

SENIOR GEOGRAPHY AND DISCOVERING DEMOCRACY MATERIALS

CASE STUDY: Population, representation, location, political affiliations, demographics, immigration

Unit 1. Population and representation in the House of Representatives.

Rationale. This unit uses the enquiry approach and allows the student to investigate the relationship between the population of different states and the numbers of parliamentary representatives in the House of Representative. It relates to “Who Rules?” This is a feature of Australia’s system of representative democracy.

It also involves the use of the Australian Electoral Commission web site with links to specific url’s.

Lesson 1 Outline

Introduction

Brainstorm

Students are to suggest criteria for the way in which the number and distribution of parliamentary representatives might be achieved. This could produce such observations as;

- One vote one value.
- Compensating for geographic isolation
- Providing a voice for disadvantaged minority groups
- Allowing for representation of groups without voting rights
- Allowing for the representation of people living in small population centers.

Students could also consider issues of representation based on wealth, land ownership, gender and race and discuss how these could affect democratic representation.

The purpose of this exercise is to see the current allocation of parliamentary representative in the House of Representatives in the context of the factors that might have influenced the relationship between population, states and the number of members.

Investigation

Using the following url identify the number of members of the House of Representatives found in each state and the population of that state.

<http://www.aec.gov.au/pubs/factfiles/factsheet19.htm>

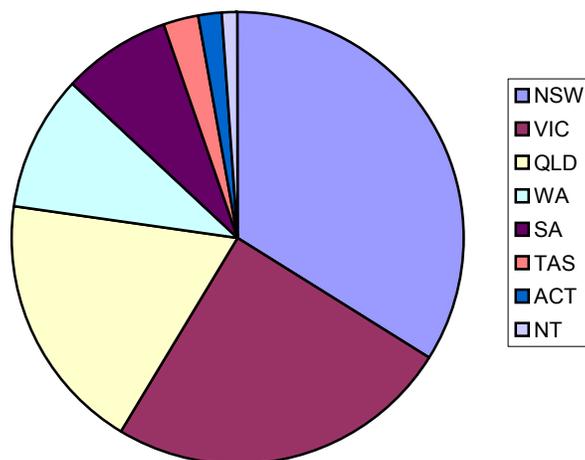
This can be achieved in several ways.

1. Using the information on population by state and territory, divide this by the number of representatives and then find the average population per electorate in each state or territory. Identify locations where there are more or less voters required to elect a representative and consider if this is democratic. Note the condition set by the constitution with regards to Tasmania and consider the arguments that would be put for and against this part of the constitution.
2. Copy the statistics provided on population and representatives from this site and paste them into excel or a similar spreadsheet. Using the graphing function produce a column or pie graph of population and a second graph of representatives. Use this visual comparison to identify apparent variations to the concept of equal numbers of voters per representative (one vote one value)

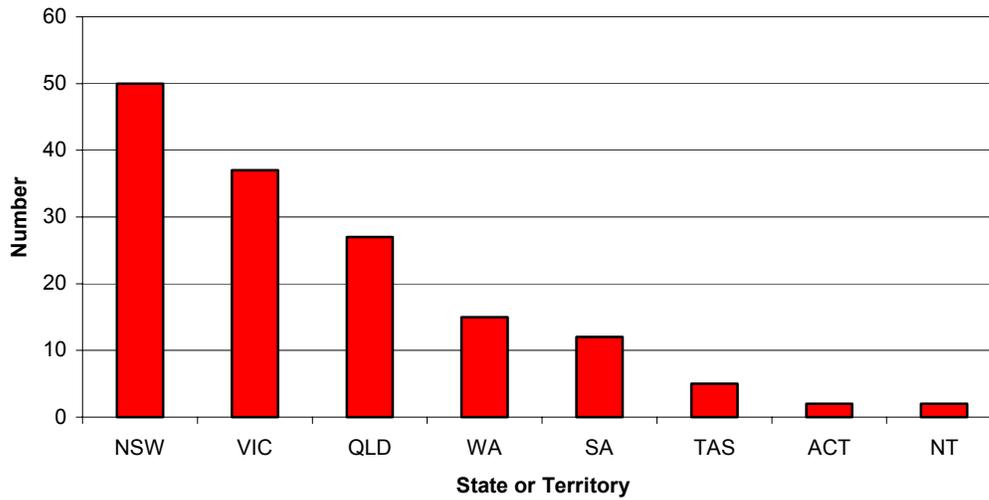
Example of this task using data from website and excel graphing function.

Note that the data provided on the site may need to be re written once it is in excel as the numbers may not be able to be graphed. Simply retype them in and they will be OK.

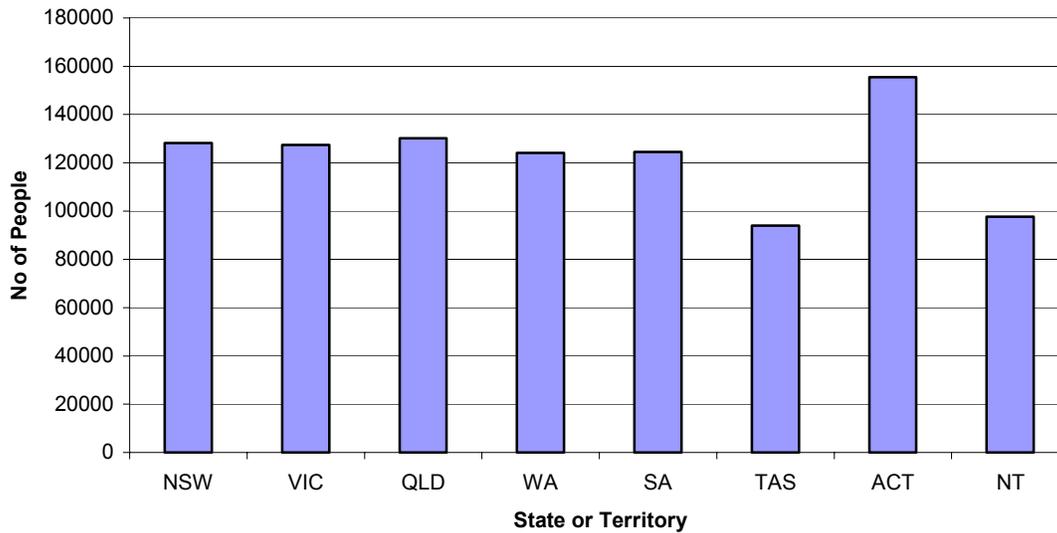
Australian population by state and territory



Number of Hof Rep members



Population Per Representative



The data below was used to produce the graphs and was taken from the website. The ratio of population to representative was found by dividing the reps into the population. The formula =B2/C2 can be used to do this in excel. B2 is the first row o the column population and C2 is the first row of the column reps.

This is then repeated for all states.

State Tty	Population	Reps	Ratio Pop/rep
NSW	6411772	50	128235.44
VIC	4712186	37	127356.3784
QLD	3512434	27	130090.1481
WA	1861018	15	124067.8667
SA	1493077	12	124423.0833
TAS	470226	5	94045.2
ACT	310935	2	155467.5
NT	195336	2	97668

Group discussion and report

1. Consider the proposition that the house of representatives is a representative democracy given that the more populous states have more representatives. In doing this think about how the less populous states might feel with NSW and Victoria having most of the members of parliament. Was this a concern to the people who wrote the constitution?
2. Consider the states or territories that get more representation per person and those that get less. This could form a discussion as to the reasons. These might include historical, geographical, economic or political reasons.

Matrix for linking lesson to Discovering Democracy and Curriculum Frameworks

1. The people make a nation. The structure and functioning of the Federal Government
2. Should the people rule. Features of Australia's system of representative democracy.
3. Curriculum Framework SOSE. Natural and Social Systems. Political and Legal Systems. Understanding that power and decision making structures determine the interrelated nature of political and legal systems.

Unit 2. Senate Representation

Rationale

In this lesson students will investigate the constitutional rationale for the composition of the senate and the methods of election. In doing this they will;

- Refer to the number of senators within the senate compared to the population of the states that they represent
- The argument and the constitutional basis for the make up of the senate
- The system of voting that is used to elect senators

It relates to “Who Rules?” This is a feature of Australia’s system of representative democracy.

It also involves the use of the Parliament of Australia web site with links to specific url’s.

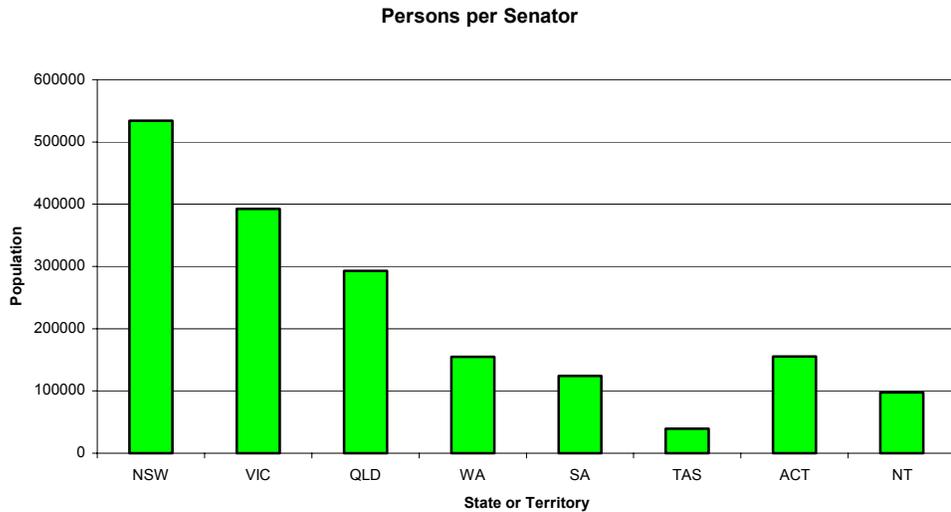
Outline

The following url links to information on Senate Representation. It should be accessed to complete the activities provided in this unit.

<http://www.aph.gov.au/senate/pubs/briefs/briefone.htm>

The following table is formatted for use in a spreadsheet program such as excel. It can be copied and then used to produce the column graph shown below.

State Tty	Population	Senators	Ratio Pop/rep
NSW	6411772	12	534314.3333
VIC	4712186	12	392682.1667
QLD	3512434	12	292702.8333
WA	1861018	12	155084.8333
SA	1493077	12	124423.0833
TAS	470226	12	39185.5
ACT	310935	2	155467.5
NT	195336	2	97668



Students should use this information as well the url reference to investigate the following questions.

- Which states need more voters to elect a senator and which need less?
- Is this system democratic?
- What does the constitution have to say about senate representation?
- How are senators elected when states and territories are not divided into electorates? What system of voting is used and why?

Students could prepare information to debate the question

“The senate is not democratically representative of the people of Australia”

In carrying out this activity they should investigate the arguments for the original structure and purpose of the senate within the Australian Federal System as well as the notion that the senate allows for the election of minor party representatives unlike the House of Representatives.

1. This url is linked to the Australian Electoral Commission site and outlines proportional voting. This is applicable to Senate elections.

http://www.aec.gov.au/pubs/electoral_systems.htm#proportional

2. This url is linked to the Australian Parliament site and outlines the constitutional arguments for the structure of the senate as well as the voting system.

<http://www.aph.gov.au/senate/pubs/briefs/briefone.htm>

3. This url is taken from the Department of Foreign affairs and outlines the system of electing the Senate and the House of Representatives as well as other voting systems

<http://www.csu.edu.au/australia/defat/govsys.html>

Matrix for linking lesson to Discovering Democracy and Curriculum Frameworks

4. The people make a nation. The structure and functioning of the Federal Government
5. Should the people rule. Features of Australia's system of representative democracy.
6. Curriculum Framework SOSE. Natural and Social Systems. Political and Legal Systems. Understanding that power and decision making structures determine the interrelated nature of political and legal systems.

Unit 3 Geographic location and Political Affiliation

Rationale

In this unit students will investigate the location the following types of electorates in each state and then consider if geographic location has an influence on the political character of the voters of these regions. This will be determined by using the url link provided to access data on federal electorates and then seeing if they are safe or marginal seats and which party currently holds the seat. In addition the history of the electorate can be studied to find out which party has had the longest period of representation for the electorate being studied. This unit relates to the middle secondary outcomes of the Discovering Democracy course. “Men and women in political life” and “Getting things done”

- Electorates that are predominantly rural
- Electorates that are outer urban and coastal in the state capital
- Electorates that are outer urban and inland in the state capital
- Electorates that are inner city in the state capital

Outline

Students will need to access the following url site to find information to complete this activity.

<http://www.aec.gov.au/electorates/index.htm>

Students should work in groups and divide the task up either into electorate types or states. The bigger the number of electorates sampled the better the final analysis of any pattern will be.

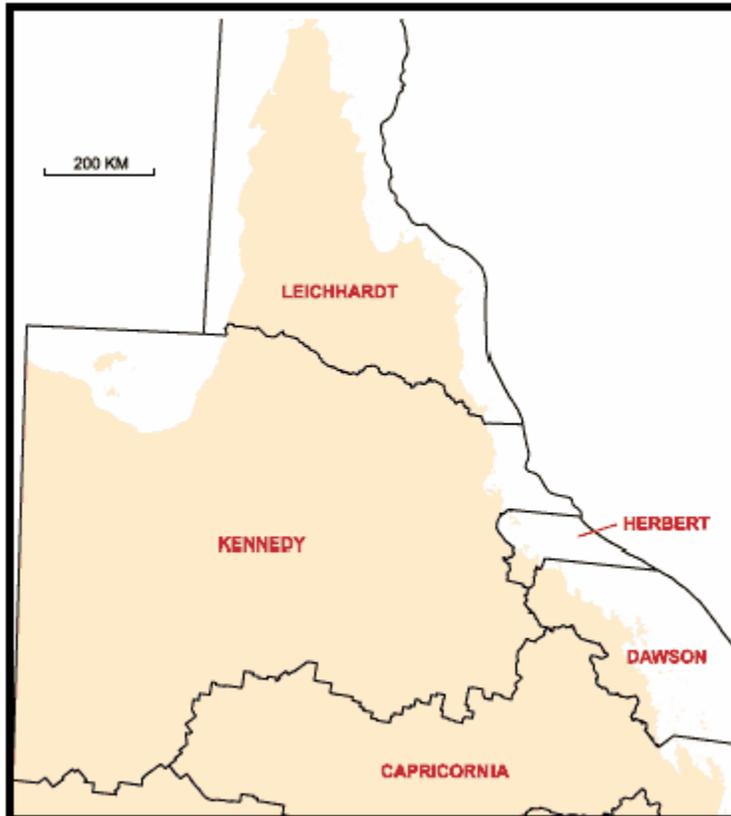
For each state or territory select an electorate that falls into the categories identified and then complete the following investigations.

1. Name the member of parliament and the party to which they belong.
2. Identify the party that has historically held the electorate the most
3. Identify its classification as a safe or marginal seat.
4. Find out its population density by dividing the number of square kilometres into the number of voters within the electorate.

An example of this process is provided below

Kennedy is a rural seat in Far North Queensland. It is classed as a safe National Party seat. The National Party is a rural based political party initially set up to represent the interests of rural or farming communities. Mr Bob Katter currently is the member for Kennedy. It has been held by the National Party since 1966 with the exception of a three year period from 1990 to 1993.

It covers an area of approximately 562 160 sq km from the Gulf of Carpentaria and Mareeba in the north to Boulia in the south and from the Queensland border in the west to the Pacific Ocean in the east.



The electorate covers 562160 km sq. and has an electorate of 84541 voters. This gives a density of 6.6 voters per km sq.

Based on your groups research consider the hypothesis that,

“Geographic location and population density appears to have an influence on political representation.”

In developing a response to this hypothesis discuss other factors that might influence the political affiliation of an electorate.

These could include;

- The cultural mix of the electorate
- The average age of voters in the electorate
- The level of home ownership and income within the electorate.

Matrix for linking lesson to Discovering Democracy and Curriculum Frameworks

7. Men and women in political life. The nature of political activity.
8. Getting things done. Party political policies and practices.
9. Should the people rule. Features of Australia’s system of representative democracy.
10. Curriculum Framework SOSE. Natural and Social Systems. Political and Legal Systems. Understanding that power and decision making structures determine the interrelated nature of political and legal systems.

Unit 4 Aboriginal and Torres St Islander demographics.

Rationale

This unit focuses on the spatial and demographic characteristics of Aboriginal and Torres St Islander population with comparisons to the general Australian population. It invites the student to draw comparisons on the following;

- Distribution of indigenous populations
- Growth rates
- Life expectancy
- Influence of political processes on indigenous populations

This unit relates to the Discovering Democracy topic “What sort of Nation” where the issue of population over time and Australian demography are investigated.

Outline

Students should use the ABS link to investigate the nature of Indigenous populations.

<http://www.abs.gov.au/ausstats/abs%40.nsf/94713ad445ff1425ca25682000192af2/bfc28642d31c215cca256b350010b3f4!OpenDocument>

Here they will find a map of Indigenous population distribution as well as a link to a map of population distribution for all Australians. This link is provided below.

[http://www.abs.gov.au/ausstats/abs%40.nsf/00000000000000000000000000000000/fe3fa39a5bf5aa5aca256b350010b3fd!OpenDocument#5.14%20POPULATION\(a\)%20DISTRIBUTION](http://www.abs.gov.au/ausstats/abs%40.nsf/00000000000000000000000000000000/fe3fa39a5bf5aa5aca256b350010b3fd!OpenDocument#5.14%20POPULATION(a)%20DISTRIBUTION),

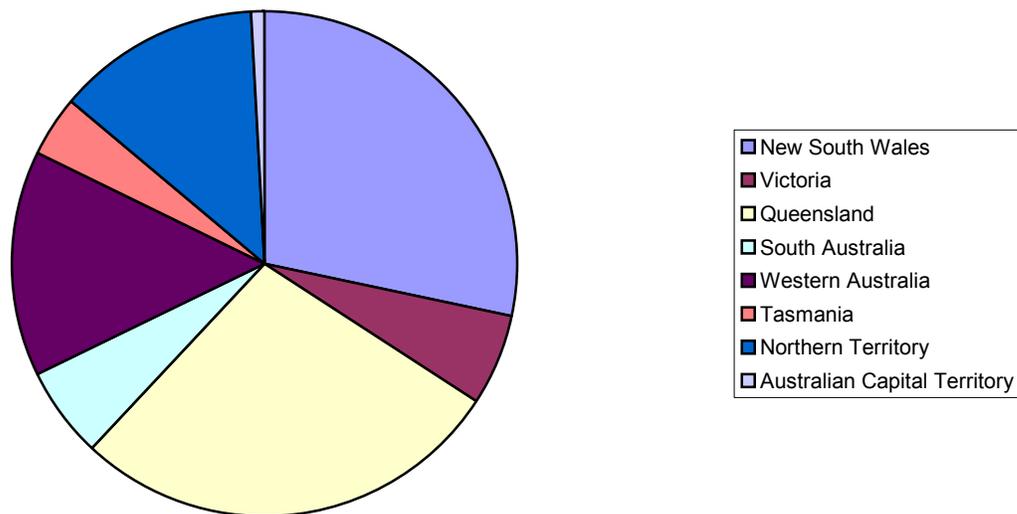
Using this information students should identify the main differences between the two patterns of distribution.

While most of the total Australian population is concentrated along the east and (to a lesser extent) the south west coasts, the Indigenous population is much more widely spread. About 90% of Australia's Indigenous population live in areas covering 25% of the continent whereas 90% of Australia's total population are contained within just 2.6% of the continent. This reflects the fact that Indigenous people are much more likely to live in remote areas than the rest of the population, and that there is a higher level of urbanisation among the non-Indigenous population than the Indigenous population. Approximately half of the continent of Australia contains just 0.3% of the total population, compared to 3.1% of the Indigenous population.

Students can also look at the distribution of population by state and territory to compare this as well as comparing the numbers to the total population. The following spreadsheet can be copied into excel to allow students to produce graphs of the data.

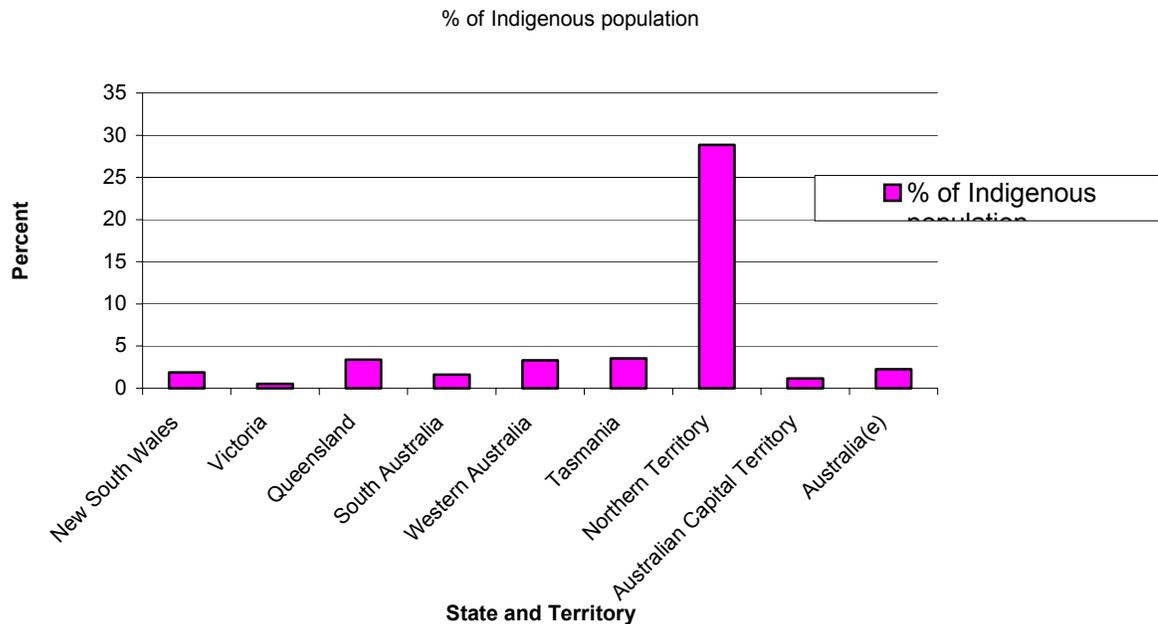
State/Territory	1901(a)		1991(b)		1996(c)		2001(d)		2001 Total Population	
	no.	%	no.	%	no.	%	no.	%	no.	% of Indigenous population
New South Wales	7,434	8	75,020	26.5	109,925	28.5	121,142	28.4	6411772	1.8894
Victoria	652	0.7	17,890	6.3	22,598	5.9	24,586	5.8	4712186	0.5218
Queensland	26,670	28.6	74,214	26.2	104,817	27.2	118,749	27.8	3512434	3.3808
South Australia	5,185	5.6	17,239	6.1	22,051	5.7	24,313	5.7	1493077	1.6284
Western Australia	30,000	32.1	44,082	15.6	56,205	14.6	61,505	14.4	1861018	3.3049
Tasmania	157	0.2	9,461	3.3	15,322	4	16,644	3.9	470226	3.5396
Northern Territory	23,235	24.9	43,273	15.3	51,876	13.4	56,364	13.2	195336	28.855
Australian Capital Territory	1,616	0.6	3,058	0.8	3,589	0.8	310935	1.1543
Australia(e)	93,333	100	282,979	100	386,049	100	427,094	100	18,966,984	2.2518

2001 distribution of Indigenous Populations



The data provided illustrates the distribution of Aboriginal and Torres St Islander populations by state and territory for 2001. This graph has been produced by importing the tabulated data into excel. Students could produce similar graphs for the other years and then identify any changes in distribution.

In the following graph the percentage of Aboriginal and Torres St Islanders compared to the total population of each state and territory for 2001 indicates the relative significance of this group within the total population.



Student investigation task

Compared to the overall distribution of Australia’s population the location of indigenous peoples is quite different. Most of Australia’s population is found within the capital cities, whereas many indigenous people live in remote locations. Identify some of the difficulties they might face in receiving similar public or government services to Australians found in the main population centers.

Aboriginal health

<http://medicineau.net.au/clinical/abhealth/abhealt1344.html>

Land ownership and remote communities

http://www.nlc.org.au/nlcweb/home/documents/03_page_introduction.html

Services in remote communities

http://www.nt.gov.au/news/20000516_aes.shtml

Discovering democracy Matrix

1. What sort of Nation? Social policies, historical and contemporary debates about welfare
2. Human rights. Human rights of Australia’s indigenous people over time

3. Curriculum Framework SOSE. Natural and Social Systems. Political and Legal Systems. Understanding that power and decision making structures determine the interrelated nature of political and legal systems.

Unit 5 Australian Immigration

Rationale

This unit allows students to investigate a range of migration issues including;

- The post WW2 history of migration
- Recent migration patterns
- Migration policy and selection policy
- Unauthorised migration

It relates to the Discovering Democracy theme, “The Australian Nation” and the middle secondary component, “What sort of nation?”. The demography of Australia. Immigration policies and practices.

Outline

Student research assignment

“For those who've come across the seas
We've boundless plains to share;”

The words from the Australian national anthem illustrate a welcoming approach to immigrants. In addition to looking at the recent history of migration to Australia, student could also consider current attitudes to migration and refugee intake.

Students should gain an overview of the impact of migration on the growth of Australia’s population since World War 2 by referring to the following url links.

1. This link provides a brief overview as well as recent trends

<http://www.immi.gov.au/package/facts/02key-1.htm>

2. This link provides access to a detailed history of migration since 1901. It is a PDF (portable document format) document.

<http://www.immi.gov.au/statistics/publications/federation/body.pdf>

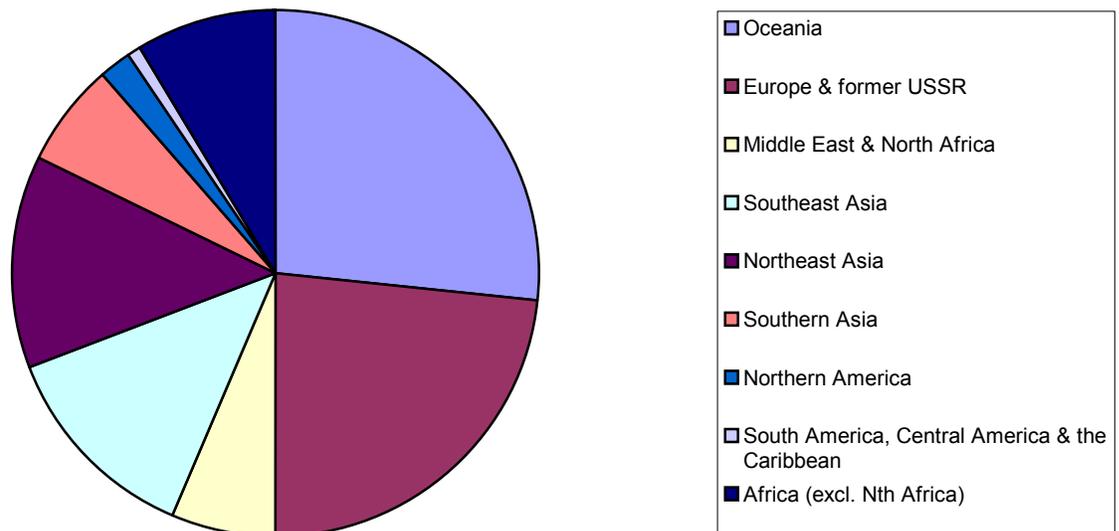
They can then compare the historic pattern of arrivals with the current pattern as illustrated by the data below. This data can be copied to the excel spreadsheet for graphing. In the example provided a pie graph of migrant source locations has been constructed using this program.

Immigration by Region 1998 - 1999

Oceania	22501	26.7%
Europe & former USSR	19608	23.3%
Middle East & North Africa	5195	6.2%
Southeast Asia	10934	12.9%

Northeast Asia	10869	13.2%
Southern Asia	5316	6.3%
Northern America	1624	1.9%
South America, Central America & the Caribbean	773	0.9%
Africa (excl. Nth Africa)	7246	8.6%
TOTAL (including 'not stated')	84143	

1998 - 1999 Immigration



In analyzing this information students should identify any changes in the origins of migrants since WW2.

Using an atlas they could also identify some of the individual nations found within the different geographic regions.

Investigation of Immigration Policies and practices

As a person living in an overseas country find out the requirements for immigrating to Australia in one of the following categories.

- Business People <http://www.immi.gov.au/facts/27business.htm#4>
- Humanitarian <http://www.immi.gov.au/allforms/pdf/964i.pdf>
- Skilled migration <http://www.immi.gov.au/allforms/skill-basic.htm>

- Special category <http://www.immi.gov.au/allforms/special.htm>

Students will need to find out if they have the necessary requirements to successfully enter Australia under one of the nominated programs. When selecting a category students can access relevant information by using the relevant url.

Class discussion

As students progress through these requirements they will find that they are quite complex and this could form the basis of a class discussion.

Alternatively students could work in groups to investigate each category for migration and then prepare a report to be presented to the class.

Student Debate

Students could debate the proposition that the national anthem could be rewritten to reflect current attitudes towards migration to Australia.

**“For those who've come across the seas
We've boundless plains to share;”**

Discovering Democracy Matrix

1. What sort of Nation. The demography of Australia. Immigration policies and practices.
2. Human rights. The nature and definition of human rights and responsibilities.
3. Curriculum Framework SOSE. Natural and Social Systems. Political and Legal Systems. Understanding that power and decision making structures determine the interrelated nature of political and legal systems.