

Year 7 Civics and Citizenship

The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*

WA ideas

Daylight Saving

Retail Trading Hours

Prohibition

Secession

Resources

WA Constitution

<https://www.constitutionalcentre.wa.gov.au/ForSchools/Backgroundinformation/WesternAustralianConstitution/Pages/Default.aspx>

WA Constitution and guide to reading

WA Parliamentary Education Office

<http://www.parliament.wa.gov.au/intranet/libpages.nsf/WebPages/PEO+Landing+Page+3>

Worksheets, modules, audio clips and information (Linked to Australian Curriculum.)

List of WA referendums

[http://www.parliament.wa.gov.au/publications/taledpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/\\$file/tp2407.pdf](http://www.parliament.wa.gov.au/publications/taledpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/$file/tp2407.pdf)

This site has list of WA referendum results (as table). It is part of a summary of daylight saving referendum (pg 3)

Daylight Saving

[http://www.parliament.wa.gov.au/publications/taledpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/\\$file/tp2407.pdf](http://www.parliament.wa.gov.au/publications/taledpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/$file/tp2407.pdf)

This summary has statistics, examples of lobbying material and summary of results. Teachers will need to select appropriate material for class activity however it does provide a good overview of referendum.

WA Electoral Commission

<https://www.elections.wa.gov.au/elections/state-referendums/past-referendums/2009-daylight-saving-referendum>

Summary of Yes and No argument

Chart of results for all past referendums

Newspaper articles

<http://www.abc.net.au/news/2016-11-01/daylight-saving-party-western-australia-fifth-referendum/7983710>

<http://www.watoday.com.au/wa-news/daylight-saving-dead-and-buried-in-wa-20090515-b5wj.html>

Retail trading Hours

Atkinson, A., Cohen, B., Conti, L., Loreck, T., Szczecinski, S., and Weigand, K. (2006). *Society and Environment 1 (Second Edition)*. Melbourne, Victoria: Pearson Longman

Case Study

WA Electoral Commission

https://www.elections.wa.gov.au/sites/default/files/content/documents/2005_Retail_Trading_Ref_Report.pdf

Statistics, summary of referendum.

Secession

<https://www.constitutionalcentre.wa.gov.au/ExhibitionsOnline/ChangingConstitutions/Pages/Secession.aspx>

brief overview

State Library

<http://www.slwa.wa.gov.au/federation/sec/index.htm>

Detailed information about 1929-39 Secession movement- student friendly. The site then looks at the movement to 2011.

Excursions

Electoral Education Centre

<https://www.elections.wa.gov.au/EEC>

Excursions and Incursions

Constitutional Centre

<https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/Default.aspx>

Incursion and excursions

Year 7 Civics and Citizenship

WA Referendum Case Study

1. Click on the site
-[http://www.parliament.wa.gov.au/publications/tailedpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/\\$file/tp2407.pdf](http://www.parliament.wa.gov.au/publications/tailedpapers.nsf/displaypaper/3812407a072724663a0959354825778200287c6f/$file/tp2407.pdf)
2. Scroll down till you get to page 1 '**Daylight Saving Act 2006**'
3. Read this paragraph and complete the questions below.

Questions-

a) When was the Daylight Savings Act introduced and by whom?

b) How long was the trial period going to be? _____

c) What was going to happen after the trial period?

4. Scroll further down till you get to page 9.

5. Using the information in the chart make a timeline of WA Referendums.

- Remember that your timeline needs a title, scale and arrows.
- You should use a whole page, landscape.
- You should colour code the referendums that got passed a different colour than those that failed.

6. How many referendums had a yes vote? _____



HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

Year 7 Civics and Citizenship Teaching Ideas

The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*

The dot point relates to the Australian Government however by using WA examples it makes the content more relevant to WA students and then these links could be applied to Australian referendums.

WA Referendum Teaching Ideas

1. Using the handout on WA Referendums (either as an online resource or text extract) students to complete the activities as an introduction to WA referendums. The site also has text relating to procedures that could be used with students.
2. Using text explaining procedures, you could ask your class to create a flow chart of steps in a referendum, or alternatively this could classroom display showing process.
3. Using a WA referendum, you could ask your class to create a list of Yes and No arguments for one of the referendums e.g. Daylight savings/ Succession. This could be done as a class brainstorm or a small group activity.
4. Once they have compiled a list you could get them to create posters or infographics outlining the arguments.
5. You could ask your students to interview parents/ other staff/ community about their view on daylight savings/ succession. Then this data could be compiled, discussed and graphed.
6. Your class could have a debate on daylight savings (or succession).
7. You could have a class vote, following electoral procedures, on the issue being debated. The online resource linked to the handout has sample referendum ballot papers.
8. You could gather source material from one of the referendums and get students to analyse these, identifying what the message of each source is, what the tone of the source is and from which perspective it represents.

Year 7 Economics

Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)

WA Ideas

Look at WA employment types, both current and historical.

Resources

Working in WA

Atkinson, A., Cohen, B., Conti, L., and Szczecinski, S. (2007) *Society and Environment 3: Second edition*, Port Melbourne, Victoria: Pearson Education Australia

Children working in WA laws

<https://www.commerce.wa.gov.au/labour-relations/when-children-can-work-western-australia>

Summary

ABS

<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1306.5main+features32014#Estimated%20Resident%20Population>

WA statistics

<http://www.careercentre.dtwd.wa.gov.au/FindingAJob/EmploymentTrends/Pages/EmploymentTrends.aspx>

Employment trends in WA

WA Volunteering

https://www.dlgs.wa.gov.au/Publications/Documents/WA_Volunteering_Strategy.docx

Some useful information about WA volunteering

Small Industries in WA

<https://www.smallbusiness.wa.gov.au/about/small-business-sector/facts-and-statistics>

Infographic showing stats

Excursions

Career Centres

<http://www.careercentre.dtwd.wa.gov.au/Pages/VisitUs.aspx>

Perth and regions

Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)

WA Ideas

Look at WA entrepreneurs

For example: Andrew Forrest, Alan Bond, Michael Malone- iiNet, Dale Alcock, Nick Tana, John Hughes, Robert Holmes a Court, Nigel Satterley, Jack Bendat, Ralph Sarich, Lang Hancock

Resources

List of WA entrepreneurs

<https://www.perthnow.com.au/news/wa/75-people-who-make-wa-great-entrepreneurs-health-and-science-ng-f0b1955dbd3d43e0ac982b05db90664b>

List and a brief summary of each person, background, achievement and influences.

<http://richlist2017.thewest.com.au/>

List of WA entrepreneurs and summary paragraph

WA Inventions

Laser Dot

Atkinson, A., Cohen, B., Conti, L., and Szczecinski, S. (2007) *Society and Environment 3: Second edition*, Port Melbourne, Victoria: Pearson Education Australia

Article on crime prevention.

Alan Bond

<https://logic.com.au/blog/alan-bond-hero-or-villain/>

Online article

<https://www.australianoftheyear.org.au/honour-roll/?view=fullView&recipientID=80>

Summary to 1978

<https://au.news.yahoo.com/.../alan-bonds-final-interview-released/>

Final interview- 50 seconds clip

<https://www.theguardian.com/australia-news/2015/jun/05/alan-bond>

Obituary

Andrew Forrest

<https://theconversation.com/au/topics/andrew-forrest-508>

Collection of online articles

<https://www.australianoftheyear.org.au/honour-roll/?view=fullView&recipientID=1809>

Summary to 2017

<https://www.forbes.com/profile/andrew-forrest/>

Summary

Michael Malone

<http://blog.iinet.net.au/the-story-of-iinet-an-australian-icon-since-1993/>

Good overview

<https://www.iinet.net.au/about/history/>

Timeline

Robert Holmes a Court

<http://adb.anu.edu.au/biography/holmes-a-court-michael-robert-12647>

Summary

<http://www.abc.net.au/tv/familyconfidential/pages/s3385641.htm>

Family Confidential episode. 30 mins



HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

Year 7 Economics Teaching ideas

Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)

Ideas for teaching students about WA entrepreneurs

1. Students could research one of the WA entrepreneurs from the list and prepare a dossier- tell them they are Detective or Private Investigators and have 24 hours to find out as much information as they can. They then need to present this information to a small group.
2. Give students the background information of several WA entrepreneurs (or give them a list and get them to select one to research.) After the students have had an opportunity to read the information, in pairs give them 3 sticky notes and get them to write down a characteristic they bring to their business on each sticky note (e.g. initiative). Once they have their 3 characteristic, get them to work in groups (or as a class) and combine their sticky notes. Get students to sort these into categories (with weaker classes give them the categories however with more able classes you may wish to let them come up with their own.) Then as a class, discuss these categories and characteristics.
3. Students could create a 'Wall of Fame' of WA entrepreneurs.

Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)

Teaching ideas about work in WA

1. Get students to do a think/ pair/share about the type of jobs they see in their local community.
2. Get students to interview an adult about the type of work available in WA (parent/ teacher/ family member). Then collate this information and discuss. You may also like to try the sticky note activity above with the students using the type of work as the categories.

Year 7 Geography

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

WA Ideas

Case studying a WA community

Resources

Population in WA

Atkinson, A., Cohen, B., Conti, L., Loreck, T., Szczecinski, S., and Weigand, K. (2006). *Society and Environment 1 (Second Edition)*. Melbourne, Victoria: Pearson Longman

Perth in 50s/ 60s

Atkinson, A., Cohen, B., Conti, L., Loreck, T., Szczecinski, S., and Weigand, K. (2006). *Society and Environment 1 (Second Edition)*. Melbourne, Victoria: Pearson Longman

Brief overview

Regional Populations and Urban Growth

Byrne, P. (2003). *Society and Environment for Western Australia (Book 1)*. Melbourne, Victoria: Heinemann

WA population

M Fazio et al, *Society and Environment for WA Book 1*, Jacaranda, 2004

Summary of where people live, figures

Liveability and WA youth

Conti, L., Easton, M., Saldais, M., Dumovic V., and KostECKI R. (2016). *Oxford big ideas: Humanities and Social Sciences 7*, Melbourne, Victoria: Oxford university Press.

Growth of Perth, Mandurah and the South West Urban development

Pask, R. and Tapp, N. (2009). *Heinemann atlas*. Port Melbourne, Vic.: Pearson Heinemann.

Urbanisation and Perth City

Van Noorden, P., and Easton, M. (2015). *Oxford Australian Curriculum: Atlas*, Melbourne, Victoria: Oxford university press

Northbridge

<http://www.museumofperth.com.au/northbridge-history-project/>

https://www.visitperthcity.com/sites/default/files/COP_Art%26HeritageTrail_BROCHURE_WEB.pdf

<https://www.committeeforperth.com.au/assets/documents/CFP-Graham-Farmer-Freeway-10-2-16-FINAL.pdf>

Local area planning strategies

<https://www.planning.wa.gov.au/Local-planning-strategies.aspx>

These are to be used as a teacher reference as they give teachers an overview of their chosen community.

The influence of environmental quality on the liveability of places

Kalgoorlie Case Study

Atkinson, A., Cohen, B., Conti, L., Loreck, T., Szczecinski, S., and Weigand, K. (2006). *Society and Environment 1 (Second Edition)*. Melbourne, Victoria: Pearson Longman

South Perth Case Study

Atkinson, A., Cohen, B., Conti, L., and Szczecinski, S. (2007) *Society and Environment 3: Second edition*, Port Melbourne, Victoria: Pearson Education Australia

Mandurah Case Study

Easton, M. (2013). *Oxford big ideas: Australian Curriculum – Geography 8*. Melbourne, Victoria: Oxford university Press.

Raffles Hotel and development

https://www.committeeforperth.com.au/assets/documents/WWTWKU/11-Release_-What-We-Thought-Would-Kill-Us.pdf

The influence of accessibility to services and facilities on the liveability of places.

Whitford Sea Sport Club

A. Atkinson Et Al, *Society and Environment 1*, Pearson, 2003

Case study

Article on local community services.

Demographic summaries of towns and cities

<https://home.id.com.au/demographic-resources/>

This site will give a visual outline of the demographics of specific towns, cities and regions.

Margaret River Coastal

Conti, L., Easton, M., Saldais, M., Dumovic V., and Kostecki R. (2016). *Oxford big ideas: Humanities and Social Sciences 7*, Melbourne, Victoria: Oxford university Press.

The factors that influence the decisions people make about where to live and their perceptions of the liveability of places

Petrol prices

(Southern Suburbs Example)

Atkinson, A., Cohen, B., Conti, L., and Szczecinski, S. (2007) *Society and Environment 3: Second edition*, Port Melbourne, Victoria: Pearson Education Australia

Article to read and some data.

Land use in Perth

A. Atkinson Et Al, *Society and Environment 1*, Pearson, 2003/2010

Map/ images/ mapping activity/ demographics.

Hillary Water Front Development

https://www.committeeforperth.com.au/assets/documents/ReportWWTWKU_HillaryBoatHarbourMarch2011.pdf

City of Perth

<https://padlet.com/HeritagePerth/neo7hvp5stb6>

Interact site with lots of information, little video clips and linked to WA Curriculum

Virtual tours of Perth and Fremantle from early settlement.

Perth City photos over period

<https://www.perth.wa.gov.au/our-city/story-perth-city>

<https://www.perth.wa.gov.au/our-capital-city/story-perth-city/evolving-city>

WA town and suburb names

<https://www0.landgate.wa.gov.au/maps-and-imagery/wa-geographic-names/name-history/historical-suburb-names>

School Records

<https://membership.wags.org.au/members-data/public-data/wa-schools-records-index-1891-2005>

Gratten Institute

www.lsq.com.au/Documents/PublicDocuments.aspx?EntryId=263&Command

Student friendly overview of Perth economics including map showing wealth distribution.

Liveable Neighbourhoods – Western Australian Sustainable Cities Initiative

https://www.planning.wa.gov.au/dop_pub_pdf/LN_Text_update_02.pdf

Very detailed, teacher resource some useful information.

Maps of WA cities/ towns

<https://www.planning.wa.gov.au/688.aspx>

Both current and historical

Collections of Images of WA

<https://www.facebook.com/imageswesternaustrianhistory>

<https://www.facebook.com/LostPerth/>

City of Kwinana

<http://www.kwinana.wa.gov.au/our-city/about-kwinana/history/Pages/default.aspx>

History summary

<https://voicesofkwinana.org/>

Excellent collection of oral and visual histories of Kwinana.

<http://profile.id.com.au/kwinana/population>

Demographics of Kwinana community

<https://trove.nla.gov.au/list?id=21628>

1955 Article on Kwinana establishment

<https://www.kic.org.au/industry/kwinana-industrial-area.html>

Kwinana Industrial Area- summary of economic impact

http://www.bom.gov.au/climate/averages/tables/cw_009064.shtml

BP refinery Climate figures 1955-2012

<https://www.alcoa.com/australia/en/pdf/refining-kwinana-fact-sheet.pdf>

Statistic, economic impact of Refinery.

<https://slwa.wordpress.com/tag/kwinana-freeway/>

Information, some primary sources

https://www.engineersaustralia.org.au/sites/default/files/content-files/2016-12/BP_Refinery.pdf

Summary and primary source material

Youtube

Kwinana- Perth's Best Kept Secret

<https://www.youtube.com/watch?v=vQbCOyRZa3M>

3-minute clip showing redevelopment

Kwinana Adventure Park

https://www.youtube.com/watch?v=_a5yziuGbOU

3-minute clip showing new adventure park- development for young people.

Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, storm water harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa

<https://www.watercorporation.com.au/water-supply/rainfall-and-dams/streamflow/streamflowhistorical>

Graph showing Perth's water supply

<https://www.watercorporation.com.au/about-us/planning-for-the-future>

Plan for Perth's water supply for the next 50 years.

Water Corporation Work Sheets

<https://www.watercorporation.com.au/home/education/teaching-resources>

Information, videos, free stickers

Perth Water Supplies

http://www.viacorp.com/perth_water.htm

Summary of information about Perth's water supplies

<http://theconversation.com/drought-proofing-perth-the-long-view-of-western-australian-water-36349>

Article about WA's water supplies

https://watersensitivecities.org.au/wp-content/uploads/2016/12/A2.1_2_2016_R5-19-12-2016-V2.pdf

History of Perth's water, teacher resource.

<http://mingor.net/special-interests/water-supply.html>

Photos of WA water buildings and facilities

Ground water

<http://www.water.wa.gov.au/water-topics/groundwater/understanding-groundwater/gnangara-groundwater-system>

Summary of Gnangara water Mound

<http://aph.org.au/out-of-sight-out-of-mind-the-use-and-misuse-of-groundwater-in-perth-western-australia/>

History of Perth water use

WA water resources

Dodd, B., Meyer, I., O'Brien, P. and Swindail, R. (2009). *Geography for Western Australia*. Milton, Queensland: Jacaranda Plus

Excursions

Water Corporation

Incursion- <https://www.watercorporation.com.au/home/education/school-talks-and-excursions/school-talks>

Free visits to schools to discuss- water desalination, conservation, pollution, water supply, future use and Aboriginal culture.

Excursion - <https://www.watercorporation.com.au/home/education/school-talks-and-excursions/excursions>

Ground water

Virtual Tour - <https://www.watercorporation.com.au/home/education/school-talks-and-excursions/virtual-tours>

Desalination and ground water.

Teacher resources - <https://www.watercorporation.com.au/home/education/teaching-resources/order-resources#/form/5853a855980717079c69b5a7/app/5a59aa81c58f8d0e209be3c5>

including free stuff, videos and lesson outlines

Canning River Eco Education Centre

<https://www.canning.wa.gov.au/creec/>



HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

Year 7 Geography Teaching Idea

Kwinana Case Study

The aim of a Kwinana Case Study is to get students to look at examine the development of the Kwinana Industrial Area and the Town of Kwinana. By undertaking a case study, it would address several key WA curriculum points as well as key HASS skills in Geography and Economics.

It would also be viable to change the town being case studied to another WA town such as Kununurra, Tom Price, Albany etc.

Within the Kwinana section (Geography- liveability and the water section) there are resources that can used to develop a case study. The Kwinana Community Snapshot has some information. Below are some suggestions of how the resources may fit into the WA curriculum.

Identifying the area

- Students to locate area on map of WA.

http://www.bom.gov.au/climate/averages/tables/cw_009064.shtml

BP refinery Climate figures 1955-2012

- Students to create climatic graphs of the area.

History of Kwinana

- Students to watch- <https://voicesofkwinana.org/2015/07/09/government/>
This site has can be used by students to gather social history information, through images, text and oral histories. Students could examine this information and then discuss why people moved to Kwinana.

Oil men look west- summary and 1 min Youtube clip showing images of beginning of Refinery.

- Then get students to read- https://www.engineersaustralia.org.au/sites/default/files/content-files/2016-12/BP_Refinery.pdf

Which provides an overview of the Refinery's history, its impact on Cockburn Sound as well as the economic and social impact.

<https://trove.nla.gov.au/list?id=21628>

1955 Article on Kwinana establishment

The classification of environmental resources as renewable and non-renewable.

- When starting the discussion on the Refinery, get students to look at what is being processed at the refinery, overviewing types of resources.

Town of Kwinana

An examination of the Town of Kwinana can cover many of the liveability dot points.

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

<http://www.kwinana.wa.gov.au/our-council/publications-reports/Publications/Youth%20Strategy%20City%20of%20Kwinana%202017-20.pdf>

Summary of youth services

Snapshot of youth in Kwinana

Reason/ goal

Census 2001-2031

- Key findings- sts to look at each finding and work out ideas to address- brainstorm in groups.
- Sts to make graphs of these statistics and look at identifying trends.

The factors that influence the decisions people make about where to live and their perceptions of the liveability of places.

http://www.housing.wa.gov.au/HousingDocuments/Centenary_Flashback_Creating_Kwinana_Our_First_Industrial_Township.pdf

Images and easy to read text.

- Using the text and images students to examine what information about the town they can find out.

<https://profile.id.com.au/kwinana/overseas-born-by-year-of-arrivals>

Snapshot of community profile/ demographics etc

- These statistics can be analysed and compared to other WA communities. Student can be asked to hypothesise why people may come to the community to live, what impact these people may have on the community.

<https://atlas.id.com.au/kwinana>

Social atlas- choropleth map

- This information can be used to teach students to read choropleth maps and make conclusions re data.

The influence of accessibility to services and facilities on the liveability of places.

Kwinana- Perth's Best Kept Secret

<https://www.youtube.com/watch?v=vQbCOyRZa3M>

3-minute clip showing redevelopment

- After watching the clip students to brainstorm points that they have observed, with the teacher writing these on the board. Then using the words on the board, the students can write a paragraph about the type of services available in Kwinana.

Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, storm water harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and **one** from West Asia or North Africa .

<https://www.watercorporation.com.au/water-supply/water-recycling/water-recycling-case-studies/kwinana-industrial-area-case-study>

Kwinana Industrial area brief overview of water use

https://www.engineersaustralia.org.au/sites/default/files/content-files/2016-12/BP_Refinery.pdf

Overview of refinery history

Impact on Cockburn Sound

Economic and social impact.

- Students to use the above document to commence looking at the impact of the refinery on the Cockburn Sound.

<http://www.newwaterways.org.au/downloads/case-studies/Kwinana%20Water%20Reclamation%20Plant.pdf>

Flow chart

Images Issues

http://www.awa.asn.au/AWA_MBRR/Publications/Fact_Sheets/Desalination_Fact_Sheet.aspx

Information about desalination plant

Kwinana Adventure Park

https://www.youtube.com/watch?v=_a5yziUGbOU

3-minute clip showing new adventure park- development for young people.

Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)

<https://www.kic.org.au/industry/kwinana-industrial-area.html>

Overview of the industries that make up the Kwinana Industrial Area and their benefits.

- Students to make summary charts of impact. They could build on these charts as they work through the material/ case study.
- Students to discuss the type of industries and relate this to employment in WA.

Other ideas

- A class excursion to Kwinana to examine what makes the town liveable. This could include a drive through the KIA and to Cockburn Sound.
- Students could make a resource about the Town (e.g. website/ brochure/ infographic) based on their case study.
- If being completed as a teacher led study, photos of the modern community could be used to illustrate key areas.
- The Kwinana Industrial Council runs several initiatives with school and school age students and it may be worth contacting them for further information.

General texts that may be useful across the contexts

Blyth, M. & Blyth, N. (1996). *HESPERIA: a concise history of Perth and Fremantle*. Parkwood, W.A.

Crowley, F. and De Garis, B. (1969). *A short history of Western Australia*. South Melbourne, Victoria: Macmillan.

Darlington, R., Greer, V. and Hospodaryk, J. (2004). *History zone 2 (stage 5)*. Port Melbourne, Victoria: Heinemann.

Koutsoukis, A. (1978). *Communities past and present*. Melbourne: Longman Cheshire.

Koutsoukis, A. (1979). *Australian panorama*. Melbourne: Longman Cheshire.

Koutsoukis, A. (1988). *Western Australia: A brief history*. Melbourne: Longman Cheshire.