as 'Solid Rock' by Goanna and 'Beds Are Burning' and 'The Dead Heart' by Midnight Oil, which were unapologetically protest songs, bringing the struggles of Aboriginal and Torres Strait Islander peoples into the consciousness of white Australia. However, this message was also conveyed by white Australians. It would not be until 1991 when Yothu Yindi, a band with both indigenous and non-indigenous



▲ **Figure 20.1** (Left to right) Judith Durham, Athol Guy, Bruce Woodley and Keith Potger from The Seekers

members, would have a breakthrough hit with 'Treaty'.

In 2016, Aboriginal hip-hop duo A.B. Original (standing for Always Black, Original) joined Aboriginal alternative-rock singer Dan Sultan to release 'January 26', which was a direct attack on Australia Day being celebrated on the date that the First Fleet arrived. A.B. Original's member Briggs is a Yorta Yorta man, and co-member Trials is a Ngarrindjeri man. Dan Sultan's mother belongs to the Arrernte and Gurindji peoples. The musicians used the song to angrily protest the wilful ignorance of many non-Indigenous Australians for what 26 January represents to Aboriginal and Torres Strait Islander peoples: the displacement, cultural destruction, and violent deaths of their ancestors. The song criticises how many non-Indigenous Australians actively ignore this uncomfortable truth, and so not only continue to whitewash Australian history but also to invalidate the place of Aboriginal and Torres Strait Islander peoples in their own country.



▲ **Figure 20.2** Gumatj singer Mandawuy Yunupingu performs with the band Yothu Yindi onstage at the Sydney Paralympic Games Opening Ceremony on 20 October 2000



◀ **Figure 20.3** A.B. Original performing at St Jerome's Laneway Festival in Brisbane on 26 January 2017

## MAKING THINKING VISIBLE 20.1



### Think, pair, share

Look up the lyrics online of the song 'I Am Australian' by The Seekers with your classmate. Write down five to eight words that you identify as being values you associate with being Australian. Why did you choose those words?



# Chapter overview

## Introduction

There are different types of laws and different ways in which laws are made. Common law and statutory laws help Australians understand their legal rights. The courts follow the principle of precedent. This principle allows courts to look to the past to understand why particular laws were made and how to further expand, change or develop them as society and technology change. Statutory laws can be changed through amendment by parliament. Australian citizens highlight a need for a change of laws through demonstrations, petitions and the use of media.

Australia's secular system and multi-faith society protects our individual right to practise religion. Laws cannot be created to support faith values, due to the separation of state and religion. Mutual respect helps to bind the diverse society that is Australia, along with democracy. National identity can be seen in many Australian symbols, including the Australian Aboriginal flag. However, the issue of refugees still remains a contentious and difficult topic for many Australians.

## Learning goals

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

- What is the structure of the Australian legal system?
- What are the roles of each court?
- How do the courts provide justice through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation?
- What is the difference between common law and statutory law?
- How can citizens influence a change in the law?
- What does a secular and multi-faith society mean?
- How does Australia protect the freedom of religion?
- What values do Australians hold dear?
- What does 'democracy' mean?
- What does it mean to live in a multicultural society?
- How do groups in Australia express their identity?
- What are the different symbols, colours and features that create national identity in Australia?

## Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify the roles of each court
- Distinguish between common law and statutory law
- Explain the principles of the Australian legal system
- Understand how laws are made and define the concept of democracy
- Describe the values contained within Australia's secular system and multi-faith system and how different groups express themselves
- Understand the symbols and colours of Australia.



## 20.1 Australia's legal system

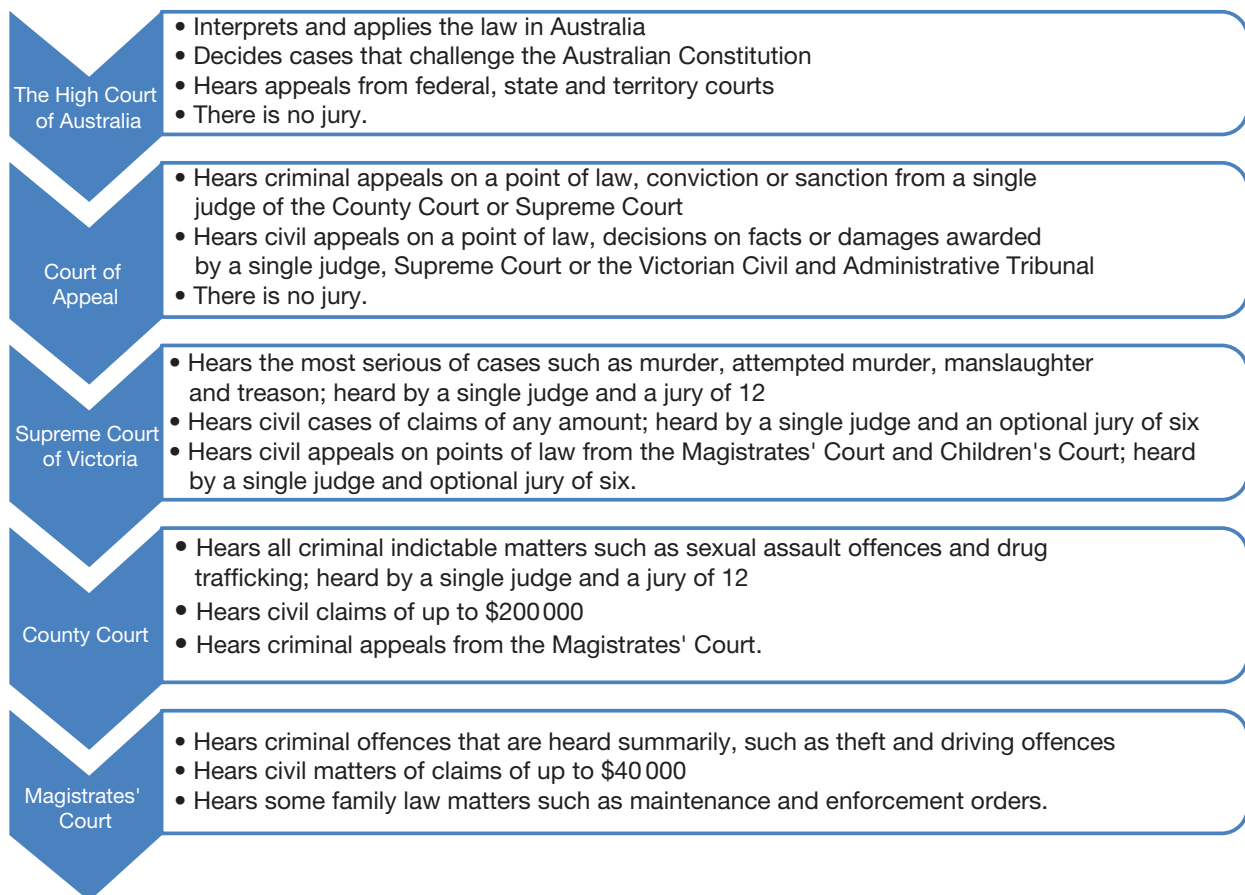
### FOCUS QUESTIONS

- What is the structure of the Australian legal system?
- What are the roles of each court?
- How do the courts provide justice through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation?

The Australian court system is hierarchical in nature. It is a tiered system based on the amount of authority each court holds, with the superior courts at the top of the hierarchy. In Victoria, the lowest court is known as the Magistrates' Court. Above it is the County Court, the Supreme Court of Victoria and the Court of Appeal. The High Court of Australia is at the top of the system; it is the highest court in Australia and

the highest court in each of the state court hierarchies.

The Commonwealth Court system is a separate hierarchy that contains the Federal Court of Australia and the Family Court of Australia. Each court has different roles and different jurisdiction over the types of cases it can hear. See Figure 20.4 for a summary of the roles for each court in Victoria.



▲ **Figure 20.4** The Victorian court hierarchy



**KEY TERMS**

**rule of law** a set of laws that people in a society must obey

**criminal law** the part of the legal system that relates to punishing people who break the law

**civil law** the part of the legal system that relates to personal matters, such as marriage and property, rather than crime

**prosecution** the process of officially accusing someone of committing a crime in a court of law, usually done by the state prosecutor

**accused** the person who is on trial in a court of law

## Fairness, accessibility and equity

The Australian legal system is founded on the principles of fairness, accessibility and equity. The **rule of law** is the foundation on which fair and just laws are made by elected members of parliament. The Federal Attorney-General Department website states that:

Australia is founded on the rule of law and has a strong tradition of respect for the rights and freedoms of every individual. Human rights are recognised and protected across Australia through a range of laws at the federal and state and territory levels, the Australian Constitution, and the common law.

There are several principles in place to ensure that those who face court trials are treated equitably and with fairness with access to court assistance where required.

## Criminal law and civil law

**Criminal law** refers to the part of the legal system that relates to punishing citizens who have committed a criminal act. A criminal act is an act or omission that is illegal and punishable by law. This means that the act is against the law and is harmful to individuals or society. Theft, assault, arson and murder are examples of illegal acts that fall under criminal law.

**Civil law** refers to the part of the legal system that relates to personal matters, such as marriage, contracts and property, rather than crime. When a person's rights have been infringed by an act or omission by another, a civil action can be brought against the person who has infringed those rights. Negligence,



▲ **Figure 20.5** Actor Rebel Wilson leaves the Melbourne Supreme Court. Wilson sued Bauer Media, the publisher of *Woman's Day*, over a series of articles she alleges portrayed her as a serial liar and cost her movie roles in Hollywood. This defamation case is an example of civil law.

damage to property, breach of contract and defamation are examples of disputes dealt with under civil law. For example, in 2017, actor Rebel Wilson sued Bauer Media over a series of defamatory articles in *Woman's Day* magazine.

## The presumption of innocence

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

## The burden and standard of proof

The burden of proof is different for criminal and civil cases. For criminal cases, the burden of proof lies with the prosecution. This means that the **prosecution** has the onus of proving the guilt. In criminal cases, the **accused** is given the presumption of innocence. This means that no guilt can be presumed of the accused until the standard of proof is achieved.

The standard of proof for criminal cases is **beyond reasonable doubt**. It is the highest standard of proof in the Australian judicial system. This means that after examining all the evidence presented by the prosecution, the

jury must be convinced that there is no doubt that the accused committed the crime.

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

### The right to a fair trial

The right to a fair trial is an important part of the Australian legal system and it is recognised in a number of international declarations, including Article 10 of the *Universal Declaration of Human Rights* and Article 14 of the *International Covenant on Civil and Political Rights*. The High Court of Australia in *McKinney v The Queen* (1991) 171 CLR 465 held 'the central thesis of the administration of criminal justice is the entitlement of an accused person to a fair trial according to law'.

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

- **Independent court** – the court must be 'competent, independent and impartial'
- **Public trial** – the trial should be held in public and judgement given in public
- **Presumption of innocence** – the defendant should be presumed innocent until proved guilty – the prosecution therefore bears the onus of proof and must prove guilt beyond reasonable doubt
- **Defendant told of charge** – the defendant should be informed of the nature and

cause of the charge against them – promptly, in detail, and in a language which he or she understands

#### KEY TERM

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

- **Time and facilities to prepare** – the defendant must have adequate time and facilities to prepare a defence and to communicate with counsel of their own choosing
- **Trial without undue delay** – the defendant must be tried without undue delay – that is, undue delay between arrest and the trial, perhaps having regard to such things as the length of the delay, the reasons for the delay, and whether there was any prejudice to the accused
- **Right to a lawyer** – the defendant must be 'tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it'
- **Right to examine witnesses** – the defendant must have the opportunity to 'examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him'
- **Right to an interpreter** – the defendant is entitled to the 'free assistance of an interpreter if he cannot understand or speak the language used in court'
- **Right not to testify against oneself** – the defendant has a right 'not to be compelled to testify against himself or to confess guilt'
- **No double jeopardy** – no one shall be 'liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country'.



## The right to legal representation

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

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

However, due to the high legal costs associated with legal representation, legal aid and assistance can be sought from government-funded agencies such as Victorian Legal Aid (VLA). VLA's objective is to provide legal aid efficiently at a reasonable cost. Specific guidelines and strict eligibility criteria ensure that the funds are shared equitably across the state. In order to receive assistance, an applicant has to satisfy a means test, the applicable guidelines and a merits/reasonableness test. The VLA's handbook details the types of matters that are granted, as shown by this excerpt:

### **Criminal law matters**

Victoria Legal Aid (VLA) may make a grant of legal assistance to a person charged with a criminal offence under Victorian or

Commonwealth law which will be heard and determined by a Victorian court if:

- The matter is a criminal law matter within the criminal law guidelines and (usually)
- VLA considers the person cannot afford the full cost of private legal services (the means test).

If the matter, the proceedings and the person meet these threshold requirements, then VLA will make a grant of legal assistance for:

- A criminal offence to be heard in the Magistrates' Court and for an appeal from the Magistrates' Court to the County Court – if VLA considers it is reasonable to make a grant of legal assistance, after having taken into account all relevant matters (the State reasonableness test)
- An indictable criminal offence – if it is desirable in the interests of justice to grant assistance (the State interests of justice test)
- An appeal – if there are reasonable grounds for the appeal.

If the matter comes within the criminal law guidelines and meets the state reasonableness test, then VLA will make a grant of legal assistance to:

- A child (that is, a person under 18 years old) appearing in a proceeding in the Criminal Division of the Children's Court
- A person who is under a supervision order under Part 5 of the *Crimes (Mental Impairment and Unfitness to be Tried) Act 1997*, for a proceeding under that Act about the supervision order.

VLA does not apply the means test to these two categories of people, or to any spouse or de facto partner of a child who is seeking a grant of legal assistance for proceedings in the Criminal Division of the Children's Court.

▲ **Figure 20.6** Excerpt from *Victorian Legal Aid Handbook*



▲ **Figure 20.7** The High Court of Australia, the highest court in the country, is located in Canberra.

## Amazing but true...

Did you know that the wigs worn by judges are made out of horsehair? Before that, the wigs were made out of human hair. Arsenic and lead were used to kill head lice and bleach the wigs white. The use of human hair was discontinued after a court decision found that it was illegal to trade human body parts.

### CASE STUDY 20.1



#### Monkey-bike rider kills mother of two in suburban shopping centre

A 20-year-old young man has been sentenced to 7 years' jail after pleading guilty at the Victorian County Court. On 2015, Caleb Jakobsson rode a mini-motorbike, commonly known as a monkey bike, and hit 34-year-old Andrea Lehane as she walked across a pedestrian crossing.

Jakobsson pleaded guilty to culpable driving causing death and failing to stop. He was unlicensed and rode a homemade motorbike which was capable of travelling up to 125 kilometres per hour. His bike had no front brakes. The collision threw the mother of two nearly 7 metres as Jakobsson sped away from the scene. Lehane was flown to a hospital but was later declared brain dead.

At the pre-sentencing hearing, Jakobsson told the court that the loss of Lehane's life was caused by an 'insane moment of unforgivable recklessness'.

Jakobsson will be eligible for parole after serving a minimum of four years in prison.

### ACTIVITY 20.1



#### Understanding the case study

Read the Case Study 20.1 and answer the following questions.

- 1 What are the words that tell you that this is a criminal case?
- 2 Who was the accused? Who was the victim?
- 3 Which court did the accused plead guilty in?
- 4 If the victim in an incident similar to this had survived, could they have the right to sue for negligence? What would the outcome be?



**Digital quiz**

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 20.1



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 List the names of the courts in Australia's legal system.
- 2 What type of cases can each court hear?
- 3 What does Article 14(2) of the United Nation's *International Covenant on Civil and Political Rights* guarantee?
- 4 What are three features of the right to a fair trial?

#### Interpret

- 5 Explain the difference between the burden of proof for criminal and civil cases.
- 6 Why is the presumption of innocence important?

#### Argue

- 7 Discuss the importance of the right to legal representation.



▲ **Figure 20.8** In the US, citizens have the right to free legal representation. This is not the case in Australia, but there are fee-assisted programs and charitable organisations that may assist people in need of a lawyer.



## 20.2 How laws are made in Australia

### FOCUS QUESTIONS

- What is the different between common law and statutory law?
- How can citizens influence a change in the law?

There are different ways in which laws are made in Australia. Court-made law is known as **common law**. **Legislation** that is passed by parliament is known as **statutory law**. Sometimes, subordinate authorities such as local councils also pass law through **delegated legislation**.

### Common law

Common law is law made by the courts. This is also known as judge-made law. Common law in Australia is derived from the legal system in England and it has developed over centuries from old customs and court decisions, rather than laws made by parliament. There are two instances in which this occurs.

- When there is no legislation in place for deciding whether an act is lawful or unlawful, a judge has to rule on the matter based on the facts and circumstance. The judge creates new law when the judgement is handed down.
- Sometimes, a judge has to interpret the meaning of existing legislation. Clarifying the legislation sometimes creates new application of the law.

### KEY TERMS

**common law** a system of laws based on customs and court decisions rather than on written laws made by a parliament

**legislation** a law or set of laws suggested by a government and made official by a parliament

**statutory law** legislation created by parliament

**delegated legislation** laws made by statutory bodies such as councils

### CASE STUDY 20.2



#### The case of the snail in the bottle: *Donoghue v Stevenson (1932)*

Imagine buying a soft drink, only to discover a snail in your cup when you poured your drink! You would be pretty shocked and upset.

That was exactly the reaction of a Ms Donoghue, who ordered a ginger beer at a café. She drank half of her drink, which she had poured into a glass. However, when she poured the rest of her ginger beer into her glass, the remains of a decomposed snail came out with her ginger beer.

Ms Donoghue later came down with severe food poisoning, which she thought was caused by swallowing some parts of the snail when she drank her ginger beer. She later successfully sued the manufacturer of the drink, Stevenson.



▲ **Figure 20.9** *Donoghue v Stevenson* led to new laws regarding duty of care by manufacturers.







### Judgement

The court held that Stevenson was liable for the harm caused to Donoghue.

### Reason

The judge held that there is a general duty of care owed by the manufacturer to the consumer. This meant that Stevenson was liable for the harm caused to Donoghue. Lord Atkin laid down a new rule of law known as the neighbour principle. He stated:

You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour. Who, then, in law, is my neighbour? The answer seems to be persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation as being affected when I am directing my mind to the acts or omissions which are called in question.

As there had never been a case like this before, the judge created new law in the passing of this judgement, establishing the parameters of the duty of care owed by a manufacturer. This new law became precedent for all future cases in negligence and forms the basis of the tort of negligence. While this was a British case, it also was fundamental for Australian negligence law.

## MAKING THINKING VISIBLE 20.2



### Tug-of-war

You have just read the case of *Donoghue v Stevenson* in Case Study 20.2.

- 1 Identify the factors that support Ms Donoghue and Mr Stevenson.
- 2 Think of 'tugs', or reasons, for each side of the dilemma.
- 3 Generate five 'what if?' questions to explore the topic further.

## Precedent

Courts are bound by **precedent**. A precedent is a point of law, rule or principle that is established by a court. It is based on the

### KEY TERMS

**precedent** a decision about a particular legal case that makes it likely that other similar cases will be decided in the same way

**ratio decidendi** the reason for a court's decision and the legal principle on which a court's decision rests

principle known as *stare decisis*, which in Latin means 'to stand by things decided'. Precedent is found in a judge's decision. It is a decision about a particular legal case that makes it likely

that other similar cases will be decided in the same way. Judges look to past decisions to determine which law to apply to the new cases. By looking back, consistency in the application of the law is ensured.

Lower courts must follow decisions of higher courts because of precedent. Judges must apply existing points of law or principles to cases, but if they create new laws, they must give reasons for their decisions. This is known as **ratio decidendi**. The *ratio decidendi* must be followed by lower courts in the court hierarchy.

## Do judges always have to follow precedent?

All court cases are different. While there is a need to maintain consistency in judgements, judges are not always bound by precedent. If a new case presents material facts or factors that can be different from the old case, the court could distinguish one case from another. This means that they could create a new precedent.

Sometimes, due to the changing circumstances of society, a precedent could be outdated and judges may **overrule** a precedent. However, a court may also choose to **reverse, distinguish** or **disapprove** a precedent.

## Statutory law

Statutory law is legislation created by parliament. While the courts can make law through common law, parliament is the

supreme law-making body. This means that it has the power to change the laws created by other law-making bodies, such as the courts and subordinate authorities, as long as it has the jurisdiction to do so.

Legislation can be created by state and federal parliaments through the process of a bill. A **bill** is an idea for a law. In order for a bill to be passed, both the House of Representatives and the Senate must approve it.

The process for a bill to pass is outlined as follows (see Figure 20.10):

### KEY TERMS

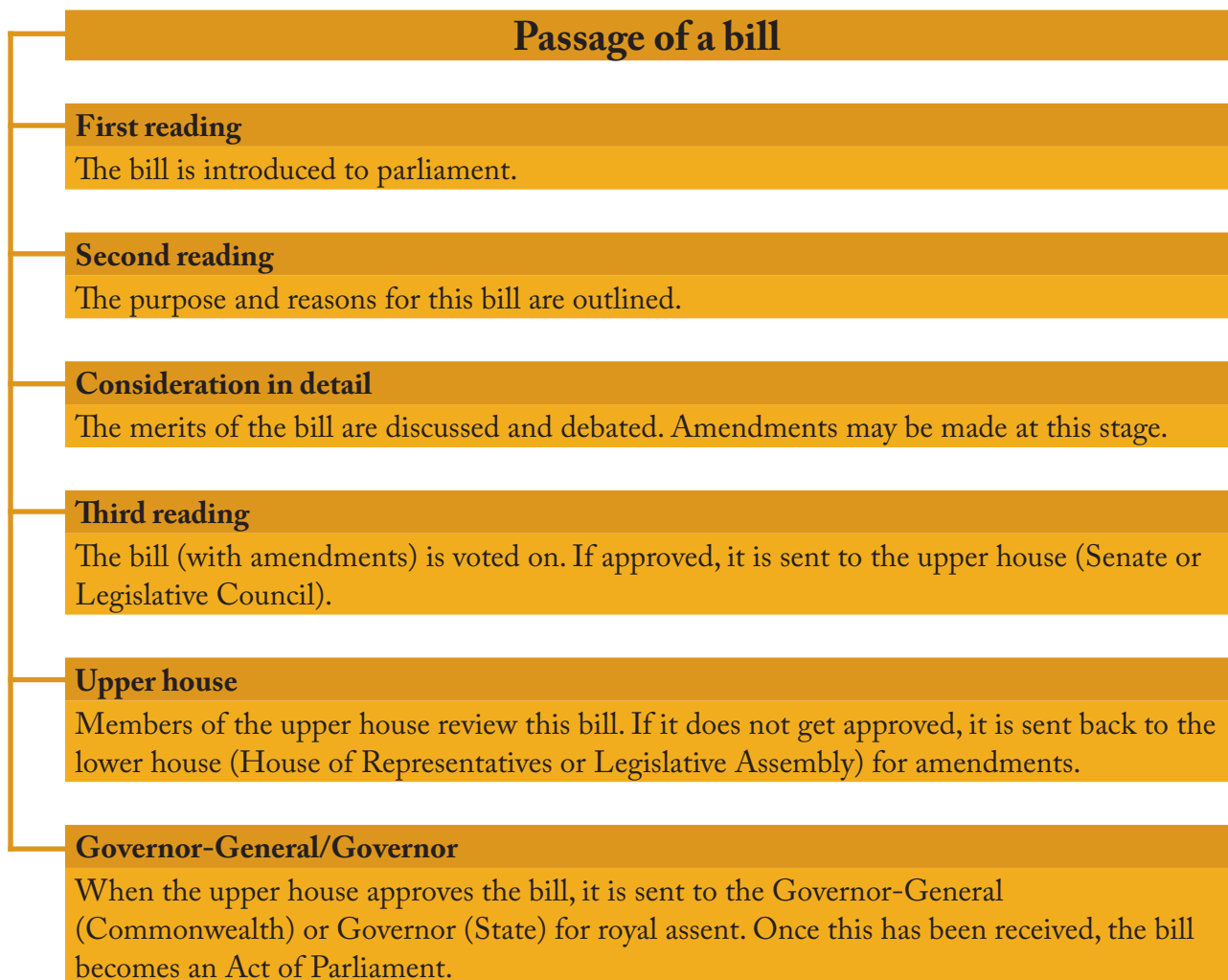
**overrule** when a court finds that the application of a precedent is wrong

**reverse** when a higher court overturns the decision of a lower court on an appeal

**distinguish** when a court decides that the legal reasoning of a precedent case does not apply to the current case in front of them because the facts are materially different

**disapprove** when courts on the same level of hierarchy decide a precedent is outdated; precedent remains until a higher court clarifies the legal issue

**bill** a formal statement of a planned new law that is discussed before being voted on in parliament



▲ **Figure 20.10** The steps in passing a bill into an Act



## How can citizens change the law?

There are many ways in which Australians influence parliament to change laws. Informal methods such as petitions, demonstrations and the use of the media are examples of ways in which ordinary citizens can influence change.

### Petitions

These are formal requests that call for parliament to institute changes in statutes. A collection of signatures is required and must be forwarded to a member of parliament. The more signatures that are gathered, the more support for this change. E-petitions are also valid as long as they contain email addresses of petitioners. A petition must be addressed to only one house of parliament and the issue must be within the scope of power of that parliament.

### Demonstrations

These are rallies or protests that are organised to draw parliament's attention to an issue. The objective of demonstrations is to bring about a change in law. The bigger the demonstrations, the more successful they are in bringing attention to the change required.

### Use of media

In recent years, social media, along with traditional media such as newspapers, television and radio, have played significant roles in bringing about changes in the law. The internet has made it easy for citizens to contact members of parliament, holding them accountable for their responses. Billions of people use social media platforms such as Facebook, Instagram and Twitter to call supporters to action.

## Amazing but true...

In 1891, the Victorian Women's Temperance Union and the Victorian Women's Suffrage Society jointly organised a petition to the Victorian Parliament, seeking the right to vote for women. More than 30 000 signatures were collected in 6 weeks after a door-knocking campaign. This petition became known as the 'Monster Petition' due to the size of the document that contained many signatures. The signatures on paper were glued to calico cloth and measured 260 metres. This document is held at the Public Records Office of Victoria.

## CASE STUDY 20.3



### Waleed Aly challenges state premiers to ban plastic bags

In May 2017, the co-host of Channel Ten's *The Project* Waleed Aly called on the state premiers of Victoria, New South Wales and Western Australia to ban the use of plastic bags for good. At the time, South Australia, Tasmania, Northern Territory and ACT had already banned the use of single-use plastic bags.

The hashtag #banthebag gained momentum on social media after Aly called on Australians to throw their support behind a Change.org petition launched in collaboration with Clean Up Australia. 'Tweet the premiers to let them know you support a ban. Email them. Call them. Hit them up on their Facebook pages. Show them that there's plenty of political goodwill in having the courage to ban the bag', Aly said on the television show.



▲ **Figure 20.11** Waleed Aly, co-host of Channel Ten's popular news program *The Project*, called out for immediate action to ban the use of plastic bags across Australia.





In June 2019, the Victorian government announced that from 31 October 2019, a ban on the use of single-use bags would be implemented across Victoria. Lily D'Ambrosio, Minister for Energy, Environment and Climate Change, stated, 'The feedback on this one was clear. Victorians want to do more to protect the environment from the damage litter causes and are overwhelmingly supportive of banning single-use plastic shopping bags'.

## ACTIVITY 20.2



### Understanding the case study

Read the Case Study 20.3 and answer the following questions.

- 1 What is this case study about?
- 2 Why do you think the issue gained attention?
- 3 What type of action was taken to get the attention of the Victorian government?
- 4 Using the internet, research one other situation where laws were changed due to the use of the media.

## CASE STUDY 20.4



### Success for 13-year-old blind boy who campaigned for tactile notes

Connor McCleod's year-long campaign for the Reserve Bank of Australia to produce tactile banknotes has paid off. Connor, who is blind from birth due to a congenital disorder, said he was embarrassed that, while he was able to tell the difference between coins, he could not differentiate banknotes.

In 2014, McCleod started a petition to allow blind people to tell the difference between banknotes, receiving support from the Human Rights Commission and Vision Australia. Approximately 57 000 people signed the petition.

Vision Australia Advocacy general manager Maryanne Diamond stated, 'What we found in Vision Australia in a recent survey is that 50 per cent of people who are totally blind are telling us that they feel that at times they have been short-changed, or given the wrong change when they've purchased something, simply because they can't quickly and easily and effectively distinguish notes'.

In February 2015, the Reserve Bank of Australia announced that it will be adding a tactile feature to all new notes to help the vision-impaired to tell the difference between the notes.

## ACTIVITY 20.3



### Understanding the case study

Read the Case Study 20.4 and answer the following questions.

- 1 What is this case study about?
- 2 Why do you think the issue gained attention?
- 3 What type of action was used to get the attention of the Reserve Bank of Australia?
- 4 What are the advantages and disadvantages of using petitions?





▲ **Figure 20.12** Senator Penny Wong and others celebrate the passing of the marriage equality bill in the Senate at Parliament House on 29 November 2017. The bill recognises and permits marriage between two people of the same sex.



#### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 20.2



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define the following terms:
  - a precedent
  - b *stare decisis*
  - c *ratio decidendi*
- 2 Outline one example of delegated legislation.
- 3 Outline the steps for the passage of a bill in the Victorian parliament.

#### Interpret

- 4 Why must lower courts follow decisions of higher courts?
- 5 Outline the differences between reversing, overruling, distinguishing and disapproving in the operation of precedents.

#### Argue

- 6 'The neighbour principle is an outdated principle of law.' Do you agree or disagree with this statement? Why?



## 20.3 Australia's secular and multi-faith society

### FOCUS QUESTIONS

- What does a secular and multi-faith society mean?
- How does Australia protect the freedom of religion?

Australia is a **secular** country. Being a secular nation means that religion has no direct influence over the way we create laws. Therefore, there is a separation of state and religion in parliament and the courts. The Australian Constitution, however, protects the right of the freedom of religion through Section 116. It states:

The Commonwealth shall not make any law for establishing any religion, or for imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth.

It is important to note there is no general Commonwealth anti-discrimination legislation against religious freedom. For instance, the *Racial Discrimination Act 1975* (Cth) and the *Equal Opportunity Act 2010* (Vic.) prohibit discrimination against age, gender, race and sexual identity, but it does not cover religion. Where there is no legislation to determine whether a religious view or organisation is anti-discriminatory, it is left to the courts to decide between protecting religious freedom and any other claim. The courts tend to decline to protect religious freedom.

In a 2010 civil action claim against a youth camp owned by Christian Brethren church, the Victorian Civil and Administrative Tribunal found that the church was guilty of breaching the *Equal Opportunity Act* when it refused to take a booking from an organisation for gay and lesbian youth. In her judgement, Judge Felicity Hampel stated that the church was 'not entitled to impose their beliefs on others in a manner that denies them the enjoyment of their right to

equality and freedom from discrimination in respect of a fundamental aspect of their being'.

#### KEY TERMS

**secular** not having any connection with religion

**multi-faith** an approach that involves a variety of religions



▲ **Figure 20.13** Judge Felicity Hampel, 2005

The court declined to protect religious freedom and found for the plaintiff, Cobaw Community Health Service. Therefore, while the Australian Constitution does not prohibit the practising of religion, it can be read that parliament and the courts do not condone the practice of using religion to discriminate against others.

Australian society is also **multi-faith** in nature. Many of us practise different religions freely. The 2016 Australian Bureau of Statistics data revealed the following:

- Nearly 70 per cent of Australians identified themselves as religious. The religious beliefs include Christians 52.1 per cent, Islam 2.6 per cent, Buddhism 2.4 per cent and Hinduism 1.9 per cent.
- Those who identified themselves as having no religion increased from 0.8 per cent in 1966 to 30.1 per cent in 2016. This category includes those with secular beliefs, other spiritual beliefs and no religion.



**KEY TERM**

**diversity** the mixture of races and religions that make up a group of people

Indeed, the **diversity** of faith in Australian society is a strength. Australians band together in the face of adversity as seen in Figure 20.14. A multi-faith memorial service at St Paul's Cathedral, for instance, was held in July 2014 for the 18 Victorians who died in the MH17 disaster. The Malaysian Airlines plane was shot down over eastern Ukraine by a surface-to-air missile.



▲ **Figure 20.14** People of various religions attend the multi-faith memorial service held for victims of the MH17 disaster at St Paul's Cathedral, Melbourne, July 2014.

## MAKING THINKING VISIBLE 20.3



### Tug-for-truth

Consider this statement made by One Nation leader, Pauline Hanson. In her maiden speech to parliament in 1996, she stated, 'Abolishing the policy of multiculturalism will save billions of dollars and allow those from ethnic backgrounds to join mainstream Australia, paving the way to a strong, united country'.

- 1 What is your opinion about this statement?
- 2 Draw a tug-of-war diagram to show arguments for and against the statement. Discuss your responses with your class.
- 3 Using the internet, research opinions about multiculturalism in Australia.



### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 20.3



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 What does Section 116 of the Australian Constitution say about law-making in relation to religion?
- 2 How do the *Racial Discrimination Act 1975* (Cth) and the *Equal Opportunity Act 2010* (Vic.) prohibit discrimination?

#### Interpret

- 3 Why do you think it is important for religious groups to not impose their beliefs on others, for example as seen in the civil action against the Christian Brethren church? State two reasons.

#### Argue

- 4 'Multiculturalism can be abolished in Australia'. Do you agree or disagree with this statement? Why?



## 20.4 Values within Australian society

### FOCUS QUESTIONS

- What values do Australians hold dear?
- What does democracy mean?

The word **value** comes from the Latin word *valorar*, meaning to hold something as important and desirable. Australians are known around the world as friendly, inclusive people who are ready and willing to have a go at anything. We celebrate **mateship** through sport, such as the AFL, and memorial days, such as Anzac Day. Our ability to show mutual respect is also notable. In a Facebook post in October 2015, former prime minister Malcolm Turnbull stated:

We are the most successful multicultural society in the world. None of us can look in

the mirror and say 'All Australians look like me'. Australians look like every race, like every culture, like every ethnic group in the world. We [have] been able to be so successful because of a fundamental Australian value of mutual respect. It's the glue that binds this very diverse country together ... That is a fundamental part of the Australian project.

### KEY TERMS

**value** the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour

**mateship** a friendship that is based on loyalty, regardless of gender, race or religion

▼ **Figure 20.15** Children from local scouting groups place a floral wreath at the War Memorial in Guildford, Western Australia, on Anzac Day. Anzac Day is a big annual event that is celebrated across Australia.





Australia also champions the triumph of the underdog. One example that is now cemented in Australian cinematic history is *The Castle* (1997) where actor Michael Caton's character Darryl Kerrigan wins a legal battle against a big corporation who want to compulsorily acquire his home. Furthermore, Australian's are known for self-deprecating humour, which provides a reality check. In another Australian movie, *The Dish* (2000), which showed Australia's little known role in tracking *Apollo 11* as it made its way to the moon and broadcasting the first moon walk to the world, the movie ended with the line that the satellite dish that was used was 'still in the middle of a sheep paddock'.

Australian society is less steeped in class awareness than many other countries. The Australian vernacular term 'a fair go' suggests that every Australian has a reasonable opportunity to achieve their goals, without discrimination.

## Democracy

The word **democracy** comes from two Greek words – *demo* (meaning 'citizen of a place') and *kratos* (meaning 'power or rule').

Together, it means that every citizen of a state has the right or power to participate.

### KEY TERM

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

The Museum of Australian Democracy in Canberra outlines that democracy in Australia has these core defining values:

- Freedom of election and being elected
- Freedom of assembly and political participation
- Freedom of speech, expression and religious belief
- Rule of law
- Other basic human rights.

Democracy is enshrined in the Australian Constitution in the principle of representative government. Sections 7 and 24 require that members of the House of Representatives and the Senate are directly chosen by the people through the process of an election. Therefore, parliament is answerable to the people and must initiate laws that are supported by the majority of the people. The principle of responsible government requires that members of parliament carry out their duties with integrity, as they are accountable to the electorate for their actions. They are subject to public scrutiny and will lose support from their electorate if confidence is lost.

## Refugees

One of the most widely accepted human rights documents in the world is the United Nations' *Universal Declaration of Human Rights*. Australia played a prominent role in negotiating the terms of the charter document. It was also one of eight nations involved in drafting the document. Article 14 of the declaration provides that '(e)veryone has the right to seek and to enjoy in other countries asylum from persecution'.

The issue of refugees and asylum seekers became a contentious political issue during the 1990s when mandatory detention was introduced, predominantly for 'unauthorised' boat arrivals. From 2001 onwards, in the wake of the Tampa affair, the September 11 attacks in the USA and the ensuing wars in Afghanistan and Iraq, asylum-seeker boat arrivals become a controversial election issue. The arguments raised by politicians attempted to find a balance between 'national security' and deaths of refugees on unseaworthy boats. However, many human rights advocates claim that Australia is illegally defying the documents it was instrumental in creating.



▲ **Figure 20.16** The issue of human rights and Australia's policies on asylum seekers is an ongoing and difficult topic for many. This photo taken on 22 November 2019 shows Kurdish-Iranian refugee Behrouz Boochani in Christchurch, New Zealand. Boochani wrote a book on a mobile phone while held in an Australian detention camp, which became an award-winning publication on the subject. Boochani was denied entry into Australia but was granted refugee status by New Zealand in 2020.

## MAKING THINKING VISIBLE 20.4



### Compass points

Reflect on the issue of asylum seekers. Record your responses to the following compass questions. Share this with your class.

**1** E = Excited

What excites you about the issue? What's the upside?

**2** W = Worrisome

What do you find worrisome about it? What's the downside?

**3** N = Need to know

What else do you need to help you evaluate this issue?

**4** S = Stance or Suggestion for moving forward

What is your current opinion on it? How might you move forward in your evaluation of this issue?



**ACTIVITY 20.4****Research task**

Visit the Refugee Council of Australia website. Find out the answer to the following questions:

- 1 What is a refugee?
- 2 Why do refugees leave their country?
- 3 How many refugees are there in the world and who are they?
- 4 How do refugees get to Australia?
- 5 What does it mean to seek asylum? What is the difference between an asylum seeker and a refugee?



▲ **Figure 20.17** Manus Island Detention Centre, Papua New Guinea, where many asylum seekers who arrive to Australia by boat are subsequently sent

**Digital quiz**

Please see the Interactive Textbook to access digital activities

**END-OF-SECTION REVIEW 20.4****Review questions**

Answer these questions on paper or in the Interactive Textbook.

**Recall**

- 1 What do the words 'value' and 'democracy' mean? Write down as many synonyms for each word as you can.
- 2 What does 'mateship' mean to an Australian? Write down three examples of it.

**Interpret**

- 3 What do the five core defining values of democracy mean? Write down one or two statements to explain each value.

**Argue**

- 4 'Parliament is answerable to the people and must carry out their duties with integrity. They must create laws that are supported by the people.' Do you agree or disagree with this statement? Why?



## 20.5 How groups express their identity in Australia

### FOCUS QUESTIONS

- What does it mean to live in a multicultural society?
- How do groups in Australia express their identity?

Australia is a multicultural society. We are a land of migrants, originating from different parts of the world such as Europe, Asia and New Zealand. Multiculturalism is an important aspect of our society.

The Commonwealth Department of Home Affairs promotes Harmony Week, which runs in the third week of March each year

as a way to celebrate Australia's cultural diversity. In March 2019, the Victorian town of Ballarat's Harmony Week had a spectacular finale with Federation University's Rock the Block music festival. The free event showcased music from local and interstate artists with the aim of celebrating diversity in the community.

### MAKING THINKING VISIBLE 20.5



#### Question starters

Brainstorm at least 12 questions about multiculturalism. Use these question starters to help you think of interesting questions.

- Why ...?
- How would it be different if ...?
- What are the reasons ...?
- Suppose that ...?
- What if ...?
- What if we knew ...?
- What is the purpose of ...?
- What would change if ...?

The Melbourne Moomba Waterfest held during the Labour Day long weekend in Victoria has also become an opportunity for cultural groups to showcase their ethnic songs and dances. Similarly, the Lunar New Year festivals in Sydney and Melbourne involve free city programs that contain cultural events, food markets and entertainment. Both cities feature the ever-popular dragon-boat races, which symbolise a ritual that brings luck and prosperity to each city.

► **Figure 20.18** A Chinese New Year finale of dragon-boat racing, which starts with an eye-dotting ceremony and Taoist ceremony in Darling Harbour to bless the waters and ensure a safe weekend of racing. The dragon is said to be awakened by dabbing red paint onto the eyes of each boat's figurehead.

### Amazing but true...

Queen Elizabeth II visited Melbourne in 1954, which was her first appearance in Australia as reigning monarch. Thousands of people flocked to Melbourne's CBD. The City Development Association and the Melbourne City Council saw the potential of an annual festival to draw similar crowds, and the first Moomba Festival was held the following year in 1955.





The Sydney Gay and Lesbian Mardi Gras remains one of the key events run to support the LGBTQI community in Australia. It started as a protest march in June 1978 which called for an end to discrimination against homosexuals. The event is now a celebration of LGBTQI pride and sexuality in the Australian community.



▲ **Figure 20.19** Tanya Plibersek, former deputy leader of the Labor Party, at the 2019 Sydney Gay and Lesbian Mardi Gras Parade in Sydney. It is an annual event celebrating lesbian, gay, bisexual, transgender and queer peoples and promoting awareness of the issues that they may face.



### Digital quiz

Please see the Interactive Textbook to access digital activities

## END-OF-SECTION REVIEW 20.5



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Define 'identity'. Use the dictionary to help you write out the meaning of this word. Share this with your classmates.

#### Interpret

- 2 Harmony Week, Moomba and the Sydney Gay and Lesbian Mardi Gras are just some events that help celebrate identity in Australia. How does each event do this?

#### Argue

- 3 Create a visual identity of yourself.
  - a Draw a simple outline of a person on a piece of paper.
  - b Write down words that describe how you may define your identity. Write this inside your outline.
  - c Outside your outline, write down words that your friends and family may use to describe you.
  - d How are similar or different are the words inside and outside the outline?
  - e Is it difficult for a person to define themselves or express their identity? Explain your answer, using examples.



## 20.6 National identity in Australia

### FOCUS QUESTION

What are the different symbols, colours and features that create national identity in Australia?

There are many **symbols** in Australian society that give us our national **identity**.

### The Australian flag

The Union Jack represents the history of our nation as a British settlement.

The white Commonwealth or Federation Star has seven points, representing the unity of the six states and the territories of the Commonwealth of Australia.

The constellation of the Southern Cross is shown in white and is symbolic of Australia's geography as it can only be seen from the southern hemisphere.



▲ **Figure 20.20** The Australian national flag

### The Australian Aboriginal flag

The Australian Aboriginal flag was first flown at Victoria Square in Adelaide, South Australia, on National Aborigines Day in July 1971. It was proclaimed a Flag of Australia under the *Flags Act 1953* (Cth) in July 1995.

The black horizontal half is representative of the Aboriginal peoples of Australia. The red horizontal half is representative of the red earth, the red ochre used in ceremonies and the Aboriginal peoples' spiritual relation to the land. The yellow circle is symbolic of the sun, the giver of life and protector.



▲ **Figure 20.21** The Australian Aboriginal flag

#### KEY TERMS

**symbol** a sign, shape or object that is used to represent something

**identity** the qualities in a group that make them different from others

### Amazing but true...

Did you know that a flag competition was held in 1900 to find the best design for the Australian flag? More than 32 823 entries were received. Five almost identical entries were chosen as the winning design. The winners shared the prize pool and received £40 each.



## Coat of arms

The coat of arms contains a shield with the symbols of the six Australian states. They are contained in a border to represent federation in 1901. The shield is held up by two native Australian animals – a kangaroo to the left and an emu to the right. The gold Commonwealth star is placed above the shield, symbolising the states and territories. The word 'Australia' is contained in a scroll at the bottom of the coat of arms. Golden wattle, which is the national floral emblem, forms the background.



▲ **Figure 20.22** The Australian coat of arms

## MAKING THINKING VISIBLE 20.6



### Perceive, know about, care about

After reading the about the different flags, symbols and emblems of Australia, answer the following questions.

- 1 What did the designers of the flags, symbols and emblems perceive of Australia?
- 2 What might the designers know or believe?
- 3 What might the designers care about?

## National floral emblem

Australia's national floral emblem is the golden wattle, *Acacia pycnantha*. It was proclaimed by the Governor-General on 19 August 1988. When in flower, the golden wattle is green and gold, Australia's national colours. The floral emblem has been used in many official designs, including stamps, currency, awards and the Commonwealth coat of arms.



▲ **Figure 20.23** The Australian national floral emblem is the golden wattle

## National colours

Green and gold were proclaimed the national colours of Australia on 19 April 1984. The colour green is representative of the trees and crops in Australia. The colour gold is representative of sand, grain, fleece and mining.

## National anthem

The Australian national anthem, 'Advance Australia Fair', was first written in 1878 by Peter Dodds McCormack. It was proclaimed Australia's national anthem in 1974 after a national vote to decide on a new anthem. From 1901 to 1974, Australia's national anthem was 'God Save the King/Queen'. However, the Fraser government reinstated 'God Save the Queen' in 1976. Another poll was conducted in 1977, with the majority of Australian's selecting 'Advance Australia Fair' again. It was only seven years later that this was once again proclaimed the national anthem by the Governor-General on 19 April 1984.

## END-OF-SECTION REVIEW 20.6



### Review questions

Answer these questions on paper or in the Interactive Textbook.

#### Recall

- 1 Choose two of examples of Australian identity from this chapter. What does each example symbolise?



▲ **Figure 20.24** The Australian coat of arms on the top of Parliament House in Canberra

#### Interpret

- 2 Why do you think 'Advance Australia Fair' was written? In your answer, suggest reasons for the change from using 'God Save the King/Queen' to Australia's current national anthem.

#### Argue

- 3 'Australia's national flag should be changed to include symbols of Aboriginal culture.' Do you agree or disagree with this statement? Why?

#### Digital activity

Please see the Interactive Textbook to access digital activities



## End-of-chapter activities



### 1 Self-assessment

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



### 2 Creative task

Using the information in the chapter as inspiration, choose two activities to complete from the list below. Ensure that each design is annotated to explain the reasons for your design.

- Create a new version of the Australian flag, using symbols and colours that are important to you.
- Write a new verse to the Australian national anthem.
- Design a new Australian emblem.
- Design a new Australian coat of arms.



### 3 Research task 1

Construct a proposal to your principal to hold a multicultural day at your school. Your proposal should include a fundraiser for a suitable charity as well as the following information:

- Why should the school have it?
- What events will be held?
- Which guest speaker(s) would you invite?
- Create posters or other promotional material to display around school.



### 4 Research task 2

Research issues related to identity. You may like to look at Aboriginal and Torres Strait Islander cultures, gender identity or choose your own. Choose one and create a 5Ws and 1H chart (that is, a chart that shows 'Who, What, When Where, Why and How'), using the following questions as prompts.

- What is the identity issue?
- Who is affected by the identity issue?
- When (in what circumstances) are they affected by it?
- Where are the people affected by the issue located?
- Why is this identity issue important?
- How can we promote understanding of the identity issue?



### 5 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.



#### Video

Five interesting facts about Australian society

# Glossary

*Please see the digital versions of this book for the digital-only chapters' glossary.*

## History

**absolute ruler** a ruler whose power and authority is never questioned

**agriculture** the practice of farming

**Anglo-Saxons** the inhabitants of England who were originally from northern Germany and southern Scandinavia

**animism (adj. animist)** belief that all natural things, such as plants, animals, rocks, and thunder, are animated by spirits that can influence human events

**archer** a person who fights with a bow and arrows

**archipelago** a group of islands

**aristocrat** a member of the nobility

**artisan** someone who does skilled work with their hands

**Aztec Empire** the alliance of three great cities in the Valley of Mexico

**barbarian** a member of a people not belonging to Rome

**barbican** a double tower above a gate or drawbridge

**bias** prejudice for or against a person, group or idea

**Bible** the collection of sacred writings of the Christian religion

**bishops** high-ranking members of the Roman Catholic Church

**Black Death** the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population

**brigand** a member of a gang that ambushes and robs people in forests and mountains

**Buddhism** a religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

**bushido** a Japanese warrior code of conduct

**calpixque** an Aztec tax collector

**calpulli** small Aztec neighbourhoods

**canonise** (in the Roman Catholic Church) to announce officially that a dead person is a saint

**cardinal** a leading dignitary of the Roman Catholic Church, nominated by the pope

**Carolingian Minuscule** a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

**castle** a large, fortified building

**catapult** a medieval siege weapon similar to a trebuchet

**cathedral** large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

**causeway** a wide bridge that crosses water

**cavalry** armoured knights who rode into battle on horseback

**chivalry** the medieval knightly system with its religious, moral, and social code

**Christianity** the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

**clan** a group who originally came from the same family and have the same name

**clergy** religious workers of the Church

**codex** an ancient book that was written by hand

**colonise** the act, by a militarily strong country, of invading and taking over another area, which then becomes known as a colony

**Confucianism** a religion based on the ideas of the Chinese philosopher Confucius

**congregation** a group of people assembled for religious worship

**crucify** to kill someone by tying or fastening them with nails to a cross and leaving them there

**daimyo** a feudal Japanese lord, equivalent to a medieval European duke or earl

**Dark Ages** the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

**demigod** (in ancient stories) a being who is part human and part god

**diplomacy** the practice of negotiating between representatives of different countries



- divine right** the idea that kings derive their right to rule directly from God and do not have to answer to those below them
- Domesday Book** a census of the English population and the wealth and land owned by its nobility
- drawbridge** a bridge that can be raised or lowered in order to protect a castle from attack or to allow big boats to go under it
- dynasty** a succession of rulers from the same family
- emperor** a ruler of a society
- fallow** land that is not planted with crops, so that the quality of the soil improves
- feudalism** the social structure that organised society into categories from the monarchy down to the poorest member
- fief** a space of land owned by the king, rented to a vassal
- flagellants** people who whipped themselves as a form of self punishment, hoping God would forgive their sins
- foot soldier** poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble
- groom** a lower servant in the noble's castle
- hacienda** a large landed estate
- heaven** a place regarded in various religions as the abode of God and the angels, and of the good after death
- heir** a person who will receive money, property, or a title from another person when that person dies
- hell** a place regarded in various religions as a spiritual realm of evil and suffering
- hierarchy** a system of levels, where some are higher and some are lower
- hiragana** Japanese written alphabet used to spell out *kanji* in syllables
- Holy Lands** lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam
- Holy Roman Empire** a large territory in Western and Central Europe that developed during the early medieval era
- idol** an image or an object that resembles a god
- imperial** related to an empire or emperor/empress
- Jesus** the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity
- jihad** struggle or resistance; holy war
- jousting** medieval knights engaging in a sporting contest in which opponents on horseback fight with lances
- kami** Shinto deities (spirits)
- kamikaze** 'divine wind', especially relating to the typhoon of 1281
- kanji** Japanese written alphabet that comes from Chinese characters
- katakana** Japanese written alphabet for words that have been adopted from other languages
- keep** the strong main tower of a castle
- knight** a skilled fighter who served a noble or king
- Latin** the language of ancient Rome and its empire
- league** an archaic (old) term for measuring distance: 1 league was around 5 kilometres
- lord, earl, duke and baron** titles used by people from the nobility to determine their rank
- maize** a cereal grass of Central American origin, similar to corn
- marshal** a servant in charge of the noble's hall
- Mass** the organised service of worship in the Catholic Church
- mercenary** a professional soldier hired to serve in a foreign army
- merchant class** a new social group who bought and sold goods between east and west
- Mesoamerica** a region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica
- Mexica** the indigenous people who lived in the Valley of Mexico during the Aztec Empire
- missionary** a person sent on a religious mission to promote Christianity
- moat** a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack
- monarchy** country that has a royal family, and the head of the royal family as its ruler

- monasteries** a Christian community of religious people called monks or nuns, and the building where they lived and worked
- moral authority** the guiding group who determine what is good and right
- Nahuatl** the language spoken by the Mexica
- New World** the name given to the Americas by European explorers
- noble** a wealthy person, connected to the ruling family by rank, title or birth
- oath of fealty** a pledge of allegiance from one person to another
- obsidian** a type of black rock that is glass-like
- page** a young trainee knight
- Pax Romana** the peace that existed between nationalities within the Roman Empire.
- pilgrim** a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion
- pious** devoutly religious life
- pope** head of the Roman Catholic Church
- power vacuum** a situation that exists when someone has lost control of something and no one has replaced them
- prophecy** a prediction of what will happen in the future
- Prophet Muhammed** the Arab prophet who, according to Islam, was the last messenger of Allah
- Roman Catholic Church** early strand of Christianity where the figurehead is based in Rome, Italy
- ronin** a samurai without a master, a wandering warrior
- rout** to defeat an enemy completely and force them to run away
- salt peter** a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers
- samurai** the hereditary warrior class of Japan
- Seljuik Turks** tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine, and most of Iran
- serf** a poor farm worker bound to work on the land owned by the local noble
- Shinto** a Japanese religion in which people worship past members of their family and various gods that represent nature
- shogun** a military leader
- siege** a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve
- Silk Road** a trading route that linked China and the far east to Europe
- smallpox** an extremely infectious disease that causes a fever, spots on the skin, and often death
- steward** a servant who supervised both the lord's estate and his household
- sultan** the title used by rulers in many parts of the Muslim world
- Tartars** a group of people from southern Russia and the eastern Turkish regions
- tithe** one tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy
- Tonatiuh** the Aztec god of the Sun
- Toxcatl** an Aztec new-year festival celebrated with a ceremony including human sacrifice
- treason** the crime of betraying one's country
- Treaty of Tordesillas** a treaty made to divide the New World between the Spanish and Portuguese monarchies
- trebuchet** a large device used in wars for throwing large rocks at the walls of a castle as part of an attack
- trepanning** making a hole in a person's skull with a drilling tool known as a trepan
- tribute** a form of tax paid to a ruler
- tsumani** an extremely large wave caused by a violent movement of the earth under the sea
- tzompantli** a wooden rack used for the public display of human skulls
- ullamalixtli** an ancient Aztec ball sport
- vanguard** the part of an army or navy that leads an attack on an enemy
- vassal** in a feudal system, a holder of land or position granted by a superior in exchange for allegiance
- witchcraft** the practice of magic, especially black magic
- zealot** a person who is fanatical in their beliefs
- xocoatl** an Aztec chocolate drink



## Geography

**aftershock** one or more smaller tremors that follow the main shock of an earthquake

**agents** the forces causing erosion, such as gravity, wind or water

**asylum seeker** someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

**backwash** water from a breaking wave running back down the beach

**bathymetry** the shape of the sea floor

**biodiversity** the number and types of plants and animals that exist in a particular area

**birth rate** the number of people born per year in a population per 1000 people

**central business district (CBD)** the main business and commercial centre of a city

**citizenship** the status of officially being a member of a country and having legal rights such as voting in elections

**coastal deposition** the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

**coastal erosion** the wearing away of sediment and rocks from the shoreline

**coastal hinterland** the land extending inland from the coast

**coastal waters** the sea extending out from the coast

**commute time** the amount of time taken to travel to and from work

**conservation** the protection of the natural environment

**constructive waves** a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

**continental plates** the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

**conurbations** a city area containing a large number of people, formed by various towns growing and joining together

**correlation** an association or relationship between two phenomena

**counter-urbanisation** the movement of people from urban areas to surrounding rural areas

**culture** the customs, behaviours and beliefs that characterise a particular society

**death rate** the number of people who die per year in a population per 1000 people

**delta** a fan-shaped deposit of river sediments found at the mouth of a river

**deposition** the last stage of the erosion process, when the material being moved settles on a surface

**depositional coastal landscape** sandy coastlines with landforms created from sediment being deposited

**destructive waves** a wave where the backwash is stronger than the swash, removing sediment and other material from a beach

**detached housing** a house that stands alone and isn't joined to any other house

**disaster** a hazard event that causes significant damage to human or natural environments

**donor country** a country from which an international emigrant came

**dredging** clearing up materials from water

**dual occupancy** a type of development where two dwellings are built on a single block of land

**emigrant** a migrant who leaves a country to live in a different country

**epicentre** the point on the Earth's surface directly above the earthquake's focus

**erosion** the process where the material of the Earth's surface is worn away and moved to a new location

**erosional coastal landscape** rocky coastlines with landforms shaped by erosion

**exporting** sending goods to another country for sale

**fault** crack or fracture in rock

**fetch** the distance covered by wind that generates a wave

**financial incentives** money that is offered to people to encourage them to do something such as migrate

**focus** the point in the Earth's crust where an earthquake originates

**fold mountains** mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

**food insecurity** unreliable access to a sufficient amount of affordable and nutritious food

- forestry** the science and practice of planting and taking care of forests
- geographic characteristics** physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure
- geographic information system** a digital tool used to collect and analyse spatial data using layers on an interactive map
- geomorphological hazards/disasters** natural hazards or disasters that affect the characteristics of the Earth's surface
- geotagged photo** a photo that contains information about where it was taken, such as latitude, longitude and elevation
- glacier** a large mass of ice that moves slowly
- gorge** a valley, cleft or deep vertical indentation between cliffs
- gross domestic product (GDP)** a measure of a country's economic output based on the goods produced and the services provided
- gross domestic product (GDP) per capita** a measure of the strength of a country's economy per person
- groundwater** water located below the Earth's surface
- groynes** a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land
- hazard** a situation that has the potential to cause harm to people, their property or the natural environment
- hazard event** the realisation of a hazard, such as the eruption of a volcano
- host country** a country that is home to an international immigrant
- hukou** an official document registering that a Chinese citizen is a legal resident of a particular area
- immigrant** a migrant who comes to live in a different country
- industrialisation** the shift of a country's economy from one based primarily on agriculture to one based on manufacturing
- infrastructure** structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications
- integration** the adoption of other cultures into a society as equals
- interconnection** the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)
- landfill** the disposal of waste by burying it in the ground
- landform** a naturally formed feature on the Earth's surface, having a characteristic shape or form
- landscape** the visible features of an area including both the natural (mountains, forests, rivers etc) and human (roads, houses, bridges etc.) elements
- landscape degradation** the changing of a landscape in an undesirable way
- locality** a particular area
- longshore drift** the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind
- lunette** a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations
- megacity** a very large city with a population of over ten million people
- middens** a heap of shells, bones and other waste thrown away by humans in the past
- mid-ocean ridges** underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging
- migration** the change of residence by an individual or group within a country or between countries
- monolith** a landform formed by a single massive rock or stone
- natural aquifer** an underground layer of rock and other material containing groundwater
- natural hazards/disasters** hazards or disasters caused by nature or natural events
- natural population growth** the difference between the numbers of people who are born and who die in a population
- natural resources** any part of the natural environment
- net overseas migration** the difference between the numbers of immigrants and emigrants in a country
- oceanic plates** the ocean floor, 5–10 kilometres thick and mostly basalt



- oceanic trench** a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans
- permanent residency** having the right to live in a country for as long as you like without being a citizen
- persecution** to treat someone unfairly or cruelly over a long period of time because of their race, religion, or political beliefs
- place** an area that has a specific meaning or purpose
- plantation** a farm or estate, where selected crops are grown
- population density** the amount of people per square kilometre
- prevailing winds** the usual direction the wind blows in a particular location
- primary data** information collected in the field by the person undertaking research
- processes** the physical or human forces that cause change to a landscape
- refugee** a person who has escaped from their own country for political, religious, or economic reasons or because of a war
- relative location** description of where a place or object is in terms of distance and direction from another object
- relocation scholarships** payments for each year of study for students from regional and remote areas who undertake full-time study
- rent assistance** payments to contribute towards rent expenses for those living away from home
- resettlement** the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them
- Richter scale** the scale used to measure the magnitude of an earthquake
- ridge** a long, narrow and raised part of a surface, especially a high edge along a mountain
- rift valleys** long valleys created where two continental plates are diverging
- rural–urban fringe** the border between rural and urban environments on the outskirts of a city
- salinisation** the build-up of salts at or near the soil surface, either by natural processes such as evaporation or by land clearing
- sanitation** access to clean drinking water and adequate sewage disposal
- satellite cities** smaller cities or towns that are next to major cities
- satellite imagery** images taken by satellites orbiting the Earth
- secondary data** information collected from research such as studies, statistics and satellite imagery
- sediment** the fragmented material created by weathering and erosion, such as sand or dust
- seismic waves** vibrations of the Earth's crust that cause earthquakes
- slums** dense informal settlements in urban areas where residents do not have a legal claim to their land
- social security** payments from the government to people without an income, such as Australia's aged pension
- spatial association** the degree to which two or more phenomena have similar spatial distributions
- spatial scale** the size or magnitude of a geographic process, feature or event
- storm surge** a rush of water onshore caused by strong winds pushing on the ocean's surface
- subdivision** the division a block of land into smaller pieces for development
- subduction** where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle
- sustainability** the capacity of a landscape to be maintained for, and used by, future generations
- sustainable** the ability to be maintained at the same rate without impacting the future
- sustainable** the ability to be maintained at the same rate without impacting the future
- swash** water from a breaking wave washing up the beach
- technological hazards/disasters** hazards or disasters caused by the actions of humans
- time scale** the period of time over which a geographic process or change has taken place
- tombolo** a landform where a narrow piece of land connects an island to the mainland
- town** a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

**urban** relating to a large town or city

**urban concentration** the proportion of a country's population living in large cities

**urbanisation** the increase in the proportion of people living in urban areas compared to rural areas

**valley** an area of low land between hills or mountains

**village** a group of houses and other buildings that is smaller than a town, usually in the countryside

**weathering** the process where a material is broken down into smaller fragments, either physically or chemically

**working class** people working in labour or industrial work, often for lower wages

**World Heritage List** a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

**youth allowance** fortnightly payments available through Centrelink for full-time students aged between 16 and 24

## Economics and Business

**attribute** personality trait

**body language** the movements or positions by which you show other people your feelings without using words

**business plan** a detailed plan describing the goals of a business and how to achieve them

**communication** the process of sharing information, especially when this increases understanding between people or groups

**competitive advantage** the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

**corporate social responsibility** business practices that are ethical and socially responsible

**customer retention** the ability of a business to keep customers for a period of time

**customer satisfaction** a measure of how happy customers feel when they do business with a company

**decision-making** the process of gathering information and assessing solutions in order to make a choice.

**employment** being paid to work for a company or organisation

**enterprise** the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

**entrepreneur** a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit

**globalisation** the increase of trade around the world, especially by large companies producing and trading goods in many different countries

**goal** a purpose or aim that a person or business want to achieve

**innovation** the development of a new idea or product

**job satisfaction** the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

**leadership** the set of characteristics that make a good leader

**market share** the number of products or services that a company sells compared to the number of the same product or service sold by other companies

**marketing mix** the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

**mission statement** a short written description of the aims of a business, charity, government department, or public organisation.

**multinational corporations (MNCs)** companies that are located in several different countries, or businesses producing and selling goods in several different countries

**objective** an action that a business plans to do or achieve

**planning** the process of planning activities or events in an organised way so that they are successful or happen on time

**problem-solving skills** the ability to find solutions to problems

**professional dress** wearing appropriate clothes for a business setting to present a professional image

**reputation** the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

**skill** a particular ability developed through training and experience and that is useful in a job



**start-up company** a new business in its initial stages of operation that is developing a product or service that is new and innovative

**subsidiary** a company that is owned by a larger company

**sustainability report** a report on the financial, environmental and social performance of large businesses

**tariff** a tax on goods coming into or going out of a country

**vocation** a type of work that you feel you are suited to doing and to which you give much of your time and energy

**volunteering** the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

**work** an activity, such as a job, that a person uses physical or mental effort to do, usually for money

## Civics and Citizenship

**accused** the person who is on trial in a court of law

**bill** a formal statement of a planned new law that is discussed before being voted on in parliament

**civil law** the part of the legal system that relates to personal matters, such as marriage and property, rather than crime

**common law** a system of laws based on customs and court decisions rather than on written laws made by a parliament

**criminal law** the part of the legal system that relates to punishing people who break the law

**delegated legislation** laws made by statutory bodies such as councils

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

**disapprove** when courts on the same level of hierarchy decide a precedent is outdated; precedent remains until a higher court clarifies the legal issue

**distinguish** when a court decides that the legal reasoning of a precedent case does not apply to the current case in front of them because the facts are materially different

**diversity** the mixture of races and religions that make up a group of people

**identity** the qualities in a group that make them different from others

**legislation** a law or set of laws suggested by a government and made official by a parliament

**mateship** a friendship that is based on loyalty, regardless of gender, race or religion

**multi-faith** an approach that involves a variety of religions

**overrule** when a court finds that the application of a precedent is wrong

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

**precedent** a decision about a particular legal case that makes it likely that other similar cases will be decided in the same way

**prosecution** the process of officially accusing someone of committing a crime in a court of law, usually done by the state prosecutor

**ratio decidendi** the reason for a court's decision and the legal principle on which a court's decision rests

**reverse** when a higher court overturns the decision of a lower court on an appeal

**rule of law** a set of laws that people in a society must obey

**secular** not having any connection with religion

**statutory law** legislation created by parliament

**symbol** a sign, shape or object that is used to represent something

**value** the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour

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