

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 skills 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

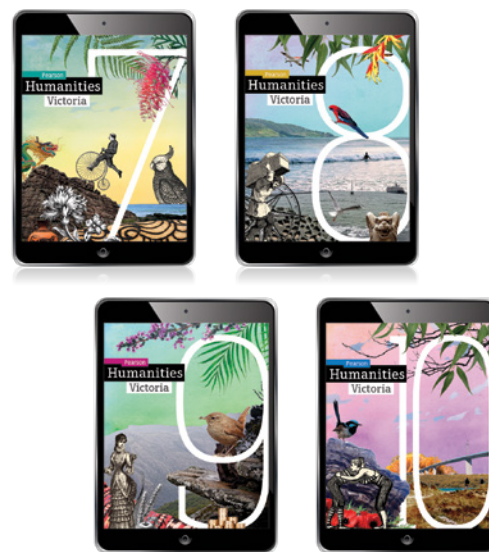
We know you want to check the readiness of your students and keep track of their progress. With **Lightbook Starter**, you get an innovative digital learning and assessment resource that prepares students and assesses against outcomes. It's all about helping you guide your students and helping them take 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 The Industrial Revolution 13

- 2.1 The agricultural revolution in Britain 16
- 2.2 The beginning of the Industrial Revolution 18
- 2.3 Inventions of the Industrial Age 20
- 2.4 Important social changes 22
- 2.5 Living and working in towns and cities 24
- 2.6 Short-term impacts of the Industrial Revolution 30
- 2.7 The British Empire and raw materials 34
- 2.8 The Industrial Revolution and slavery 38
- 2.9 Industrialisation in Australia 42
- 2.10 The emergence of capitalism 46
- 2.11 Long-term impacts of the Industrial Revolution 48

3 Australia 1750–1918 53

- 3.1 Australia in the late 1700s 56
- 3.2 Early settlement 58
- 3.3 Impact of European settlement 62
- 3.4 Gold, the Eureka Stockade and the growth of Marvellous Melbourne 66
- 3.5 Women in colonial Australia 72
- 3.6 A growing sense of nationalism and identity 76
- 3.7 Hero or villain? The Ned Kelly debate 80
- 3.8 Developments leading to Federation 84
- 3.9 The Australian Constitution and its impact 87
- 3.10 The experiences of non-Europeans in colonial Australia 92

- 3.11 Looking forward to the future: Australia's place in the world by 1914 96

H1 China and the modern world 1

DIGITAL ONLY

- H1.1 Introducing Qing Dynasty China 4
- H1.2 Chinese society and culture 6
- H1.3 Contact between China and Europe 10
- H1.4 Consequences of contact with Europeans 14
- H1.5 The Boxer Rebellion and its aftermath 16

H2 Japan and the modern world 1

DIGITAL ONLY

- H2.1 Introducing Japan in the Tokugawa period 4
- H2.2 Japanese society and culture 6
- H2.3 Contact between Japan and the West 9
- H2.4 The end of the shogunate 12
- H2.5 Japan at the end of the nineteenth century 16
- H2.6 The Russo-Japanese War and its aftermath 18

4 Australia and World War I (1914–18) 99

- 4.1 Causes of World War I 102
- 4.2 Enlisting in the army 105
- 4.3 Where Australians fought in World War I 108
- 4.4 The Gallipoli campaign 110
- 4.5 The Western Front: 1916 114
- 4.6 The textbook battle: Hamel 118
- 4.7 The conscription debate 120
- 4.8 Propaganda, censorship and enemy aliens 124
- 4.9 Australian women in World War I 126
- 4.10 Participation of Aboriginal and Torres Strait Islander peoples in World War I 128
- 4.11 The aftermath of World War I 130
- 4.12 Commemorating World War I 132
- 4.13 The Anzac legend 134

SECTION 2

■ GEOGRAPHY

■ 5	Geography toolkit	137
5.1	Geography: Key concept—sustainability	138
5.2	Geoskills: Analysing topographic maps	140
5.3	Murray Valley National Park topographic map	144
5.4	Photographic interpretation: Agriculture	146
5.5	Mental maps	148
5.6	Climate graphs	150
■ 6	Biomes	153
6.1	Ecosystems and biomes	154
6.2	Energy flows within biomes	156
6.3	The global distribution of biomes	160
6.4	The world's major biomes	162
6.5	Australia's major biomes	164
6.6	Productivity of biomes	168
6.7	Biodiversity's impact on energy and matter	172
6.8	Human alterations to biomes	174
■ 7	Food production	179
7.1	Biomes and food production	180
7.2	Factors affecting crop yields	184
7.3	Environmental factors affecting crop yields	186
7.4	Climate and crop yields	188
7.5	Significance of soils	192
7.6	Australia's soils	194
7.7	Threats to global food production	196
7.8	Land and water degradation	200
7.9	Shortages of fresh water	204
7.10	Competing land uses	206
7.11	Climate change	208
■ 8	Food security	211
8.1	Potential for expanding food production	212
8.2	Innovations in agriculture	214
8.3	Barriers to increasing world food production	216
8.4	Sustainable agriculture	218
8.5	The environmental impacts of agriculture	222
8.6	Restoring the functioning of ecosystems	226
8.7	Food production in Australia	228
8.8	Indigenous food production and resource management	232
■ 9	Geographies of interconnection	235
9.1	Perception and use of places	236
9.2	Places and identity	240
9.3	Impact of people on places	242
9.4	Travel: Interconnecting personal geographies	244
9.5	Case study: Impacts of tourism on Bali, Indonesia	248
9.6	Staying connected via transport	250
9.7	Staying connected via ICTs	252
9.8	Real space versus virtual space	256
9.9	Accessing goods and services	258
■ 10	Production, consumption and trade	261
10.1	Global production and consumption	262
10.2	Patterns of production and consumption	266
10.3	Trade: Connecting people and places	268
10.4	Australia's trading connections	270
10.5	Electronic consumer goods	274
10.6	Shenzhen: The world's factory	276
10.7	Fast fashion's global reach	278
10.8	The hazards of electronic waste	282

Contents *continued*

SECTION 3

■ CIVICS AND CITIZENSHIP

■ 11 Civics and citizenship toolkit **287**

- 11.1 Posing questions and conducting research 288
- 11.2 Analysing, synthesising and interpreting sources 290
- 11.3 Solving problems and making decisions 292
- 11.4 Communicating and reflecting 294

■ 12 Our democratic rights **297**

- 12.1 Political parties 298
- 12.2 Australia's political parties 302
- 12.3 Forming government 304
- 12.4 Role of the Opposition 308
- 12.5 Roles and obligations of MPs and senators 310
- 12.6 The changing face of Australian Parliament 312
- 12.7 Political persuasion 316
- 12.8 Politics and social media 320
- 12.9 Your voice in government 322

■ 13 Making and breaking laws in Australia **325**

- 13.1 Rules and laws in Australian society 326
- 13.2 Making laws in Australia 328
- 13.3 The court system 332
- 13.4 The role of the High Court 336
- 13.5 Australia in an interconnected world 340
- 13.6 Work of the courts 344
- 13.7 Principles of justice 348
- 13.8 Challenges to justice 352
- 13.9 Is Australia's legal system fair for all? 356

■ 14 Australian citizens and society **359**

- 14.1 Australia as a cohesive society 360
- 14.2 Safeguards for Australia 364
- 14.3 The role of groups in building social cohesion 366
- 14.4 The role of the media in Australian society 370
- 14.5 Social media and active citizenship 372

SECTION 4

■ ECONOMICS AND BUSINESS

■ 15 Economics and business toolkit 375

15.1	Questioning and research	376
15.2	Interpretation and analysis	378
15.3	Economic reasoning and decision-making	380
15.4	Communication and reflection	382

■ 16 Risky business 385

16.1	Business risk	386
16.2	Trading nations	388
16.3	Australian economics	391
16.4	Global supply chains	395
16.5	Personal risk	399
16.6	Consumers and scams	401
16.7	Money management	403
16.8	Making financial decisions—debt	406
16.9	Managing debt	411
16.10	Protecting yourself	413

■ 17 Enterprise and expense 417

17.1	Entrepreneurship	418
17.2	Let's get enterprising	420
17.3	Building business skills	424
17.4	Major purchase investigation	426
17.5	Choices and consequences	430

■ 18 World of work 433

18.1	Productive planning	434
18.2	Work now	436
18.3	Investigating careers	442
18.4	Changing careers	446
18.5	Going global	448
18.6	After work	450
	Glossary	452
	Attributions	458
	Index	461

How to use this book

Student resources

Pearson Humanities Victoria 9 uses subtle learning strategies to introduce, reinforce, differentiate, deepen and accelerate learning. 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 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.



Australian citizens and society 14

Differences are not intended to separate, to alienate. We are different precisely in order to realise our need of one another. —Desmond Tutu, South African cleric, human rights activist and Nobel Peace Prize recipient

All Australians have the right to certain basic freedoms, such as freedom of speech and religion. But we also have responsibilities, and as active citizens we all need to contribute to our society to make sure it is cohesive (united) and resilient (adaptable). There are many threats to our cohesive society. It is up to all Australians to challenge these threats, and to work as one community to overcome them and to build a stronger nation.

OVERVIEW QUESTIONS

- 14A How does Australia function as a resilient and cohesive society?
- 14B How do citizens and groups participate in and contribute to civic life in Australia?
- 14C How does the media influence our Australian identity and attitudes?



Thousands of citizens march down the streets of Melbourne to support the Australian Government's treatment of refugees and asylum seekers.

GLOSSARY

acceptance to be seen as valid or adequate; to be received with approval

activism to be part of a movement or to be part of a cause

belonging to feel or be a part of something to be part of a community

cohesion common goal for the benefit of society as a whole, rather than individual interests or groups

cohesive a variation of or challenge to the dominant belief system of society

influence the ability to have an effect on something

interfaith understanding cooperation between people and groups of different religions and faiths to understand and tolerate the views of others

justice treatment or behaviour that is considered to be fair and reasonable

non-governmental organisations (NGOs) a group independent of government that works to improve the wellbeing of society

protest the group of resources such as time, expertise, goods and money to improve the wellbeing of society

resilient present action taken to show the development of something, such as public demonstrations and marches

reconciliation the process of repairing and strengthening relationships between groups in Australia; this process includes the recognition of Aboriginal and Torres Strait Islander people and their rights and contributions to Australian society

responsibility a duty or other goal to be fulfilled, such as the government's duty to provide health and education

resilient if a structure or action taken to protect or to prevent harm from occurring

social cohesion how well a society manages to cooperate for mutual benefit; how citizens behave, rights, and work together to improve society

solidarity mutual cooperation, unity in resistance and action that allow users to create, share and comment on content in a network of other users

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 include inset **locator maps** to aid students' understanding of physical geography.

6.2 Energy flows within biomes

Energy flows
Living organisms interact with each other and with their non-living environment. The nature of these interactions determines the variety of biomes. Each biome has its own characteristic community of plants and animals that have adapted to a particular set of environmental conditions. Ecosystems exist on a local scale (for example, a small area of wetland). Biomes occur on a global scale (for example, a forest community dominated by a particular type of tree, such as conifers or eucalypts).

The flow of energy flows between climate, plants, animals and soil, as well as with solar energy and the Earth's surface, are shown in Figure 6.2. Each arrow in the diagrams represents one set of interactions, and shows the effect that one element has on another. Flows reflect the type of soil found in an area. In turn, the soil type found in an area may limit certain plants and particular plant communities. A biome may also include birds that distribute the seeds of a plant. In turn, this provides food and shelter for other species of birds.

Did you know?
Aquatic environments (such as coral reefs, mangroves, seaweeds and marshes) and terrestrial environments (including tropical rainforests, tropical savannah biomes, temperate evergreen forests and temperate deciduous forests) have the highest levels of primary productivity. This means that they have the highest energy flows, usually through photosynthesis.

The variety of biomes on the Earth's surface depends mostly on climate differences. The main types of biomes are based on factors such as temperature and the amount of rainfall and snow. In general, areas of high rainfall have dense, warm or tropical rainfall forest grasslands and areas of low rainfall have deserts. The way in which rainfall and temperature interact to produce different types of biomes is shown in Figure 6.2. The way in which latitude and height above sea level influence biomes and ecosystems is illustrated in Figure 6.3.

6.2.1 The major elements of a biome and the interactions between them

6.2.2 Temperature and rainfall interact to produce different types of biomes

6.2.3 Latitude and height above sea level are important factors in producing different biomes

Be skilled

Each **skills builder** outlines a 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 9. There are also additional graphic organisers and useful templates available for students via the Student Reader+.

H2.6 The Russo-Japanese War and its aftermath

Causes of the war

Expanding empires
In 1904, Russia and Japan both had large empires. As part of the Eight-Nation Alliance that had helped suppress the Boxer Rebellion in China, while the troops of other nations had left, Russia refused to accept Manchuria as a sphere of influence of China and instead Korea.

Problems in Russia

Russia's economy was hampered because most of its ports froze over for many months of the year. To address this, Russia built the Trans-Siberian Railway from the Pacific to the Atlantic. This did not please the people, who had grown suspicious of Russia. Japan also became a part of a sphere of influence and turned Russia's activity in the region as a threat.

Course of the war

On 8 February 1904, the Japanese attacked the Russian fleet in their harbours, leading to a declaration of war by both countries. For the next 12 months, Admiral Togo, commander of the Japanese fleet, dominated the battlefield.

Consequences of the war

The Treaty of Portsmouth
On 5 September 1905, the Tsar of Russia was signed between Russia and Japan. Russia handed control of the Korean peninsula to the Japanese and returned the island of Sakhalin to Japan. This was humiliating for the Russian because they had a large expense to be paid by the Japanese. For the Japanese, they were the victor over the Russian because they were a small country with a great capacity of carrying out an empire for the world.



Russian and Japanese empires in 1904

Effects on Japan

Although most Japanese took great pride in their victory, the war had a huge impact. Nearly 100,000 soldiers and sailors had been killed, more than half by disease. Many Japanese did not believe the benefits outweighed the loss. Russia was not required to pay for the cost of the war, as was usually required of a defeated power.

Perspectives on the war

Japan as the victor of peace emerging as a dominant world power leading with the Tsar

Russian perspectives

Russian soldiers during Japanese fighting China and Manchuria, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

Japanese soldiers with Russian medals being taken, c. 1906

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 9 study of the humanities.

9.5 Impacts of tourism on Bali, Indonesia

History of tourism in Bali

The beach towns that first attracted tourists in the 1930s and 1940s, and the arrival of mass tourism in the 1950s, were driven by the search for a more exotic and less developed destination. In the 1970s, the mass tourism sector developed in Bali as a result of the arrival of the jet age, which made it easier to reach Bali from other parts of the world. Bali's tourism industry has grown rapidly since the 1970s, with the number of tourists increasing from around 100,000 in 1970 to over 6 million in 2019.

Economic impacts

Bali lacks natural resources, so tourism is vital to its economy. Tourism provides a significant source of income for the island, and is a major source of employment. The tourism industry has brought wealth to Bali, and the majority of the island's income is derived from tourism. This has led to the development of a service economy, with the majority of the population working in the tourism sector.

Spotlight

Balinese protest against tourism projects

There has been a lot of opposition to the development of Bali. The Bali people have been protesting against the development of Bali. The Bali people have been protesting against the development of Bali. The Bali people have been protesting against the development of Bali.

Activities

Remembering and understanding
1 Explain why Bali is such a popular tourist destination.
2 Describe how tourism has helped the Balinese people.

Applying and analysing
1 Create a PEE (Point, Evidence, Explain) chart on the impact of the rapid rate of tourism development in Bali.
2 Assess the extent of the tourism development that has occurred.

CHAPTER 9 | GEOGRAPHY OF INDONESIA

Social impacts

With tourism has come the commodification of the Balinese culture. Dance, music and costumes have been modified to suit the demands of the tourism industry. The tourism industry has led to a change in the way the Balinese people view their own culture and traditions.

Environmental impacts

The rapid and uncontrolled development of Bali has had a significant impact on the island's natural environment. The Bali people have been protesting against the development of Bali. The Bali people have been protesting against the development of Bali.

Activities

Remembering and understanding
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CHAPTER 9 | GEOGRAPHY OF INDONESIA

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

12.9 Your voice in government

Sign a petition

The right to create or sign a petition is defined in the Australian Constitution. It is one of the only rights in the Constitution that is not a negative right. It is a positive right, meaning that it gives citizens the right to demand that the government do something.

Be informed

One of the most important things we can do to make sure our voice is heard is to stay informed about current events and issues. This means staying up to date on the news, reading newspapers, watching the news, and listening to the radio.

Contact your MP

Our Members of Parliament are charged with representing their constituents and the issues that concern their constituents. It is important to contact your MP if you have a concern or issue that you want to raise with the government.

Did you know?

A small group of dedicated women took to the streets of Melbourne in 2012 to collect signatures for a petition asking for the right to vote in person. The petition was successful, and the right to vote in person was introduced in 2016.

Protest

One of Australia's basic freedoms is the right to assemble. Citizens can organise a public meeting, or protest, to express their views on an issue. This is a fundamental right, and it is important to know your rights when it comes to protesting.

Observe Parliament

Parliament is the highest authority in Australia. It is made up of the House of Representatives and the Senate. Citizens can observe Parliament in person, or watch it on television or the internet.

Vote

The most direct way for Australians to have their say in government is to vote in an election. Voting is a fundamental right, and it is important to know your rights when it comes to voting.

Activities

Remembering and understanding
1 List the different ways that citizens can have their say in government and explain why each is important.

Applying and analysing
1 Find the names and contact details of the Members of Parliament in your state or federal electorate.

CHAPTER 12 | OUR DEMOCRATIC SYSTEM

Observe Parliament

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Vote

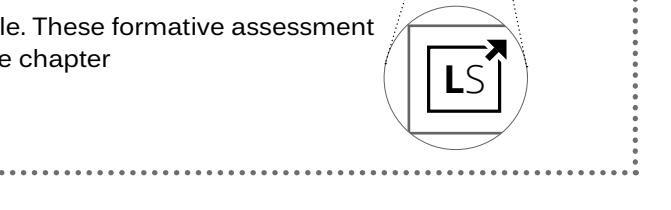
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1 Find the names and contact details of the Members of Parliament in your state or federal electorate.

CHAPTER 12 | OUR DEMOCRATIC SYSTEM



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 in 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 supports 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 more explicitly to define their goals.

Be supported

The **teacher guide** offers a range of ideas to introduce students to and engage them in 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

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.

