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 What is history? 2
1.2 Introducing historical sources 3
1.3 Historical thinking 6
1.4 Chronology 8
1.5 Historical sources as evidence 9
1.6 Continuity and change 11
1.7 Cause and effect 12
1.8 Historical significance 14
1.9 The contribution of archaeology 15

2 Ancient Australians 17

Timeline: Ancient Australia 18
2.1 Evidence for ancient Australia 20
2.2 Populating the continent of Australia 24
2.3 Social structures of Aboriginal people 26
2.4 Living off the land 28
2.5 Aboriginal settlement and farming: New historical theories 30
2.6 Trade 32
2.7 Tools and weapons 34
2.8 Fire 36
2.9 Religion and spirituality 38
2.10 Sacred sites and ceremony 42
2.11 Songlines 44
2.12 Conserving ancient Australia 46

3 Ancient Egypt 49

Timeline: Ancient Egypt 50
3.1 The geography of ancient Egypt 52
3.2 Government, law and religion 54
3.3 Key groups in ancient Egyptian society 58
3.4 Everyday life 60
3.5 Warfare 64
3.6 Death and funerary customs 66
3.7 Contact and conflict 70
3.8 Effects of contact and conflict 72
3.9 Significant individuals 74
3.10 The tomb of Tutankhamen 76
3.11 The legacy of ancient Egypt 78

4 Ancient Greece 81

Timeline: Ancient Greece 82
4.1 Geography of Greece 84
4.2 Key groups in ancient Greek society 86
4.3 Government and law 88
4.4 Everyday life 90
4.5 Religion 94
4.6 Death and funerary customs 98
4.7 Warfare 100
4.8 Contact and conflict 102
4.9 A significant individual 108
4.10 Legacy of ancient Greece 110

5 Ancient Rome **113**

Timeline: Ancient Rome 114
5.1 Geography of ancient Rome 116
5.2 From monarchy to republic 118
5.3 Republic and empire 120
5.4 Everyday life 124
5.5 Death and funerary customs 128
5.6 The Roman army 130
5.7 Contact and conflict 132
5.8 The end of the republic and the growth of the empire 134
5.9 Consequences of contact 136
5.10 Significant individuals 138
5.11 Legacy of ancient Rome 142

6 Ancient China **145**

Timeline: Ancient China 146
6.1 Geography of ancient China 148
6.2 Key groups in ancient Chinese society 150
6.3 Law and religion 154
6.4 Everyday life 156
6.5 Warfare 160
6.6 Death and funerary customs 162
6.7 Contact and conflict 164
6.8 Consequences of contact 166
6.9 Significant individuals 168
6.10 Legacy of ancient China 170

H1 Ancient India DIGITAL ONLY **1**

Timeline: Ancient India 2
H1.1 Geography of ancient India 4
H1.2 Social organisation 6
H1.3 Religion 8
H1.4 Law 12
H1.5 Everyday life in southern India 14
H1.6 Death and funerary customs 18
H1.7 Warfare 20
H1.8 Contact and conflict 22
H1.9 Significant individuals 24
H1.10 Legacy of ancient India 28

Contents *continued*

SECTION 2

GEOGRAPHY

7 Geography toolkit 173

7.1 What is geography? 174
7.2 Key concept: Environments 176
7.3 Types of maps 178
7.4 Elements of maps 180
7.5 Grid and area references 182
7.6 Topography and relief maps 184
7.7 Topographic maps 186

8 Water: A renewable natural resource 189

8.1 The importance of water 190
8.2 Weather and climate 192
8.3 The water cycle 196
8.4 Precipitation 198
8.5 In the field: Measuring weather 202
8.6 Water in Australia 206
8.7 Water supply in Australia 208
8.8 Distribution of water 210
8.9 Water scarcity 212
8.10 Catchments 214
8.11 Case study: Importance of water: Aboriginal and Torres Strait Islander communities 216
8.12 Case study: Importance of water: Sayan village, Bali 218

9 Water use and management 221

9.1 Water use 222
9.2 Water footprint 224
9.3 Virtual water 226
9.4 Increasing water supply 228
9.5 Water management in Australia 232
9.6 Reducing household water use 234
9.7 Case study: The Murray–Darling Basin 236

10 Atmospheric and hydrological hazards 241

10.1 Hazards and disasters 242
10.2 Severe storms 246
10.3 Tropical cyclones 250
10.4 Tornadoes 254
10.5 Flooding 258
10.6 Heatwaves 262
10.7 Drought 264
10.8 Drought in Australia 266
10.9 Responding to hazards 268

11 Liveability 271

11.1 Deciding where to live 272
11.2 Liveability of places 274
11.3 Sense of place 276
11.4 Attachment to Country 280
11.5 Environmental quality and liveability 284
11.6 Access to services and facilities 286
11.7 Urban, rural and remote 288
11.8 Social connectedness 290
11.9 Measuring liveability 292

12 Enhancing liveability 295

12.1 Methods of enhancing liveability 296
12.2 Taking action 298
12.3 Better cities 300
12.4 Urban housing densities 302
12.5 Urban consolidation 304
12.6 Transport and cities 306
12.7 Better shopping centres 308
12.8 Better recreational spaces and schools 310
12.9 In the field: Investigating neighbourhoods 314

SECTION 3
CIVICS AND CITIZENSHIP

13 Civics and citizenship toolkit 319

13.1 What skills do you need to be an active citizen? 320
13.2 Posing questions and conducting research 322
13.3 Researching civics and citizenship issues 324
13.4 Analysing and interpreting sources 325
13.5 Solving problems and making decisions 326
13.6 Communicating and reflecting 328

14 Citizenship, diversity and identity 331

14.1 What is identity? 332
14.2 Multiculturalism: The changing face of Australia 336
14.3 Australia: A nation of many faiths 338
14.4 Australia's diversity 340
14.5 Australian values 344

SECTION 4
ECONOMICS AND BUSINESS

15 Economics and business toolkit 349

15.1 What is economics and business? 350
15.2 Questioning and research 352
15.3 Analysis and interpretation 354
15.4 Economic reasoning, decision making and application 357
15.5 Communication and reflection 359

16 Producing and consuming 361

16.1 Identifying producers and consumers 362
16.2 Responding to consumer demand 364
16.3 Price and demand 366
16.4 Responsibility in markets 370

17 Becoming enterprising 373

17.1 Entrepreneurs 374
17.2 Enterprising behaviours 376
17.3 Business in Australia 380
17.4 Business opportunities 382
17.5 Case study: Australian businesses 386

Glossary 390
Attributions 396
Index 398

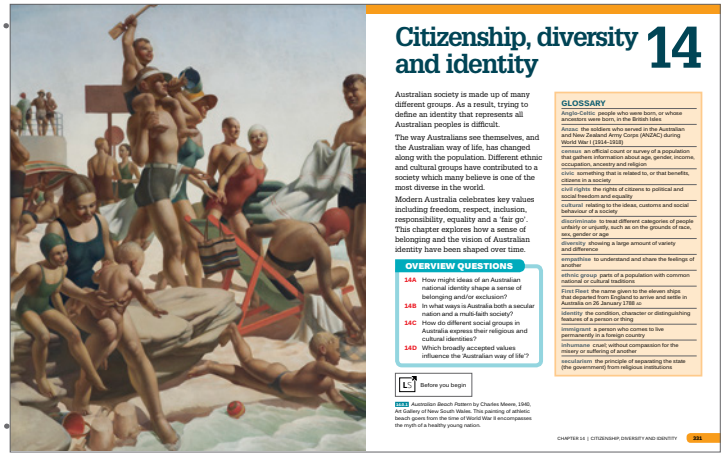
How to use this book

Student resources

Pearson Humanities Victoria 7 uses subtle learning strategies to introduce, reinforce, differentiate, deepen and accelerate learning for students. The student resources provide a comprehensive coverage of the **Victorian Curriculum for the 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 learning about the humanities!

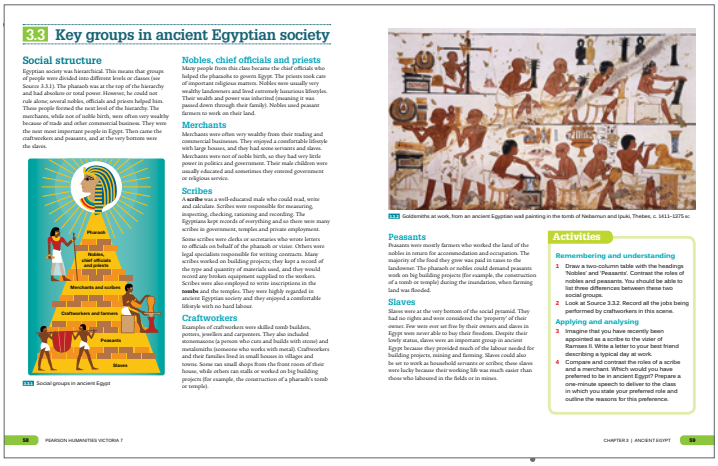
Be set

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.



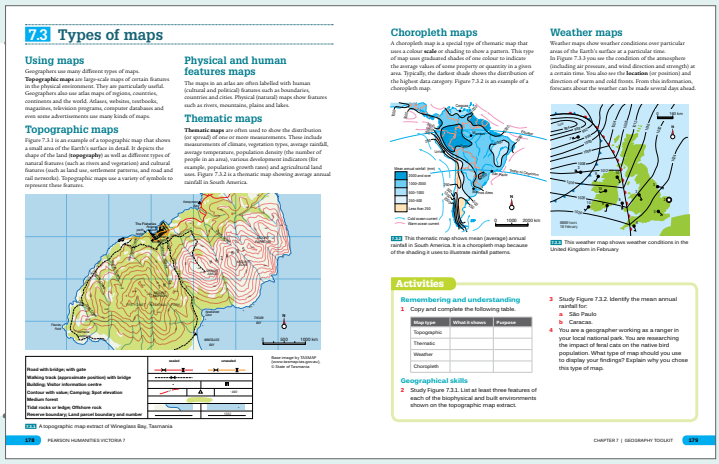
Be engaged

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 7. There are also additional graphic organisers and useful templates available for students via the Student Reader+.



7.3 Types of maps

Using maps

Geographers use many different types of maps.

Topographic maps are large-scale maps of certain features in the physical environment. They are particularly useful. Geographers also use atlas maps of regions, countries, continents and the world. Atlases, websites, textbooks, magazines, television programs, computer databases and even some advertisements use many kinds of maps.

Topographic maps

Figure 7.3.1 is an example of a topographic map that shows a small area of the Earth's surface in detail. It depicts the shape of the land (**topography**) as well as different types of natural features (such as rivers and vegetation) and cultural features (such as land use, settlement patterns, and road and rail networks). Topographic maps use a variety of symbols to represent these features.

Physical and human features maps

The maps in an atlas are often labelled with human (cultural and political) features such as boundaries, countries and cities. Physical (natural) maps show features such as rivers, mountains, plains and lakes.

Thematic maps

Thematic maps are often used to show the distribution (or spread) of one or more measurements. These include measurements of climate, vegetation types, average rainfall, average temperature, population density (the number of people in an area), various development indicators (for example, population growth rates) and agricultural land uses. Figure 7.3.2 is a thematic map showing average annual rainfall in South America.

Choropleth maps

A choropleth map is a special type of thematic map that uses a colour **scale** or shading to show a pattern. This type of map uses graduated shades of one colour to indicate the average values of some property or quantity in a given area. Typically, the darkest shade shows the distribution of the highest data category. Figure 7.3.2 is an example of a choropleth map.

Weather maps

Weather maps show weather conditions over particular areas of the Earth's surface at a particular time.
In Figure 7.3.3 you see the condition of the atmosphere (including air pressure, and wind direction and strength) at a certain time. You also see the **location** (or position) and direction of warm and cold fronts. From this information, forecasts about the weather can be made several days ahead.

Activities

Remembering and understanding

1 Copy and complete the following table.

Map type	What it shows	Purpose
Topographic		
Thematic		
Weather		
Choropleth		

Geographical skills

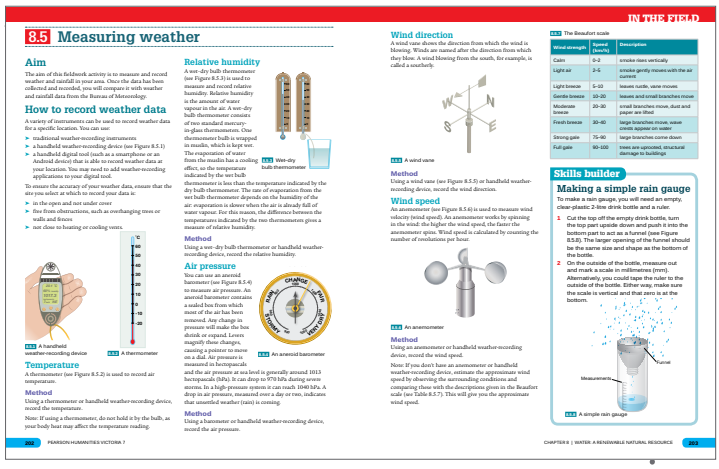
2 Study Figure 7.3.1. List at least three features of each of the biophysical and built environments shown on the topographic map extract.

3 Study Figure 7.3.2. Identify the mean annual rainfall for:
a São Paulo
b Caracas.

4 You are a geographer working as a ranger in your local national park. You are researching the impact of feral cats on the native bird population. What type of map should you use to display your findings? Explain why you chose this type of map.

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 7 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.



IN THE FIELD

8.5 Measuring weather

Aim

The aim of this fieldwork activity is to measure and record weather and rainfall in your area. Once the data has been collected and recorded, you will compare it with weather and rainfall data from the Bureau of Meteorology.

How to record weather data

A variety of instruments can be used to record weather data for a specific location. You can use:
- traditional weather-recording instruments
- a handheld weather-recording device (see Figure 8.5.1)
- a handheld digital tool (such as a smartphone or an Android device) that is able to record weather data at your location. You may need to add weather-recording applications to your digital tool.

To ensure the accuracy of your weather data, ensure that the site you select at which to record your data is:
- in the open and not under cover
- free from obstructions, such as overhanging trees or walls and fences
- not close to heating or cooling vents.

Relative humidity

A wet–dry bulb thermometer (see Figure 8.5.3) is used to measure and record relative humidity. Relative humidity is the amount of water vapour in the air. A wet–dry bulb thermometer consists of two standard mercury-in-glass thermometers. One thermometer bulb is wrapped in muslin, which is kept wet. The evaporation of water from the muslin has a cooling effect, so the temperature indicated by the wet bulb thermometer is less than the temperature indicated by the dry bulb thermometer. The rate of evaporation from the wet bulb thermometer depends on the humidity of the air: evaporation is slower when the air is already full of water vapour. For this reason, the difference between the temperatures indicated by the two thermometers gives a measure of relative humidity.

Method

Using a wet–dry bulb thermometer or handheld weather-recording device, record the relative humidity.

Air pressure

You can use an aneroid barometer (see Figure 8.5.4) to measure air pressure. An aneroid barometer contains a sealed box from which most of the air has been removed. Any change in pressure will make the box shrink or expand. Levers magnify these changes, causing a pointer to move on a dial. Air pressure is measured in hectopascals and the air pressure at sea level is generally around 1013 hectopascals (hPa). It can drop to 970 hPa during severe storms. In a high-pressure system it can reach 1040 hPa. A drop in air pressure, measured over a day or two, indicates that unsettled weather (rain) is coming.

Method

Using a barometer or handheld weather-recording device, record the air pressure.

Temperature

A thermometer (see Figure 8.5.2) is used to record air temperature.

Method

Using a thermometer or handheld weather-recording device, record the temperature.

Note: If using a thermometer, do not hold it by the bulb, as your body heat may affect the temperature reading.

Wind direction

A wind vane shows the direction from which the wind is blowing. Winds are named after the direction from which they blow. A wind blowing from the south, for example, is called a southerly.

Method

Using a wind vane (see Figure 8.5.5) or handheld weather-recording device, record the wind direction.

Wind speed

An anemometer (see Figure 8.5.6) is used to measure wind velocity (wind speed). An anemometer works by spinning in the wind: the higher the wind speed, the faster the anemometer spins. Wind speed is calculated by counting the number of revolutions per hour.

Method

Using an anemometer or handheld weather-recording device, record the wind speed.

Note: If you don't have an anemometer or handheld weather-recording device, estimate the approximate wind speed by observing the surrounding conditions and comparing these with the descriptions given in the Beaufort scale (see Table 8.5.7). This will give you the approximate wind speed.

Skills builder

Making a simple rain gauge

To make a rain gauge, you will need an empty, clear-plastic 2-litre drink bottle and a ruler.

1 Cut the top off the empty drink bottle, turn the top part upside down and push it into the bottom part to act as a funnel (see Figure 8.5.8). The larger opening of the funnel should be the same size and shape as the bottom of the bottle.
2 On the outside of the bottle, measure out and mark a scale in millimetres (mm). Alternatively, you could tape the ruler to the outside of the bottle. Either way, make sure the scale is vertical and that zero is at the bottom.

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 Business in Australia

Having a good idea for a product or service is an essential part of starting a business, but this does not guarantee success. After having the good idea, the entrepreneur needs to decide how to structure the business, how to respond to changing circumstances and how to manage employees. To make the issue more difficult, decisions that are appropriate for today's conditions may be unsuitable in a couple of years' time. To be successful a business needs the good idea, but also the creativity and flexibility to cope with change.

Business structures

A business is any organisation that is involved in buying or selling goods and services. This includes very small businesses run by just one person, such as a local shoe repair kiosk, all the way up to large corporations with thousands of owners, such as Woolworths®. There are several common business structures in Australia. These include:
- sole trader
- partnership
- corporation
- cooperative
- franchise.

Sole trader

Being a **sole trader** is the simplest way to structure a business: one person owns the business and makes all the decisions about how it is run. Sole traders can employ others to work in the business, but the owner makes the strategic decisions. If there are fewer than fifteen employees, the sole trader is also considered to be a small business. The owner is responsible for any business **debts** (any money owed to others). This means that if the business fails, the owner may need to sell some of their personal assets, such as a car or house, to pay off the business's debts. Examples of businesses suitable to be sole traders include business ventures like a local fish and chip shop or an online subscription service (like monthly delivered beauty goods or digital magazines).

Partnership

In a partnership, the business is owned by two to twenty people. These people share in the decision-making process, but generally have authority to make decisions equal to the percentage of their share. Like a sole trader, the partners in the business are personally responsible for any business debts and they share in any profits that are earned.

The advantages of partnerships include being able to spread the workload in accordance with each partner's experience and expertise. An example of a business partnership is Vonbhl vegan lipstick founders Julianne Prochilo and Stefan Vrankovic. One having worked as a make-up artist and the other in pharmaceuticals, their professional skills combine to make them a successful business duo.

Corporation

A corporation is a much more complex business structure than a sole trader or partnership and it is generally a large business with many employees. There are many owners, known as **shareholders**, who own shares in the company. Their influence depends on the number of shares they own. Rather than being day-to-day input, shareholders elect directors to oversee the operation of the business and appoint senior managers. Examples of Australian corporations include Telstra®, AGL Energy® and the Westpac® Bank.

Cooperative

A cooperative is a business that is owned, controlled and operated by a small group of five or more owners for their own benefit. It is often a small business, but is special because the members all have an equal say in the running of the business, regardless of the amount of money they have contributed. Like a corporation, a cooperative is a separate legal entity, so the members are not responsible for any business debts of the business.

Most cooperatives limit the amount of profit that can be paid out to members. Some do not allow any to be paid out, preferring instead to reinvest profits back into the business. In several regions of Victoria, organisations have formed local cooperatives to make the most of their combined resources. Examples of these include the Southern Otholobium Dog Club Co-operative, the Swan Hill Theatre Group Co-operative and the Macalister Demonstration Farm.

Franchise

A franchise is a special type of business relationship in which a parent business gives permission to independent people to promote and sell their business's products and to use their name for a certain period of time. This is based on a formal legal document called 'the franchise agreement'.

The business founder, or *franchisor*, can set a maximum price that the products can be sold for, but the operator of the franchise (the *franchisee*) is free to charge less if they choose. The franchisee is the person who has access to knowledge of how the business is run and its overall marketing. This is an advantage because the franchisee can draw on the specialist skills of others and use well-tested business systems. However, it can be very expensive to purchase a franchise and some agreements can set strict controls on the operation of the business. KFC® supermarkets, Baker's Delight® and the Jim's Group™ are all examples of franchises.

Did you know?

The Jim's Group of franchisees began with gardening because Jim Penman needed some part-time work while he completed his PhD studies in history. In 1982, he decided to focus on the business full time, and he franchised it in 1989. Jim's is growing every year by around 200 franchisees, with a total of nearly 4000 independent owners in four countries. This gives franchisees the right to use Jim's name, logo and marketing to build their own business. Jim's now has almost thirty divisions including painting, concrete cutting, locksmiths, computer services, asbestos removal, insurance, dog washing and, of course, mowing. Jim is still the owner and full-time CEO; he loves his work and has no plans to retire.

Activities

Remembering and understanding

1 List the different types of business structures.

Applying and analysing

2 Summarise the important features of a business partnership.
3 Test the idea that the biggest businesses in Australia are all corporations. Conduct research to either prove or disprove this idea. Then, write your findings in a paragraph that argues one way or the other. In your analysis, you will need to show the aspects of the businesses that have made you decide whether the biggest businesses are corporations. Remember to provide evidence to support your contention by referencing your sources.
4 Research the video to find an example of a sole trader that became a corporation and outline their expansion story.

Evaluating and creating

5 Compare a cooperative and a franchise. Evaluate which is the most effective way to structure a business. To do this well, you could define the terms first and give an example, and then list the strengths and weaknesses of each. Conclude with which is the most effective structure.

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 alternate or additional assessment opportunity for students who enjoy the benefits of **instant feedback**, **hints** and **auto-correction**. There are handy icons in the student book to indicate the best time for students to engage with the Lightbook Starter.

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 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 discipline. Further, students can be encouraged to track their progression on the continuum throughout their learning.

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 more explicitly define their goals.

Be report-ready

The 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.