

Pearson

Humanities

Victoria



Pearson Humanities Victoria 7–10

Engaging students of all levels

A new series designed to support Victorian students and teachers with comprehensive curriculum coverage of history, geography, economics and business, civics and citizenship. It's been created to engage and captivate students of all levels as they learn about humanities, to help them reach their full study potential.

Student Book

A visually engaging spread-based design, with each chapter featuring images, illustrations, infographics and source materials to engage and captivate all learners. The **student book** includes self-contained toolkit chapters for each discipline, covering key concepts and skills. All core chapters are supported by additional worksheets, solutions, teaching strategies, instructional rubrics, chapter tests and online interactives.

Lightbook Starter

We know you want to check the readiness of your students and keep track of their progress. With **Lightbook Starter**, you get an innovative digital learning and assessment resource that prepares students and assesses them against outcomes. It's all about helping you guide your students and helping them take control of their learning.

Student Reader+

Reader+ is our next generation eBook. Students can read, take notes, save bookmarks and more—anywhere, anytime. Integrated resources and interactive activities enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning.

Teacher Reader+

Teacher Reader+ aids lesson preparation by combining student book page references with a wealth of teacher support, to help you meet the demands of the Victorian Curriculum for humanities.



As the world's learning company, we're inspired by the way education changes lives. We're creating innovative products and services to help all learners stay on the path to a better education.

Contents

SECTION 1

HISTORY

1 History toolkit 1

- 1.1 Examining sources of evidence 2
- 1.2 Evaluating sources 4
- 1.3 Dealing with contradictory evidence 6
- 1.4 Constructing a historical argument 8
- 1.5 Presenting a historical argument 10

2 World War II 13

- 2.1 Causes of World War II 16
- 2.2 The course of the war in Europe 18
- 2.3 The course of the war in the Pacific 22
- 2.4 Australia at war 26
- 2.5 Where Australians fought 28
- 2.6 The fall of Singapore 30
- 2.7 The New Guinea campaign, 1942 34
- 2.8 The Holocaust 38
- 2.9 Atomic warfare 40
- 2.10 On the home front 42
- 2.11 Australian women in World War II 44
- 2.12 Aboriginal and Torres Strait Islander peoples in World War II 46
- 2.13 Post-war Australia 48
- 2.14 The legacy of World War II 51

3 Rights and freedoms 55

- 3.1 *Universal Declaration of Human Rights* 58
- 3.2 Early Aboriginal and Torres Strait Islander activism 60
- 3.3 The Stolen Generations 64
- 3.4 US Civil Rights movement 67
- 3.5 The Australian Freedom Rides 71
- 3.6 The path to the 1967 referendum 73
- 3.7 Achieving change for Aboriginal and Torres Strait Islander peoples 76
- 3.8 Eddie Mabo 78

- 3.9 The struggle for rights and freedoms 81
- 3.10 The continuing fight for civil rights and freedoms 84

4 Post-war political crises 87

- 4.1 Communism and the Cold War 90
- 4.2 The Korean War, 1950–53 93
- 4.3 ‘Reds under the bed’—McCarthyism 95
- 4.4 Australian responses to the threat of communism 97
- 4.5 The Petrov affair, 1954 99
- 4.6 Origins of the Vietnam War 101
- 4.7 ‘We’ll be there’—Australia’s involvement 104
- 4.8 Perspectives on the Vietnam War 107
- 4.9 Aftermath of the Vietnam War 112
- 4.10 ‘It’s time’—election of the Whitlam government 115
- 4.11 The highs and lows of the Whitlam government 117
- 4.12 The dismissal 120

H1 The environment movement, 1960s—present

DIGITAL ONLY 1

- H1.1 Emerging environmental awareness 4
- H1.2 Environmental effects in the twentieth century 8
- H1.3 Key environmental issues in Australian agriculture 12
- H1.4 Dams and environmental consequences 14
- H1.5 British nuclear testing in Australia 16
- H1.6 Growth and influence of the environment movement 18
- H1.7 Modern environmentalism and political awareness 22
- H1.8 Significant developments in Australia 26
- H1.9 Responses to environmental threats 30

■ H2 Migration experiences **DIGITAL ONLY** 1

H2.1	Australia's changing population since 1945	4
H2.2	White Australia policy and its legacy	8
H2.3	Immigration from the 1950s	12
H2.4	Italian immigrants to Australia in the 1950s	15
H2.5	From integration to multiculturalism	18
H2.6	The arrival of Vietnamese 'boat people'	20
H2.7	The contribution of migration to the Australian identity	24

■ H3 Popular culture **DIGITAL ONLY** 1

H3.1	Australian popular culture post-World War II	4
H3.2	Changes in music	8
H3.3	The impact of television	12
H3.4	Changes in film	16
H3.5	A sporting nation	20
H3.6	Changing Australian fashions	24
H3.7	Australia's contribution to popular culture	27

SECTION 2

■ GEOGRAPHY

■ 5 Geography toolkit **125**

5.1	Key concept: Worldviews	126
5.2	Working with topographic maps	130
5.3	Topographic map: Nambucca Heads	132
5.4	Flow diagrams	134
5.5	Population pyramids	138

■ 6 Environments **141**

6.1	Life's support system	142
6.2	Pollution	144
6.3	Land degradation	146
6.4	Exploited oceans	150
6.5	Habitat loss	152
6.6	Our warming planet	156
6.7	Environmental management	162
6.8	Indigenous environmental management	166

■ 7 Coastal environments **173**

7.1	The importance of coastal environments	174
7.2	Causes of environmental change	178
7.3	Managing coastal environments	182
7.4	Case study: The Great Sandy Region	186
7.5	Case study: The Bay of Fundy, Canada	192

■ G1 Forests **DIGITAL ONLY** 1

G1.1	The biophysical environment	2
G1.2	Causes of environmental change	8
G1.3	Managing environments	12
G1.4	Case study: Canada's forests under threat	16
G1.5	Case study: Australia's east coast forests	18
G1.6	Evaluating management responses	22

Contents *continued*

■ G2 Marine environments	DIGITAL ONLY	1	■ 9 Human wellbeing: Australia	235	
G2.1	What is a marine environment?	2	9.1	Poverty in Australia	236
G2.2	The importance of marine environments	6	9.2	Spatial patterns of Indigenous advantage and disadvantage	240
G2.3	Human impacts on marine environments	8	9.3	Origins of disadvantage	242
G2.4	Managing marine environments	12	9.4	Wellbeing and remoteness	246
G2.5	Case study: Bass Strait	16	9.5	Initiatives to close the gap	250
G2.6	Case study: Gulf of Mexico	20	9.6	Role of NGOs	252
■ G3 Inland water	DIGITAL ONLY	1	■ G4 Human wellbeing: India	1	
G3.1	The inland water environment	2	DIGITAL ONLY		
G3.2	Causes of environmental change	6	G4.1	India: An emerging economic giant	2
G3.3	Water flow and environmental health	10	G4.2	Patterns of human wellbeing	4
G3.4	Managing inland waters	12	G4.3	Contrasts in human wellbeing	10
G3.5	Applying human-environment systems thinking	16	G4.4	Enhancing human wellbeing	14
G3.6	Case study: The Great Artesian Basin	20	G4.5	Access to water in India	18
G3.7	Case study: The Pangani River Basin	24	G4.6	Access to sanitation, Mumbai	20
G3.8	In the field: Rivers and water quality	28	G4.7	Child exploitation in India	22
■ 8 Spatial variations in human wellbeing		199	G4.8	India's squatter settlements and slums	26
8.1	Development and human wellbeing	200			
8.2	Measuring and mapping human wellbeing	202			
8.3	Progress in human wellbeing	206			
8.4	Causes of spatial inequality	208			
8.5	Human wellbeing: The issues	214			
8.6	Access to water	218			
8.7	Access to sanitation	222			
8.8	Child exploitation	224			
8.9	Access to shelter	228			
8.10	NGOs: Making a difference	232			

SECTION 3

■ CIVICS AND CITIZENSHIP

■ 10 Civics and citizenship toolkit	255
10.1 Posing questions and conducting research	256
10.2 Analysing, synthesising and interpreting sources	258
10.3 Solving problems and making decisions	260
10.4 Communicating and reflecting	262
■ 11 Australia's democracy	265
11.1 Australia's liberal democracy	266
11.2 How Australian governments are formed	269
11.3 Roles in law and policy-making	273
11.4 Key features of China's government system	276
11.5 Key features of India's government system	281
11.6 Informing and shaping voters' political choices	287
11.7 Modern technologies and influencing voters	292
■ 12 Australia's global role and responsibilities	295
12.1 Australia's global roles and responsibilities	296
12.2 Australia's involvement with the UN	299
12.3 International agreements	302
12.4 Case study: Australia's treatment of asylum seekers	307
12.5 Australia's international obligations to its Indigenous peoples	310
■ 13 Global citizens	315
13.1 What's globalisation got to do with it?	316
13.2 Adopting a global identity	318
13.3 Civil society and the roles of NGOs in our democracy	322
13.4 Young people, social media and active citizenship	326

SECTION 4

■ ECONOMICS AND BUSINESS

■ 14 Economics and business toolkit	331
14.1 Questioning and research	332
14.2 Interpretation and analysis	334
14.3 Economic reasoning and decision-making	336
14.4 Communication and reflection	338
■ 15 Australia's economy	341
15.1 Indicators of economic performance	342
15.2 Gross domestic product	344
15.3 Inflation rate	346
15.4 Unemployment rate	348
15.5 Economies and living standards	350
15.6 Income and wealth	353
15.7 Managing the economy	356
15.8 Australia's trade relationships with other countries	360
15.9 Global connections	362
15.10 Australia and tourism	365
■ 16 Innovation and productivity	369
16.1 Competition and innovation	370
16.2 Business strategies for competitive advantage	374
16.3 Increasing productivity	378
16.4 Responding to improved economic conditions	381
■ 17 The changing workplace	385
17.1 Roles and responsibilities	386
17.2 Legal responsibilities of employers	389
17.3 Government protection for employees	392
17.4 Initiative and intrapreneurs	394
17.5 Productivity gains and trade-offs	396
Glossary	400
Attributions	408
Index	411

How to use this book

Student resources

Pearson Humanities Victoria 10 uses subtle learning strategies to introduce, reinforce, differentiate, deepen and accelerate learning for Year 10 students. The student resources provide a comprehensive coverage of the **Victorian Curriculum for humanities** and are fully supported by an innovative digital offering. Elective chapters are available in print, digital or through customisation, and all the content chapters are fully supported by Lightbook Starter and Student Reader+ resources. Students are set for success with this complete solution for humanities learning!

Be set

The **chapter opening page** sets the context for the chapter by engaging students through ideas that get them thinking about the content and concepts to come. The key vocabulary for each chapter is presented in the **chapter glossary**, which helps students to prepare for discipline-specific terminology. The stunning chapter-opening imagery and overview questions help to frame students' thinking about the chapter before they begin.



Civics and citizenship toolkit 10

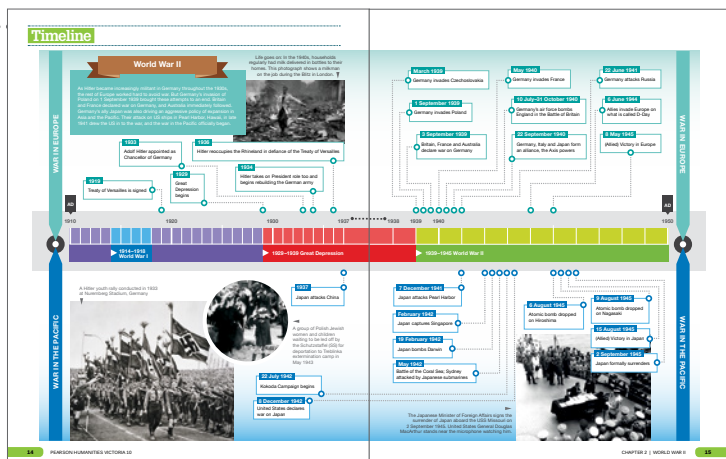
In studying civics and citizenship, you will come to understand your role and responsibility in Australia's democracy. You will also investigate the role that the political and legal system play in protecting our rights and shaping our society. Once you turn 18, you'll have the chance to vote. This means having your say in electing representatives and members of **parliament**. Citizens of Australia can vote in local, state and federal elections. It's therefore important that you understand Australia's democratic processes and how the system works at each of these three levels. You will also need to analyse the way voters are influenced by political parties and their campaigns, and evaluate the strengths and weaknesses of our democracy. This chapter will help develop the skills you need to compare and contrast our political system with those used by our neighbours. It will also help you identify the tools you need to critically analyse local, national and international real-world issues, and evaluate Australia's domestic and international obligations.

35A How are citizens and their political choices shaped and influenced?
35B What skills are important for well-informed citizens of Australia and of the world?

GLOSSARY
citizen a person who legally belongs to a country and has the rights and protections of that country
citizenship the position or status of being a citizen of a country
democracy the study of the rights, responsibilities and duties of citizens and how the government works
democracy a form of government in which people choose leaders by voting, and in which everyone is treated equally and has equal rights
dispute to publicly disagree with an official opinion, decision or set of facts
mediation negotiation or dispute in order to bring about an agreement or reconciliation
representational government a system that encourages a fair, meaningful answer 'can't be answered by a simple yes or simple facts
parliament the elected group of people who control and make decisions and laws for a country or state
perspective a particular attitude or way of thinking about a thing
reliability the truthfulness and accuracy of a source
service someone or something that provides information and advice
stakeholder a person or group that is involved in an issue

Be engaged

The spectacular **photos, illustrations, maps, timelines** and **infographics** are relevant and purposefully selected to build students' understanding of the text. A dedicated series literacy consultant, Dr Trish Weekes, has helped to craft the content so that it is accessible and contains enhanced scaffolding and explanation for students. The content's design is also geared towards **improving readability and navigation** of the text, and the maps comprise inset **locator maps** to aid students' understanding of physical geography.



Be skilled

Each **skills builder** outlines a subject-specific method or technique for students to master; they are instructive and self-contained, and step students through key skills to prepare and build student fluency and application. **Toolkit chapters** for each discipline cover key concepts and skills from the Victorian Curriculum and are tailored for Level 10. There are also additional graphic organisers and useful templates available for students via the Student Reader+.

1.4 Constructing a historical argument

What is a historical argument?

A historical argument is an opinion about the past that draws on evidence from a range of credible sources. An argument will be stronger for students if a range of views is offered than a description, which simply recounts information. For example:


Argument	Explanation
The Chinese Revolution of 1911 was successful because the Communist Party's ability to persuade the population to fight for them was the main reason.	The Chinese Revolution of 1911 was successful because the Communist Party's ability to persuade the population to fight for them was the main reason.

You should be able to state your own **opinion**. This should also present a **reasoned argument**. This is one that explains your opinion and compares it to another.

Historical evidence

Historical evidence	Historical evidence
Most historical evidence is written in a form that is accessible to most people. It is often written in a form that is accessible to most people.	Most historical evidence is written in a form that is accessible to most people. It is often written in a form that is accessible to most people.

A strong historical argument will include consideration of a range of credible sources.



Analysing the question

Read the question carefully. It will ask about the **cause** of the war.

- Read the question carefully. It will ask about the **cause** of the war.
- Read the question carefully. It will ask about the **cause** of the war.

Why did the majority of Australians enthusiastically support the decision to go to war in 1914?

Before answering the question, you should first analyse the question carefully. For example:

- Why would the majority of Australians support the decision to go to war in 1914?
- Why would the majority of Australians support the decision to go to war in 1914?

Why did the majority of Australians enthusiastically support the decision to go to war in 1914?

Read the question carefully. It will ask about the **cause** of the war.

Be extended

The **case study** units relate to a specific event or location, and are written to extend students' knowledge and understanding. The **spotlight** boxes focus their attention on a place, an issue or a concept relating to the unit; they are designed to develop students' knowledge and understanding of the ideas and processes that are central to the Level 10 study of the humanities. The **in the field** units in the geography section provide a step-by-step guide to undertaking and evaluating fieldwork; they have been written as a guide and are not tied to a specific location, so they can be used with fieldwork studies the class is undertaking.

7.5 The Bay of Fundy, Canada

Location


The Bay of Fundy is a large bay off the Atlantic Coast of Canada's east coast. The bay covers an area of more than 1000 square kilometres. It is bounded by 100 kilometres and an entrance is 12 kilometres wide. It is renowned for its extreme tidal range, which is the difference in height between low and high tides. Every 12 hours and 25 minutes the tide rises and falls 2 metres. At low tide, the water is 1.5 metres above the low tide mark. At high tide, the water is 1.5 metres above the high tide mark. The high tide of the bay of Fundy is the result of the unique shape of the bay. High tides are 1.5 metres above the low tide mark. The high tide of the bay of Fundy is the result of the unique shape of the bay. High tides are 1.5 metres above the low tide mark.

Human impacts

Draining the marshes

The marshes along the eastern coast of the Bay of Fundy have been drained for agriculture since the early 1800s. The Acadian people, French settlers who first cleared these lands for their homes, employed their dyke-building skills to drain the marshes, isolating thousands of hectares of productive land. A dyke is a long wall or embankment to stop flooding.

The Acadians built the dykes along the eastern coast of the Bay of Fundy. These constructions required an enormous amount of work due to the great tidal range experienced in the bay. Sometimes these constructions were constructed by digging the sea into one of the bays on the ground, laying other dykes, one on top of the other. Because these dykes were built off the ground, they were not as strong as dykes built on the ground. Small settlements along the coast were built by simply laying marsh reeds over the marshes.




Impacts of tourism

As the bay is the most scenic part of the Bay of Fundy, it has become a popular tourist destination. With the growth in tourism and water-based tourism in the last 20 years, tourism in the region has increased, and now more than 1.2 million people visit the region annually.

Tourism has led to increased pressure on the natural resources of the bay. Increased pressure on the natural resources of the bay has led to increased pressure on the natural resources of the bay. Increased pressure on the natural resources of the bay has led to increased pressure on the natural resources of the bay.

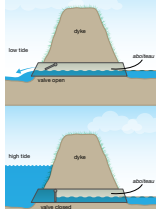
CASE STUDY



The Riparian Strategy in the Bay of Fundy at high and low tides

The Acadians also devised a system of drainage dykes with an ingenious new way to get rid of the water. The dykes had a small hole in the middle of the dyke that allowed fresh water to run off the marshes or low tide that prevented salt water from flowing into the marshes at the low tide now. After being used for several years, the dykes were built from the marshes over a period of 2 years. The Acadians were left with fresh water and they could absorb crops.

Building and maintaining the complex system of dykes and levees required a high level of engineering. Everywhere the dykes were built, the Acadians used a system of dykes and levees that were built from the marshes over a period of 2 years. The Acadians were left with fresh water and they could absorb crops.



The riparian strategy water gate, called an obolous, used to drain the marshes

Be progressed

The student book **activities** reinforce key understandings and extend students beyond the text by involving them in a variety of learning experiences; they are crafted using Bloom's taxonomy to cater for the full range of learning abilities to move learners towards what they are expected to know and to help them consolidate that knowledge. Many of the activities are based on the stimulus material presented in the chapters, to facilitate the development of the skills.

There are handy icons in the student book to indicate the best time for students to engage with the corresponding Lightbook Starter assessment module. These formative assessment modules link back to overview questions at the start of the chapter.

17.3 Government protection for employees

The impact of the workplace on employees can be significant. Most employees spend a significant amount of their time in the workplace. Workplace safety and health is a concern for all employees. Workplace safety and health is a concern for all employees. Workplace safety and health is a concern for all employees.

Occupational Health and Safety (OHS)

A workplace safety and health officer can be designated for the affected workplace and can make an employer fail to follow the rules and regulations. Workplace safety and health is a concern for all employees. Workplace safety and health is a concern for all employees.

Did you know?

The current regulations for workplace safety and health are based on the stimulus material presented in the chapters, to facilitate the development of the skills.

Anti-discrimination laws

Anti-discrimination laws are laws that prohibit discrimination on the basis of race, sex, age, disability, and other characteristics. Anti-discrimination laws are laws that prohibit discrimination on the basis of race, sex, age, disability, and other characteristics.

Anti-discrimination laws passed since 1975, providing improved protection over time

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- Workplace Gender Equality Act 2012
- Victims of Crime Act 2013
- Racial and Religious Tolerance Act 2002 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)

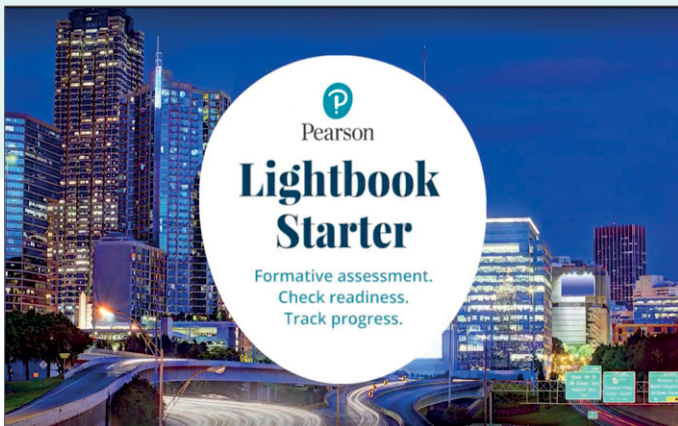
Direct and indirect discrimination

Anti-discrimination laws aim to prevent both direct and indirect discrimination. Direct discrimination occurs when a person is treated less favourably because of a personal characteristic. Indirect discrimination occurs when a person is treated less favourably because of a personal characteristic that is not a personal characteristic.

Lightbook Starter

The **Lightbook Starter** is a cutting-edge **formative** and **summative** assessment platform, containing **complementary sets of questions** for reviewing the student book's units and chapters. These digital questions serve as an alternative or additional assessment opportunity for students who enjoy the benefits of **instant feedback**, **hints** and **auto-correction**.

Students and teachers can enjoy the visibility of learning through a progress tracker that shows each student's achievement against selected curriculum learning outcomes.



Be ready

The **before you begin** section includes useful preparatory material and questions to **activate** the **prior knowledge** of students and to establish their knowledge baselines. In addition, the expected **learning outcomes** present the key knowledge of the chapter in a student-friendly manner.

Be assessed

A variety of **interactive question types** with **hints** and **solutions** help students to check their understanding of what they are learning; these tools provide scaffolding and guidance to students so that they can confidently attempt review questions in class or at home. The module reviews are useful as a revision device to help students identify their areas of weakness or as a **formative assessment** to inform teachers in their lesson planning. The Lightbook Starter can also be used by students to check their understanding throughout the chapter; students benefit from the Lightbook Starter's **auto-corrected** responses that re-teach key concepts and provide them with instant feedback.

Be in control

The Lightbook Starter enables teachers and students to use a digital assessment tool as an alternative or addition to the questions in the student book. The Lightbook Starter's structure mirrors the overview questions on each chapter opening of the student book so that it provides a **fully integrated approach to digital assessment** and feedback.

Be reflective

An integrated set of **reflection** questions support students in considering their progress and future areas for focus. Students are frequently prompted to reflect on what they've learnt, and how they've worked.

Be tracked

Students can enjoy seeing progress through the learning outcomes that are updated instantly in the **progress tracker**; the progress tracker **teacher dashboard** shows where the learners are in their learning and is mapped to Victorian Curriculum content descriptors.

Teacher Reader+

The **Teacher Reader+** makes lesson preparation easy by combining additional teaching strategies and ideas for class activities along with differentiation and EAL/D support. Suggested solutions are also included, as well as all the answers to the student book activities.

Be prepared

The **chapter resource summary** for each chapter provides an easy reference point and overview for teachers; there are also categorised activity references for each student book unit to help make tailored lesson planning easier. Full **answers**, including suggested alternative solutions, to all the activities are also supplied. Further, each unit's **learning objectives** are clearly stated.

Be differentiated

The **differentiated rich task worksheets** help learners to increase their fluency in using specific skills and to demonstrate their understanding of key concepts. The rich tasks are differentiated along three complexity levels to support different entry points for students. There is an accompanying rubric for each task that teachers can give students upfront to explicitly define their goals.

Be supported

The **teacher guide** offers a range of ideas to introduce students to each new topic, as well as to spark and activate their prior knowledge in the subject area. There are skills continuum rubrics also available for each separate discipline. Further, students can be encouraged to track their progression on the continuum throughout their learning.

Be report-ready

Students' understanding can be tested by using the ready-made **Lightbook Starter chapter assessment**. This **summative assessment** can be assigned by teachers; alternatively, teachers can use the **printable and editable chapter test** format available via the Teacher Reader+.

Student Reader+

Reader+ is our next generation eBook. Students can read, take notes, save bookmarks and more—anywhere, anytime.

Be equipped

Integrated resources and interactive activities enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning.

