

Contents

HOW TO USE THIS BOOK	vi
ACKNOWLEDGEMENTS	viii

CIVICS AND CITIZENSHIP

CHAPTER 1 Systems of government	2
1.1 Australia's system of government	4
1.2 China	8
1.3 Japan	14
1.4 India	20
1.5 Indonesia	26
1.6 Comparing key features	32
1.7 Inquiry tasks	34
CHAPTER 2 Australia and overseas	36
2.1 Australia's roles and responsibilities at a global level	38
2.2 The role of the High Court	44
2.3 International agreements	46
2.4 Inquiry tasks	50
CHAPTER 3 Australia's democracy	52
3.1 Threats to democracy	54
3.2 Protecting democracy: Safeguards	58
3.3 Inquiry tasks	62

ECONOMICS AND BUSINESS

CHAPTER 4 Economic performance	64
4.1 Measuring economic performance	66
4.2 Economic performance and living standards	70
4.3 Income and wealth	74
4.4 Managing the economy	78
4.5 Inquiry tasks	82
CHAPTER 5 Making financial decisions	84
5.1 Factors influencing consumer decisions	86
5.2 Making financial decisions	90
5.3 Increasing productivity	94
5.4 Responding to improved economic conditions	98
5.5 Inquiry tasks	102

GEOGRAPHY

CHAPTER 6 Environmental change and human wellbeing	104
6.1 Environmental changes and sustainability	106
6.2 Pollution	108
6.3 Land degradation	110
6.4 Exploited oceans	114
6.5 World population growth	116
6.6 Our warming planet	120
6.7 Environmental worldviews	124
6.8 Inquiry tasks	128
CHAPTER 7 Coastal environments	130
7.1 The importance of coastal environments	132
7.2 Causes of environmental change	136
7.3 Managing coastal environments	140
7.4 CASE STUDY: The Great Sandy Region	144
7.5 CASE STUDY: Bay of Fundy, Canada	150
7.6 Inquiry tasks	156
CHAPTER 8 Human wellbeing	158
8.1 Development and human wellbeing	160
8.2 Measuring and mapping human wellbeing	162
8.3 Changes in spatial wellbeing	166
8.4 Causes of spatial inequality: External factors	168
8.5 Causes of spatial inequality: Internal factors	172
8.6 Human wellbeing: The issues	176
8.7 NGOs: Making a difference	180
8.8 Access to water and sanitation	182
8.9 Access to shelter	186
8.10 Child exploitation	190
8.11 Inquiry tasks	194

HISTORY

CHAPTER 9 The modern world and Australia: Overview	196
9.1 The interwar years	198
9.2 Inquiry tasks	202
CHAPTER 10 World War II	204
10.1 Causes of World War II	206
10.2 The course of the war in Europe	208
10.3 The course of the war in Asia	214
10.4 Where Australians fought	220
10.5 The fall of Singapore and POWs	222
10.6 The Battle of Britain	226
10.7 Kokoda	228
10.8 Australian women	232
10.9 Conscription, manpower controls and rationing	234
10.10 Propaganda and censorship	236
10.11 The Holocaust	238
10.12 Atomic warfare	240
10.13 Inquiry tasks	242
CHAPTER 11 Rights and freedoms	244
11.1 Universal Declaration of Human Rights	246
11.2 Early Aboriginal and Torres Strait Islander activism	248
11.3 The Stolen Generations	252
11.4 US Civil Rights movement	256
11.5 The Australian Freedom Rides	260
11.6 The path to the 1967 referendum	262
11.7 The Mabo decision	266
11.8 The <i>Bringing Them Home</i> report and the Apology	270
11.9 Achieving change	272
11.10 Inquiry tasks	274
INDEX	276

ADDITIONAL EBOOK CHAPTERS

CHAPTER 12 Marine environments	
12.1 Importance of marine environments	
12.2 Human impacts on marine environments	
12.3 Managing marine environments	
12.4 CASE STUDY: Bass Strait	
12.5 CASE STUDY: Gulf of Mexico	
12.6 Inquiry tasks	
CHAPTER 13 Urban environments	
13.1 Environmental change in urban areas	
13.2 Biodiversity loss in urban environments	
13.3 Managing urban biodiversity	
13.4 CASE STUDY: São Paulo, Brazil	
13.5 Inquiry tasks	
CHAPTER 14 Land environments: Forests	
14.1 Forests: The biophysical environment	
14.2 Causes of environmental change	
14.3 Managing forest environments	
14.4 Evaluating management responses	
14.5 CASE STUDY: Australia's east coast forests	
14.6 CASE STUDY: Yucatán Peninsula, Mexico	
14.7 Inquiry tasks	
CHAPTER 15 Inland water environments	
15.1 The inland water environment	
15.2 Causes of environmental change	
15.3 Managing inland waters	
15.4 CASE STUDY: The Great Artesian Basin	
15.5 CASE STUDY: The Pangani River Basin	
15.6 Inquiry tasks	

Activities

Each unit closes with questions based on the core text and sources. The questions are categorised under Bloom's Revised Taxonomy, moving from lower order to higher order questions. The activities help build content knowledge and skills capabilities.



120 Diversity starting with their teacher in a classroom, Northern Territory, c. 1920



121 Young children eating at Kumburung, Northern Territory, 1988

.....

.....

.....

.....

122

ACTIVITIES

- 1. What were the reasons for the children's migration?
- 2. How were the children's lives different from their lives in their home countries?
- 3. How were the children's lives different from their lives in their new countries?
- 4. How were the children's lives different from their lives in their new countries?

.....

123

Online resources

Additional eBook chapters

The eBook contains additional chapters for greater choice in covering content for the Western Australia School Curriculum and Standards Authority Humanities and Social Sciences syllabus. These additional chapters include all the same features as the core chapters.



Inquiry tasks and glossary

Each chapter closes with a set of inquiry tasks based on the chapter content to consolidate learning. The scaffolded tasks provide students with the opportunity to develop critical thinking and apply the 'Humanities and Social Sciences skills' as outlined in the Western Australia Humanities syllabus. The varied tasks are designed to appeal to different learning preferences, some of which may incorporate further research, as well as pair and group work. The glossary defines terms used within the chapter to assist with text comprehension.

UNIT 4.5

Inquiry tasks

Identify ranges
Identify the ranges of the Australian economy for the following economic indicators:

- inflation
- unemployment
- interest rates

Begin by looking at the data and then use the knowledge you have to identify the ranges of the indicators. You may need to use the glossary to identify the indicators. Some indicators are more complex than others. You may need to use the glossary to identify the indicators. Some indicators are more complex than others. You may need to use the glossary to identify the indicators.

Changing targets
Explain the reasons for the changes in the targets for the following economic indicators:

- inflation
- unemployment
- interest rates

Begin by looking at the data and then use the knowledge you have to identify the reasons for the changes. You may need to use the glossary to identify the indicators. Some indicators are more complex than others. You may need to use the glossary to identify the indicators.

Taxing times
Agree the terms of a progressive taxation system. In a progressive taxation system, the tax rate increases as the taxable income increases. This means that those with higher incomes pay a higher percentage of their income in taxes. This is a fairer system because it allows those with lower incomes to pay a lower percentage of their income in taxes.

Taking financial control
Compare the responsibilities of the Australian Government and the Australian people. The Australian Government is responsible for providing public services and infrastructure. The Australian people are responsible for paying taxes and contributing to the economy. Both have a role to play in ensuring the well-being of the nation.

Glossary
Define the following terms: inflation, unemployment, interest rates, progressive taxation, public services, infrastructure, economic indicators, GDP, CPI, PPI, WPI, RPI, XPI, YPI, ZPI, A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.