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Edmund Z. Mazibuko
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**THE MEDIATION OF TEACHING THROUGH CENTRAL
CURRICULUM CONTROLS: FOUR CASE STUDIES OF HISTORY
TEACHING IN YEAR 12 IN WESTERN AUSTRALIA**

**Edmund Zizwe Mazibuko
B. Ed [Swaziland], M. Ed [Wales]**

**A Thesis Submitted for the Award of
Doctor of Philosophy**

in the Faculty of Education

Edith Cowan University

Date of Submission: 22 December 1995

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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

Abstract

The work of scholars on pedagogical content knowledge has drawn attention to the importance of mastery of subject matter. Good teachers are able to make clever transitions between their knowledge of content and their pedagogy. The examples of these transitions in the literature usually assume that teachers have a large measure of control over the content: lessons are exploratory and concerned with understanding the deeper meanings and fundamental concepts that underpin the discipline base. The reality of most classrooms is otherwise; teachers are guided by syllabus statements, textbooks and end of year examinations. Sequence and pace of instruction are often implicitly or explicitly controlled. Teachers are required to make choices: either teach towards the examination or teach for deeper understanding and jeopardise the completion of the examinable content.

The purpose of this study was to examine how experienced Year 12 history teachers in Western Australia managed the tension between content coverage and teaching for deeper understanding of the subject matter. To examine this question, four experienced history teachers in four high schools in Perth, Western Australia took part in the study. These teachers were observed teaching history in Year 12 during the 1994 school year and they were also interviewed on aspects of their teaching, the syllabus and the TEE examination. The students in these classrooms were also interviewed during the data collection period. The stories of these teachers are presented in four case studies.

Evidence from this study indicates that the experienced Year 12 teachers have learned to make compromises in the way they teach and manage content coverage in such a way that they are able to achieve high levels of examination performance while maintaining a focus on conceptual learning. The teachers managed this balancing act by (a) representing high examination performance and conceptual understanding of the subject matter as a single objective rather than as two objectives in opposition, (b) ensuring that students had a broad conceptual understanding of the key issues contained in the examination syllabus so that the students could independently construct answers to the kinds of questions contained in examinations and (c) selectively emphasising and teaching in depth some parts of the syllabus though the whole syllabus was covered at least superficially. Though the teachers would have preferred more personal control over the selection of content and assessment procedures, they nevertheless saw the external examination to have merit; however, as this study has demonstrated, the external examination is clearly a fallible means of student evaluation.

Declaration

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signature

Date 10 . 10 . 96

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CHAPTER ONE

INTRODUCTION TO THE STUDY

Overview

In the introductory chapter of this research report, there are six sections. The first section contains the focus of the research, the second contains the background of the study, the third section examines the nature of the problem being investigated, the fourth section looks at the significance of the study, and the fifth section describes the organisation of the thesis. The final section contains a brief summary of the chapter.

Focus of the Research

What follows is a study of history teaching in the final year of secondary schooling in Western Australia. This is a critical year for students. Towards its end they must sit a public examination which is based on a tightly prescribed syllabus. The syllabus defines the content for Year 12 only. There is a lot at stake. Student entry to university is contingent upon their performance in the examination. The reputation of schools hinges on the performance of the students. Similarly, the reputation of teachers is unofficially tied to the performance of the students. 'Good teachers produce good examination results' is the conventional wisdom. Year 12 history teachers, under these circumstances face a dilemma. Most love their subject area and want to inculcate a love of history, a deep appreciation of it in their students. But they must also cover the syllabus so as not to disadvantage their students in the examination; moreover, they have a professional obligation to assist their students achieve the best possible results because the students' academic futures are at stake. How do they do it? How do they

manage this balancing act? These questions have largely escaped the notice of researchers in Australia even though the way the examination dominates the curriculum of Year 12 has been a long standing source of complaint.

The Background to the Study

Criticisms of the Quality of Teaching and Learning

Improving teaching and learning in schools is a key topic in educational discussions at the present time, not only in Australia, but throughout the world. In Australia, Britain and the United States for instance, a number of national policy statements and government reports have been published in recent years which indicate that in each country, interest in improving the quality of schooling is at a high level (Ramsden, 1988). The major driving force is the perceived connection between the quality of education and each country's economic competence, growth and power, self-sufficiency and competitiveness in the world's market places. Critics see schools as centres of the inefficiency in the education system on the one hand, and the focus for the reform efforts on the other. This perspective dominates the political arenas both at national and state levels, and frames many of the proposals for improvement.

Kennedy (1993) argues that in the United States, reports such as 'A Nation at Risk' (1983) and 'Making the Grade' (1983) have called for excellence and equity in education because of the increasing concern of the public and policy makers that students are not receiving adequate grounding in academic subjects. Following the

publication of the US reports, States responded by developing both high cost reform strategies and supportive research to improve teaching and learning in schools.

In Britain, the 1988 Education Reform Act was introduced by the government to improve the quality of the curriculum. The political urge that came with the Act was for more central control of the curriculum as a way of focusing teaching and assessment in schools. The introduction of the National Curriculum, including national assessment, was an effort to reform the education system as recommended by the 1988 Education Reform Act. Commenting on the developments since the introduction of the Act, Stuart (1994) argues;

A National Curriculum supported by a national assessment system is a new order of things. It is a sharp break with the past in two important respects: for the first time we have a single set of expectations about what pupils should know and should be able to do and for the first time we have arrangements for national testing against those expectations at regular intervals through compulsory schooling (p.11).

Both national and international assessments of student progress suggest that students are learning basic skills but not acquiring deep understanding of subject matter; nor are they learning how to reason and analyse ideas. Studies of classrooms worldwide show that students are being taught mainly lists of facts, unrelated to each other and consequently lacking in meaning for students (Ramsden, 1988). In the United States, Lockhead (1985) found that about ninety percent of students did not understand ninth grade mathematics, despite being able to manipulate symbols and meet standard behavioural objectives. McDermott (1984) found that in science, students who did well in examinations were incapable of demonstrating qualitative understanding of some of the important concepts in the subject.

In the humanities and social sciences, the literature indicates that there are instances of gross misconceptions by students of important concepts, though these areas have not been as closely researched as in the sciences (Ramsden, 1988). In history, Hallden (1986) identified significant misunderstandings by secondary school and university students concerning what the subject of history is about, and highlighted corresponding weaknesses in their written work. This research illustrates the fact that the students did not achieve what was intended in their schooling. The message from these studies is clear: students have inadequate understanding of the subject matter. This is largely attributed by researchers and critics to the way in which these subjects are taught in schools.

Fairly or unfairly, responsibility for the quality in education has been placed at the feet of the teachers. A number of HMI reports in Britain over recent years have provided official perspective about what constitutes good and poor teaching practice. In a study reported in Hargreaves (1988), the Inspectorate noted that secondary teachers made wide use of heavily directed teaching, a preponderance of dictated or copied notes with emphases placed on the giving and recall of information with little room or time for inquiry and explanation. As Goodlad (1984) commented some years earlier with respect to schools in the US, such teaching continues to be a consistent feature of schooling.

In Australia, the educational system is also under pressure to institute reforms that will improve the quality of teaching and learning in all subject areas. Australian educators are being challenged to do a better job (Beazley, 1993). There is a steady flow of

public comment about the quality of Australian education from the public, employers and from academic interest groups in education. Those in education and training are being charged with the task of 'Skilling the Nation's Youth', of bringing about a growing convergence of work and learning, and of responding to workplace imperatives (Carmichael, 1993). In the case of Australia the political concern appears to be more about economic rationalism, and not about deep understanding of academic disciplines. This is shown by the fact that there has been so much focus on work-related competencies and so little focus on acquisition of discipline knowledge in schools.

Policy Responses: Tightening Curricular Controls

The standard strategy adopted by policy makers to improve teaching and learning in schools is to tighten the curricular controls. This can be done by further prescription of the content in syllabuses and more prescribed assessment of syllabuses. Cohen and Spillane (1992) refer to examinations and syllabuses as 'instruments of instructional guidance'. They assert that there are five generic instruments of instructional guidance: instructional frameworks (including syllabuses), instructional materials, assessment of student performance (including exams), oversight of instruction, and requirements for teacher education and licensure. These are all instruments which can be applied by governments and central officials. Writing from a US perspective, Cohen and Spillane argue that more coherence is required in US classrooms and that by adroitly manipulating these policy instruments it is possible to enhance that coherence. The argument for strengthening central instructional guidance is that it forces teachers to focus their teaching on specified content and assessment objectives.

From a teacher's perspective, however, too much instructional guidance may prevent teaching for deeper understanding in that central curriculum controls such as syllabuses and public examinations restrict their professional discretion. The concern for teaching for understanding is an important issue in the United States, but has not figured highly on the Australian reform agenda, currently dominated by the work-related concerns of industry and unions.

Historically, examinations have served to control the curriculum. In many western and developing countries for many years public examinations have been used to assess the content of the syllabus (Cox, 1965). But over the years, they have attracted criticism from various groups in society. With regard to teaching, they have been criticised for constraining the work attempted in the classroom by placing exclusive emphasis on what can be examined by paper and pencil methods, or on topics thought to be favoured by examiners, usually academics from universities. The emphasis given to examinations has led to a higher priority being given to the acquisition of examination techniques ahead of an understanding of concepts (Hargreaves, 1988). There has also been criticism from the public that examinations exert too much psychological pressure on students and as a result students do not enjoy what they study in school because of the focus on the examination ahead of them (Gray, McPherson & Raffe, 1983). Employers have also criticised school graduates in that they lack skills which are useful in workplaces, such as problem solving and working in teams. These skills, employers and unions have argued, have not been given sufficient attention in schools because of the focus on the external examination (Mayer, 1991).

Statement of the Problem

In Australia and in a number of Western countries, reformers want more instructional guidance as a way of improving teaching and learning in classrooms. In the United States, Cohen and Spillane (1992) found that reformers want content to be structured and a system of public examinations to be established in order to gain more control over teaching and learning. In Australia, Britain and a number of European countries, instructional guidance is centrally controlled by government agencies which are responsible for developing syllabuses and, in some situations, for recommending texts which are linked to public examinations. The argument for centrally controlled instructional guidance is that it forces teachers to focus their teaching on specified content and assessment objectives. From a teacher's perspective, however, too much instructional guidance can prevent teaching for deep understanding because central curriculum controls such as syllabuses and public examinations constrain good teaching; they limit the capacity of teachers to be inventive and adventurous.

A central purpose of teaching is to assist students to develop skills and a deep understanding of the subject. But for a number of teachers the primary goal is to enable students to achieve high examination scores. Unfortunately, it is not clear how teachers bridge the constraints imposed by instructional guidance or, for that matter, use them to their pedagogical advantage. One possibility is that where instructional guidance is fixed, teachers are likely to work within the prescribed limits and thereby make pedagogic compromises which hinder teaching the subject for deep understanding. On the other hand, some teachers may be able to manage to teach within these constraints. This study was designed to examine how four experienced

history teachers of Year 12 students in Western Australia taught within centrally defined curriculum and examination frameworks in order to produce in depth understanding of the subject matter content while at the same time enabling students to achieve high performance in examinations.

The Significance of the Study

Governments in most Western countries have concluded that more clearly articulated curriculum and assessment frameworks will provide the means of improving the quality of teaching and learning in schools. For example, Australia, Britain, the US and New Zealand are all developing national or state curriculum frameworks upon which assessment systems can be built. It is assumed that tighter central control of this instructional guidance instrument, to use Cohen and Spillane's (1992) term, will focus teaching and provide higher levels of student learning. The key question with respect to these policy initiatives is whether the central delineation of content through frameworks and syllabuses leads to greater coverage but at a cost of deeper understanding of key concepts that can be taught in a sequence and for a time limit at the teacher's discretion. To put it another way, depth of learning may be sacrificed for breadth of learning.

It is conceivable that the imposition of these curricular controls may engender a superficiality that is not intended by the policy makers. In effect teachers may teach to the test. There is a counter argument that should be put forward. It is also conceivable that teachers will find the structure provided helpful, as may students. Rather than

constraining teachers, the frameworks and assessment procedures may provide guidance and motivation that would otherwise be.

This study will describe how experienced teachers manage a learning environment in which content and assessment procedures are public and explicit. Clearly, the way teachers manage all constraints upon their teaching requires some form of expert knowledge. This study hopes to make a contribution to understanding how teachers manage such constraints through a series of case studies of history teachers.

It is not expected that the results of the study will be generalisable. The syllabus and examination system being studied are peculiar to Western Australia where there is a long history of central control over Year 12 curriculum. Teachers may respond differently to more or less constraining frameworks. Further, their responses might differ if the syllabus and examination system were imposed recently.

A further limit to generalisability is the level of experience of the teachers. It is quite likely that inexperienced teachers would balance the various pressures differently from experienced teachers.

Nevertheless, the cases of the teachers studied will be described as fully and authentically as possible. If I succeed in producing rich accounts of their teaching I expect that teachers, irrespective of their particular circumstances, will be able to recognise the interplay of pressures, the nature of the decisions that must be made, and

the wisdom of the practices exhibited by those whom I describe. There are lessons about teaching that are transcultural and transhistorical.

Organisation of the Thesis

In this introductory chapter, the focus of the research, the background to the study, the statement of the problem, and the significance of the study have been delineated.

Chapter Two begins with a discussion of the instruments that define teaching, specifically syllabuses and public examinations. The second part discusses research on teaching, particularly the teacher knowledge studies related to the topic. This is followed with a discussion of studies on history and social studies. Finally, a discussion of teaching for understanding is presented followed by a summary of the chapter.

In Chapter Three, the research procedures are discussed in detail. The chapter begins with a discussion of the conceptual framework. This is followed by a discussion of the research procedures, the justification of the methodology used in the study, a description of the selection of the four teachers and a description of the data collection procedures and data analysis techniques is presented.

Chapter Four discusses the context in which the study was done. This section describes the management of the syllabuses and the Tertiary Entrance Examinations (TEE) in Western Australian. The history syllabus is described in terms of its rationale

and assessment. The schools in which the data were collected are described and the examiners' and teachers' meetings that impacted upon the teachers are described.

Chapters Five to Eight present the case studies of Rod, Brian, Julie and Robert respectively. Each case study contains a description of the school context in which the teacher taught, the biography of the teacher, the teacher's perceptions of the history syllabus, examination, and the students. This is followed by a discussion of some of the lessons observed during the course of the year. The students' perspective of their history lessons is discussed, followed by discussions of the interviews and meetings with each teacher before and after the TEE.

Chapter Nine presents a discussion of the examiners' and teachers' meetings after the TEE examination.

Chapter Ten presents a comparative analysis of the four cases, describing their similarities and differences, and the school contexts in which they taught. This is followed by a discussion of the teachers' pedagogy and how it was similar or different. The discussion of the concept 'teaching for understanding' is presented in the light of the data collected.

Finally, Chapter Eleven provides the conclusions drawn from the research. The first section discusses how the five teachers in the study produced high TEE scores in their classes; the second section discusses how the teachers taught history for understanding; the third section deals with the question of conflict in teaching for high

exam scores and teaching for understanding; the fourth section discusses the strategies used by the teachers to achieve both high exam scores and teaching for understanding; the final section contains the conclusions of the study and its implications for research and classroom practice.

Summary

In many countries there is a growing concern that students lack the depth of understanding of the subject matter they study at school. Reformers in Western countries have proposed changes to the system of instructional guidance as a means of improving teaching and learning. Yet studies of school systems with a long history of public examinations suggest that they force teachers to focus on the examinable content at the expense of deep understanding. Unfortunately the relationship between instructional guidance instruments and deep understanding of subject matter remains unclear. This study investigates how Year 12 history teachers in Western Australia manage two of the instruments of the instructional guidance, namely prescribed syllabuses and examinations, to achieve both high exam scores for their students and at the same time develop an understanding of history. The following chapter discusses the related literature.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the research literature related to the study. There are four sections in the chapter. The first section describes the principal instruments that define teaching, namely syllabuses (or curriculum frameworks) and examinations, and the impact of these on teaching. The second section discusses the methods of inquiry in teaching. The third section discusses the studies of teaching, in particular research in history and social studies, within the teacher knowledge context. The fourth section discusses studies on teaching for understanding. The last section provides a synthesis of the chapter.

Instruments Defining Subject Matter Content

In Chapter One I referred to the instructional guidance rubric of Cohen and Spillane (1992). This is a useful construct which I will now elaborate in more detail. Cohen and Spillane define instructional guidance to consist of instructional frameworks, instructional materials, assessment of student performance, oversight of instruction, and requirements for teacher education. Instructional frameworks deal with the broad conceptions of the purposes, structure and content of academic work. Instructional materials are the texts and other materials used to teach the frameworks. Assessment of instructional results deal with the assessment of instructional guidance through tests and examinations. The monitoring of instruction involves the inspection of students' work, the observation of teaching, and other types of monitoring instruction. Teacher

education and licensing involve the preparation of teachers and the requirements for employment to teach. The guidance given by these frameworks vary from being very structured, prescriptive and focused in one educational system to weak guidance and teacher freedom and control of their classroom activities in other systems.

Cohen and Spillane argue that instructional guidance mediates the effects of policies that seek to affect practice, because the effects of all government policies that try to influence teaching are mediated by such things as instructional materials, teachers' professional capabilities, and methods of student assessment. The present study focuses on how syllabuses and examinations mediate the teaching of history. This section of the literature review focuses on these instruments and their impact on teaching.

The guidance from syllabuses and public examinations varies from nation to nation (Cohen & Spillane, 1992). In France for instance, the central education ministry is in control of the content and the examinations. In Britain, the central government controls the National Curriculum, and control of the examinations is under different examining boards. In Australia, each state controls its education and the examination within its boundaries. In the United States, control of education is vested in the hands of state, local and federal agencies, with weak control from the federal government.

Cohen and Spillane (1992) define instructional frameworks or syllabuses as the general designs of instruction that specify the broad conceptions of the purposes, structure and content of academic work. Syllabuses can be prescriptive in some school systems, defining the nature of textbooks, and the purposes and content of examinations.

Lewis (1989) points out that in France the national ministry of education details the topics to be studied, the teaching methods and materials to be used and even the time allocations for teaching the syllabuses. In Japan, Kida (1986) points out that the central ministry issues frameworks for each subject, prescribing content and detailing the sequence of topics. In the United States, until recently, there has been little prescription within courses and curricula and guidelines about pedagogy have been lacking. Porter et al., (1988) point out that in the United States weak state and local guidance concerning course content and pedagogy has meant that students and teachers have had great latitude in shaping the content and purposes of their courses.

The Use of Examinations

The assessment of instructional results is an essential component of instructional guidance in most school systems. This assessment takes various forms from system to system. Kellaghan and Madaus (1991) point out that, though assessment practices are changing in European countries, most of these countries tie assessment closely to curriculum. In France and Britain and most of their former colonies, examinations are referenced to national curricula and instructional frameworks, and the examinations assess students on a specific curriculum. Eckstein & Noah (1989) point out that in France, Britain and Japan, the influence of examinations is great in that students' promotion and further education depend partly or entirely on their performance in the examination. In Western Australia, the performance of students in the Tertiary Entrance Examination determines their opportunities for university entrance. This is also the case in several other States in Australia. White (1987) asserts that in Japan, the scores on

both the national secondary school leaving examinations and the university entrance examinations determine which are the most prestigious universities that students will attend. Madaus (1988) concludes that the use of examinations for student selection enhances the authority of the examinations. The social and economic significance of examination performance offers many incentives for students and teachers to take examinations seriously.

The Impact of Examinations on Instruction

In the United States, research on the influence of testing on teaching has been inconsistent and as a result the instructional authority of test results has been weakened (Ruddell, 1985). On the other hand, Cohen & Spillane (1992) argue that there have been a few exceptions to these patterns. The New York State Regents Examination and the Advanced Placement program have been reported to as having a strong influence on instruction. They are tied to a suggested curriculum and readings, and the examinations seem to be taken seriously by most students and teachers, partly because the scores count for college entrance.

The proponents of examinations in the United States suggest that such fixed syllabuses and public examinations would influence curriculum, teaching and learning in desirable ways. They present evidence that examinations can focus instruction and give students and teachers specific goals to attain. Similarly, research has shown that changing the content of an important examination is a powerful mechanism for an otherwise moribund curriculum (Kellaghan & Madaus, 1991). These outcomes can have very positive implications for student learning. On the other hand, the consistent

conclusion from studies shows that examinations narrow the curriculum and encourage undue, even exclusive attention by teachers and students to the material covered in the examination (Eckstein & Noah, 1993).

Teachers and students employ a number of strategies and tactics in order to improve performance in the examination. In effect the examination may come to determine the shape of the curriculum rather than the curriculum determining the shape of the examinations. Test performance comes to be regarded by students as the main, if not the sole, objective of education and this has a powerful effect on teaching (Darling-Hammond & Wise, 1985, Resnick & Resnick, 1985). Madaus (1988) points out that teachers orient instruction to the test items, and if students do poorly on the test, remedial help is given with items they do not know. Reformers hope that if examinations and tests are changed to assess thinking and understanding rather than facts and memorisation, they will drive instruction in this direction. It is hoped that teachers can be persuaded to teach for understanding rather than factual recall.

Evidence from a survey of the curriculum of fourth and fifth years in secondary schools in Britain, conducted by Her Majesty's Inspectorate (HMI), found that the work attempted in the classroom was often constrained by exclusive emphasis placed on the examination syllabus, on topics thought to be favoured by the examiners and on the acquisition of examination techniques (Hargreaves, 1988). Hargreaves points out that though the evidence was loosely stated and difficult to verify, the argument has been echoed many times by academics and policy makers alike. In a critique of comprehensive schools in Britain, Hargreaves (1982) expressed concern about the ways

in which public examinations can dominate the process of teaching and learning in secondary schools. In a study of a large group of Scottish secondary school leavers, surveyed after taking their leaving examination, Gray, McPherson & Raffe (1983) found that the single most common method of study was exercises, worked examples, processes, and translations (73%), followed by notes dictated in class (60%). The researchers concluded that there had been a conflict between studying for interest's sake and studying for examination success. In another study, Oslen (1982) found that teachers involved in the Schools Council Integrated Science Project breached the project's guidelines by teaching from the board and encouraging pupils to revise, and that these teachers referred to the presence of the examinations as the reason for their continuing use of a transmission style of teaching. Other evidence suggests that patterns of whole class teacher-pupil talk do not differ significantly between courses that are assessed by examinations, and ones that are not assessed at all, even when these differently assessed courses are taught by the same teacher and within the same subject (Hammersley & Scarth, 1986).

One factor that accounts for the influence of examinations on classroom practice is the reputation of individual schools. This is seen by the public to be established largely by the degree of success achieved by their students in the public examinations, and is reinforced by the publication of the results of successful candidates in the newspapers. It seems from the evidence described above that syllabuses and external public examinations are significant policy instruments capable of controlling the curriculum, teaching methods and incentives of secondary schools and their students.

It is clear from the above discussion that, for some teachers, the presence of examinations may constrain them in their approach to classroom teaching. It would limit innovation and inhibit their willingness to explore new teaching strategies. Achievement-conscious students may conspire with their teachers in this process of limitation, drawing them back to safer pedagogical ground when exploration threatens to divert them from their examination destination (Turner, 1983). Not all teachers would react the same as a result of teaching in the context of examinations. In their life history interviews with secondary teachers, Sikes, Measor & Woods (1985) found that some teachers regard examinations not as a constraint but as a resource for motivating pupils at an age when their enthusiasm for school might otherwise be waning. Some teachers are not aware of examinations as either a constraint or resource. For them examinations are part of their daily working life, an assumed and taken for granted part of the secondary school system to which their practice is routinely directed (Scarth, 1983).

There are a number of ways in which public examinations may influence the styles of teaching. The importance of examinations for the teacher is substantial, in that examination results provide one of the few public indicators of a teacher's competence. Yet little is known about how experienced teachers mediate teaching through syllabuses and examinations. The research reported in this thesis aims to address this gap in the literature by studying how four experienced history teachers in Western Australia, attempt to teach history for high examination scores without sacrificing deeper understanding of the subject matter.

Research on Teaching

There is a huge data-base of research on teaching, though the claims are far from conclusive. Researchers spend a considerable amount of time studying classrooms in order to define the characteristics of good teaching. Anderson and Burns (1989) point out that the study of classrooms is rooted in the belief that in order to understand the work of schools and to improve or change their role, we have to understand what happens inside them. Studies geared towards an understanding of who teachers are, what beliefs they hold, and how they make decisions about what to teach and how to teach are a more recent addition to the field of research on teaching. More specifically, during the last few decades there has been a significant shift from process-product research to the current interest in interpretive studies which focus on how teachers' knowledge is acquired and grows.

Critiques of Process-Product Research

Research interest of the 1960's and 1970's was concerned with features of classroom processes, time use and teacher effectiveness in relation to children's achievement gains. Process-product research is usually undertaken by relating quantitative measures of teachers' behaviour in the classroom (the process of teaching) and what happens to their students (the product of learning). Wilson, Shulman and Richert (1987) argue that studies that correlated teacher knowledge with student outcomes failed to yield consistently significant findings because of a lack of an adequate definition of teacher knowledge by classroom researchers, and they also failed to provide insight into the character of the knowledge held by students and teachers and the ways in which that knowledge is developed, enriched and used in the classrooms.

Grossman, Wilson and Shulman (1989) point out that the focus of early studies on teacher subject matter knowledge attempted to establish statistical relationships between what teachers know and the achievement of their students, in the process overlooking the basis of the decisions and the plans that teachers made in their classrooms. Consequently, the studies have been criticised on the grounds that they failed to establish a clear relationship between teacher subject matter knowledge and student achievement.

Fenstermacher (1979) argue cogently that process-product research ignore a fact that the school situation is made up of persons who act intentionally within a complex social system. Doyle (1977) had pointed out earlier that the process-product paradigm ignored classroom history, students, context, and teachers.

Despite its limitations, process-product research has made a contribution in our understanding of teaching and the classroom work of effective teachers. Much has been learned about their teaching behaviours (Good & Brophy, 1986) and their thought processes (Clark & Peterson, 1986).

Research on Teacher Knowledge

Because of the methodological criticisms of process-product research, researchers began to adopt more qualitative methods of research in the study of teaching and teachers' work. These studies began to describe and explain what was happening in classrooms. This research usually involved spending extensive periods of time in

classrooms in order to generate richer information about classroom life. These studies, which often drew on ethnographic approaches, sought to shift the emphasis away from the behavioural orientation of much of the process-product research and explore what teachers 'knew' about teaching and how they came to 'know' it.

During the 80s there was a considerable expansion of qualitative or interpretive studies that Shulman (1986) refers to as studies of classroom ecology. Research from these perspectives assumes that teaching is a highly complex, context-specific, interactive activity in which differences across classrooms, schools and communities are critically important (Cochran-Smith & Lytle, 1990). Grossman (1990) argues that this line of research has moved the field of research on teaching closer to a consideration of the underlying tacit knowledge that informs teachers about how and what to teach. A basic reason for the interest in teachers' knowledge is given by Clark & Peterson (1986):

While we may learn much that is interesting and useful from a technical point of view from research on teacher planning and interactive thinking, we can make sense of these findings only in relation to the psychological context in which the teacher plans and decides on what to teach and how to teach (p.285).

Shulman (1986) identified teacher subject matter knowledge as the 'missing paradigm' in research on teaching and developed a theoretical framework for conceptualising teacher knowledge. Recent research operating within the context of this paradigm would include teacher knowledge as a primary concept in their conceptual framework. Rather than finding relationships between teacher knowledge and student achievement, researchers have focused their attention on exploring the nature, form, organisation, and content of teacher knowledge (Grossman, Wilson & Shulman, 1989) .

Current research interest on teacher knowledge is based on the assumption that in order to build a solid understanding of how teacher knowledge relates to instructional practice, there is a need to develop and draw upon detailed, qualitative descriptions of how teachers know, understand and communicate their subject matter (Stein, Baxter & Leinhardt, 1990). This research has focused on the elements of subject matter knowledge that are important for teaching (Grossman, Wilson & Shulman, 1989; Wilson, Shulman & Richert, 1987). Researchers working in this field have reported that teaching involves the translation of subject matter knowledge into subject matter knowledge for teaching. Calderhead and Miller (1985) suggest that teachers interweave their prior knowledge of subjects with immediate knowledge of classroom realities to produce what they called 'action-relevant knowledge'.

In the past, few researchers had carefully examined the content of instruction, the body of ideas, concepts, and facts that teachers try to teach and hope their students will learn. From the considerable contributions of the quantitative and subject matter independent studies of the 1970s (Berliner, 1979; Brophy & Good, 1986; Cooley & Leinhardt, 1980; Rosenshine & Furst, 1973) to the contributions of qualitative, holistic, subject matter embedded work of the late 1980s, there has been a change in focus and a change in the questions researchers ask (Grossman, 1990; Grossman, Wilson & Shulman, 1989; Wilson & Wineburg, 1988). Leinhardt (1993) argues that the contextual embedding of classroom research on teaching within particular subject matter epistemology and social contexts has not been easy or straightforward. Research in the teacher knowledge paradigm is intended to address this gap. According to Wilson and Wineburg (1993), judgements about teaching have gone from noting and counting behaviours to inquiring

into the meaning and appropriateness of behaviour, given a specific group of children and a particular piece of content.

Current pressure on schools to teach for conceptual understanding in all school subjects has increased the pressure on researchers to re-examine the knowledge that teachers have. Studies on teacher subject matter knowledge and pedagogical knowledge demonstrate a clear relationship between what teachers know about content and the depth of understanding that they are able to promote in their students. Paradoxically, it does not necessarily mean that teachers' subject matter understanding is the only factor that contributes to better teaching. Prawat (1989) points out that a good grasp of what ideas are most central to the discipline and how they relate to one another bears a necessary if not sufficient relationship to 'conceptual teaching'. There are a number of other factors that interact with the teachers' content understanding that enable teachers to promote conceptual understanding in their students.

Connections between teacher knowledge and classroom practice have been suggested by studies focusing on a variety of subject areas. These studies have accumulated case studies of teachers in a variety of subjects. Some of the studies include Grossman (1990) in English; Marks (1990) in Mathematics; Hashweh (1987) in Biology & Physics; Wineburg & Wilson (1988) in History. Evidence from these studies suggests that teaching in ways focused on inquiry and understanding depends on the teacher's understanding and ability to inquire within the subject matter. From this perspective, good teaching depends on, but is not guaranteed by, the teacher's subject matter knowledge. Grossman, Wilson and Shulman (1989) point out that these studies show

that the teachers' subject matter knowledge affected both the content and processes of instruction, influencing both what teachers teach and how they teach it. These studies concluded that teachers who understand the larger map of their subject matter and who understand the relationship of individual topics or skills to more general topics in their fields may be more effective in teaching their subjects. On the other hand, teachers with limited knowledge have been found to portray the subject matter as a collection of facts; to provide impoverished or inappropriate examples, analogies, and emphasise routinized student input as opposed to meaningful dialogue (Stein, Baxter & Leinhardt, 1990).

Research in Teaching History

This section will discuss research on the teaching of history and social studies. In most States and Territories in Australia, social studies is a subject that is taught in the first three years of secondary school, incorporating the discipline areas of history, geography, sociology, political science and economics. During the final two years of high school, history becomes a separate subject of the school curriculum. This section will survey the development in research on history or social studies and then will focus on the research that is most relevant to the study.

Approaches to research on the teaching of history have had to take account of recent developments in the discipline. The idea that history is principally a chronicle of the exploits of white male conquest and settlement is now contested if not repudiated (see for example Windschuttle, 1994). The attack on the 'objectification of reality' by historians was also occurring in educational research as the certainties of positivist

process-product research gave way to more tentative and provisional forms of inquiry.

For a useful discussion of this point see Wilson & Wineburg (1993).

Ethnographic studies in four high schools by McNeil (1988a, 1988b, 1988c) in the United States found that the way history was taught and the quality of history teaching varied widely among the schools and among the teachers within each school. The data from these studies also yielded significant insights into the internal dynamics of history classrooms and into how the interaction among school administrators, teachers, and students influenced the way history was taught in the schools. She concluded that the teaching of history was shaped by the tension between the contradictory goals of educating and processing or credentialing students. McNeil found that the school administrators in her study who emphasised order keeping and credentialing goals did not merely fail to encourage good history teaching, but they promoted teaching that was boring and mechanical when such teaching promoted order in the classroom.

A recent and different line of research into how teachers teach social studies and history has been undertaken by Shulman (1987) and colleagues in the United States. Some studies have examined how novice and expert social studies teachers teach the same lessons, how teachers come to develop their perspectives on history, and what students know about history (Wilson & Wineburg, 1988). These researchers have underlined the importance of a teacher's knowledge of history or social studies, especially the subject that the teacher majored in at college, upon the instructional choices that the teacher makes every day in the classroom. In concentrating on the importance of pedagogical

content knowledge, Wilson & Wineburg (1988) have described with clarity the importance of subject-specific pedagogical knowledge, that shapes teaching practice.

Studies of social studies subject matter has found that there are differences in teachers' beliefs. Thornton (1988) studied three 10th grade high school social studies teachers in the United States teaching at the same school, using the same textbooks and teaching students of comparable ability. He observed their lessons and interviewed them on their beliefs about social studies subject matter. He found that the teachers' conceptions of the purposes of United States history courses varied greatly. He concluded that the teachers' conceptions were influenced by management considerations and contextual factors. In the United States, Evans (1988) also used interviews and classroom observations to study three high school history teachers teaching US history. He found that the teachers held different conceptions of the meaning of history and that the teacher's conceptions influenced content selection, the emphasis put on the content when teaching, the questions asked and the pedagogy.

In another study carried out in the United States, Wilson & Wineburg (1988) observed and interviewed four beginning high school social studies teachers. These researchers found that the teachers' views of how to teach history changed as they gained experience in the classroom, but their conception of historical knowledge was much more resistant to change. They concluded that teachers' conceptions of historical knowledge are heavily influenced by the social studies subject in which they were trained. These researchers attributed these differences in the teachers' goal orientation on the disciplines in which each majored. In all the studies discussed above, it was

concluded that the teachers' beliefs about appropriate subject matter shaped their decision making with regard to curricular materials and classroom practice.

McKee (1988) investigated the responses of seven high school US history teachers to the implementation of a critical thinking skills program. Critical thinking was defined as 'a dynamic process of questioning and reasoning, active inquiry as opposed to passive accumulation of knowledge' (McKee, 1988). Data were collected through classroom observations, interviews, documentation of meetings, and analysis of materials. The study concluded that despite intentions of the developers of a new critical thinking curriculum, teachers identified critical thinking as discrete skills. They also presented a consensus, public view of US history, although privately they had a more sceptical view of knowledge. The teachers also thought that they were instructing for critical thinking and they modified the new curriculum to fit with existing classroom routines and student expectations.

The relationship between what teachers believe about how students learn best and what can be achieved in their work in the classrooms was investigated by Thorntorn and Wenger (1989). These researchers observed and interviewed three fourth grade teachers of social studies. These teachers described how students would ideally learn in social studies, particularly the kind of thinking tasks that they would perform for their learning to be meaningful. One teacher observed that students learned best when teaching was built around their interests. The teachers cited factors such as shortage of instructional time and need to cover the subject matter that students had to know for success in the

next grade as reasons why ideal learning strategies were not regularly used in their classes. Two of the teachers believed that the inculcation of facts and discrete skills provided a framework for higher order thinking in later grades. Whilst the third teacher believed that students learned best through activities of high cognitive complexity, she usually emphasised students' learning of facts and discrete skills. It appears that the teachers' beliefs about history and social studies strongly influence their classroom decisions. There is need to explore why teachers come to define social studies and history as they do.

Based on ethnographic case studies of 13 social studies teachers in four American high schools, McNeil (1986) found that teachers exhibited a wide range of beliefs about appropriate curriculum and instruction, though she found little variation in how they taught. She characterised most of the teaching she saw as defensive. Rather than actively engaging students in the meaning and significance of the subject matter, the teachers chose to simplify content and reduce demands on students in return for classroom order and minimal student compliance on assignments (McNeil, 1986). She concluded that most teachers abandoned their idealistic teaching goals and adopted a contradictory teaching style that emphasised recitation of low level knowledge.

Thornton's (1988) study of three high school social studies teachers found that each had a distinctive view of the purposes of teaching high school US history and that their approaches varied greatly. Though one teacher seldom employed traditional expository teaching, it was also notable that the other more traditional teachers also varied in the degree of engagement their teaching elicited from their students. The study also

confirmed that there are different levels of expository teaching, and some are more engaging than others.

Wineburg and Wilson (1991) support the belief that frequent use of expository teaching strategies which are often attacked in the literature dealing with history and social studies teaching, may not necessarily be as dull and undemanding for students as it is assumed. From their study of two secondary level teachers who shared a reputation in their districts for being excellent teachers, they found that these teachers were indeed excellent teachers who were highly respected and liked by their students. The researchers found that the two teachers were a study in contrast. One of the teachers rarely used expository methods of teaching, preferring student-centred learning. Although the other teacher employed seemingly traditional teacher-centred teaching approaches, such as question and answer techniques, he was nonetheless very successful in engaging his students in class. A closer study of this teacher shows that he was less traditional than a superficial view of his methods might suggest. His teaching strategies were based on a variety of carefully organised learning activities. Although he occupied center stage during discussion, his students were actively involved and challenged during the lessons.

In a Swedish study, Johansson (1981) reports that a common method of teaching in history is the classroom conversation. The students are presented with bits of information and the teacher tries to get them to draw conclusions as to what were the circumstances in the case in question and what was likely to happen next. In such a

manner, a line of reasoning is established which constitutes the description and explanation of the actual historical event.

In the discipline of history, it is clear that experienced and competent teachers possess both the subject matter content knowledge and the pedagogical content knowledge to carry out their professional functions successfully. Wineburg and Wilson (1988) describe two teachers nominated as expert practitioners by other teachers and school administrators. One approached her teaching as a 'debate facilitator' and her competence was reflected in the skills and knowledge of her students during a debate on the causes of the American Revolution. The teacher had deep knowledge of the subject, witnessed in her extraordinary abilities in planning the class. Her lack of direct intervention during class was an intentional strategy designed to create opportunities for the students to learn to do things they were not likely learn to do through direct instruction. The other teacher was at the centre of classroom activities. His techniques were identical to well developed acting skills. He encouraged students to seek additional evidence from many sources and he achieved his goals without a detailed lesson plan. Instead he relied on relevant information and ideas he gathered during his 17 years of classroom experience.

The researchers concluded that although the teaching strategies and classroom behaviours of the two teachers described in the study were quite different, their effects on students seemed to be more similar than different. The students in both classrooms were highly stimulated and interested in history outside the bounds of the classroom and were actively involved in high level complex discussions and analyses of history.

Both teachers planned carefully and developed teaching strategies that stimulated the students in classroom discussions and communicated clear goals for their lessons. They conclude that both teachers were masters of their subject matter and had a more general knowledge base that enabled them to relate and give structure to detailed information. These studies show that teacher knowledge of subject matter as applied to different classroom situations is an important component of competence and a necessary addition to the narrow conception found in the previous process-product studies.

A number of the qualitative studies discussed conclude that the teacher's subject matter understanding and pedagogical content knowledge are important factors in teaching for understanding. It is not clear how the presence of the controls such as syllabuses and examinations constrain or enhance teaching. The present study describes how teachers manage this tension.

Teaching for Understanding

The current debate in teaching is based on the criticisms that, in many classrooms teachers focus on content coverage rather than depth of understanding. These criticisms have been a driving force behind a number of education reforms which emphasise teaching approaches that lead to understanding of the subject matter, based in active engagement with subject area concepts. It is assumed that this would promote critical thinking skills and authentic learning in students. Learning occurs as students try to make sense of what is taught by trying to fit it with their own experience. Von Glasersfeld (1992) argues that, in order to do this, teachers need to have a clear idea of

what students already know and understand so that they can engage them in activities that help them construct new meaning.

Teaching for understanding challenges existing teaching practices and policies. Classrooms where teachers and students develop knowledge collaboratively, where facts are challenged continually in discourse, and where teachers as well as their students engage in learning and inquiry, depart from traditional pedagogy where teachers are in control and students are receivers of knowledge. This image of educational practice is often called teaching for understanding and this view of teaching and learning has been developed by a number of authors (Prawat, 1989; Ball, 1990; Greeno, 1991; McLaughlin & Talbert, 1993).

McLaughlin and Talbert (1993) point out that teaching for understanding assumes substantial new learning on teacher's part; it requires change not only in what is taught but also in how it is taught. Learning how to involve students actively in the construction of knowledge, how to move beyond fact-based concepts of knowledge and learner outcomes involves much more than simply sharpening the teachers' professional knowledge base as conventionally conceived. It requires teachers to have comprehensive and in depth-knowledge of subject matter, competence in representation and manipulation of this subject matter in instructional activities, and skill in managing classroom processes in a way that would be meaningful for student learning (Leinhardt & Greeno, 1986).

Shulman (1987) argues that it is important to comprehend how good teachers transform their knowledge of a subject in ways that lead to student understanding. He argues that teaching for understanding requires pedagogical content knowledge and this is knowledge not simply of a subject area but also of how to teach it, how to select, represent, and organise information, concepts, and procedures so that subject matter knowledge can be transformed into teaching for understanding. McLaughlin and Talbert (1993) point out that lack of pedagogical knowledge in a content area can be a serious constraint on teaching for understanding. The vision of practice engendered by teaching for understanding does not assume transmission strategies are inappropriate for all tasks, but the key to students' learning and accomplishments is teacher judgment about choice of strategies in the classroom (McLaughlin & Talbert, 1993). McLaughlin and Talbert also argue that the vision of practice represented by teaching for understanding does not assume transmission strategies are inappropriate for all tasks, but the key to students' learning and accomplishments is teacher judgment about choice of strategies in the classroom. Teachers need to know when to use strategies to teach for understanding and they also need to know when to use less demanding techniques.

Prawat (1989) argues that current research points to three attributes that are necessary for teaching for understanding. These are focus, negotiation and analysis. The importance of focus in teaching for understanding comes from various sources. The expert-novice research indicates that expertise in students may be best fostered when school curricula carefully attend to a network of central ideas or understandings derived from the disciplines (Prawat, 1989). The research on teachers' knowledge, relating teachers' subject matter understanding to students' subject matter understanding

demonstrates that there is a clear relationship between what teachers know about content and the depth of understanding they are able to promote in students (Wineburg & Wilson, 1988, Grossman, 1990). Drawing from psychological and anthropological perspectives, Prawat (1989) defines negotiation in the classroom as involving more than reaching agreement on important matters, it also involves moving students in a certain direction, such as toward the view of reality shared by those in the disciplinary community. The teacher's role in this process is to help students traverse new cognitive territory, pointing out, and working with them to overcome potential obstacles to understanding (Prawat, 1989). The analysis of students' learning is viewed as an integral part of the teaching process. Prawat argues that as with the other aspects of teaching for understanding, depth of subject-matter knowledge appears to play an important role in the analysis of student learning.

Wilson, Miller and Yerkes (1993) argue that teaching adventurously and for understanding requires trying out new roles and responsibilities, breaking old habits, unlearning traditional practices and re-learning ways to think about teaching and schools. They suggest four factors that seem critical in teaching adventurously and for understanding. These are time, trust, courage and communication. These researchers argue that teaching for understanding, no matter the shape or form it takes, means that students need more time together: time to make mistakes, time to go off on tangents, time to let ideas bubble and stew (Wilson, Miller & Yerkes, 1993). Trust is also seen as important in collaboration and in teaching adventurously. Writing about their own experiences, Wilson, Miller and Yerkes argue that:

a trust that allows individuality and community, is not the kind of trust you develop by saying that you trust someone, or knowing that you should respect someone. The trust that really matters in our work is home grown

and rooted in shared trials in which we have dealt with our diversity and repeatedly demonstrated to one another that our respect for that diversity is deep and genuine. (p.103).

Courage and communication are also important. Teachers require courage to take chances and to develop courage in students. Communication is much more than the physical arrangements such as having meeting time and place, or having a journal, but it is also about sharing a vocabulary, developing a manner of talking, and developing new habits (Wilson, Miller & Yerkes, 1993).

Conclusion and Synthesis

Research on the various domains of teacher knowledge has become very active in the last few years. The studies under this paradigm are helpful in conceptualising the various types of teachers' knowledge, how they develop and how they are useful in teaching. These studies indicate that there is a strong relationship between the teachers' pedagogical knowledge and student understanding.

The literature search failed to identify studies on the nature of the pedagogical content knowledge in cases where the teachers were constrained by central curriculum controls and this study was an attempt to respond to that gap in the literature. It is not clear how fixed guidance constrains or promotes students' understanding in the various school subjects. By focusing on four teachers in a school system which already has external examinations and state wide syllabus constraints, the results from the research in this study will inform the emerging international policy debate on the relationship between central curriculum controls and teaching for deeper understanding. The next chapter discusses the research framework.

CHAPTER THREE

RESEARCH FRAMEWORK

Introduction

This chapter describes the research framework used to guide the study. I have organised the chapter in the following seven sections: the conceptual framework that guided the study; the rationale for the methodology used; the rationale for the selection of cases; the description of the data collection procedures; the delineation of the data analysis processes; the ethical issues related to the study; the methodological limitations; and, finally, a summary of the chapter.

The Research Questions

This study will address two principal research questions drawn from the discussion of the problem area in Chapter One and the review of the literature in Chapter Two.

1. In what ways do syllabuses and examinations constrain or support the teaching of history in Year 12?
2. Do experienced teachers manage to teach within the syllabus and examination frameworks so as to enable students to achieve a deep understanding of history and also achieve high examination scores?

These research questions will be examined within the particular social, political and cultural frameworks of the Western Australian school system. The question of generalising the findings beyond this context will be discussed later in the thesis.

In order to address these questions a conceptual framework has been developed containing five key elements. These have been derived from the problem area under review described in Chapters One and Two and are represented in Figure 1 below. The first element consists of the central curriculum controls. The study examines the nature of the constraints imposed by instructional frameworks or syllabuses and examinations in teaching history in Year 12. The literature identified several frameworks that guide classroom teaching. Syllabuses and examinations were selected for closer investigation because they were identified as powerful frameworks in terms of directing and controlling classroom teaching in those countries that have these forms of instructional control. The literature also showed that these instruments are functionally related: examinations are derived from syllabuses, and it is difficult to study them separately. Hence a closer analysis of both became necessary.

The second element is the management of the instructional controls by teachers. A central part of the study is the examination of how experienced Year 12 history teachers managed to work within the syllabus and examination frameworks in the classroom, and how they used the syllabus and examination to their pedagogical advantage.

The third element is the development of understanding of history by students. It is assumed that these teachers have developed certain skills through their experience in teaching Year 12 that would enable them to manage the controls in a way that would help them not only teach history for high examination scores, but also develop understanding of the content they teach.

The fourth element is subject matter knowledge. In order for the teachers to be able to develop deep understanding of history in their students, they should first have adequate subject matter knowledge themselves. Without sufficient understanding of the subject matter they are teaching, it is unlikely that the teachers would be able to promote understanding in their students. This part of the conceptual framework explores the teachers' subject matter understanding of the units they were teaching and how they managed teaching the subject matter within the curriculum controls.

The fifth element in the conceptual framework examined how teachers mediate these controls and what is the nature of pedagogical content knowledge that the teachers used to teach history for high TEE scores without sacrificing understanding of history. The interrelationships between the five elements are shown in Figure 1 below.

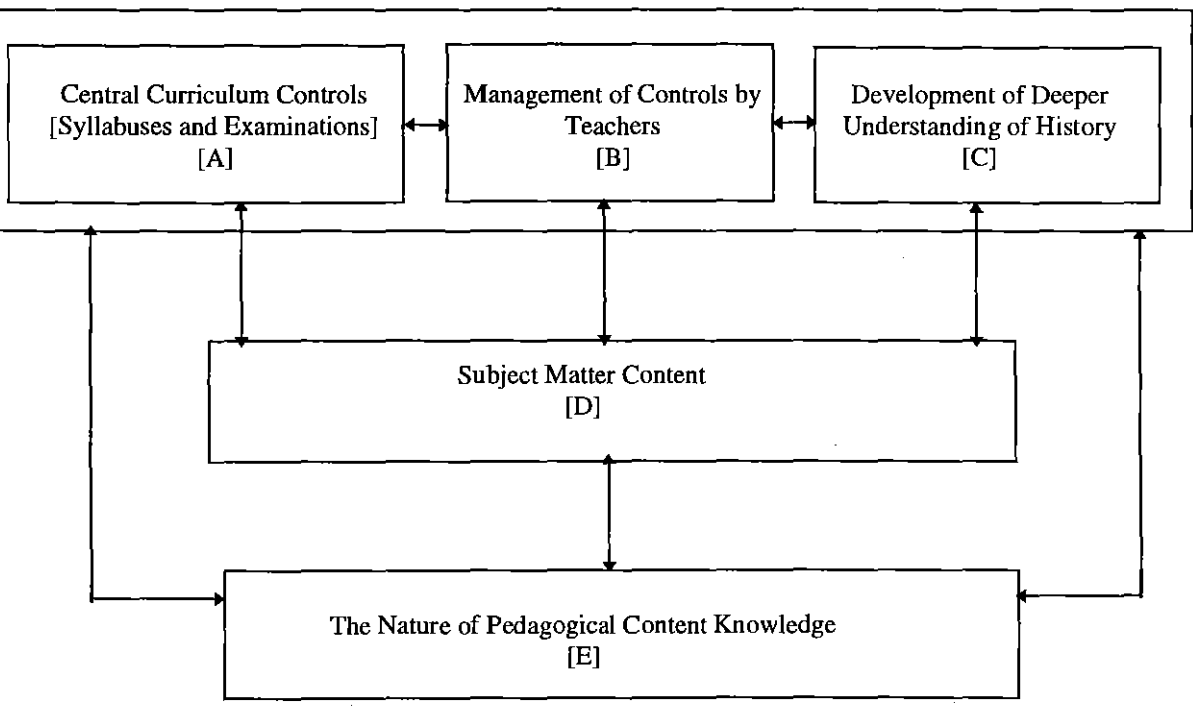


Figure 1: The conceptual framework for the study

In this study I have assumed that history teachers (B) mediate the controls (A) in order to achieve deeper understanding (C). However A, B and C are each related to the particular subject matter of history (D) as defined in A. In order to teach for understanding, teachers must draw on their pedagogical content knowledge of history (E).

Though for analytical reasons I have defined the problem area in terms of these five elements, in practice my approach has been holistic. There is an artificiality in considering the complex, continuous process we call teaching in terms of chunk-sized bits. History teachers do not think of their work in these terms. Hence, in the chapters that follow I will be interpreting and representing what I observe and hear in terms of actions and episodes that have a verisimilitude with the every day life of history teachers.

Rationale for the Methodology Used

The methodology for this study has been drawn from the interpretive paradigm. This paradigm conceptualises individuals as active agents who construct and make sense of their world. The commitment to understand their world, places a demand upon the researcher to represent participants in their own terms and to give a sense of day-to-day talk, activities, concerns and problems in ways that permit the audience for the research report to project themselves into the events depicted by the subjects. The key objective is to describe and understand phenomena from the participants' perspective rather than seek to produce an 'objective', quasi-scientific account. This calls for what Geertz (1973) has named 'thick description', referring to the contextually rich and holistic

descriptions of social interactions and meaning. The role of the researcher committed to this mode of inquiry is to become an 'insider' and use things from the 'natives' point of view. In the present study the aim is to understand history teaching and examinations from the experienced teacher's perspective. Hence, in this study I have resisted following more positivist approaches in which my purpose in each classroom was to test a preconceived theory of teaching that characterised the process-product research in recent decades.

The selection of the interpretive paradigm for the present study was based on its appropriateness to the problem posed at the beginning of the inquiry and the questions which acted to direct the investigation which are listed earlier in the chapter. These are complex questions that cannot be answered simply by giving numbers to what the participants say.

The Case Study Approach

Given the interpretive perspective, there were several research approaches that might have been adopted. For example, I could have studied history teaching in a single school and sought to understand whether pedagogy changes from year level to year level and if so, whether the examination at Year 12 level appears to influence the pedagogy. Alternatively, I might have focused on the examination in particular and regarded it as a ritual, a rite of passage perhaps and adopted an anthropological perspective. In the end, I opted to conduct case studies of four teachers on quite separate sites for the most part narrowing my description to the events that took place in the classrooms. I made this decision on the grounds that Year 12 history is taught

exclusively in classrooms (though learned also in the world outside classrooms). This does not mean that I was not interested in the 'reverberations' from outside, that found their way inside; rather I chose to focus on the classroom. What happens in peer groups, at home in the evenings, before school and so on, fall mostly outside my realm of observation.

Selection of Cases

To spend time in close relationship with individuals in their teaching contexts, I focused on four experienced history teachers in four suburban high schools in Perth, Western Australia. The number of cases was determined by pragmatic concerns. I wanted more than a single case in the event that for some unforeseen reason my subject withdrew from the study. On quite different grounds, I sought to have some basis for comparison in the event that I chose a case which, for reasons unknown to me, was idiosyncratic in ways that moderated the case study teachers' response to the syllabus constraints and examinations. In the end, I chose four cases. I would conduct my research on four separate research sites. As events turned out, on one site, halfway through the year one of my subjects was promoted. His replacement agreed to participate in his place. Thus, I worked closely with five teachers on the four sites.

I was more interested in the characteristics of the teacher than the site. I recognised that the school and context would be important factors bearing on how the teachers would approach their work. I decided early that I would focus on experienced teachers. Had there be an index of teaching excellence I would have chosen the most outstanding. Without any corroborative evidence of teaching ability I opted for experience though I

did identify the teachers in Western Australia who, over recent years produced the highest scoring students in history in the State. Two of the five teachers had previously taught a student who won this honour known as a 'Subject Exhibition'. This was tangible evidence that the teachers were capable of enabling students to achieve high examination results.

I also approached the History Teachers' Association of Western Australia (HTAWA) and explained the nature of the study I was about to undertake. I requested a list of experienced and successful Year 12 history teachers. I received a list of teachers and the schools where they taught. The list was based on professional involvement in teaching history and in producing good TEE results. I also consulted a number of educators and teachers who suggested a list of teachers they thought had the potential to be helpful in the study. Shanteau (1990) suggests that in the absence of objective criteria, the best way to identify experts is by canvassing the judgements of others in the profession. From all the evidence I collected, I selected four teachers (three males and one female) based on the frequency of nominations; that is, if the teacher was nominated by more than one source, that teacher was identified as a possible participant to be contacted. The other criterion used was that the schools had to be easily accessible for fieldwork, given the finite resources available.

I telephoned the teachers to introduce myself and make an appointment to meet them to explain the study and answer any questions. Once the appointment was made, I sent a copy of the research proposal to each teacher to read before our meeting, and a letter inviting them to participate in the study. I visited the teachers to talk to them about the

research and to answer any questions that arose. All the four teachers I approached agreed to participate in the study. The next step was to request the teachers to sign a letter of consent, which they all did. With the support of the teachers, I sought permission from the principals to conduct the study at their respective schools. Between November and December 1993, I visited each school a number of times to talk to the teachers on how they would be involved in the study. During the visits, I sat in their classes and recorded lessons to familiarise myself with the teachers and the tools I would use to record data and also to introduce the teachers to some of the procedures that the study involved.

A Synopsis of the Cases

The teachers were well qualified by Australian standards. Rod Crosswell has a degree in history and English and a Diploma in Education. Brian Hearn has a degree in economics and history and a Diploma in Education. He also has a Diploma in Educational Management. Kim Robinson has a Degree in Asian Studies and a Diploma in Education. She is currently completing a Masters degree in Education. Julie Djurovich has an Arts degree and a Diploma in Education, as does Robert Bateman. All are experienced. Rod has been teaching for about 10 years with four years at Monash Senior High School. Brian has been teaching for 22 years with 7 years at Swanston Senior High School. Kim has been teaching for 12 years and has been at Swanston for 6 months. Julie has been teaching for 17 years with 10 years at Hillsdale and Robert has been teaching for 27 years with 20 years at St. Michael's College.

Monash, Swanston and Hillsdale are all highly regarded government suburban high schools (Years 8-12) serving students from diverse ethnic backgrounds. St. Michael's College (Years 1-12) is a large independent school that caters to a predominantly professional community deeply interested in its children's education. The details on the school contexts are provided in the case studies presented in Chapters Five through Eight.

My Background and Why I Selected History Teachers

My name is Edmund Mazibuko. I am an international student from Swaziland. After graduating from university with a major in history and a minor in geography, I taught history for 6 years at secondary and high school level in Swaziland. I have been a deputy headteacher of a secondary school, and a history examiner for the Junior Certificate Examination at the end of Year 10 in Swaziland. At the end of Year 12, students sit for the Cambridge Overseas School Certificate Examination (COSCE), a two year course assessed only by written external examinations. I now work as a teacher educator in Swaziland, teaching a history method course to prospective secondary and high school history teachers.

There are a number of reasons why I chose to work with history teachers. Theoretically, specialists in any subject area might have been chosen for the study. I chose history teachers for three reasons. First, history requires a teacher to be well versed in their subject and also able to analyse critically; second, my own training and experience is as a high school history teacher, and thirdly, my current job is in preparing prospective secondary history teachers in Swaziland. I believe that my classroom teaching

experience would provide valuable insight into teachers' curricular choices and the configuration of influences shaping those choices.

Data Collection Strategies

The methods for data collection needed to be consistent with the principal question of the study: How do experienced teachers manage the constraints imposed by central curriculum controls and at the same time teach history for high examination scores and deep understanding? How the teachers deal with curriculum materials, and how this impacted upon the students they taught could be ascertained in part from a closer examination of classroom practices of the teachers and the materials they used. Direct classroom observation was the most appropriate method for collecting data which would help me understand these teachers' intentions and actions.

I visited the teachers in their schools and observed them teach history for one school year (February-November, 1994). Altogether I made 216 visits during the year to the four sites. The schedule of visits is contained in Appendix J. The observational method is based on the assumption that understanding of the inner perspective of actors can be achieved by actively participating in the subjects' world. The table below shows the number of lessons observed in each class.

Table 1

Number of Classroom Observations

Teacher	School	Lessons
Rod Crosswell	Monash.S.H.S	50
Brian Hearn/ Kim Robinson	Swanston S.H.S	55
Julie Djurovich	Hillsdale S.H.S	57
Robert Bateman	St. Michael's	55
Total		217

I assumed the role of non-participating observer in the classroom. On my school visits, I arrived early to talk to the teachers about their plans for the lesson before I observed them. All lessons were audio taped and later transcribed verbatim. Whenever possible, I tried to talk to the teachers at the end of the lesson to find out what the teacher thought about the lesson and whether it was successful or not in terms of achieving the goals set at the beginning. Though the teachers were willing to talk about their lessons, sometimes it was not possible when they had to do other things related to their job. In all cases, I took extensive fieldnotes and collected documents such as curricular guides, handouts and test papers. A sample transcript of a lesson which I observed is contained in Appendix I.

I also conducted formal semi-structured interviews with the teachers. The questions for the interviews were derived from the formulation of the research problem, analysis of observations and experiences reported by the participants, and hypotheses based on theory. Before each interview, I sent a protocol interview guide to the teachers to

familiarise them with the questions and areas to be covered and to encourage them to begin contemplating possible responses. The interview guide provided a framework to develop and sequence the questions and to make decisions about which information to pursue in greater depth. These interviews covered a variety of topics that were related to the research questions. These ranged from the first interview which focused on the biography of the teachers to more focused interviews which looked at classroom curricular practices of the teachers, teaching specific concepts, teaching for understanding and the Tertiary Entrance Examination. Appendix B contains the interview protocols used with the teachers. Wherever practicable, the interviews were arranged with the following conditions in mind:

- a. I met each teacher to arrange for the time that would suit the teacher for the interview.
- b. I avoided disrupting the operations of the school by the conduct of the research.
- c. When having the interview, I ensured that the location of the interview provided some privacy, and there were minimum distractions and interruptions.

Generally, these conditions were met, due to the generous support and cooperation of the teachers who participated in the study. The informal interviews were carried out whenever I had an opportunity to talk to the teachers. Sometimes this happened during school recess or when I was helping the teachers when they were preparing materials for their classes.

I planned for interviews that would last 30-40 minutes. All interviews were recorded and later transcribed verbatim to provide tangible documentation for data analysis and to allow participants to review the transcripts and to comment on them if necessary. This was also done to create a permanent record, underwriting the trustworthiness of the study. In all cases, the identity of the teachers was kept confidential. Patton (1980) points to the necessity in qualitative interviewing of capturing the actual words of the interviewees. In addition, fieldnotes were taken during the interviews. After transcribing the recording, notes were written on my impressions of the teacher and the tentative interpretations of the teacher's experiences as recounted. These notes were filed together with completed guides for later analysis.

I became close to the teachers as I spent more time with them. They began to tell me more about their teaching and about the curriculum controls. This was important for the conduct of the research. It promoted reflection and the sharing of thoughts and feelings crucial to gaining an understanding of the problem investigated. After transcribing the interviews and the lessons, I wrote short descriptions of my impressions and interpretations and gave them to the teachers for comment. I incorporated their verbal and written responses into the data. A sample description of one of the teachers and her response are contained in Appendix H.

Data for the study were also collected from students in the classes I observed. I prepared a 10 item questionnaire to survey students' attitudes to history. The questionnaire is shown in Appendix C. The questionnaire elicited students' attitudes to their history classes, the examination and their understanding of history. The students

were assured of anonymity in the report of the study. As a follow-up to the questionnaire, I interviewed some students from each class. The interview protocol is shown in Appendix D. These interviews were kept relatively short, lasting not more than 15 minutes each. The interviews were also taped and later transcribed verbatim.

I also arranged to attend meetings associated with history teaching in Western Australia. These were the meetings of the History Syllabus Committee, the Examiners, teachers, and the History Teachers Association. During the period when I was involved in the study, I became a member of the History Teachers Association so that I could be informed about history teaching in the State. During these meetings, I collected relevant documents and field notes of data relevant to the study. I kept written records of every observation relevant to the study.

Throughout data collection, I employed ethnographic techniques. Observations were contextualized, and judgment was self-consciously deferred, thereby allowing hypotheses and questions to emerge as the study progressed. Hawthorne (1992) points out that in case studies of individuals, data collection revolves around the key informant, and risks of bias and distortion are significant. As a precautionary measure, I relied upon multiple data sources, such as observation notes, teacher interviews, documents, and interviews with students and other secondary informants. To increase reliability, I shared my interpretations with the four teachers and incorporated their responses in my account.

Data Analysis

Miles and Huberman (1984) conceptualised data analysis in qualitative research as composed of three concurrent activities: data reduction, data display, and conclusion drawing and verification. All these three activities occur during and after data collection and are an on-going process integrated into all the phases of qualitative research. Wilson (1977) noted that, in qualitative inquiry, the researchers constantly test their emerging hypotheses against the reality they are observing daily. The meanings emerging from the data are tested for their plausibility, their sturdiness, their confirmability, that is, their validity. Without these tests, there is a danger the qualitative researchers are left with stories about what happened, which may be interesting, but may also be of unknown truth and utility (Miles & Huberman, 1984). First data are reduced to units of information, what Guba and Lincoln (1986: 345) call the smallest piece of information about something that can stand by itself. Next patterns within these units are formed for each participant and across all participants. As units emerge, new dimensions are added to the data analysis by identifying common elements, establishing relationships, and creating patterns. Categories of analysis emerge from the data rather than being imposed on data prior to data collection and analysis as done in experimental research.

The final case study analysis took the form of an educational criticism of each classroom teacher (Eisner, 1985). I began with a description of the lessons I observed, by tracing how the teachers managed the curriculum controls in their classrooms. My descriptions were based on observation notes, teacher interviews, documents, and

interviews with students and other secondary informants. From the classroom observations, I performed the following analyses: I wrote short accounts describing how the teachers responded in relation to syllabuses and examinations. I then compared my observations with what the teachers said in class and in the interviews, lesson plans, and student handouts. Data collected during formal interviews provided the basis for identification and interpretation of how teachers managed the curricular constraints in teaching. My goal through these analyses and individual portraits has been to provide a convincing picture and analytical explanation of the classroom practices of the teachers. A cross-case analysis represents the final stage of data analysis. In this regard, I compared and contrasted the four cases in terms of the different ways in which they managed the curriculum controls and applied their pedagogical skills.

The data analysis procedure consisted of reading, and re-reading field notes, listening to and transcribing audio tapes of lessons. Using the field notes and the transcript, I prepared accounts of what happened during the lessons or in the meetings. These stories formed the raw data that was used for analysis. After transcribing the audio tapes, I read through the notes and the stories, looking for patterns of actions and meanings in the data; and reflecting on the data by writing theoretical memos (Glaser & Strauss, 1967) or analytic insights. This process was continued as data were collected, looking for incidents that confirmed or disconfirmed the initial assertions about these teachers.

Throughout the data collection and analysis process, I wrote memos to document insights, and placed common insights together. I also gave what I wrote to other researchers to read and make comments so that I could firm up the assertions,

categories and instances. A more detailed analysis of the data was completed at the end of the field work. The various data sources contained useful information related to the questions that guided the study. Discrepancies between written documents and actual practice were noted, discrepancies between what teachers said in interviews and what I observed in the classrooms were also noted, and this provided the basis for determining interview schedules and field related propositions. Additional analysis of the documents, after leaving the research sites, yielded further evidence to support some of the commentaries that emerged from the interviews. The data analysis was intended to answer the research questions while reflecting the views and patterns of rationality of the teachers. To capture the contextual information and to allow for explanation of their actions, it was necessary to undertake an initial level data analysis concurrently with data collection.

The description of the process involved selecting the participants' meaning, and the descriptions of the data collection and analysis, the interviewing methods, and the data recording and analysis techniques. Miles and Huberman (1984) point out that qualitative researchers must provide retrospective accounts of how data was synthesised, as part of improving the reliability of the study. Attempts were also made to secure the internal reliability of the study. I used a number of strategies to reduce threats to internal reliability. Verbatim accounts of the transcripts, direct quotes from documents, and descriptions from field notes have been used. The four history teachers were also asked to comment on written accounts of their teaching. Using the language of the participants in the study reports was also an attempt to increase the internal validity of the research.

Ethical Considerations

The awareness of ethical issues is an important aspect of any research that involves human subjects. Ethical issues were taken into consideration throughout the study, from the planning to the collection of the data, the analysis and reporting of the research findings. The study utilised the principles suggested by House (1990) in dealing with ethical issues. These include the respect for the participants, non-coercion and non-manipulation.

The initial step to ensure that ethical issues were considered in the study was at the preparation stage of the research, where I explained how I planned to conduct the study and how I intend to keep their anonymity in the study. I left the teachers to decide whether they were still willing to participate or not to participate. Informed consent from the teachers was sought. The teachers were also told that they were free to terminate their participation in the study at any stage, if they were not satisfied with the manner in which the research was conducted. Participants were asked to sign a written consent if they were willing to participate in the study. Appendix A shows the consent letter. All the teachers signed the consent form. With regard to the interviews with the students, permission was sought from the teachers and principals of the schools to administer a questionnaire to students and to interview a selected number of students from each class.

I explained to the participants about the confidentiality of the data or information that was gathered during the classroom observations and interviews. No one had access to

the individual data about the teachers and students except myself and research supervisor. The teachers were free to see what was written about them. Occasionally short stories and accounts of their teaching were written about the teachers and given to them for comments. When interpreting the data, I also asked the teachers for their comments and these comments formed part of the data collection and analysis process.

Methodological Limitations

There is no one method that can satisfy all the needs of the researcher. Hawthorne (1992) put it succinctly by pointing out that research design involves compromise. Focusing on four experienced teachers and how these teachers managed tension imposed by syllabuses and examinations in teaching for high examination scores and deep understanding, sacrificed breadth of representativeness for depth of understanding. On the other hand focusing on a small number of cases was a strength of the study. It enabled me to observe at least two lessons in each classroom per week out of the four time-tabled lessons, for all the four school terms, and provided me with a solid platform from which to draw conclusions.

How should my conclusions be judged? Eisner (1985) points out that the claims made by qualitative researchers should be evaluated according to structural corroboration and referential adequacy. Structural corroboration refers to the structuring of the evidence. Do the pieces fit together in a coherent whole? Are they mutually supportive? Is the reader left with a sense of believability in the explanation offered by the critic. I have sought to address 'structural corroboration' by producing extensive case studies of the

teachers within a narrative framework. Readers should be able to recognise each teacher in 'three-dimensional' terms, that is like real people, real teachers.

The second means of determining the validity of conclusions is by referential adequacy. It does so by testing each criticism against the phenomena it seeks to portray. The dynamic nature of classrooms complicates the efforts of others to replicate in a strict technical sense the findings of ethnographers and other qualitative researchers (Hawthorne, 1992). Yet widespread familiarity with classroom life provides a reservoir of experience upon which one can draw to determine the empirical adequacy of the portrayal. Questions such as whether the researcher has brought to light aspects of an educational situation that sound true to the reader's own experience but might otherwise go unrecognised; whether the researcher's account allows the reader to experience the phenomena in a new way, are important. Such questions involve the reader in an interactive assessment of the 'validity' of the study.

The important questions are; to what extent can the findings of the study be generalised, assuming that they are valid? How representative are the experiences of four history teachers? Hawthorne (1992) points out that there were two types of generalisations yielded by educational criticism. The first is refinement in the processes of perception and this aims at gaining an increased understanding of the complex phenomena of the problem investigated. The second form is when particulars, concepts and generalisations are formed incrementally over time in a naturalistic manner, which contrast with the generalisations generated by statistical procedures. Evertson (1986) recounts a story of her experience in sharing her research findings with a group of

teachers. Following her presentation, a number of teachers came to her and said ‘You’ve been in my classroom’ (cited in Anderson & Burns, 1989, p.195). Although she had not been in these teachers’ classrooms, she had been in classrooms very much like theirs. Thus some degree of generalisation of her descriptions was possible by virtue of members of the audience accepting them as credible and appropriate. The generalisations that emerge from this study provide a set of perspectives that illuminates how the teachers managed curricular controls in teaching history in Year 12.

Summary

This chapter has described the research framework that guided the study. The conceptual framework presented the relationships identified and the areas that were important for investigation. The methodology and data gathering techniques used in the study are described. Then issues of generalisability of research findings were discussed. Finally, a discussion of ethical considerations of the study and how the confidentiality and protection of the participants was ensured, is presented. The following chapter discusses the context for the study.

CHAPTER FOUR

THE CONTEXT OF THE STUDY

Introduction

In order to understand the classroom practices of the four teachers and why they acted the way they did, it is necessary to describe the context in which they taught history. The first section presents a brief discussion of the history of public examinations in Western Australia. The second section describes the Tertiary Entrance Examination and its assessment. The third section describes the history syllabus and its assessment procedures. Finally, the deliberations of official meetings of examiners and teachers are described. The chapter ends with a conclusion.

A Brief History of Public Examinations in Western Australia

The history of public examinations in Western Australia dates back to 1895, when the state independent schools persuaded the University of Adelaide to open an examination centre in Perth. The introduction of the state secondary schools and the establishment of tertiary institutions, namely the Claremont Teacher's College and the University of Western Australia, depended upon an effective system of education for their long term growth. According to White (1975), the system of public examinations was designed to provide guidance to the emerging secondary schools and also to act as a screening device for higher education. In 1913 public examinations were established in the state under the guidance of the Senate of the University of Western Australia. These examinations were modelled along the lines of the Adelaide examinations offering four

examinations, the Junior and Commercial Junior, the Leaving and Commercial Leaving.

The control of the public examination system by the university was not peculiar to Western Australia. It was a characteristic feature of the examination system in every state of Australia. The Public Examination Board was formally established in 1915 to be responsible for the public examinations in Western Australia, and to determine the subjects and control of the syllabuses studied by students preparing for the examinations. The Board was also responsible for appointing chief examiners, who normally came from the University, to prepare the papers. The Public Examinations Board consisted of seven representatives of the University of Western Australia, three from the state schools and five from independent schools. In the late 1920's, teachers from state schools began to question the prominence assumed by the public examinations, particularly the academic bias, and called for stronger representations of public schools on the Public Examinations Board (Connell, 1993).

The first major reform of the examination system in Western Australia came in 1969 when the Dettman Committee began its review of secondary education stating that:

Secondary education has long been dominated by the requirements of external examinations. Indeed it could be stated that the basic aim of secondary schools has been to enable students to pass the examinations conducted by the Public Examinations Board and so qualify for Junior and Leaving Certificates. The result has been that teachers have concentrated on the examinable aspects of the curriculum almost to the exclusion of everything else. External examinations not only act as a constraint on proper curriculum development and teaching methods but also are unreliable instruments of evaluation based as they are on a limited sample of work at a particular time. Hence we have recommended that external examinations be discontinued and replaced by internal school assessments (Dettman Committee, 1969, p.1).

The Dettman Committee recommended the replacement of the Public Examination Board by the Board of Secondary Education which could oversee the secondary school curriculum and award certificates on the basis of internal school assessments. In the event, the Year 10 Junior Certificate external examination was abolished, but the Year 12 external Leaving Certificate which acted as the tertiary entrance examination was retained (Connell, 1993, p.287). The function of the Board of Secondary Education was to approve the courses of study in secondary schools and to monitor the comparability of assessments between schools and issue Achievement Certificates at the end of Year 10 covering the first three years of the five year secondary school.

The external public examination at the end of secondary education in Western Australia exercised control over the whole conduct of secondary education. Connell (1993) describes how the syllabus for each subject determined the subject matter to be taught in schools and specified the number of periods per week to be allotted to each subject on the schools' timetables. The kinds of questions asked annually on the question papers by the examiners indicated the areas of the curriculum which would be given most attention by the school teachers. Connell argues that the comments by examiners solemnly published for each subject at the beginning of the following year acted as a directive towards the kind of learning and teaching methods which would be most likely to gain their approval in future examinations. The conferences, which included examining officials and teachers, reinforced the central control. The effect of the strong university influence in the examinations was to ensure a strongly academic cast to the curriculum and a mainly instructional emphasis in school programs to meet the

specifications of the syllabuses and the anticipated shape of the usual examination questions (Connell, 1993).

Beazley (1984) noted that the final two years of secondary school remained relatively impervious to change over the years. Between 1969 and 1974, examination papers for candidates at Year 12 were set at two levels; the matriculation level and a leaving level. In 1975 the Achievement Certificate was extended to Year 12 by the introduction of a Certificate of Secondary Education. Meanwhile, a Tertiary Admissions Examinations Committee had replaced the Public Examinations Board and provided an external Matriculation examination. A Committee of Inquiry into education in Western Australia found that the influence of tertiary selection was such that parents and the community placed more value on subjects used for tertiary selection than on subjects which may have more relevance for life and in the workplace (Beazley, 1984, p. 84). Because of their higher status, many students were choosing subjects designed for tertiary entrance even though they were unlikely to attend university.

The Secondary Education Authority (SEA) was established in 1984 to replace the Board of Secondary Education and the Tertiary Committee. The SEA continued to issue the Certificate of Secondary Education and it also became responsible for maintaining the external examination and selecting students for tertiary entry. The SEA continues to be responsible for the preparation of syllabuses for the subjects in which students will be assessed for the purposes of certification. The syllabuses must be approved by the Authority before they are adopted in schools.

The Tertiary Entrance Examination and its Assessment

The SEA is also responsible for the Tertiary Entrance Examination (TEE). The TEE came into effect in 1985, replacing the Certificate of Secondary Education. It became the public examination that students sat at the end of Year 12 in Western Australia. It is the responsibility of the SEA to assess student performance in accordance with syllabuses prepared or approved by the Authority by such means as it thinks fit. The SEA makes available to tertiary institutions the information on the performance of the students in the Tertiary Entrance Examination. It prepares guidelines for the assessment of student performance by secondary education institutions. The SEA is also responsible for the accreditation for partially completed secondary courses taken outside Western Australia, for the purposes of issuing certificates of students' performance.

The Scaling of the Marks

The final mark that students receive, known as the Tertiary Entrance Score (TES), is an aggregate made up of the TEE results for the subjects studied and assessments for those subjects submitted by the school. The school assessments are moderated by the SEA. The school assessments serve to 'dilute' the influence of the exam by taking account of the teachers' assessment of the student's work during the year. University entrance is determined by the TES which is the scaled aggregate of the student's results on his or her best 3, 4, or 5 TEE subjects. A complex scaling procedure is used by the SEA to rank the students who sit for the TEE in order of performance. A mandatory scaling test, which assesses qualitative and literary skills, is administered to all students. This test is used to equate the scores of students who sit for different tertiary entrance

subjects so that students who complete 'harder' subjects are fairly compared with students who choose 'easier' subjects. From time to time the validity of the scaling procedures is challenged by teachers and students.

The scaling procedures have practical consequences for teachers. It is possible to compare the performance of individual students and schools because the scaling procedures purportedly take into account the 'ability' of the students who sit for the exam. The results, supplied by the SEA to all schools, therefore show whether teachers produced results better or worse than predicted from the 'ability' of the students which is estimated from their exam results on the scaling test. The results also show the performance of the school and individual students vis-a-vis State averages. Hence, the performance of teachers, as well as students, can be crudely evaluated by the SEA results. Teachers and students are on edge as they await the release of the TEE results in January, the following year.

Awards for Excellence

The Secondary Education Authority provides several awards in all subjects in recognition of the performance of the student in the examination. General Exhibitions are awarded to the forty students obtaining the highest Tertiary Entrance Scores based on five tertiary entrance score subjects. A Subject Exhibition is awarded to the student receiving the highest raw mark in a tertiary entrance score subject. Certificates of Distinction are awarded to the top 0.5 percent of candidates or the top two eligible candidates, whichever is greater in those tertiary entrance subjects having a candidature of at least 100. This award is based on the combined mark, being an equally weighted

combination of school based assessment and the Tertiary Entrance Examination (TEE) score. The 'Certificate of Excellence' is awarded to each student obtaining at least ten grades of 'A' in SEA accredited courses in her or his Year 11 and 12 studies of his or her last two years of secondary education.

The History Syllabus

One of the aims of the TEE history course is to introduce students in upper secondary school to some of the important themes and topics in modern world history. The syllabus (Secondary Education Authority, 1993) specifies that this will be done by providing the students with the necessary knowledge and at the same time “developing their critical and analytical skills” (p.113). As a result of studying history, students are expected to develop an interest in, and empathy with, past societies. In addition to acquiring a body of historical knowledge, the course aims to help students develop a variety of skills. These include the ability to be critical in their thinking, to recognise and question differing points of view, to identify and analyse a variety of evidence from both primary and secondary sources, and to use oral and written language accurately and expressively. In addition, the course aims to develop the ability of students to evaluate historical information or ideas in order to make reasoned judgements. The SEA expect these learning outcomes to be developed in classroom lessons and also to be assessed in school assessments on the ratio of 40 to 50 percent of knowledge and 50 to 60 percent given to process skills. This means that the course places more value on developing and use of process skills in the history classroom rather than on acquisition of content knowledge.

The Year 12 history course is independent of the Year 11 course. The content of the syllabus is divided into six units and students are expected to study at least three units. These units are: Revolutions: American and French; Europe and America 1917-1945; Asia with focus on China 1911-1976; International Affairs since 1945; and Australia 1914-1945 and Australia 1945-1983. Appendix E shows the details of the units and the selection of content within each unit.

The history course is assessed using both school assessment and external examination. School assessment accounts for fifty percent of the course and the remaining fifty percent is the external examination. Schools are expected to give a variety of assessments such as multiple choice tests, analysis of documents, cartographical and pictorial evidence, in-class and research essays, oral presentations and school examinations. The SEA requires that there should be balance in the types of school assessments and that this should conform with assessment requirements as stipulated by the SEA assessment guidelines. The table below shows the types of assessments and their weighting as recommended by the SEA.

Table 2
Types of Assessments for Year 12 History and Their Weighting in Percentages

Types of Assessment	Weighting
Class tests. Multiple choice, in class essays, short answer questions, paragraphs, graph interpretation, cartoon analysis	20-35
Term/Semester examinations	30-40
Oral presentations	5-10
Assignments: in-class essays, research essays, tutorials	30-40

Source: SEA (1993) Year 12 History Syllabus (p.127).

The TEE history course is taught over a period of 34 weeks. The SEA requires schools to allocate not less than 200 minutes per week to the course.

The Meetings of Examiners and Teachers

Each year the SEA convenes a meeting of examiners to discuss the results of the previous year's TEE examination. History teachers are invited to these meetings. The meetings serve as a vehicle for public accountability for the standard and the quality of the TEE examination. The meeting is chaired by an official from the SEA and the examiners for the previous year's examination are also present to answer questions. Teachers are normally asked to comment on the previous year's paper. There is open discussion and teachers may criticise the exam and recommend changes for the future. In Chapter Nine, I describe two of the meetings I attended during the data collection.

Conclusion

In this chapter I have discussed the context in which the four teachers taught history. Public examinations in Western Australia have undergone several changes over the last decade. Despite some of the improvements made in the examination system, such as the introduction of school assessments, syllabuses and the examination at the end of secondary schooling still have considerable capacity to influence the pedagogy positively and negatively.

The cases discussed in the next four chapters explore how four experienced teachers attempted to get high examination marks with their students without sacrificing students' conceptual understanding of history. In each case I describe the teachers'

biography, beliefs, and the school context in which the teacher taught. Selections of some of the lessons observed during the course of the year are presented. The cases also present a discussion of the students' perceptions of their history lessons. Finally, in each case I discuss how each teacher created the practices that helped them teach history for understanding and still manage to get high TEE marks. In the following chapter I present the case study of Rod Crosswell.

CHAPTER FIVE

Case Study One: Rod Crosswell

Introduction

This chapter presents a description of Rod Crosswell, one of the teachers I observed teaching history. I describe how I met Rod and the school context in which he taught. The biography of Rod is presented, how he joined teaching and began teaching history. I describe his philosophy of teaching and his beliefs about students, teaching history and the Tertiary Entrance Examination (hereafter TEE). Some of the lessons that were observed during the year are described. Some of the stories describe some of the interviews that I had with Rod relating to teaching history and the Tertiary Entrance Examination.

Meeting Rod Crosswell

I made the initial contact with Rod on the phone during which I introduced myself and explained the reason why I was calling him. I told him about the research that I was about to undertake and arranged a meeting with him. The purpose of the meeting was to explain the study in detail and request to work with him. Rod wanted to know how I got his name and why I chose to work with him. I promised to discuss the criteria for selecting the teachers during my meeting with him and indicated that this was also clearly explained in the proposal I promised to send him. Rod asked me to send the questions I wanted to ask him so that he could answer them and send them back to me. I explained that though there were some interview questions available, the intention was to ask these questions

personally and record the interviews. I explained that the questions were scheduled for specific stages of the data collection and would be spread throughout the whole year. I sent him a copy of the proposal so that he could read it before the meeting. From the outset he showed it was clear that he was very much concerned with wasting time during the Year 12 course.

The appointment with Rod was made for Friday 17th December, 1993 at his school. It was a very hot summer day and the temperature reached 38 degrees. My principal supervisor accompanied me to meet Rod at his school. Rod met us when we arrived and took us to the staffroom. Rod was rather apprehensive. He talked for a long time about the problems teachers face in teaching Year 12. He cited a survey conducted by one of the teachers in the school that found that 30 days are lost in school functions per year, thus cutting down valuable teaching time. After I explained the purpose and the conduct of the study, I asked Rod to take part in the study. Rod agreed and I promised to send him the consent forms to sign.

The School Context in which Rod Taught History

Located in the Perth metropolitan area in Western Australia, Monash Senior High School is a large school with approximately 1000 boys and girls in Years 8 through 12. The school admits students of various abilities. The school is proud of its history and tradition of academic excellence. A long list of exhibition winners and other achievements by former students are displayed in the school foyer providing the visitor with a sense of the

achievements of the school. Monash is a multicultural school, drawing its students from a diversity of ethnic and socio-economic groups. Rod explained in an interview that the students at Monash are relatively well-behaved and that there were few disciplinary problems and there were few dropouts at the school.

Rod's Biography

Rod is in his mid 30s and has been teaching for about 10 years. After completing high school, he worked in business for two years then realised that this was not what he wanted to do. He resigned and went to university to do a B.A in Social Science, majoring in history and English, after which he completed a Diploma in Education. Some of the courses he did at university included units in Australian History, European Conflicts, American History. Rod also took some units in law, politics and economics. He has been at Monash for the last 5 years, teaching history at senior school level and social studies at lower school. Explaining how he became a history teacher, he told me he liked teaching and he told me that he might have been influenced by his parents and brothers who are teachers. Rod is a member of the History Teachers Association of Western Australia (hereafter HTAWA) and subscribes to the Associations' magazine and journal.

Rod's Beliefs About Teaching History

Rod told me that someone who is a good history teacher should know the concepts and the material he or she is teaching. He thought that a good TEE history teacher should cover the syllabus objectives in time for the examination. Rod explained: "They should know their

content and concepts. They should know the consequences, cause and effect, and so on. But it's absolutely essential that they cover the syllabus objectives. Their purpose of being in the school is to make sure that they cover those objectives in the given time frame."

Asked to comment on what he thought characterised a good history student, Rod thought that a good student should be able to compare and contrast events and establish causality or relationships. He explained: "A good history student will look to himself or herself to improve instead of looking to the teacher and others as a source of information. I prefer students to look at me as a guide to show them direction and which way to travel on that road. I don't believe my role is to provide them with answers."

Rod talked at length about the problems of the syllabus and the TEE. Referring to the TEE history exam, he thought that sometimes questions were ambiguous and vague and he believed that the history examining panel were not in tune with classroom reality. He was convinced that the examiners did not understand the students' level of reasoning at 17 years of age. Commenting on the Year 12 history syllabus, Rod thought that the syllabus was too long. He made reference to the number of objectives to be covered within a short time.

With regard to his Year 12 history class, Rod was happy with the ability of the students as compared to some students he had taught in the past. He thought the students were interested in learning history. He hoped that this would be reflected in their results at the

end of the year. Explaining his teaching approach in history, Rod said that his approach had not changed since he started teaching Year 12 history. He thought that it was a good approach because it involved student participation in discussions.

Rod's Classroom: At the Beginning of the School Year

When I arrived at the school on the first day of term, I found that Rod was preparing teaching materials for the class. As I helped him collate the papers, we talked about his plans for the day. Rod told me that he would give the students the syllabus objectives and then talk about the school assessment and the requirements of the TEE course. The units he selected for his students were: The American Revolution, America between the Wars, and International Affairs unit. Rod told me that, if there was time left, he would give the students a class quiz on America. He told me he usually gave this test to every Year 12 class to gauge their knowledge of the units to be studied before he began teaching. When we entered the classroom, students were looking enthusiastic and ready to learn. Rod checked the class attendance. There were 22 students, 18 girls and 4 boys sitting in pairs and facing the front of the room. The room was decorated with maps, pictures and newspaper cuttings on important historical events.

During the first half of the lesson, Rod gave the students copies of the syllabus objectives, the assessment outline for the year, and the books they required for the course. Commenting on the syllabus objectives, Rod explained: "I expect you to choose one syllabus objective for your oral presentation. Each dot in the syllabus represents an

objective. I want you to take this seriously because the responsibility is upon you to present information to your friends. You will prepare for the tutorials and you are expected to prepare notes for the other students. By definition it's less load for me. My role is to clarify things that are factually incorrect in your presentations". At this point the students looked confused. One student asked where to get information for the tutorials and Rod promised to give the students some books. He also encouraged them to visit libraries and look for information there. He told the students that their book had limited value because its coverage of issues was superficial and had no penetration and depth. Suddenly a short girl sitting in the middle row asked: "How can one get a good score in history? I think writing the essays is a bit of a problem." Rod explained that students have to show that they understand their facts if they want good marks. He explained; "The people who mark the TEE know the facts, but they require understanding and interpretation from you. Put your opinion throughout the paper. That will score you high marks."

Rod spent time talking about the assessment of the course and the pressures on teaching the course. He told the students that there was no time to waste because there were many objectives to be covered and many assessment tasks to be written. Rod said: "There are 24 days lost in class time from your course. There is very little time for teaching. So you have to do the readings yourselves. You are adults and you don't need me to push you." Rod advised the students that if they want good marks in the TEE, they should improve their essay writing skills. He told them: "History requires students to write a lot. One of the major problems facing history teaching is that many students can't write good English.

They don't possess the writing skills required and they can't structure an argument. During the course of the year, you should work on this. You can have the factual knowledge, but if you can't convey the facts in a good and logical argument you won't do well in the course."

The students looked uncertain. One student asked: "Why are we doing all the units on America? Why can't we do one unit on Asia?" Rod explained: "I chose these units to make it easier for you to relate to all three topics for your TEE. This will help you understand the course better when you can see connections between the units." Though a number of students were not convinced, Rod emphasised that doing the units would help them in the TEE, because there was a thread that connected them. All the units were on America.

In the remaining minutes, Rod gave the students copies of a general knowledge quiz on America. He explained that he was not going to record the marks, but he wanted to see how much they knew about America before he started teaching. The questions covered a variety of fields such as history, geography, entertainment, politics and so on. Some of the questions asked were: Who was the first President of the US? When was the American Declaration of Independence? In the end, students exchanged their answers for marking. The quiz was marked out of 25 and the highest mark was 19. Rod was pleased with the performance of the group and he thought that this was an indication that the group had a better understanding of the course than the previous group.

At the end of the lesson, I asked Rod to tell me what was the purpose of the quiz. "I want to find out what they know about America. I also want to know the knowledge they are bringing to the course, that is why the questions are general. I always give my Year 12s this test at the beginning of the course. The performance of this group is much better compared to previous groups. They seem to be a good group. I expect them to do well in the TEE course. The quiz helped me to understand what sort of students I have and how I'll approach the course," said Rod.

When I returned to observe Rod a few days later, I found that he was teaching the objective on the reasons for the settlement of the American colonies. The lesson began with a quick review of the previous lesson. In the last lesson, the students were asked to read their textbooks on the topic. "Why did the Pilgrims leave Britain for America?" asked Rod. There was silence for a short time and Rod said, "I asked you to read this in your textbook. Why did they leave America? What pushed them from England or attracted them in America?" asked Rod. "Not everyone who went to America wanted to go there," remarked a boy at the back. "Yes, of course. If they did not want to go to America, how did they get there?" Rod persisted. In the meantime, Rod wrote the students' contributions on the board. Rod continued: "Imagine you have landed in the New World during the period of settlement. How did it look like over there? What did you need there? What sort of life are you living? When you went back to England, what did you tell people there?" A girl at the back answered: "I would tell them that if they came to America there were opportunities for them to become rich." "Good. Poverty was rife in many European countries at this time.

In Britain, Switzerland, Scotland and Ireland there were many poor people who wanted to leave for the New World.” A girl sitting at the back wanted to know what would make people rich in the New World. Rod directed the question back to the class. “They would offer their labour to the rich and they would also have the opportunity to own land,” responded a boy sitting at the back. “Excellent,” said Rod. In the meantime he wrote a few points that came from the students on the chalkboard. Rod also talked briefly on the factors that forced people to leave for the new world. Suddenly a girl sitting at the back declared, “This last point is exactly the same point how Australia was settled by the English, in that the English brought convicts to Australia to work as part of their sentence.” “Where was the labour used in America? What was it for?” asked a girl sitting in the middle row. “You don’t need to know that. What you need to know is that there was a labour shortage in America and in England there was an oversupply of labour. You should know how they went there. That’s what you need to know for the TEE examination,” said Rod.

A number of students were making good contributions in the class discussions. Rod was focusing the students on the syllabus objectives. When the students asked questions that were not directly connected to the objective, he tried to focus them on what they needed to know for examination purposes. Half of the period was gone and Rod asked one student to read the next objective from the syllabus on the impact of their economic activities and political leanings in their individual identity. “This sounds huge, but it is simple. You can do it in the form of a table,” said Rod (drawing a table with three columns with headings:

North East Colonies, Middle Colonies and Southern Colonies). On the left of the table he wrote economic, political, religious and education. Through questioning, Rod filled the columns with information from the students. "What was the basis of the economy of the southern colonies?" asked Rod. A number of students browsed through their books and suddenly a girl responded, "The climate in the southern colonies was good for tobacco, tea and cotton." Rod wrote the points on the chalkboard. This pattern was followed for all the other categories until the table was filled with summary notes. "In every question you do, try to set yourself how much you need for the TEE. Two examples in each of the categories are enough for a question in the exam."

A girl sitting at the back intervened and asked whether education was compulsory in the American colonies or whether the emphasis was on the education of girls. "I don't know, but if you get such a question in the TEE, do not write a sexist argument. TEE examiners are not interested in sexist arguments and views. You will not win this, you'll lose" said Rod. The girl looked rather disappointed with the response. Rod continued with the lesson. At the end he asked the students to tick the objectives covered in their handout.

At the end of the lesson I had a short conversation with Rod about what I observed during the lesson. I asked him if he covered what he planned to do in the lesson. "Yes, I'm very pleased indeed. We covered two objectives today. If we continue like this, we are on the right track with the course" replied Rod. Rod tried to justify why he focused the students on the objectives. He told me that students should be guided to focus on the syllabus

objectives rather than to wander around. "There is a danger to wander around and lose track of the requirement of the objective. It's a waste of time and you can't make progress if you allow that to happen in your class. I want to make sure that the objectives are covered. That's why I insisted that they tick the objectives from their syllabus. They can't come back to me and say they never covered the objectives in class."

This lesson was typical. Rod took the objective as laid down in the syllabus. He encouraged the students to focus on the syllabus objective and to understand the requirements of the objective rather than to wander around. Rod was quick to remind the students about the expectations of the examiners. The students in Rod's class asked demanding questions, but some of these were not followed up because Rod thought that they were not linked to the syllabus objective. From my class observations and talking to Rod, I concluded that Rod's major concern was to cover the objectives in time for the TEE examination.

When I visited Rod a day later, I found that he had planned to review the objectives covered in the past few days. Rod told the class that the aim of the lesson was to fill some gaps in their knowledge and also in their notes. Rod dictated notes to the students. The first point that Rod wanted the students to understand was the fact that the American colonies were not united. Rod told the students that each colony was a separate identity and many had more to do with England than each other. "Why do you think these colonies were not

united?" asked Rod. "Probably it was because of the fact that the colonies were established by people with different cultures," suggested a boy at the back.

"There were English, Germans, French, Scottish, Irish people who adapted themselves to the culture of this new world. These groups had different feelings about each other," said a girl at the back, developing the ideas put forward by the last speaker. The focus of the discussion shifted and for some time the class discussed the problems in some parts of the world caused by cultural differences. "Even within our own society things are not normal. There are cultural differences that can cause disunity," suggested Rod.

"Imagine you are in a ship loaded with people to America. In the ship you ate the same food. When you arrived in America you started from scratch. Whatever you did, you did it yourself. Whatever you achieved in material gain it was through a struggle. I want you to be empathetic and put yourselves 200 years ago. What can make your life in the new world miserable?" asked Rod.

"The weather?" suggested a girl at the back.

"What else?" asked Rod.

"The natural landscape?" suggested another girl sitting in the front.

"Yes, of course you have to prepare the landscape," remarked Rod.

"What else?" asked Rod.

"I think the Indians would be a problem," suggested another girl.

"Yes. You don't know them and they don't know you. They might attack you," Rod responded.

"The isolation from the rest of the world," suggested a boy at the back.

“Can you write ‘isolationism’ in your note books please,” suggested Rod.

“What does that mean?” Rod asked.

“It means a lack of community,” suggested a girl at the back.

“Can you think of a word you would write in a TEE to describe a man who was isolated?

We are trying to describe the concept of ‘frontiersman’ here,” said Rod.

“Self reliant?” suggested a boy at the back.

“Resilient?” added another girl at the back.

“Resourceful,” suggested a boy sitting in front.

“Right. These are the words that I want,” said Rod, writing on the chalkboard.

“You need to be self reliant, resilient and resourceful. Imagine they had gone out hunting, what do you think would happen to their houses?” asked Rod.

“Probably they would have their houses burnt down, or they’d even be killed,” suggested a girl in the front row.

“Yes, and they’d to start again,” said Rod.

“There seems to be a problem here. Why didn’t the people go back to England when they met these problems?” a boy asked.

At this point the students discussed why it would be difficult to go back to England.

“They couldn’t. Some of them had problems with the law in England,” a boy suggested.

“I don’t think they had money to make the trip back. Maybe after they had made a fortune they did,” suggested a girl at the back.

“Please write down the concept of egalitarianism,” said Rod writing the concept on the chalkboard.

Rod continued: "This meant that every individual was equal in the eyes of everyone."

"Was this practised in England and all the colonies?" asked one of the girls who contributes to most classroom discussions.

"I don't think so, but that is what they wanted. For instance, in Virginia and Maryland there was a hierarchy. The first thing you need to know, Year 12, is that it was not as clearly defined as in England. There was mobility between the different groups of society," (Drawing a pyramid on the chalkboard to illustrate the different classes or levels of society). Rod continued, "What you need to know for your TEE is that there were middle class merchants. The wealthy planters and landowners were the more privileged. These were few in number (pointing to the pyramid). These were followed by the colonials and members of government who formed the middle class. After which came the small farmers who worked in poor land. Then there were those farmers with slaves and those with no slaves. The lowest level were the slaves and these formed the majority. What is the problem with this?" asked Rod, pointing to the board.

"I think there would be friction between the different groups in society," suggests one student.

"There is a possibility for war," added another student.

"Okay, Year 12. These are the seeds of a revolution. King George cannot come and tell them; you are my subjects. This is the start of a volcano," says Rod.

During the last few minutes, the students copied notes from the board.

A few days later I found that the students had started making their oral presentations. Tony, a tall boy who participated actively in class discussions, came to take up the position in the front. Rod read the objective that Tony was to discuss and requested the students to ask questions about points they did not understand. Tony looked shy and did not face the class. He picked up a piece of chalk and wrote the objective on the chalkboard. Tony began by distributing a sheet of paper that contained the summary of the presentation. He read through the paper, and occasionally he asked questions and wrote important points on the chalkboard. In the meantime, the students were also listening and taking down notes. The presentation took about ten minutes. At the end of the presentation Tony asked if students had any questions. The students did not respond. One could tell from Tony's face that he was pleased that the presentation was over. As he sat down, Rod moved to the front and thanked Tony for the effort he made, particularly because this was the first oral presentation. "I think Tony made a good preparation for the tutorial. He prepared some notes for you. He also used the chalkboard very well. He tried to get the class involved by asking questions. He looked at you and is the first to do it. It's fun and it's not hard," said Rod. The bell rang and Rod promised to fill the gaps in Tony's presentation later.

At the end of the lesson I asked Rod what he thought about the presentation. He told me: "I think it was a good presentation. One benefit of having a student make a presentation is that it provided variety rather than have me stand up there and talk all the time. You saw the students were listening as their friend was talking to them. It is good because they might be more interested in what their friends say than what I do," said Rod.

Two days later I visited Rod's class and found that he had planned to fill the gaps in the previous lesson. After checking the class attendance, Rod said, "Year 12, let us fill in the gaps left by Tony. We will take down notes." The students opened their note books and got ready for taking notes. Rod continued, "Let us look at the concept of figurehead. As soon as you tell someone to do something that he doesn't like, then he will do the opposite of what you want. Once you charge taxes and force your will upon the people, they will rebel. As a figurehead or mother figure on the other side of the world it was tolerated, and at best it gave security." The students looked rather confused. Rod continued, "This is one view. You can write it in the TEE. If you want, you can say you disagree with it and challenge it and the examiner will give you credit." Rod added, "As soon as they tried to force the American colonies, then there could only be a backlash."

"Why wouldn't they put up with it?" asked a girl at the back.

"Let's answer that question. It's not directed to me. It's directed to the class," said Rod.

"I think they couldn't tolerate this. That's the reason why they left Europe for the New World," suggested a girl at the back.

"That's a good point," said Rod writing it on the chalkboard.

"I think a precedent has been set, in that for the first 100 years they did not have to pay taxes," suggested a boy sitting in the middle row.

"In the TEE, how would you start the argument?" asked Rod.

"I would discuss it under economic reasons," suggested a girl.

"Yes. But how do you begin your argument?" asked Rod.

The students talked to each another for a few minutes. “When you start the argument you should begin ‘Economically this is what it was like...,’” suggested Rod. As the lesson progressed, Rod wrote the points that came out of the discussion on the chalkboard. By the end of the lesson there were five points on the board. He told the students, “These are the five reasons. You can write them and disagree with them. TEE examiners will give you marks for your argument. You will get more marks whether you agree with me or not.” A lively interaction developed in class in which students made some important comments on what they had studied in class. “The British now controlled all the land east of Canada, to the east of the Mississippi. The war had cost England a lot of money,” explained Rod. “That’s why they had to increase taxes at home,” remarked a girl at the back making connections. “The taxes were to pay for the army that was placed in America in order to keep down the Indians and the French,” suggested another girl, adding to the comment made by the other student. “So Year 12, those are the reasons why the British brought an army to America. Basically in order to show that they were in control,” concluded Rod. “Was there anything they could do?” asked a girl at the back. “One option was for the French and the English to negotiate and share the land,” said Rod. “I don’t think they could negotiate because they were fighting each other,” suggested another girl.

Rod concluded that this was a good observation and he told the students that the examiner would give marks for the points that the students generated in their answer. “The examiner would give marks for mentioning that the English brought troops to America. The examiner would give marks for why they brought troops; you can get marks for the

reasons. If you can generate five reasons, you can get 5 marks; you can get marks for stating alternatives; and also for attacking the weakness of the argument. Examiners will be less concerned about dates. They are more concerned with facts, arguments that show that you understand what you are talking about. I know some people will argue that dates are important. It's okay," Rod said. As the bell rang the students left the room discussing the topic.

Each day there were two oral presentations by students. The lessons I observed followed the same pattern. A student would go to the front and read from prepared notes and the rest of the class would be seriously taking down notes. In some cases students provided photocopied notes. Some students wrote notes on the chalkboard for the students. In some cases students asked interesting questions to the presenters, but in most cases there were no questions asked. Some students were shy and hardly looked at the class. After each tutorial, Rod would go over the topics, filling in the details that the student left out. The filling in process took several forms. Sometimes he initiated a discussion through questioning, from which a set of points would be generated. At times he would provide the students with notes.

Besides the formal lessons and the oral presentations, students were also writing the assessment for the course. A few days later I found that the students were writing a class test on the objectives they covered in class. This was mainly an objective and short answer test. Rod told me that the SEA expected teachers to give about 13 different types of

assessments. He explained that out of a teaching year of 34 weeks, about 14 days or two weeks are taken by assessments leaving 32 weeks for actual teaching. A couple of days are taken by things like camps, staff professional development days and carnivals. There would be another 2 to 3 weeks of teaching time and that would leave about 29-30 weeks for actual teaching. Rod picked a copy of the syllabus objectives and he explained, "You see each of these dots represent an objective. I have to teach at least one objective a day and in some cases I have to teach more than one objective. Sometimes I can't avoid it because there is so much content to be covered."

From this conversation with Rod, it was clear that time was a major concern for him. He was worried that there were many syllabus objectives to cover and that the assessments take up teaching time. Of late he was teaching two objectives a day and he was aware that this was not good. When there were tutorials he expected two students to talk a day. Each student was given 10-15 minutes and the remaining time was used for filling the gaps. At the end of the lesson, I asked Rod to tell me what he thought about the tutorial presentations so far, whether they were serving the purpose. "Except for one or two students who were shy and were not confident with their presentations, I think the standard of some presentations is high. I think some presentations are professional. One thing you should be aware of is that the students are dealing with difficult concepts," said Rod convincingly. Rod also thought that the tutorials were useful in preparing the students for university. He argued that at their age, the students were old enough to take charge of their

own learning. Rod saw his role in class to be one in which he guided the students rather than being the only source of information.

When I returned to Rod's class a few days later, I thought that I might find him teaching a full lesson. The lessons exhibited the same structure as the ones I had observed before. Rod was pleased with the progress the students had made so far. He told the class that they were neither behind nor ahead, but were on target as far as the plan for the course indicated. That day four students made their oral presentations. The usual pattern was followed, whereby a student would go up and talk for about 10 minutes, reading directly from the paper, and occasionally facing the class. At the end of the lesson, I did not have time to talk to Rod, because he had to rush for a meeting. Though some of the presentations were reasonably good, I felt that if there was not enough time to talk about each objective. Rod was convinced, though, that the progress the class was making so far was good.

A few days later, I visited Rod and found that he had invited an outside speaker to talk to his class. The speaker was a history professor from one of the universities and was interested in the aspects of American history dealing with the settlement of America and wars of independence. Rod invited him to talk about the early American colonies and how they tried to find a sense of identity. He asked the students to prepare a list of questions they would like to ask the speaker. Unfortunately the talk took longer than expected and the time available for questions was not enough. I could see that the students were disappointed that they did not get the time to ask the questions they had prepared.

At the end of the lesson Rod told me that he invited an outside speaker at least once or twice a year. He told me that this was a second visit for the guest speaker. "I also get the opportunity to improve my knowledge and understanding of the unit. I also ask him to help me on things that I don't understand. At one stage a student asked me something I wasn't sure of, so I picked up the phone and asked him the question. He told me the answer and I went back to the student and told her the answer. It's good. I also learn from it," said Rod.

Five days later, I visited Rod's class and found that he had planned to give the students time to work on their research assignments. Rod asked the students to read their textbooks and notes and try and formulate a question on the part of the unit they had covered so far. He also asked them to plan how they would answer the question. The students worked individually. Rod moved around helping each student. This was a preparation for a class essay that the students were to write in a few days. After the lesson, I asked Rod what he thought he would achieve with this exercise. He explained; "One of the problems with the students is that some of them can't write good essays. They need to read a question and try to answer all the parts of the question. Hopefully this will help them write good essays." In our conversation Rod commented about the number of syllabus objectives to be covered in the course. He wondered why they were made to teach so many objectives. I noticed his concern with the syllabus objectives. He told me that his focus on the syllabus objectives was an attempt to make sure that they were covered. From the beginning of the term, I noticed that he was concerned with going through the syllabus objectives to make sure that

they were covered. He conceded that there were too many objectives and as a result he found himself racing to finish the objectives in time for the examination. Rod was also aware that, because of the rush, it was difficult to teach history in an interesting manner. This concern about the high number of objectives had been coming up quite often in my conversations with him.

When I visited Rod's class a few days later, I found that the students were making their oral presentations. They were following the same process I had observed in the past. At the end of the presentations, Rod told the class that he had counted ninety objectives to be covered during the course. He added, "I asked myself, does it make the students brighter doing all these objectives? Why are we not doing fewer objectives in depth? My advice to you is try and pick a few topics from each unit, learn them and understand them well. Consolidate the topics until you have at least nine topics you can learn and on which you can write nine good essays. I don't see how you can write ninety essays." The students were silent for a few minutes. Suddenly a girl remarked: "I think the syllabus objectives are just a guide. I don't think it's possible to write essays on all of them. I thought the syllabus objectives are there to guide us on what we should know to back up any essay we get on a topic. An understanding of several objectives can help you answer one essay or a part of an essay." Another girl sitting in front supported the last observation and added, "If you have the chronology of events, you don't need to know all the specific objectives. Some objectives are more important than others."

At the end of the lesson, Rod told me that the exam questions sometimes focus on a specific objective and that is why he decided to treat the objectives the way he did. "At least the method I am using in my class ensures that all the objectives are covered. The students will not come to me and tell me that they did not cover the syllabus objectives," he said. Rod was aware that some objectives were more important than others, deserving better treatment.

When I visited Rod during the last week of the term, I found that he had finished the oral presentations on the unit on the American Revolution. For the lesson I observed, he brought to class past TEE papers to show the students the format of questions in the TEE paper. He asked students to comment on the paper. "I see some questions have three parts: a, b, and c. How much are you expected to write for the part of the question worth 5 marks?" asked a boy at the back. "That's a good question. The marks in brackets are an indication of the length of your answer. When you get your exam paper, read through the questions in the section you have studied. Make a choice of the questions you can answer and then try to answer all parts of the questions. Some students answer only a part of a question and think that they have done a good job. You can't get full marks by answering one part of a question," said Rod. He then asked the students to focus on the questions on the American Revolution. Through questioning, Rod asked the students to read the question and then tell him what the question required and how to structure the answer. The class then attempted to answer the question. Unfortunately the bell rang before they

finished. This was the last lesson for the first term. Rod advised the students to study during the vacation.

Teaching Difficult Concepts in History

After the lesson, I had a formal interview with Rod. I asked him to tell me what he aimed to achieve in the lesson and whether or not he was successful in achieving his goal. Rod was positive that he achieved what he planned for the lesson. He told me that he did not have any hidden set of objectives or goals except those specified in the syllabus. "I don't have hidden objectives apart from the objectives that the students have. There is no secret behind it. We have the objectives laid down and structured on a weekly basis," said Rod. Rod was pleased that the unit objectives were all taught and he was pleased with the standard of the tutorials, apart from a few students who had problems.

He told me that some of the difficult concepts in the unit were: The theories and concepts of Montessori, Rousseau, Voltaire on enlightenment, the common man and democracy and the sovereignty of the people. Rod told me that the difficulty with the concepts was in trying to relate the concepts so that students could see how the philosophies embedded themselves in the minds of the American people. On how he taught these difficult concepts, Rod explained, "I try to teach these concepts by repetition, eliciting responses and talking to the students, testing the students and re-teaching the concept if it's a difficult concept to get across. I don't go too deep often, because it's not necessary and I think some of the responsibility should be put on the students to go deeper themselves and try and

connect ideas or find connections and causality between concepts. Sometimes it puts students off if you try to go deeper.” Rod also told me that he used analogies to help students understand the difficult concepts. “When I talked about the concept of mercantilism, I used the analogy of ‘rape’. The students would understand what I mean. If they are asleep, they will quickly wake up. The students understand what you are saying there. You can’t say there is no understanding there; they know exactly what rape meant. I think it’s the most appropriate description in this example, Britain raping America. Sometimes rather than going deeper, I use metaphors and analogies to get the point across,” said Rod.

For Rod, teaching history for understanding was about relationships between ideas. On the question of whether it was possible to develop deep understanding in students, Rod commented: “I don’t think it’s easy to do that. It’s hard for them to understand that things are related to each other. I think it’s hard for them to get any real grasp of that. They may understand the relationships on a superficial level; it may be hard for them to fully comprehend that history is a dynamic and changing process.”

Rod admitted that sometimes he made short cuts because of time constraints. “Yes, I do make short cuts because of time constraints. For example, today there was no time to cover all the objectives. One of the Year 12s was supposed to be doing the last objective. He decided not come to school. So that’s why I decided to give the students notes and a handout,” said Rod. He told me that if he did not understand something, he went to

someone else and asked for help, though he was confident that he had enough understanding of the units he taught.

Rod talked at length about time and apathy on the part of the students as the major constraints in teaching for understanding. Rod thought that there was no time to cover the concepts in depth at leisure and apathy on the part of the students were some of the major constraints. He thought that there was too much material to cover in the syllabus. He thought that if the aim of the TEE was to measure students' understanding, then that could be done with far less objectives.

Teaching the United States Between the Wars

A few days after the beginning of the second term, I visited Rod's Year 12 class and found that he was teaching the unit: the United States 1917-1945. The lesson for the day was on America's policy of isolation up to the First World War. Rod began the lesson by asking students to think of the reasons why the United States followed the policy of isolationism up to the beginning of the First World War. This was a question and answer lesson.

Rod: "How do you think America's position contributed to her policy of isolation?"

Student 1: "I think the fact that the United States was isolated from the rest of Europe because of her geographical position and this made the Americans think that this was the right thing to do."

Rod: "That's a good point (writing it on the chalkboard). Was America really isolated from the rest of the world?"

Student 1: "I think America was not really isolated from what was happening or in international affairs. I think she used her policy of isolation to serve her own interest."

Student 2: "I don't blame the United States for not involving herself in the affairs of other countries."

Rod: "Let's consider the last response. What evidence do you have that America was not isolated in world affairs?"

Student 1: "The Monroe Doctrine that existed since 1823 was evidence that the policy of isolation was problematic."

Student 3: "But I think the United States was not really committed to its policy of isolation. I think there is evidence that the United States involved herself in the affairs of other countries."

Rod: "Why do you think so?"

Student 4: "It was mentioned earlier that the Monroe Doctrine showed that the United States was less committed to the policy of isolation."

Rod: "That's a good point. What was the Monroe Doctrine? Who can tell us what the Monroe Doctrine was about. We are not going to cover the Monroe Doctrine in class because it's not in the objectives". (Rod paused. There was no response in class, indicating that the students were not really sure what the Monroe Doctrine was about). "Basically, America was saying that she did not want any country to be involved in her affairs. You don't have to know this for your TEE. You can read about it if you like."

Student 5: "She failed to realise that because of her enormous industrial expansion, this policy of isolation allowed aggressive powers to disturb world affairs."

Student 3: "Do you think if America had entered the war earlier, she would be in a position to prevent the aggressive countries from causing the war?"

Student 1: "I think America would have stopped Germany and her allies."

Student 4: "I don't think she could stop the aggressors, but what she might have done would be to reduce the number of casualties."

Student 5: "What was the role of Britain? Was she not powerful enough to make a difference with all the colonies behind her?"

Rod: "Geographically she was powerful, but militarily she was no longer a power. It was generally accepted that the policy of isolation was in America's own interest and that it would be hindered by ties with other countries."

This lesson was different from the usual. There was a high involvement of students in the discussion. Rod allowed the students to put forward their point of view supported by historical evidence. The other thing that emerged from the lesson was that it became clear that Rod did not teach content that was not stated in the syllabus objectives. Though some content might not be in the objectives, it was important that students learn it because it helped them in their overall understanding of what was being taught. Rod told me that the student presentations would continue and he would continue filling in the gaps during oral presentations. This term Rod introduced another aspect in his teaching. Before beginning a lesson he quizzed the students. He divided the class into two groups so that they could compete. Most of the questions were factual recall type. I asked Rod why he did this. He told me: "This is to motivate the students and get them ready for the lesson and review

what we have done. You can see how involved they become. They like it and enjoy doing it.” The other reason why he did it he explained, was because it was important for the students to get their facts right. “These small factual details are important and they are what the examiners look for. Without these details, students will not be able to use other high order skills,” he said.

I visited Rod’s class several times this term, and each time the students were having their oral presentations. Some of the students made very good preparations for the oral presentations. On the other hand, some students did not understand the concepts they were talking about. One could tell from the way they presented their work. A few days earlier a girl talked for about three minutes and sat down. Another girl went to the front and read what she had prepared. When the students asked her questions, she replied that she did not know the answer. The presentations I saw when I visited the school today were well prepared and well presented. One could tell that the students had an understanding of the concepts they were talking about.

The Mid Year History Examination

Half way through the second term, the students sat for a school examination. I arranged to talk to Rod on how he prepared and marked the exam. I also wanted to know what he thought about the performance of the students in the examination. He told me that he used the question paper that he gave to his former Year 12 class. He made it clear to me that he did not predict the questions that would come in the TEE. He argued, “I don’t try to predict

what they'll put in the TEE, because it's dangerous. Trying to focus on the future based on the past can be a dangerous game at the best of times," said Rod. He told me that the questions in the mock TEE were not predictions for the real TEE.

Rod was pleased with the performance of the students in the mock exam. I asked him to bring the script of the top student for the interview. I read the script before the interview. I asked him to tell me briefly about the work of the best student. "She generated high marks from two essays. She also got higher marks for the objective questions. She has a good memory. Most importantly, she has the ability to understand relationships and discuss them. She has the ability to interpret what happened which must attract higher marks," Rod commented.

On what he would do for the students who did not do well in the mock exam, Rod told me that he had already told their parents that their children were at risk of not meeting SEA requirements. "In other words I was saying there is a chance of them failing. I don't give advice and it might sound unfair. At seventeen years of age it's not my job to give them advice. At seventeen, you don't have to go to school. No one told them to do history. My advice for them is to sit down and decide what they want to do. If they want to do it, then they have to take it seriously. If they don't want to do it, that's okay. To answer your question, my advice is not to give them advice. I don't believe it's my role to give advice. If it was a Year 8 student, it would be a different story," said Rod. Rod was serious with

what he was saying. I had heard him say this before. I could also tell from the emphasis he made that he meant what he was saying.

Rod's Response to a Description of His Teaching

About six months into the data collection, I prepared a description of how I thought Rod taught history. I asked him to read and comment on my description. I arranged for a short interview in which we talked about my description. Rod went through my description thoroughly commenting on every point I made. Asked to comment on the description, Rod reacted: "You say a typical lesson began with a class quiz (reading the first sentence). I say 'No'. It wouldn't begin with a class quiz. That would be unusual rather than usual. You're suggesting that most lessons begin with a class quiz. I do it sometimes. Occasionally would be better." Rod explained further that the quiz was not supposed to take a significant part of the lesson. He told me that it should be a quick exercise to motivate the students and get them switched on.

"Teaching centres around the syllabus objectives. Yes it does. Very true, Edmund. I agree with the reason you give. You are spot on. This point about students taking responsibility if they miss a lesson is very important. Some people underestimate this point," said Rod. He explained at length that at Year 12 students are adults. They are a few months to qualifying for voting, of being able to be enlisted for war and from being able to drink. "That means they are old enough to take responsibility for their learning. This is my point; the onus is on the student to find out whatever they want to find out. This is distinct from a primary

school kid, in which case the degree of responsibility may rest on the teacher,” he said. Rod agreed with what I said about oral presentations and added that some students find the tutorials interesting, while some find them stressful. With reference to the fourth paragraph in which I stated that he fills gaps after the oral presentations. Rod agreed with most of what I said. “I agree with you. The comment at the end of the paragraph is valid. Usually if there is time, if there are any gaps in the oral presentation, one of my roles is to correct any factual errors and also to fill the gaps, and to try and establish links and relationships between things,” said Rod.

Rod agreed that he was a member of the History Teachers Association. “I am involved in the Association, but not actively,” said Rod. Rod told me that a senior member of the association approached him recently and asked him to be involved in drafting the association’s constitution. Overall, Rod thought that my description was a good picture of what happens in his class. He was quick to explain though that, “It didn’t cover everything I do with my Year 12s, but it’s good. You got it right. It portrays most of the things I do in class. I can’t think of anything to add except the comments I have just made.”

The Concept of Detente

During the third term, I wanted to find out how Rod taught some of the concepts that were identified as difficult in the syllabus. During the second semester Rod was teaching the unit on the Cold War. One of the important concepts in the unit is the concept of ‘detente’. He told me that detente is an important concept for the students to try and grasp in the unit.

Rod pointed out that he did not agree that the concept is very difficult to understand. He explained: "No. I don't agree that it's difficult to teach. I think detente is actually in a pure sense a very simplistic concept. Detente is improving relations. I think the concept is relatively simple. There is an enormous amount of stuff on it because it's relatively recent."

With regard to how he taught detente, Rod explained that he did not teach the concept differently from the other concepts. "Well, the same pattern as we did in the earlier terms. Students had their oral presentations. So there were at least four students who did oral presentations on detente. There were lots of handouts given out to the students. I also gave them notes. To answer your question, it's the same thing we did in the past." Rod emphasised that the students understood the concept because it was covered in detail. "Actually I think it's one of the well covered areas. I have actually said to them quite categorically that I've never seen detente in the TEE paper. That does not mean it's never been there. That does not mean it's not going to be there this year. It means that I've never seen detente in the TEE. So I said to them: Understand it. Let's go through it. Let's cover it in detail. Let's make sense of it. Lets become comfortable with it, but I wouldn't lose sleep over it." I told him that this sounded as if he was predicting what would be in the TEE. Rod was quick to say that he was not predicting the TEE. "I'm not trying to predict what is in the TEE. What I'm saying is that I've never seen detente in the TEE. One way of looking at the future is to examine the past. I've never seen detente. Not in the past nor probably in this year's paper." As events turned out, Rod was right. There was no direct question in the TEE on detente.

Rod was comfortable with the way he taught the concept of detente. “Why change it if it works? It has worked in the past. Most students grasped detente. The fact that if you were there and listened to the oral presentations, you would have seen what I mean. Some presentations recapitulated some of the things that someone did in a previous presentation. That’s a good sign. It means I’m doing the right thing. I’m on the right track. So it works and I wouldn’t teach it differently,” said Rod strongly.

The Mock TEE Exam

Rod explained that the students who were doing the oral presentations should know the objectives they were doing. He explained: “My job is to cover the objectives to the best of my ability (pulling the SEA objectives sheet). Look at it. You can see that it’s structured quite clearly. That’s one week (pointing at the objectives planned for the week). There are three dots there. Why? Because last year there were three lessons per week. My job is to cover each of these in one hour. What they do outside class, it’s their own business. I don’t expect them to know everything.”

Later in the third term, the students sat for a mock TEE examination. I also wanted to find out how he prepared the mock examination and what he thought about the level of understanding in his class. Rod brought the Mock examination paper to the interview. He told me: “I wanted to get them tuned into the TEE if you like. I have tried to find a compromise. Semester 2 examination had two essay questions. The TEE will have four

essays. What is a logical compromise? Three. That is what they had. So to answer your question, I've given them six questions and they've to answer three in three hours." Rod explained that the reason he gave them three essays was because he had not covered all the objectives. Again Rod told me that the questions in the Mock exam were not predictions of the TEE. Referring to the same problem he replied strongly: "No, no, no. I don't care what will be in the TEE. That's their problem (laughing). Seriously it's their problem. I understand what you are saying. My job is not to predict what is in the TEE. It's a dangerous game." Rod explained that what he told his students was that in the TEE there will be questions on the units he has taught and that they should study all that they have done.

Students' Perspective of Their History Lessons

I interviewed a number of students from Rod's class during the year on a number of issues related to their history lessons. Besides the interviews, a questionnaire was given to all the students to fill on what they thought about history, the TEE, and their teacher. During the course of the year, I also had informal discussions with the students on these matters. Most students told me they knew what the teacher was trying to do. Most cited the fact that the teacher was trying to give them factual information to help prepare them for the examination. One student explained: "He was trying to get a lot of information into our brain and has succeeded. The way he does this is by letting us teach the class by what we know, so we have a variety of teachers. This is a good idea and worked really well." The student referred to the oral presentations as working well with regard to the acquisition of

information. Another student differed from the last one. "It was harder to understand and grasp. Most of the information I gained in the course came from my own research. Though this is good, I think the teacher should have played a significant role in giving us information." Some students thought that the course was rushed and as a result some areas were not fully explained. "Whilst some aspects of the course were good, some were rushed and were not fully explained, others were drilled into our skulls through constant revision on the topic," said one girl.

On what aspect of the course they thought was well taught and why, students thought the analogies and metaphors were helpful. Unfortunately, they said, these were rushed. Another student thought that she felt some areas were rushed or simply left out altogether. The students were aware of the things that TEE examiners look for in their answers. A number of students mentioned that examiners look for accuracy of factual information and good essay writing skills. Some students thought that examiners were looking for more understanding of the concepts rather than the mere reproduction of facts. On whether history would be better without a TEE, the students were divided in their opinions. The majority said that it would be interesting. Some students thought that if there was no exam, there would be time to spend on the topics. Some students felt though that they wouldn't be serious with their work if there was no examination. "It's good that there is a goal to work towards. The only problem I see is the amount of information we have to cram in our heads. That bit makes it stressful," suggested one girl.

On the question of how they thought the course could have been taught better, the students gave similar responses. "If we had more discussions it would have been better rather than rely on the tutorials, many of which I found less helpful than ordinary teaching," remarked one student. Another student remarked: "Objectives should be covered by the teacher not by the students. I don't believe that students can replace the teacher."

Revision for the TEE

Teaching of the TEE history course covered the first three terms. During the first three weeks of the fourth term, Rod spent that time revising the course and preparing the students for the TEE examination. Revision took various forms. Sometimes he brought to class past TEE papers, or past class essay questions. Sometimes he gave the students a quiz, or he talked about the TEE and what examiners require. For the lesson I observed, Rod brought to class some questions and their marking keys. The first question was: *'Account for the American Victory during the war (8 marks).'*

"How many arguments do you need there?" asked Rod.

"Eight," a girl responded.

"Not necessary," said Rod.

"What about four?" a boy asked.

"That's right. If you can generate four points and write well on those points, you can get 2 marks for each," Rod explained.

At this point the students generated the four points required to answer the questions and Rod wrote these on the board. He added, "You can generate two marks for each of these."

The second question was: *“Explain the problem in establishing a new system of government and assess the extent to which these problems were resolved by the constitution.”*

“How many parts are in this question?” asked Rod.

“Two,” the students responded.

“Good. It’s important that you respond to these parts of the question in your answer.

Otherwise you can’t get the full marks. What are these parts?” asked Rod.

“Explaining the problem and assessing how it was resolved,” suggested a boy at the back.

“Good.” (drawing two columns on the board one with the heading ‘problem’ and the other with the heading ‘solution’). Rod advised the students to read the questions carefully and told them to make each a separate argument in a separate paragraph and discuss it.

This technique was used in revising other questions. Rod advised the students that they should try to give examples because that will earn them more marks. “My advice to you is that on November 22 (the day of the TEE the history exam), read the questions carefully and look at the mark allocation and try to work out how many points you need to write. Use examples to show the examiner that you know what you are talking about.” Rod told me that he was happy with the progress of his class and he thought the students were ready for the examination.

On the Last Day of Class Teaching

About 75 percent of the class attended the last day of class. The atmosphere in class was different in that everyone was focused on the examination. Rod spoke very emotionally about the time he had with the class and the dedication of the students. He advised the students: "You have a pile of notes and handouts on the topics we studied. You have books to read. Prepare yourself well so that you will be comfortable in the exam." Rod then asked the students what they thought about the history course.

"There were too many objectives and I think they were not covered at sufficient level. If there were fewer objectives, they would be covered in depth. This year they were covered superficially," suggested a boy.

"How many objectives did I cover?" asked Rod.

"You covered all the objectives, but the later parts of the course were rushed and as a result I think they weren't not covered well," suggested a girl.

"What makes you hesitate?" Rod asked.

"Because I am not comfortable with some of them," she said.

Rod diverted the conversation to focus on the oral presentations. "What did you think of the oral presentations?" Rod asked.

"Some were rushed. Some were very good. A lot were not that much good," said a girl in the middle row.

Rod concluded by wishing the students good luck in the examination. He told the students:

"I don't know what is in the history exam. All I can tell you is that the future is based on

the past. In the unit, American Revolution, I don't know what they will ask. America between the wars; they like FDR and the New Deal. In the Cold War unit, they like the Cuban Missile Crisis and spheres of influence. I have never seen detente. You can read about it if you like, but I have not seen it in the TEE."

Rod's Perception of the TEE History Paper

On the day of the examination, I visited Rod to find out what he thought about the history question paper. Rod was very excited when he saw me and he could not wait to tell me what he felt. He told me: "I am happy because the examination matched the expectations. The examination paper did not try to trick the students. Most of my students came to see me after the exam and they were very happy with the questions. It wasn't too hard for them. They were really pleased with it."

Rod paused and browsed through the paper once more and made comments on the sections that he covered with his students. He explained: "Just looking at the examination paper again, it looks fair. I am glad that we covered in-depth the specific areas that they put in the exam paper. For example, we have covered the Boston Tea Party. We have also covered this bit here on the features of the British rule in the American colonies. The question on what extent were the British responsible for their own defeat in the American War of Independence was covered in detail. Question 2, we have covered all these parts. We have actually covered that cartoon in question 8 in class. We looked at it in class." Rod was pleased that the question was done in class and the importance of treating the objectives as

he did. "I'm happy. If I didn't treat the objectives as I did, probably I wouldn't have been spot on," remarked Rod. He continued: "I said to the Year 12s, that I'm not going to tell them what is in the examination, because I don't know. It's not my role and it may be misleading. What I can tell them are the things they have asked in the past."

The fact that the students came to see Rod after the examination, made him more excited. He told me: "One of the best indicators is to ask the students who have done it. They aren't stupid. They know when you have done something well or not. Almost all of them were happy with the paper." Rod was quick to say: "It's not perfect, but it's an indication that the paper wasn't too difficult and it wasn't easy too. If they were happy with the paper, then should tell you something about how they did."

Two months later, I visited Rod to talk about the TEE history results and whether the students performed as he expected. Rod thought that there were no surprises with the results. He was also very pleased with the assessment he gave to the students. He explained: "The results the students obtained and the assessment I gave are almost 95 percent accurate. This shows that the SEA is confident and comfortable that the assessment I am covering matches the rest of the state. The results of my students in history are slightly higher than in other subject areas. There are two comments I would like to make. To congratulate me might be false. I think you have to congratulate the students; they worked hard and were a bright group. They were also very professional students. They took it seriously and this is reflected in the results. I may play a part, but I think you have got to

give the credit to the students.” Rod was happy that the results confirmed the perception he had about the students. He explained that their examination mark was not different from what he gave them. Rod told me that you know your students during the first week of your contact with them. He told me there were no surprises, the students performed as expected.

Conclusion

I began the discussion by describing how I met Rod. I explained that my first impression of Rod was that he seemed to be concerned with the problem of time in teaching the TEE course. When I started the classroom observations, I struggled for sometime to establish a better understanding of Rod. In the meantime, he was also trying to understand what I was doing and also trying to know me better. The relationship between Rod and I underwent a great transformation. By the end of the first semester we had moved closer to knowing each other better. By that time I did not need to ask him some of the usual questions I asked at the beginning and end of the lesson. When I arrived at the school, Rod would tell me what he had planned for the lesson. At the end of the lesson, he would discuss things that happened during the lesson.

As the research continued, Rod gave me his time to talk about his teaching. I soon became relaxed with him when I realised that he was not the person I initially thought he was. As the relationship developed, Rod told me more about his interests and disappointments both in school and outside school. Rod trusted me and no longer viewed me as a threat in his

class. He saw me as a colleague. Occasionally, he persuaded the students to ask me questions if they did not understand something in class.

The classroom observations and the interviews showed that the syllabus objectives were the focus for Rod's history teaching in his Year 12 class. He believed that his responsibility was to guide the students so that they take full responsibility for their own learning. Rod had a lot of trust in his students. He believed that they were a capable class. He decided to take a minor role and allowed the students to do a lot of hard work themselves. Rod believed that if students take responsibility for their learning, they would understand the content better. Rod's primary consideration in his teaching was to prepare the students for the TEE. In order to place himself on the safe side, his teaching focused on the syllabus objectives and he made sure that the students ticked the objectives they covered. Though not all the students in his class were happy with the way the course was taught, their TEE results in history were better than in previous groups. Chapter Six presents the case study of Brian Hearn and Kim Robinson.

CHAPTER SIX

Case Study Two: Brian Hearn and Kim Robinson

Introduction

This chapter presents the story of Brian Hearn and Kim Robinson, two experienced history teachers at Swanston Senior High. The first part of the chapter describes the story of Brian, his biography, his beliefs about students, history, and the TEE. The context in which Brian taught is then discussed followed by a description of some of the lessons that I observed in his class. When Brian was promoted after I had worked with him for six months, Kim was appointed to take his classes. The last part of the chapter discusses how Kim taught history.

The School Context

Brian and Kim taught history at Swanston Senior High School, a large suburban school in the northern suburbs of Perth. The residential areas surrounding the school are multicultural with a wide range of socio-economic groups and intellectual ability represented at the school. The socio-economic status of residents is largely middle class. Swanston enrolls about 1250 students in Years 8 through 12. The teaching staff number is approximately 100, including a number of casual and part-time teaching staff. Brian told me that most teachers have been at the school for a number of years due to the pleasant working environment.

Swanston Senior High is a school with a good reputation in music and languages. Brian told me that in the past the school attracted very bright students on music and language

scholarships. He told me that the academic level of the students had changed in recent years due to the decline in academic ability of students as shown by the AST performances. Brian also told me that in last few years there were few students who left school before the end of Year 12. An honour board listing of exhibition winners and other prestigious prizes is displayed in the foyer.

Brian's Biography

Brian is in his late 40s and has taught for 24 years. After completing high school, he enrolled at one of the state universities to study for an arts degree in history and economics. At university Brian majored in economics for the first three years and completed history as a minor subject. Some of the history courses he did at university were: The rise of the West 1450-1850; a course on Modern Australian history; Economic history of Britain from 1750; Economic history of the United States from 1860; and the Economic history of Russia from 1860. Brian told me that he enjoyed teaching the Australian unit and as a result he always taught an Australian unit in Year 12. Brian also holds a Diploma in Education and a Diploma in Educational Management.

Brian has also taught social studies in junior school and economics in Year 12. He also taught TEE history to adult students, in evening classes. Brian has taught Year 12 history for about 15 years. He was also the head of the social studies department. In June 1994, he was appointed Acting Deputy Principal at Swanston for six months and later transferred on promotion to another school. Kim was appointed to take his classes. Brian was a member

of the History Teachers' Association of Western Australia (hereafter HTAWA) and the Economics Teachers' Association of Western Australia (ETAWA). Brian told me that he had a very strong network of informal and formal links with some history and economics teachers who meet to discuss issues that affect teaching the subject. Brian has also been an examiner for TEE economics for a number of years.

Entry into Teaching

Commenting on how he became a teacher, Brian told me that he chose teaching as a career when he was in primary school. He told me that when he was at high school, his interest in history and economics strengthened his interest in teaching. The reason why he chose teaching was because he wanted to share the love and interest he got in these subjects by teaching them to others. "My dad was a teacher and he couldn't afford to pay my university fees. One thing with teaching was that they paid your fees to go to university. But that didn't worry me because I had always wanted to be a teacher," said Brian. He explained: "I picked history and economics because these were the subjects that I knew. I had done them in school and I liked history, but I hated economics at school." Brian explained that he majored in economics because he was advised economics was a growing subject and that there was no future in history. Brian was happy that this was the best advice he got and admits that there were many more opportunities in economics than in history, but he still enjoyed teaching history and finds teaching it in Year 12 interesting. He explained: "When I first started in this school, before I was head of department, I wanted to teach it just to

broaden my teaching, because I taught a bit of economics at that stage. When I became head of department opportunities arose for me to teach history. So I enjoy teaching it.”

Beliefs about Being a Good History Teacher and Student

Commenting on what he thought it meant to be a good history teacher and a good history student, Brian was quick to say that this was a difficult question. He thought that someone who was a good history teacher was someone who had the background knowledge in the subject and someone who tried to keep himself informed in the subject. Brian explained that this did not mean being kept informed through academic studies; it also meant reading and having an interest in the subject. He thought that the ability to teach the subject and pass on the interest to the students was the most important thing in being a good history teacher. “The key thing in making a good history teacher is being able to get that enthusiasm across to the students. If someone shows interest in the subject, that will rub off on the kids he teaches. Then the kids will become interested and enthusiastic about the subject. Obviously things like having well prepared lessons and programmes of work, the sort of things that teachers do, would add to this,” said Brian.

Brian felt that the question about being a good student depended on how one wanted to measure that. He explained: “It depends on what you want. Are you looking to measure a good student by their academic results or you are looking to measure them by their interest or by an improvement in their results rather than by their raw score? If I use the measure of good results, I guess that’s how we tend to measure people at TEE. Using that criterion, a

good student of history is one who can write well, has sufficient knowledge and an analytical ability.” Brian explained that though he agreed that someone who has the content knowledge, analytic ability and the ability to draw conclusions was a good student, there was another side to the argument. He explained at length that he thought that good students may not be high fliers in history, but may be regarded as good students because they were interested in the subject. “For me that is what I regard as a good student. Someone who is interested in the subject and is prepared to do a bit of extra work. I don’t believe in pushing the students to get high TEE scores,” explained Brian.

Brian’s Perceptions of the Syllabus and the TEE

Brian talked at length about the problems of the TEE. He explained: “I think the real problem with the system is that in many ways it determines how something is taught in schools, the time you can spend on some topics and the teaching methods you use. I think teaching is content driven.”

Brian contended that the history syllabus was out of control. He thought that there was too much content covered in the course. He told me that much as he liked teaching the subject though, he found the excessive content a frustrating aspect. He was also critical of the requirement that students have to study three out of six units. This meant that across the State students might be doing totally different courses. Brian saw this as a problem because some units demand more of students than others. Brian thought that it was time to review the syllabus.

Brian's Perceptions of the Year 12 Class

Brian told me that the students he had in his class were average. This class was not as strong as some he had taught in previous years. Brian told me that his main aim was to try and make the students enjoy history. "My aim is to look at the kids and make them enjoy the subject. That is my major concern. I think they might find it harder to do interpretive work. I am planning to change my approach," said Brian.

Asked to explain the approach he used to teach history, Brian reiterated that the Year 12 history course was content driven and this affected the way the course was taught. He told me that the greatest worry with teaching the course was that you had to get through a certain amount of content within a specified time and this stifled creativity and lesson preparation in many ways. "The bottom line is that most kids are going to push you to give them the content. Fundamentally teaching gets down to the system of chalk and talk which is unfortunate," said Brian.

The Beginning of the School Year

On Thursday 3rd February 1994 I made my first visit to Brian's history lesson. When I arrived, Brian showed me the material he had prepared for the students. The material included the assessment schedule, syllabus objectives and a list of references. When the bell rang, we walked to the classroom. Brian was telling me about his plans for the lesson. We found the students already sitting on their chairs. Brian welcomed the students and told

them that he hoped they would find the course interesting. Brian spent some time explaining the TEE course and how it would be assessed. He told the students that he expected them to make one oral presentation in the course. After talking for some time about the course and the assessments, Brian told the students: "The most important thing I want to achieve is to make you enjoy history rather than to worry yourselves about assessment. I don't mean that your assessment is not important, but I believe that if you enjoy the subject, then you are most likely to understand it. You don't have to worry about the TEE," said Brian.

In the remaining time, Brian introduced the first unit to be studied; The United States 1917-1945. He announced that he would begin by looking at the American political system, a topic that was not in the syllabus. "I think it's important for you to understand the American political situation before I actually begin teaching what is in the syllabus objectives. If you lack that knowledge, you might find it difficult to understand some areas of the course," said Brian. He spent some time discussing the power of the President, the Vice President, and Senate in the United States. This was an informal discussion in which he asked students what they knew about the American political system. There was discussion in class. At the end of the lesson Brian asked the students to read about the entry of the United States into the First World War for the next lesson. I asked Brian why he taught this lesson because it was not in the syllabus. He explained, "If they don't have knowledge of that information, then it was pointless teaching the unit. This is the problem with the syllabus. This lesson provides the students with the background to enable them to

understand what happened in the 1920s and 1930s. In fact even the next lesson on the involvement of the United States in the First World War is not in the syllabus. It's important for the students to have an understanding of the war, who the combatants were, the alliances, the results of the war, America's involvement in the war and how that changed American public opinion."

Telling me about his views of the course, Brian told me that he strongly believed that all assessments destroyed students' interest and enjoyment of the subject. He explained: "I don't mean that assessment is not important. What I am saying is that students should enjoy history. Assessments should not be a hindrance to the enjoyment of the subject. Teaching the topics that are not in the syllabus is also a good way of starting the course. There is no pressure upon the students and I believe it's a good way to motivate them and prepare them for the real stuff. Those are my views. I might be wrong about that."

The following day I visited Brian's history class. The lesson for the day was on America's entry into World War One. In the last lesson, Brian asked the students to read about this topic in their books. Brian also told me that this topic was not specified in the syllabus objectives, but he felt that it was important for the students to know about it. I wanted to see how Brian taught a topic that was not specified in the syllabus. The discussion was a review of the topic through questioning. After a discussion of the sinking of the Lusitana, a ship carrying some Americans. Brian asked: "What effect do you think the sinking of the Lusitana had on the American public?"

"I think they wanted to fight now. I think it changed public opinion at this point. It was a great loss for the American people and so they supported joining the war," a boy replied.

"It brought the Americans into the war they initially did not want to join," a girl suggested.

"Do you think America's entry into the war was justified? If so how?" asked Brian.

"Given the situation America was in, I think she was justified to join the war. What would you do if you were faced with a similar situation, when your freedom was being threatened? Wouldn't you try and defend yourself," asked a tall boy at the back.

"Let's focus on the question. Was America justified to fight in that war?" asked Brian.

"It's not clear why they joined the war. I think America shouldn't have joined the war," a girl responded.

"Why do you think so?" asked Brian. The class was engaged in a discussion of the question. They seemed to be divided on the question. "We have two points of view. Let us find out the support for these points of view. I want each one of you to take a position and comment on it," said Brian. For a few minutes, Brian retreated to the background and allowed the students to talk and argue their points. Just before the bell rang, Brian suggested some more readings for the students on the topic and told them that the discussion would continue. "You are not just saying 'Yes' or 'No' and ending there. I want you to support your position using the relevant evidence. Read your textbooks and try to clarify your position," Brian instructed them.

At the end of the lesson, we talked about the problems of teaching history. Brian commented about the problem of textbooks observing that that they were very expensive. Commenting on the assessment of the TEE course, Brian talked very strongly against the reliance of the TEE on essay type questions. "I don't believe that this is the best way to assess students. I try to give the students a variety of questions. The TEE assumes that all students are going to university. There is evidence that a number of students don't go to university. Some students learn history because they like the subject. That's why I give students multiple choice questions, short answer questions, document based questions, and of course the essay. But I don't make the essay the focus of my assessment. I disagree that you can assess all the objectives by means of an essay," said Brian firmly.

Brian talked at length about some of the factors that shape history teaching. He cited the fact that history required a lot of reading and writing of essays and, as a result, students have little time to enjoy the subject. He explained: "History is a much more demanding subject and students have to read a lot if they want to do well in it. During the exam, they will write four essays. It's stressful for the students. During the course of the year, I try to use a wide range of questions. I know students like these questions." Brian believed that the problems facing history teaching have resulted in fewer students taking TEE history. He explained further that a number of students try to avoid the subject because of the amount of work involved. He believes that sometimes students are forced into doing history and teachers end up with a group of less motivated students. Brian talked at length about the language skills required in history. "Unless the students possess a good command

of the language, it would be difficult for the student to do well in the subject. The student might be good in terms of making contributions in the classroom, but when the TEE comes he will not do well if the language skills are not good. The essay type of assessment favours few students and works against the majority,” suggested Brian.

Four days later, I found that Brian was teaching a lesson about the effects of World War One on America. The lesson began with a short discussion on ‘Wilson’s Fourteen Points’. Brian presented the students with the information and occasionally asked them questions. The focus of the discussion was on how the European countries received Wilson’s framework for peace and yet the American public had little enthusiasm for it. The discussion then shifted to the effects of World War One on America. Sitting on a desk, Brian gave a quick review of America’s entry into the war. He then asked the students what they thought were the effects of the war on America.

“I think before the war America made a lot of money and during the war she became a creditor nation, giving financial assistance to the European countries,” a boy replied.

“Sir, how did these countries pay for the loans they got from the United States?” another boy asked.

“I think most of the payments were in gold,” a boy suggested

“That’s right. Who would America be pleased to see win the war? Why?”

“I think she would like to see Britain and France win the war. Because they were allies,” replied a girl at the back.

Brian: "Yes. But there is more to that. It's true they were allies. But what mattered most to the Americans?" asked Brian.

"Probably because she had given these countries a lot of money, and she did not want to lose anything in case they were defeated in the war," suggested a boy.

"That's good. America was tied to Britain and France because she had given these countries lots of money and couldn't let them lose the war," said Brian.

As the class continued with the discussion, the students were also taking down notes. Suddenly a girl sitting at the back remarked; "It looks like Britain was no longer a powerful nation as she used to be."

"Why do you think so?" asked Brian.

Another girl sitting in the front row supported the last speaker and explained: "Since most nations were devastated by the war, including Britain, America was becoming powerful because she had money and was able to give this to other countries in loans."

Brian explained that until then Britain had been most powerful country in the world, and he explained how Britain's supremacy declined and the balance of power shifted to America making her the most powerful nation in the world.

Brian referred the students to their textbook and read an extract from a speech by Woodrow Wilson. At the end Brian remarked: "History is the story of people and events and the person who is in focus in the United States during this period is Woodrow Wilson." Brian described briefly who Wilson was, his personality and significance in the history of the America at the time. "The personality of Wilson was important for what happened in

America after World War One. He was an idealist who wanted to end the war and make peace and at the same time he was an internationalist. In other words he wanted to bring peace for the good of all nations,” said Brian. Brian explained the role of the Senate in American politics and how they did not support Wilson’s plan for peace. At this point the class discussed how the Senate in Australia passed laws and how this was different from the way laws are passed by the American Senate.

In the remaining minutes, Brian divided the students into three groups, each representing Britain, France and Germany. There were three students in each group. He gave them the task to discuss in their groups. Students were asked to work out their position at Versailles based on the political situation at home. Whilst the students were actively involved in the discussion, Brian was walking around and checking the progress they were making. Each group was asked to appoint a secretary and a spokesperson. At the end of the discussion, Brian asked the groups to report on the task.

Just before the groups put their case, Brian asked the students to arrange their desks in a form of a circle. The students were asked to sit around the table in their respective groups. Brian also sat around the table and called upon the speaker representing America to speak. A tall boy sitting next to Brian was the spokesperson of the group. Looking confident, the boy reported on the position of the group. “America believes that this was the time for reconciliation. We believe that there was no need to continue fighting. This will not help us. We need to focus on working together as nations of the world for the common good of

our people. We believe that in order to bring better understanding between nations of the world we should all support the establishment of the League of Nations. We also believe that we deserve to be paid reparations for the losses we suffered during the war. Our major goal is to see world trade resumed for the benefit of all nations.” As the student spoke with vigour, the group members cheered and nodded.

The representative from France presented her case. All group members were showing anger and frustration in their faces. A girl spoke on behalf of the group. “We the French people know how much we had suffered in the past. We are responsible for our own destiny. There is no way in which we can allow Germany to get away with this. We want revenge. We say we want revenge. We want all our territory back. We want to be compensated for the destruction and suffering from the war. We also want the military power of Germany reduced. Germany should not exist as a nation again. We suffered under these devils. Our aim is to see Germany crushed and squeezed until they are left dry. We mean it and we want to make sure that this happens,” she said passionately.

The atmosphere in class was serious. The students took the task seriously. They tried to live the past by actually showing how people at the time reacted to the situation. This was an exercise in empathy, based on historical evidence. Brian was very pleased with the students’ performance. The boy who represented Britain introduced himself and presented the British case. “We are aware how the French are feeling about the situation. But we are not as hard as they are.” (Everyone laughed in class.) He continued: “Yes we are not as

hard as the French, though we agree that Germany should be punished. Britain also deserves some reparations. The Germans must be made to pay for some of the damage they caused. They have to learn a lesson from what they did to the world,” he said demonstrating anger.

There was no time to tie together the presentations. But one could tell that Brian was happy with the students’ performance. There was a lot of discussion in class and as the bell rang marking the end of the lesson, the students left the classroom still talking about their group’s position. Brian was happy that the students showed enthusiasm. He told me that he was very pleased with the manner in which the students presented their case. “You see those kids enjoyed what they were talking about. They empathised with the task well and knew how to present their cases and the context in question. That’s what history is all about. I want them to be involved in the lives of people in the past. By so doing they will appreciate why people felt the way they did. Those kids understand what they were talking about,” said Brian.

When I visited Brian’s class a few days later, I found that in the lesson they were comparing the Presidencies of Hoover and Coolidge. Brian drew two columns on the board and wrote their names in each column. He gave the students a sheet of paper with extracts from speeches made by the two presidents. The quotations were;

Coolidge: “No one has the right to be on strike ever.”

“Business in America is business.”

Hoover: "Our policy is two chickens in every pot and two cars in every garage."

"A few more years like 1928, and poverty will be defeated for ever."

Brian asked the students to discuss these in pairs and to comment on what the extracts tell about the men and their policies. The students were given about ten minutes to discuss this. In the meantime, Brian moved around all the pairs, at the end of the ten minutes he called the students to speak out about what they thought. This was an informal discussion. Referring to Coolidge's comment that 'no one is to strike ever' and to the first extract, a boy said: "This guy is very interesting. He is actually saying that even if there were strong reasons for a strike, he wouldn't support it."

"I think it shows that this President was protecting big business in the country. His policy did not protect the ordinary person," suggested a boy.

"When he said 'Business in America is business', it's like he is saying business in America is a religion of some kind. I think his policy was very supportive of big business," suggested another boy referring to the second extract.

Brian then intervened and asked the students to think for a moment about American society in the 1920s. "What were characteristics of American society in the 1920s?" asked Brian. The students described the 1920s as the period of prosperity in America. More money was invested in business. "What does this tell you of the relationship of government and big business?" asked Brian.

"From the speeches he made it looks like the government was on the side of big business. 'Business in America is business', it's like he's saying business in America is religion, it is being seen as the most important thing," a girl suggested.

“That is why the government made little provision for the less fortunate in society, like the unemployed,” suggested another girl.

Brian then gave a brief description of Hoover, how he came to power and told the class that Hoover worked in the goldfields in Kalgoorlie for sometime before he became President of the United States. The students were excited. Kalgoorlie is a mining town in Western Australia.

“He was President during a difficult time,” a boy suggested.

“What do you mean?” asked Brian.

“Because this was the time of the Depression,” a girl suggested.

“That’s right. He was President between 1928 to 1932. He is an interesting character and because he was President during the Depression, he is often badly treated by history. What do you think of the extracts from his speeches? Read the quote again and think about it carefully,” suggested Brian.

“He was a communist,” a girl suggested..

“Why do you think so?” asked Brian.

“I think his policies aimed at everyone. He was not only focussing on the rich and privileged, but on every American,” a boy suggested.

“What evidence do you have to support your claim?” asked Brian.

“Two chickens in every pot and two cars in every garage, that is not referring to a particular group, but to everyone,” a boy suggested.

“Don’t read this literally (referring to Hoover’s first extract). What is the analogy?” asked Brian.

“He is saying to the people they should work hard and they will achieve what they want. If you don’t work hard you won’t achieve anything,” a girl suggested.

“Exactly. Is he saying the government will provide that?” asked Brian.

“No. He is not saying the government will provide, but he is saying work hard and you’ll get enough food and you’ll enjoy the luxuries of life,” suggested a boy in the back row.

Brian led the students to understand the Republican view of life in America during the depression. He concluded the lesson by giving a short formal summary of the lesson as the students were taking down notes.

When I visited Brian a few weeks later, I found that he was talking about tutorials. He spent time explaining how students should prepare for their tutorials and how they would be assessed. At the end of the lesson, I talked to Brian about the oral presentations. He told me: “They will have the presentations in the library. I want them to enjoy the presentations. I don’t want them to be in their classroom. This is stressful for the kids. I hope the library will be a much more relaxed atmosphere. I don’t expect the students to stand up when they make their presentations. Why should they stand up? In one lesson, I’ll try to have three to four presentations. I know it sounds too much, but we will try,” said Brian.

Commenting on how he had organised the topics for the oral presentations, he explained that some of the topics were related to the units studied, though a large number were not directly related. Justifying why he did that, Brian said: “I still feel that the students should know the information because this is important for their understanding of the whole

scenario. I also try to make students do things that are interesting to them. So some of the topics are just not so close to the syllabus.”

I visited Brian a number of times and found that the lessons were almost all similar in format. He would initiate a discussion, students would discuss issues, and he would also take some time explaining. He did not talk much about examinations. Occasionally he showed videos to consolidate what had already been covered in class. When I returned a few days later, he was showing a video titled the ‘Booming Bust’. Brian asked the students to watch the video and at the same time try to take some notes. Most of the information in the video was covered in the previous lessons on the 1920s in America. Half of the time the students were watching the video and taking down notes. Occasionally Brian stopped the video to explain or emphasise a point. Following the video was a discussion of what the students had seen.

“Life was fast, people were free,” suggested one student.

“What sort of impression did you get about the standard of living,” asked Brian.

“Some people were extremely rich, they had everything and some people were extremely poor,” suggested another student.

“Which group was not well off?” asked Brian.

“What do you mean? I think there were poor people in all the different groups,” suggested a girl at the back.

“Okay. I mean which of these groups in American society was the most disadvantaged?” asked Brian.

“I think the blacks and other immigrants were disadvantaged,” suggested a boy.

“How do you know?” asked another student.

“The video showed evidence of racial discrimination in America during this time,” suggested a girl at the back.

“What else did you notice in the video?” asked Brian.

“People were not conservative. They were into fashions,” suggested a girl.

The students laughed. Students talked about the things they saw in the video.

“It shows that people had a lot of money to spend,” suggested one girl.

“Did you see the night clubs?” asked a girl. (Laughing).

“Yes. Women and men drinking together,” suggested another girl.

“How could they be drinking since it was prohibited?” asked Brian.

“There were restrictions, not that they were not allowed to drink. They could still drink,” suggested a boy.

“Which parts of the country had more poor people?” asked Brian.

“The southern states,” suggested a boy.

“What else did you notice in the video?” asked Brian.

“The cars were all the same colour and shape,” a boy responded.

The discussion was informal. Brian was sitting on a desk and asking questions that focused the students on life in America during the 1920s. The students were contributing freely. Brian announced that the video was a summary of the 1920s. He asked the students to think of how they would characterise the 1920s if they were asked to do so in the

examination. When the bell rang, Brian asked the students to read on this in order to understand. He also asked them to read their text on American intolerance.

Brian told me at the end of the lesson that he used a video to help students consolidate what they have done in class. He pointed out that the students enjoyed watching a video. "I use it to motivate my students and to get their attention. You see what I mean. When I've been teaching for four weeks or five, they are already tired of me. The video will break that monotony. They like that," said Brian.

When I returned a few days later, I found that Brian was talking about the TEE and assessment of history. He did not like talking about the TEE because he thought that this was not good for the students. He had just received the examiners' report and wanted to tell the students what the examiners felt about the performance of students in the last examination, particularly the comments on the questions he had covered.

Brian told the students that in the last examination the average for questions asked on the unit was 14 and 11 out of 25. "The second question was not done well. Again examiners are sending a strong warning to students that they should be prepared to analyse if they want marks," said Brian strongly. Brian then read directly from the examiners' report. Examiners said: "The perennial problem of answers being of an 'all I know about type' was an obvious one again. Students concentrated on factual knowledge, not all of which was necessarily correct or relevant, rather than on applying this knowledge and critically

analysing questions. Despite the fact that this applied to a definite majority of papers, the better papers were quite impressive, though fewer in number than in previous years.” Brian then advised the students that, if they took his advice, then they would manage to do well in the subject. The students were quiet and looked surprised.

“I think I need a lot of help in structuring an essay,” suggested a boy.

A number of students supported the last speaker and Brian promised that he would bring to class past examination papers and show the students how to answer essay questions. “The problem with TEE history is that it relies on essay answers. The problem with students is that they don’t read questions carefully. They look for what they want from a question rather than answer what the examiners want. Read a question very carefully. How many parts does the question have? Do you have confidence that you can attempt all parts of the question? How is the distribution of marks? All these are questions you have to ask yourself before you answer a question. You must be able to demonstrate why something happened,” advised Brian. In the remaining minutes, the students were engaged in a discussion of the question: Evaluate the effects of the great depression on the United States. “What does the question want you to do?,” asked Brian.

“I think it requires an explanation of the effects of the depression and how the New Deal came to grips with the depression,” suggested a boy at the back.

“That’s right. Make judgements. Regurgitating the knowledge will not score you marks,” said Brian. Through questioning, Brian led the students to answer the question.

Teaching for Understanding

I had an interview with Brian on teaching history for understanding. Commenting on whether he went deep when teaching the concepts, Brian pointed out that he was trying to teach as deeply as he thought the students needed to understand it for the purposes of the syllabus. He explained that he saw a danger in going too deep although this might be beneficial for the able students, but the constraints of the course made it difficult to guarantee that he would teach too deeply because there were a lot of objectives to get through in the course. Brian explained that the idea of the oral presentations was to allow students to go deeper into some of the objectives of the course. He told me that he was pleased with some of the oral presentations, though some still had a tendency to just read out information.

Commenting on what he thought of the phrase 'teaching history for deep understanding', Brian thought that it meant teaching history so that students can look at cause and effect and also go further than that. Brian was honest that it was not always his main objective to teach for deep understanding, because the content became overwhelming when there were many objectives in the syllabus to try and get through.

Brian thought, that since the beginning of the year, his aim was to teach so that students gained deeper understanding of what he taught. He hoped that once they had understood the topic, then they would do well in the TEE. He cited the oral presentations, and also when he was teaching the topic on America in the 1920s. He explained: "You ideally hope that the students will gain an understanding of the topic. I try to emphasise to students that

this is what a good student, as judged by the TEE, is able to do. I try to push them to look for the significance of what they are studying. The topic that comes to mind is America in the 1920s. The fact is that some benefited and at the same time there were many people who did not benefit at all. I think the kids grasped the idea. I really got the students to understand that during the 1920s, there was a great split in the economy of the United States. They got a deep understanding of that because the kids really put themselves in the position of the people who did not share the wealth. The kids picked up that the duality of the economy that happened in America in the 1920s could be seen in what is happening in America today.” On the question of whether he made short cuts in his teaching, Brian explained that he sometimes made short cuts, particularly with objectives that do not have enough information. “One of the objectives is about intolerance in America in the 1920s. A lot of students find it hard to look at groups such as the KKK or intolerance during that period. We do not have time to go into detail because these are service objectives. If you spend X amount of time on these objectives, it has to come from somewhere else. In the Australian unit, there is an objective that talks about social legislation. It is placed at the end of a series of objectives that are chronological. So you have a thematic approach tucked into a chronological approach. Up to this year I have not found information on social legislation which would enable students to write a TEE question about it. So I tell students that there is no information on that. Strike it out. I just hope it does not come in the TEE. If it did, there would be a bit of an outcry.”

Brian told me that some of the concepts are very difficult for the students, particularly in the unit on international affairs. He explained: "Some of the concepts in this unit are very difficult to understand. This is made difficult by the fact that at times there is no readily available information for students, despite everything you might want to do. They have to rely on the textbook. I tend to teach the difficult concepts by giving students notes. I suppose that's a wrong thing to do, but that's how I do it." Brian has taught the units for several years and he thought that he had a sound understanding of the topics. He specifically cited the units on America and Australia as his strongest units. Asked what he did with the weaker areas before teaching them, he explained that he would normally begin by checking past examination papers and studying the types of questions asked and then improve on that. "I check past examination papers. I study the types of questions that the examiners asked in those areas. I then work on improving my base on those sorts of questions that examiners have set in the past," explained Brian.

Brian believes that time is a real constraint in teaching the Year 12 history course. He explained that there is limited time for any specific objective to be developed. Consequently, one of the things that he did was to give the students tutorials and assignments in those areas and point out what they should do. Referring to the TEE, Brian explained: "In a lot of areas the TEE itself requires the kids to have an understanding on specific parts of the course. What I mean is that what sort of a student should the TEE produce? Do we want to make out students of history or do we want to turn out historians? I believe that what we want to turn out in Year 12 are kids that know a bit more content,

and enjoy history.” Brian thought that most students who did history will not go on and do history anywhere else. He felt that the people who set the examination were trying to turn historians out of Year 12 kids by asking questions that required much deeper knowledge than the kids need to know. Brian explained: “Some questions in the TEE, I would struggle to answer. I don’t think that’s what we should be trying to do, because if we try to do that, we will never get through the course.”

From the observations and interviews with Brian, it became clear that he down-played the importance of the examination. He was quite aware that students were preparing for the TEE, but he did not want to put pressure on the students by talking about the TEE. Brian told me that his aim was to make history interesting for the students. He was convinced that a number of students did not do history beyond Year 12, so they should benefit from the enjoyment derived from studying the subject rather than put them under stress.

Once in four weeks, Brian set aside one lesson for students to use to catch up with their work. The students used the time to do their history assignments, to write their notes and also to catch up with their reading. Brian expected the students to take this time very seriously. He expected them to come to class and do their work there. Normally he would be available to answer individual questions. I asked whether students made use of this time to do their work. He told me: “This is the time that I give to the students to consolidate what we have done in class. The students like it because they can catch up with their work.

I am also available to answer questions they may have on the topics we have done. This is particularly helpful to the shy students.”

TEE Preparation

Half way through the year, the students sat for the second term examination. I arranged to interview Brian, after he had marked the students’ scripts, to find out how he prepared the questions and what he thought about the performance of the students. Brian explained that the examination covered the content he had covered. The things that he took into consideration when preparing the exam were the assessment requirements from the SEA and the content covered by the time of the examination. He explained that he did not set a TEE style examination at this stage. Asked whether some of the questions were predicted, Brian reacted very strongly against predicting what will be in the TEE. He admitted that sometimes he told students to note what he thought was important in a topic or what he thought might come in the TEE. He explained: “In the course of teaching I might say to students, this is an important area that is likely to be assessed in the TEE. For example, we have just finished studying the section on the Beetles and their influence on Australia. They had a very big impact on Australia. It’s thirty years this year since they came to Australia. I said to the students, look if I was an examiner looking for questions that I might put in this section, I would think perhaps of a question based on the significance of the Beetles here in Australia.” Brian also gave the students past TEE history questions. He went through some questions and identified the areas from which the questions were asked in the past. “That

may give the lead to where questions may be coming from, given that the examination attempts to cover, over-time, the whole course,” he said.

I asked Brian to bring a copy of the question paper. Two sections of the paper required short answers. I asked him to explain why he asked short answer questions since they were not asked in the TEE. He explained that the advantage with the objective questions was that he could cover more objectives than by using the essay questions. Brian did not think that the essay should be the only form of assessing history. He explained: “Not every child will go to university. I have discussed this with you before. What do you want to get out of the kids? Do you want the kids to come out as little historians or do you want them to come out as students who have enjoyed the study of history?”. Brian thought that his role was to produce students of history who enjoyed the subject. He thought that if students want to go on and become historians at university, that’s fine, but at the level they were in, there was a danger of expecting too much from them. “My philosophy with the Year 12s is to arouse interest in history. Their abilities are wide ranging, but it doesn’t matter, as long as they are enjoying it and they feel they are getting something out of it,” explained Brian.

Brian was happy with the overall performance of the students. He thought that the top student displayed good understanding of the course and his writing skills were good. He expected the students to do well in the course. When asked what advice he would give to the weak students, he explained: “I would advise the students to practice writing short paragraphs, each with the main points and giving it to me to check. They need to read

about it in order to understand it better. They should keep it simple and not to make things complicated. A lot of weak students can't get to that stage. If students enjoy what they do, I believe they would do a better job."

Kim Takes over Brian's History Class

When Brian acquired some administrative responsibilities, his classes were taken over by Kim, an experienced teacher in her late 30s. Kim holds a Bachelor in Arts degree in history and anthropology and a Diploma in Education. She has taught history and economics in Year 11 and 12 and social studies in a number of junior schools. Her experience includes teaching in a girls' private school, a boys' private school and government senior high schools. Kim has taught TEE history for eleven years and has been involved in marking TEE. During the data collection, Kim was completing a Master of Education.

When I visited her on her first day with the students, she was giving an introductory lesson on the unit: the Cold War in Europe. Like Brian, Kim showed great interest in the students and in the subject she was teaching. She was an energetic and enthusiastic teacher. The students seemed to be comfortable with her. The lesson was not related to any syllabus objective. Kim told me later that she gave this lesson because she wanted to focus the students minds on the situation in Europe since the beginning of the Second World War. She told the students that laying this foundation was important because it would provide them with a better understanding of the situation in Europe.

On a visit two days later, Kim was teaching a lesson on the post war settlement in Europe. When the lesson began, she gave the students a handout titled 'Germany defeated'. This was an extract from a magazine 'Memoirs 1945-1953', in which Konrad Adenauer gave an eye witness account of the city of Cologne after the war. She briefly gave the students an explanation of the division of Germany between America, France, Germany, Russia and Britain. As the students were sitting quietly and taking notes, Kim explained why Germany surrendered after the First World War, and how she was invaded at the end of the Second World War. Kim asked the students to read the document describing an eye witness account of Cologne, a city in Germany. Students took about five minutes reading the document. Kim then asked questions.

"What is the impression you get of Cologne from the account?" asked Kim.

"It's unbelievable that the population of the city was almost wiped out," replied a boy at the back.

"The account is so moving that one can actually see a picture of a desolate city," suggested a boy.

"Why do you think so? What evidence do you have in the document to support your impressions?" asked Kim.

"I can't imagine how a population of 760,000 before the war, can be reduced to 32,000. It really shows the destruction caused by the war was enormous," a boy remarked.

"Yes. Infrastructure was destroyed. There was very little left in Cologne. Cologne is one example of a city that got excessive bombardment from the Americans. It's easy to eliminate so many people during war. Think of what we see in Rwanda, where the

population of the country has almost wiped out,” said Kim. The Rwanda case was on television news during the first half of 1994. Students remarked about the hundreds of dead people they see almost everyday on television. “How can people do such a thing to other people,” remarked a girl in disbelief. Students focused on Cologne, but the Rwanda example made it real to them to conceptualise the destruction of a city like Cologne.

“The Rwanda example has shown that people are killed not only by actual fighting, but also by lack of infrastructure. In Rwanda people were dying because there were no roads and trucks to supply water and food to the people. Lack of health facilities caused diseases,” suggested a girl.

“Yes. There is always the threat of disease when there are such problems. Though I have not read it in a book, but I think it’s a very good observation. It’s disease caused by lack of food, clean drinking water and so on that kill those who survive,” said Kim.

“Where did they get the money to rebuild the city after the war?” a boy asked.

“Probably from the countries that occupied Germany,” a girl replied.

“Of course. A lot of funds were required to put Cologne back into order. The Americans pumped a lot of money into the west of Cologne. The Russians neglected the east of the country. They didn’t want to put in money. Why did they do that?” asked Kim.

“Probably because the Russians had ill feelings against the Germans,” a girl suggested.

Kim then distributed another handout on the impact of the Second World War. The handouts consisted of cartoons, photographs and some documents. At the end of each cartoon were some questions. All these documents were on the impact of the Second

World War. She read through the handout and explained as she went through. At the end of the lesson, she gave the students a list of references to read on the unit.

At the end of the lesson, I asked Kim to tell me what part of the unit was difficult for students, based on her past experiences in teaching the course. She explained that the unit she was teaching had a lot of work. She told me that she had found that the amount of material to be covered was a major constraint. As far as she was concerned, she did not think students had difficulty in understanding the concepts in the unit. She thought that, because there was too much information, the students confused the material. "You can say this is lack of understanding, but I take a different view. I think the issue is handling and dealing with the pile of information. That affects how the unit is taught and how the students will learn it. Because there is so much information to be covered within eight weeks, the demand is upon the students to do some reading on their own. But you can't force them because they have other subjects to do. You can only encourage them to read short pieces of work from their books in preparation for the lesson. As a teacher you are faced with the problem of teaching the subject for understanding and enjoyment and on the other hand to cover all the objectives that the students have to know in the unit in preparation for the exam. That comes down to talking a lot, and that's what I do."

A few days later, when I arrived in Kim's class she was teaching about the beginning of the Cold War in Europe. She had given the students some materials to read on the previous day in preparation for the lesson. Kim gave the students ten minutes to read and highlight the

major points in the handout. After that she discussed, through questioning, the developments that led to the Cold War in Europe. Kim began by looking at the criticisms of the Yalta and Potsdam conferences in which Roosevelt was blamed for giving way to Stalin, making it a vote catcher for the Republicans. The Republicans had suggested that Roosevelt and his Democrats were soft on communism. Kim explained how Truman and others viewed the weakness of the west at Yalta as encouragement for Stalin in his plan for world conquest. Kim had been talking and reading from the handout for about ten minutes when one of the good students, made a comment. "I think this ignores the fact that at the time of Yalta, the Red Army had already liberated eastern Europe and the United States had no choice, but to acknowledge Soviet influence there," the boy said. Kim supported this comment and added that victory over Japan seemed a long way off. The West needed Russia's help and they allowed Russia greater post war influence in the Far East.

Kim explained that while in Yalta Truman discussed the A-bomb with Churchill, but to Stalin he only said it was 'a weapon of unusual destructive force'. "Why did Truman drop the bomb?" asked Kim.

"I think he dropped it to end the war," a boy replied.

"It's likely that he also wanted to warn the Soviets about what America was capable of doing," a girl suggested

"It looks like they didn't trust each other," a girl remarked.

"That's right. Why did he not discuss this with Stalin in Yalta? Of course there is an element of distrust," said Kim. With the aid of a diagram Kim explained that the Cold War

between Russia and the United States was a conflict that developed as a result of Russia's fear of America, a possible enemy and America's frustration at the influence of Russia and hatred of the communist doctrine. In the next twenty minutes, Kim discussed the different interpretations of the Cold War. She wrote on the board 'the conventional view'. She explained to the students that this view was based on the belief that Stalin set out to conquer the world for communism in 1945 and the west was forced to defend itself. This view was generally accepted in the west. Kim explained: "This is the view we were told when we were little kids. Listening to the invasion of Czechoslovakia in 1968, we could hear of the constant attack on the Russians as aggressors invading the country. We were horrified. The Soviets were painted as the bad boys."

"I have an American friend who still believes in this stuff," suggested a boy at the back.

"Most of the movies produced by the Americans at the time tried to show that the Russians were bad boys who were not to be trusted. Communism was seen in America as evil," another student added.

Kim wrote on the board 'revisionist view'. 'How do you think this school interprets the Cold War?' asked Kim.

"I think this view would say both Stalin and Truman were to blame for the Cold War," suggested a boy.

"Exactly. This view began in the sixties. The message it was giving was that America was not as innocent as she pretended. In other words you can't write an essay in the TEE and say the Soviets were bad boys," advised Kim.

"Most history books still blame Stalin. Why?" a boy wanted to know.

“Why do you think they would blame Stalin?” asked Kim.

“I think it’s because most of them were written in America,” suggested a boy at the back.

“Okay. Did Russia want to spread communism throughout Europe in the post war period or was she still primarily concerned with defending her gains and herself? You can really write a good essay in the TEE on this. This is a good question for your mock. Think about it and see if you can answer that question,” said Kim.

Just before the end of the lesson, Kim gave the students a handout on the Cold War. She asked the students to read it and highlight the important points. At the end of the lesson, I asked her to tell me what she thought about the progress of her students. Kim was pleased with the contribution made by the students in class. “They talk and make contributions rather than sit there passively. There is a conversation. They don’t always make relevant contributions, but at least they talk. There is interaction. That boy who made an example of his American friend made a relevant observation. That was good because it showed that he understood what we were talking about,” said Kim.

The lessons I observed in Kim’s class followed the same pattern. Kim gave the students handouts to read. In class she would read through the handouts and explain as she went along. The students would write down notes or make additions to their handouts. Kim asked the students to highlight important points as they read the handouts. Sometimes she would bring to class some cartoons and documents related to the topic she was teaching, and would ask the students to study the documents and discuss some questions in groups.

In all the lessons, Kim showed a lot of enthusiasm for the subject and she tried to involve the students through questioning.

Teaching Concepts in History

At the beginning of the unit on International Affairs, Kim identified 'detente' as the most difficult concept in this unit. "I think the reason why it's a difficult concept for the students is because there is nothing concrete to talk about in this concept. It's an abstract concept. I mean something like the Cuban Missile Crisis. It's just an objective thing. The problem with it is that detente is far from students' experiences. What I mean here is that students have not come into contact with it. The major problem is that there is not enough material such as videos and textbooks written on detente. That makes it difficult for the students," explained Kim. She explained that for students to understand why detente was necessary or why it happened, they need to understand why there was conflict in the first place. Kim believed that if they can get that bit clear and understand it very well, then they would see why there was need for detente. Referring to how she will teach the concept, Kim stressed that the other major problem was that there was a lot of information to be covered in the unit. She planned to start the topic by showing a video on Cuba, which shows the Cuban missile crisis up to the Carter Administration when there was need for improvement in relationship with the Soviet Union. "I think I'll talk a lot about it. I'll try to explain and relate it to what they have covered. I'll use a few cartoons which I've accumulated since I started teaching this unit. Some of them are very good and some have come out in the TEE. I hope some will be used soon in the TEE , because they are good cartoons. Otherwise I'll

try and tell them the story in an interesting way. I don't know whether I'll be successful in that. You will be the judge," said Kim. She emphasised that the concept is difficult. She cited the fact that even previous examiners have acknowledged that it was a difficult concept.

I observed a lesson when Kim taught the concept of detente. The students had been working on their research assignments for the past four weeks on detente. They had done some reading on the concept by the time Kim started teaching it. The topic for the research essay was: To what extent did the superpowers pursue detente during the 1960s and 1970s? The approach given to the students was that they had to examine the broad relationship between the USA and the USSR in the time concerned. What was detente and what were the departures from the policy during the period under review? Students were required to look at the leadership of the superpowers, the arms race and space race and specific agreements between the two sides. When the lesson began, Kim gave the students several handouts on the concept of detente. She told the students that the reason why she was giving them all these handouts was because there was not enough material on the topic and there was no single book they could read on the topic. She also announced that in a few days time she would give the students a test involving cartoons and extracts of speeches on detente. She provided the students with a list of other readings to be consulted on the topic. The discussion looked at de Gaulle and the Fifth Republic. Kim emphasised, though, that this was not important for the students because it was not in the TEE. In the remaining minutes, Kim gave the students a small task to do in class using one of the textbooks. She

asked the students to look at the term 'Ostpolitik' and find out how it could lead to disunity in Europe? How could it decrease the influence of the United States in the continent and how this policy related to detente?

Explaining the concept of detente, Kim told the students that the concept was French in origin and has to do with some kind of behaviour. Kim explained that detente is from the word 'detendre' which means to loosen something that is tight. "Detente means the relaxation of tension, so that the arrow can't fire. It's like undoing the knot. Imagine you have the Americans and the Russians holding a rope and each pulling the opposite direction. Detente is like putting the rope down. Loosening the rope and moving towards each other rather than pulling it in different direction. After a few years, they pulled the rope again, when the Cold War returned again. Now they have thrown it away. "Remember that in an exam," advised Kim. She then gave a brief summary of some of the agreements reached by the two countries such as the SALT talks and the Nuclear Arms race. Kim advised the students that they were not expected to know all these agreements. "In your TEE you are not expected to know all of them. All that you are expected to know is the action-reaction or espionage and counter espionage taking place," advised Kim. She then gave the students two articles to read. The first was an interview between McNamara, who was US Secretary of Defence, and the editor of the Guardian Weekly newspaper. The title of the second article was: Detente-The Path to Peace. Kim told me that these articles were meant to help students understand the topic.

When I returned to observe Kim a few days later, she was teaching about why it was necessary to have detente. The lesson began with a review of the work that they had been doing since the beginning of the topic. The review was in a form of questions followed by discussion. Kim reminded the students that by 1962, peaceful co-existence between the United States and the Soviet Union was fragile as demonstrated by the events of the sixties. She explained briefly what the Russians thought of detente. Russia wanted an improvement with the West because of constant deteriorating relations with China. In the remaining minutes, Kim discussed the beginning of detente process when Nixon visited Beijing in 1972. "This was a turning point in that both countries agreed that the normalisation of relations was an advantage to both. How do you think the Soviet Union reacted to this?" asked Kim.

"I don't think they liked it. I think this was a threat to them since they were not on good terms with China. I think they saw it as an alliance against them," a boy at the back remarked.

Kim then explained that following this were a series of agreements signed by the USA and Soviet Union leaders. These included the Moscow Summit in 1972 where the leaders of these countries produced the ABM treaty, SALT 1 and a document called 'Basic Principles of Relations between the USA and the USSR.' She explained the significance of these agreements. Kim then gave the students a handout to read.

Kim and the Mock Examination

A few days later, the students sat for the Mock Examination. The examination was structured like a real TEE examination. She predicted the questions that might be in the TEE. When I asked about the script of the top student, Kim told me that the student had very good writing skills and understanding of the topics. "He went beyond just cataloguing the facts, and showed high analytical skills and he predicted consequences. I have a few kids who have problems with their writing skills. I plan to work with them at the individual level. I want them to concentrate on writing good introductions and conclusions on past TEE questions. I don't want the whole answer at the moment," said Kim.

When I returned to observe Kim in September, on the first day of the fourth term, I found that she had planned to revise the Mock examination. When the lesson started, Kim told the students: "Your mock mark is not a reflection of what you will get in the TEE unless you want it to be. Don't assume that you will do like that. Read your notes and learn them." She directed the students to the question paper and explained how they should have approached the questions: "To get top marks you must plan your answer. If you don't plan your essay well, you'll lose marks in case you run out of time. If you have planned your answer well, it's possible to collect a few points when you run out of time. Remember that you have 45 minutes to write each essay in the TEE. In that time you should be able to write about three to four pages," suggested Kim

In the revision lessons that I observed in her class, Kim brought sets of cartoons on the units studied during the year. These were given to students to be discussed in small groups. Kim divided the cartoons into three categories: Those that have been used in the TEE, those that have not been used and she thought were likely to be used soon, and those she thought were not good enough to be used in the examination. Most of the revision sessions followed a questioning and discussion approach. Sometimes Kim referred the students to the handouts. She also referred to the cartoons when making an important point. The emphasis in the revision was on what examiners look for in answers and what students should do to earn high marks. She also reminded the students that they should take seriously what she was telling them because she was one of the markers.

The Last Lesson

When I visited Kim on the 2nd November, 1994, I found that this was her last lesson with the students. She had prepared several handouts which she gave to the students on the areas they felt they were uncomfortable with and on those areas she thought would be in the TEE. Referring to the article on Menzies, she said: "I think this will come in the TEE, so I want you to read this and understand it." Kim was sad that this was the last day. She told me earlier: "They were lovely kids. It's sad that they are going away, but we can't do anything about it".

Kim wanted to know what the students thought about the TEE history course. "It was good, except that we were rushing through some of the topics because we had to finish the

syllabus for the TEE,” a girl remarked. “I think we were lucky to have good teachers in history. I wish we had good teachers in all subjects,” a boy remarked at the back. “What do you think you learnt in the course?” asked Kim. “I don’t know. But I think this year was much more rigorous than last year,” a boy responded. “There was more analysis, discussion, and evaluating of historical evidence,” suggested another boy. Referring to how the topics were taught, one student remarked: “Some topics were taught well. But some topics had so much information that it’s hard to remember everything. For example, for the Cold War topic we have all these handouts to read. It’s too much work,” suggested another boy.

Another student thought that the history course would have been interesting if they didn’t have to write an examination. “Some sections of the course I felt were being rushed, in some we spent so much time because they were thought to be in the examination,” a girl remarked at the back. Kim then advised the students that, in the TEE, they should read questions very carefully, plan their answers and try to answer all parts of a question. “Don’t spend time on a question you don’t understand. Leave some space and go for the next one. Plan your time, and plan your answer,” advised Kim. Kim wished the students well in the examination.

Kim’s Perceptions of the History TEE Paper

Kim was very pleased when I visited her on the day of the history examination. Commenting on the paper, she explained: “I wouldn’t say it was an easy paper. I don’t

think these papers are easy because the kids are so nervous about them, but I don't think it was a hard paper either." Kim was critical of the paper in that she thought the questions in the units she taught were descriptive and lacked interpretation. "There is not much interpretation. There are straight forward questions. You don't have to work out what the questions means, and in that sense it's a straight forward paper. It's good for the weak students because they will get good grades. The good students also have the opportunity to do well," said Kim.

When asked to comment about the predictions she made, Kim was pleased that, though some of her predictions did not come true, some of the things she predicted were in the examination. She explained: "I was predicting that a cartoon will come out in the Cold War section, but it didn't. One of the cartoons that I predicted for the American unit came out. So I was very pleased with that. I told the kids that they would get a comparison of two Prime Ministers in Australia. They got it because they were asked to look at Fraser and Whitlam and compare their effects on Australia," explained Kim.

Kim was pleased that the topics that were asked in the examination were covered adequately in class. She explained: "We covered everything in the World War without exception. The kids should be able to do that really well. I gave the students adequate handouts and notes on the topics. Yes, they were definitely well prepared for the examination, which is always a great relief." Kim made a specific example of the

feminisation of the work force in Australia. She was pleased that this topic was covered very well and in depth. She thought the kids would be very pleased with it.

In February 1995, I visited Kim to interview her about the TEE history results. Kim was very happy to talk about the performance of her students in the examination. She told me that she was very pleased with the results, particularly because the students did as expected and there were no surprises. Though she was very pleased with the overall performance of the students, Kim told me that it was not all good news. "The only thing that was disappointing in history is that the student with the highest raw score of 92 percent was scaled down to 87 percent," said Kim. She didn't think there were surprises with the results. She thought they did as expected. In a combined group of 25 students, about 10 students got A in history and several Bs and a few Cs. Kim thought that the group was generally very good and that was reflected in their performance. Earlier in the year, Brian had said he thought they were an average group.

Conclusion

I began the discussion with a story of Brian, who taught the students from February to August 1994. Kim took over until the students sat for the TEE. The story of Brian and Kim is an intriguing story. It is a story of two teachers who had the same goal, but had different means of achieving their goals. It was fortunate for me that when Brian stopped teaching the class, Kim came to the school to take Brian's class, because she met the criteria that were used for selecting the other teachers who took part in the study. Both were regarded as

good teachers by their colleagues and students. Both teachers had produced very good TEE history results in the past. Five years ago, Kim produced an exhibition winner in history.

These teachers shared a number of common characteristics. Brian and Kim were enthusiastic and energetic teachers who loved their subject. The atmosphere in their class was very relaxed and there was free communication between teacher and students. Though both teachers used discussions and questioning in class, presenting the information still dominated their teaching. Classroom discourse included discussions led by teacher initiated questions and occasional student initiated questions. Students talked a lot and contributed to classroom discussions. Both teachers respected students' contributions and encouraged them to participate in discussions in order to develop their understanding of the subject.

Kim and Brian also differed in a number of ways. Brian believed that his role was to make history interesting rather than to worry students about the TEE. He thought the students would be in a position to understand the subject and hopefully do well in the examination if they were interested. He down played the significance of the TEE and as a result he only occasionally referred to it. Kim was an experienced history TEE marker. She talked about the TEE in her teaching. She advised the students about what she thought would be in the examination. She also advised them on how they could do better in the TEE. Kim aimed at helping students get good TEE scores so that they could go to university.

Teaching history for understanding for these teachers meant talking and explaining historical knowledge and giving students handouts to read to supplement the notes they were given in class. Brian believed that it was better to teach 75 percent of the course very well than rush to finish a syllabus. But he wouldn't risk doing that, because that would mean risking the lives of the students. In practice there was pressure to finish the syllabus, thus sacrificing historical understanding.

Chapter Five discusses the story of Rod, who also used different means to achieve his goals. Rod was a strict and serious teacher who did not have time to waste in class. He totally relied on the students to present the syllabus objectives in tutorials. Rod saw his role as that of a guide and of 'filling the holes' in the tutorials. He had complete trust that students could take charge of their learning. On the other hand, though Brian and Kim gave some tutorials, for them the tutorials gave the students the opportunity to go deeper with topics that they had already studied in class. Brian and Kim did not want to risk the students by relying on their peers for information.

Chapter Seven presents the story of Julie, another experienced history teacher in a suburban high school. Julie was an enthusiastic and very concerned teacher who aimed very high for her students. She did everything to help her students enjoy, understand and get good TEE scores in history.

CHAPTER SEVEN

Case Study Three: Julie Djurovich

Introduction

This chapter presents the story of Julie Djurovich, another experienced TEE history teacher in a government high school in Western Australia, who also faced the same challenges confronted by Rod, Brian and Kim. This chapter discusses how Julie taught history in 1994, how she tried to develop understanding in history and how she managed to meet the challenges and demands of the TEE history course. The chapter discusses the context in which Julie taught, how she began teaching history, the school context in which she taught, her beliefs about teaching history, students, the history syllabus and the TEE, and teaching for understanding in history. The discussion used data from the classroom observations and interviews.

The School Context in which Julie Taught History

Julie taught at Hillsdale Senior High School, a government school in the metropolitan area of Perth. The enrolment at the school is about 1000 students in Years 8 through 12. The school is regarded as one of the best government schools in the area. The surrounding suburbs are middle class though the students come from a wide range of family backgrounds. A large number of students who come to school from other suburbs by bus. Besides its overall academic excellence, the school is also strong in music and languages.

Julie's history class had 19 students, 10 boys and 9 girls. The history classroom was relatively large, the desks were arranged in rows and the students sat anywhere they liked. Julie's class was decorated with wall maps and pictures of historical significance. The students were encouraged to wear school uniform. Julie told me that the students at Hillsdale were well disciplined. She explained that a large number of students complete Year 12 and sit for the TEE.

Julie's Biography

Julie is in her early 40s and has been teaching history for 18 years. She graduated from university with an Arts degree in history and English. She also holds a Diploma in Education. She told me she enjoyed history at high school and that is why she ended up studying to be a history teacher. At university she studied Russian, Australian, British and American history. Julie taught social studies and history in a number of schools, before joining Hillsdale. She has been at the school for 14 years, and has been teaching TEE history for 12 years. She also teaches Year 11 history and social studies in lower school. Towards the end of the fieldwork, Julie was appointed a Year Coordinator, a responsibility she loves because it brings her closer to the students.

Julie is an active member of the History Teacher's Association of Western Australia. She has served on the executive and the Association's student affairs committee for a number of years. At the time of the data collection, she was a member of the editorial committee for Hindsight, the journal of the History Teacher's Association of Western Australia. Julie has also served on the History Syllabus Committee. Julie publishes regularly in Hindsight and also in Historicus, the history students magazine. A few

years back, she was involved in the production of a television program on moderating Year 12 assessment. This video is used in teacher preparation in one of the tertiary institutions in Western Australia. Julie has been marking TEE history for the last 8 years. She told me that through all these networks she was able to meet other history teachers and share ideas about teaching history. "My contact with history teachers is through the history association and through other activities associated with the teaching of history. I have a lot of friends. That is partly because of being involved with the association for 14 years. We share ideas and try to anticipate what the next questions are going to be in the TEE," said Julie.

Commenting on how she became a history teacher, Julie explained that, being a country girl, she had two options open to her when she finished Year 12. She either had to be a nurse or a teacher. Fortunately she got a teacher's bursary to go to university to train as a teacher. Julie told me she did not regret choosing teaching as a career. She liked being a teacher and chose history as a subject to teach because she enjoyed it in high school. She had a teacher who showed a great enthusiasm for the subject. "I was good at social studies and I don't know whether that's because I am a people's person or not. I had this fantastic teacher in Year 11 and 12 who stimulated my interest in the subject," said Julie.

Julie's Perceptions of the Syllabus and the TEE

When I asked Julie to tell me her beliefs about the history syllabus and the TEE, her face clouded then she smiled briefly. Julie explained that she thought that the TEE was destroying history as a subject in schools. Speaking very strongly about the TEE, Julie

said: "It is content driven, completely content driven and that means that at Year 12 level it's very hard to have interesting activities and fit them into the program. We only have 26 weeks. History is not the only subject. It's all other subjects." Julie thought that the TEE puts a lot of pressure on teachers and students. Julie cited the way the TEE was structured and the way it assessed students was unrealistic because there was no guarantee that the able students would get the marks they are capable of achieving. Julie talked at length that the major problem is that the syllabus units are not comparable in terms of depth and breadth. "That means certain units favour students gaining higher marks than others. A classic unit is the one that explores international affairs in Europe since 1945. That to me is so broad. It has concepts that are university material. That's why I dropped that unit," said Julie. She also pointed to another serious problem with the TEE. She was a member of the syllabus committee at one time. Julie told me that she wished there were more teachers on that committee because they could have an impact on what should be included in the syllabus. She thought that there was no comparability between the units and she wished the syllabus was streamlined to follow a thematic approach.

Julie thought that she had good and capable students in her class. She told me that she felt much more relaxed with the group than she felt with last year's class. She thought this was because she had taught some of the students since Year 8. "There is that obvious relationship that's been developed over time. This year I have a much bigger group with a lot of variety," said Julie. Julie mentioned that she felt much more comfortable because she knew the strengths and weaknesses of the students.

At the beginning of term Julie taught the unit: "The United States 1919-1945. She told me that it was a straight forward unit and thought that the students would enjoy it. Julie had taught this unit for a number of years. She told me that she had accumulated a lot of visual materials and videos on the unit. The other unit she taught was 'China'. Julie thought that the unit was very interesting and relevant to the students because China is very close to Australia. She mentioned though that it was a difficult unit because of the strange names. She said that, if she had a choice, she would drop this unit because of the time span involved. The other unit was the International Affairs in Asia. Julie told me that she chose this unit because of the Vietnam war. She told the students that she was emotionally involved in the war. She also felt that it was relevant to the students. "The other reason why that interests me is because I was a student during the war. I had strong views about it and I protested against it."

Julie told me that her teaching approach in Year 12 history was to provide the students with the content. "That follows from the fact that Year 12 TEE history is content driven. So my approach is to provide them with the content. I have compiled my own notes and organised them in a logical sequence. I present these to the students," said Julie. She explained that she does not hand out photocopied notes because she believes that the students don't read them. She encouraged her students to read their texts and supplement the notes they take in class. Julie thought that the approach she used whereby she would go over the lesson and ask them what they know, is interactive and allows her to discuss the content and at the same time allowing the students to contribute from their readings. She explained: "I start by asking them what they know first. The reason why I use that approach is to try and make them understand that such

and such events occurred. Then I go over it in more detail and I try to provide a visual stimulus as well, so the students are not just sitting and listening, but they also have something to look at. At the same time they are writing their notes. My approach in teaching the Year 11 course was very much different from the Year 12 course. In Year 11, I can introduce a lot of activities that are very different from what is specified in the syllabus. I don't have the time constraint there. I do role plays, and relax a bit more. We do document study, picture study and play games whereas you can't do that in Year 12. In Year 12 you are accountable for all that you do. The pressure in Year 12 is on getting the content into their heads." Julie believes that many teachers are now leaving teaching Year 12 history because of the amount of stress involved.

At the Beginning of the Year in Julie's Class

My first visit to Julie's class was on the 3rd February, 1994. Julie did not expect me on that day because she was not scheduled to teach. When I arrived she told me: "I didn't think that you would come today. On the first day there isn't much teaching going on. Probably it would be better if you came next week." I told Julie that one of the things I was interested in was how she started the year. She then told me about her plans for the day. "Basically I'll spend some time talking about the history course. I'll give the students these files (giving me one of them). I'll spend some time telling the students about the skills they require in order to do well in the TEE course. I'll also explain the assessments and the requirements from the students and give the students the oral presentation topics. I doubt if I'll do all these things. I have so much to tell just on the TEE," said Julie. When we got into the classroom, the students were already in class waiting for the teacher. There were 23 students in class, all looking happy and full of

energy and ready to learn. Julie checked the role. She then welcomed the students to the TEE course and promised that they would find the course interesting. She advised the students to work hard throughout the year if they wanted to get good TEE scores.

Julie then gave the students a folder containing the syllabus objectives, the assessment procedures, the tutorial topics and the timetable for this year's activities. She spent a considerable amount of time explaining how the course would be assessed. Referring to the assessment sheet, Julie told the students that during the year they would write class essays, tests, examinations and also make oral presentations. Speaking persuasively, she advised the class: "I expect you to read other books to supplement what I give you. When you do your research assignments, I expect you to use at least three references. During the lesson, I'll give you notes in point form. I also expect you to read other books to supplement what I give you." The students listened patiently to what Julie is telling them. "But we have only the textbook, where will we get the other textbooks to read?" a girl asked at the back. Julie gave the students some copies of books kept by the school for use in the course, but she also asked the students to look for information in the school library and also in other libraries. During the next five minutes, she showed the students how they can draw information from several sources. "When you read the books do not repeat the points you get from other books. You are looking for different points and interpretations. In history, sometimes, you get authors writing on the same historical event. But they might have different views of the event despite the fact that they might be using the same historical sources. It is important for you to be exposed to these interpretations so that you can be in a position to identify bias in what you read," said Julie.

In the next ten minutes, Julie showed the students how they could make good notes from the texts. She organised a quick exercise in which she asked the students to read two pages from a text. This passage was on Herbert Hoover. Through questioning, she asked the students to identify the important ideas in the passage. Students provided the points and she wrote them on the board. At the end of the exercise she had about five points on the passage on Herbert Hoover. She reminded the students that the most important thing was to look for the key points rather than to re-write the book. "I know it takes time and practice to make good notes. What I can tell you is that you have to be comfortable with what you do. I don't want you to write reams and reams of notes so that when it comes to learning the key ideas you are overwhelmed."

In this exercise Julie was developing note making skills in her students. In the remaining minutes, she talked at length about the importance of the students working as a group and helping each other. She reminded the students that half of their TEE score will come from the school assessments and she encouraged them to work consistently throughout the year. In class she encouraged them to talk and share ideas. The students were silent. They looked tense. Julie asked them if they had any questions. Realising that there no questions, she advised the students to ask questions and talk if there was something they didn't understand. "I know that this is too much for you, but if you want to fly (meaning that if they want to do well in the TEE) you should work as a team. You should help one another and you should ask if you don't understand something. My aim is to help you realise your goals. I know that some of you want a certain TEE score in order to do a specific course at university. My advice to you is that

you have got to start now and work towards that goal. I can only help you realise your goal if you are also prepared to sacrifice a bit more,” advised Julie. She then advised the students to read their books on the entry of the USA into World War One for the next lesson.

The above description tells us something about Julie and what she believes. She shared her beliefs with the class with regard to how the students should organise themselves and prepare themselves for the course. Julie knew that the students were capable and she was interested in getting high TEE scores from them. She told them that they had to share information and help each other, because if they were selfish it could backfire at the end of the year. This was Julie’s thinking and it was backed by her knowledge of how the system works.

A few days later I visited Julie and found that the lesson for the day was on life in America during the twenties. In the first twenty minutes, the students watched a video on life in the twenties in America. Julie gave the students a sheet of paper with questions and she asked the students to provide answers to the questions from the video. At the end, Julie reminded the students that the purpose of the video was to provide them with extra information which might not be found in their books. She reminded the students that the TEE is a competitive experience and students have to show that they were different from the others. “I’ve got to tell you that the TEE is a very competitive experience. You are ranked and for you to get through you need to have the content and that’s why I encourage you to read widely so that at least you compete favourably with students sitting for the TEE in other schools. I will try to

make it interesting, but you should try and make your work different from anyone else's in the State. You should put in more effort and do a bit more work. Last year the state average for one of the questions was 10.3, but I think my students were above the average. You have to be original more than everyone else in the State." At this moment the students looked rather tense and quiet. Suddenly, Rose, a tall girl sitting in the middle row and repeating her Year 12, broke the silence and remarked: "You're scaring us Miss Djurovich. We feel scared when you start talking about the TEE." The other students laughed. After sitting in her class for a number of occasions, I concluded that Julie's intention was not to scare the students. She was concerned about the TEE and she wanted her students to do well in it. That is why she spent so much time talking about it and reminding the students about the demands of the course.

In the remaining minutes Julie discussed the social life in America during the Hoover Administration whilst the students listened and took down notes. Julie used an overhead to discuss the lesson. "I want you to listen and ask questions or answer questions. Do not write notes now, I will give you time to do so," said Julie. The overhead showed notes in point form. Julie discussed each point and occasionally made reference to some pictures which were also shown on the overhead. Some students were taking down notes and she reminded them to listen in order to understand what she was teaching. She remarked: "Okay people! Stop writing now. I want your attention here. I would like you to get this point clear because it's a likely examination question. From my experience in marking the TEE, most students who attempt this question fail to answer it well because they don't provide the necessary facts. So I want you to listen so that, in case it is in the exam, you can write something that you understand." Julie

went over the overhead again, discussing the main features of life in the United States during the twenties.

The lesson combined a short teacher explanation followed by questions. After discussing the Prohibition Act, Don, a tall boy, asked: "Didn't people exploit the Act to get liquor unlawfully, because it seems people could get away with the fact that they were allowed to drink liquor for medicinal purposes?" For a few minutes the students talked about the weaknesses of the Act and how it could be exploited. Julie intervened: "At this stage all what you need to know for your TEE is that the selling of beer and wine was illegal. I agree with you that there were loopholes in the law, in that if you wanted alcohol for medicinal reasons it did not matter." Julie finished by dictating notes in the remaining minutes.

A few days later, I visited Julie's class. In the previous week the students wrote a class essay. Today the lesson began with some comments on how the students performed in their first essay. Julie told the students that she had marked some of their essays and was very impressed with the quality of some of them. On the other hand, she thought that a few students needed help on writing good essays in history. "I will type the four best essays I've marked and give these to you so that you can see what I am talking about. I want to encourage the sharing of information and ideas. Remember what I told you before, your marks are affected by everybody else. If the top student gets 95 percent, everyone else gets scaled up. If the lower student gets 30 percent, this will lower everybody's marks. It's a collective effort and it means sharing your thoughts and everything as a class."

The second part of the lesson looked at the Depression in America. Julie began by asking the question: "What is a Depression?" Realising that there was no response, she rephrased the question: "Does anyone know what caused the Depression in the United States?" Julie had asked the students to read on the topic, but it looked like no one read or was prepared to answer. Julie asked the students to read the assigned readings because that would help them understand when she talked about it in class.

Julie then introduced the lesson. "What I would like to do is to look at the causes of the Depression using a mnemonic. This topic has a lot of information. So you must be able to handle it. Put the heading in your note book." Students wrote the heading in their note books. Julie showed the overhead and then she marked: "Last year this topic was in the TEE. The question was basically asking what happened in the 1920s in America. This year it might be the year of the New Deal. You must be well prepared for it. What is it about the stock market that led to the New Deal?" asked Julie.

"They were investing in paper money," replied a boy at the back.

"What were some of the problems with that?" asked Julie.

"I think the people were buying for long term gain," a girl suggested.

"Who was speculating?" asked Julie.

"I think rich people and banks were doing that," suggested a boy at the back.

"How did they do that?" asked Julie.

"Borrowing," whispers a girl in the middle row.

"Yes. Why did banks speculate?" asked Julie.

“I think banks used the depositors’ money to speculate. They wanted more profit,” suggested a boy at the back.

Julie was pleased with the students’ participation. She showed the overhead and began discussing the causes of the depression. The first point she discussed was on the stock market speculation. After explaining what it involved, Julie then dictated some notes related to that point. “Ordinary groups were speculating on the stock market. They would borrow and buy on the margin. They were buying for the profit from the shares. Is there anyone who would like to contribute any point?” asked Julie. There was no response from the students as they were busy taking down the notes. Julie then asked the students to write the next point: Industrial problems. Again she asked students to put their pens down as she explained the industrial problems in agriculture, mining and textiles.

Julie followed the same pattern as she discussed all the other causes of the depression. She then gave the class a mnemonic to help them learn and remember the causes of the Depression. Julie told the class that if they learned the mnemonic, that would surely help them understand and remember the topic for the TEE. The mnemonic for the causes of the Depression was ‘CRASHED’

C- Coal and textiles

R- Run on banks

A- Agriculture

S- Speculation

H- High tariffs

E- Excess goods over demand

D-Distribution of income.

At the end of the lesson Julie told me that there was so much information in the topic that students must have a way of remembering, learning and understanding what was being taught. "I like using a mnemonic because it helps the students remember the important ideas. If they can remember the mnemonic, they'll be in a position to remember the key causes of the Depression."

When I visited Julie a few days later, I found that she was having a lesson on the results of the depression. Again she gave the students a mnemonic to help them remember the results. The mnemonic for the results is 'DEPRESSION'. She told the students: "This is a little exercise and the reason for doing it is that when we look at Roosevelt, this is what he did. It'll come out in the TEE," suggested Julie.

In the next few minutes, Julie told the students that Hoover was in power during the Depression and the government policy was laissez faire. "What sort of things showed that he did not understand the situation?" asked Julie. Students answered the question making reference to Hoover's public speeches. A boy sitting at the back replied: "He once said that prosperity is around the corner." Another girl sitting at the back contributed to the discussion: "He said very soon there will be chicken in a pot." "Did he really mean what he said or was he bound by party politics?" a girl who sits in the middle row and normally contributes in class discussions asked. "That's a tutorial question. I am not going to talk about it because it might bias the person who present the tutorial. Otherwise this is a good question," said Julie.

As in the other schools, students were expected to make oral presentations for assessment purposes. Julie gave the students a list of topics from which to choose their tutorials. A number of topics were designed to be controversial. On one of my visits I found that Julie expected 4 students to make their presentations. Before the beginning of the presentation, she asked the students to arrange their desks in a circle. She asked students to make notes of what they wanted to challenge at the end of the presentation. Each tutorial took about 10 to 15 minutes.

Pat, a girl who contributed a lot in class discussions, was the first to make a presentation. Her topic was 'Roosevelt and the New Deal left a permanent mark in USA life'. Pat looked confident and well prepared for the task. Looking around the table, she began by outlining the structure of her presentation. Pat supported the statement and provided evidence to support her claims. Students did not ask any questions and Julie was not happy. Sherry, one of the shy girls who sits at the back asked: "Why do you make us do it? A number of students don't like the oral presentations." Julie replied that in the past she found that the students went deeper in the tutorials because they did some extra reading and as a result gained a better understanding of the topic. Some of the tutorial questions also come in the TEE." Tracy, another girl sitting next to me, asked why couldn't they use tapes to record their presentations. Julie did not think that this was helpful at all. She asked: "Who benefits in a tape? The whole thing is to help you improve your research and presentation skills. I tried the tape last year, but I realised that it wasn't helpful. I think the presentations in class are good because they break the monotony of teacher talk."

The students were silent for a while. “No matter where you go, you have to do it in front of strangers. When marking the tutorials, I will consider the content, your presentation skills, and how you demonstrate real understanding of the question or topic you are discussing.” It was not possible to have all the oral presentations planned for the day. Some of the students were not well prepared for their presentations. But most of the time was taken by the discussion that went on after the first presentation. A number of students were not in favour of the oral presentations because they thought that the experience was stressful. Oral presentations are part of the requirements of the SEA. Julie was convinced that students could benefit from the presentations.

I observed the teaching strategies Julie used in her classroom. Her most common mode of teaching was to talk to the class. Sometimes she initiated some class discussions. She used the overhead most of the time to introduce the points she discussed in the lesson. She explained the points and asked questions as she went along. Sometimes she repeated the lesson explaining the points again. She told me that she did this in order to help the students understand the content. Occasionally she showed a video on what she had taught to consolidate the information she already taught. Julie was very patient in doing this, particularly when she taught something she thought might be a possible TEE question. She asked lots of questions and encouraged the students to ask questions. She tried to involve the class in answering questions from other members of the class. She allowed time for discussions when students asked controversial or interesting questions.

The lessons I saw on the last few days of the first term were all oral presentations. Julie battled to finish the presentations on the unit: The United States 1917-1945. When I visited her class on the last week of the term, she remarked that: "I would like all students to finish their presentations this week. I can't carry over work from this term to next term. If you look at the time table of events, there is no room for that. I've to finish everything on the United States this week."

Half the students had gone for an excursion. It was a very hot day and the students who were present were restless. "Miss it's very hot today, can we do our tutorials outside near the pool?" suggested one girl at the back. "I wish we could do that, but unfortunately we are not allowed to do that," replied Julie. "Why?" asked a boy at the back. (The other students laughed.) A boy at the back remarked that the heat was depressing and suggested that Julie cancel the lesson. "No. We can't do that. We have to finish this term's work. We have a lot of work next term and we can't afford to push the work to next term," Julie replied strongly.

Julie realised that time was being wasted and she asked the students to get ready for the oral presentations. Jo, a tall girl who made good contributions in class discussions, was ready to talk on the topic 'World War One and Two had a profound impact on the United States'. She presented her answer in the usual way, reading prepared notes and occasionally looking around the audience. She addressed the impact of both wars on the United States separately. The few students in class were listening and occasionally taking down notes. Julie was pleased with Jo's answer. She thought it was a well presented tutorial and she promised to make copies for everyone in class. Julie told the

class: "If there is a question on this topic in the TEE, it will be a part question. I want you to imagine that you were writing a letter to a mother whose son died during war, convincing her that the son died for a just cause. What can you write?" There was no response from the students and Julie rephrased the question. "Would it be better if the USA was not involved in the two world wars?" Bess, one of the girls who is normally very playful in class answered: "America went to war for more genuine reasons. So I would convince the mother that the involvement of America in the war was genuine." Bess opened the textbook and read a section from the book that talks about the drafting of young men into the army during World War One to support her argument. "Could you say these are definitely the reasons why America went to war, considering the number of deaths involved?" asked Julie. "It doesn't matter how many people died, the purpose of entering the war was genuine and it was expected that lives would be lost. The soldiers also knew that this would happen," responded Kathy, one of the top students in class. The discussion continued for some time with most students supporting the involvement of America in the wars. "Were blacks involved in the wars?" another boy asked. Julie explained that they were involved, but to a lesser extent. She then spent some time explaining the racial problems in America and how this resulted in the civil rights movement of the 1960s.

The bell rang and Julie did not finish the target she had set at the beginning of the lesson. After the lesson Julie told me she was pleased that the students were active in class discussions. I agreed with her and asked if she thought they had a good understanding of what they were talking about. Julie was certain that the students had a good understanding of the topic. She admitted though, that it was a rush because of

time. "But I must admit, it was a race in the last few weeks, sometimes making some sacrifices." When asked what were these sacrifices, Julie remarked: "The development of interest in the topic taught and spending a bit of time on it. The last few lessons were much more involving. You could spend some time on them. I suppose it affects students' understanding."

The reason why Julie talked about it was because it was unusual for the students to behave like this. Though they were active that day, sometimes they didn't contribute in class discussions. Julie encouraged them to ask questions and to stop her when they felt there was something they did not understand. She also set aside some time for classroom discussions. Once they began, she allowed them to go on, but she was often aware that there was a limit because she had to cover the material in the given time.

Teaching History for Understanding

I observed several of Julie's lessons. The concepts she taught varied greatly. Some of the concepts I thought were difficult to understand and some I thought were easy to understand. I organised an interview with her in which I wanted to find out her views about teaching for understanding. After the lesson observation, I asked her whether the lesson was successful or not. She told me that what she had hoped to achieve was to try and finish the unit on the United States and also to finish the tutorials, but that was not achieved. "That aim was not achieved because one student wasn't prepared and another was absent. The second aim is the more general aim with the tutorials, that is, to get the kids actually thinking a little more in depth about the information that they have read and applying that information. I think that was achieved judging by their discussion on

World War One and Two and they were comparing the two and looking at their impact. I thought really more of them were involved. Even though there was a lot of side talk, it was about the tutorial topic.”

Commenting on what she did to make the lesson a success, Julie was modest to accept the credit for that. She explained: “To a certain extent, I don’t know whether I want to take credit for it, because I think credit really is due to the kids themselves. But what I’ve got to do is, I’ve got to identify some stimulating, thought provoking, controversial questions relating to the tutorial area. For example, the topic in which I said to them ‘If you were to write a letter to a mother whose son had died, what would you say?’ That’s a little bit more provocative than asking them what were the reasons why America became involved in World War One. So that you get them thinking a little bit deeper about the issues. When you are really trying to get them to talk more, you have got to identify some questions which are going to get them stimulated enough to want to talk and to want to argue.”

Julie thought that a number of the concepts were fairly straight forward. She thought many students did not have a problem understanding them. She pointed out, though, that some of the areas are not difficult but it’s the amount of information that they have to cover which makes them look difficult. She cited the ‘New Deal’ as a rather difficult area because of the amount of information that they needed to know. Commenting on how she taught difficult concepts, Julie explained: “I give them fairly detailed notes which I try to organise in a fairly logical way. I try to explain it in fairly simple terms. As you have seen me teach, basically there are three steps. First, I discuss with them

and try to use analogies and go through with them without them doing any writing at all. In the second step, I've the overhead and I go through with them fairly slowly and give them some notes. And the third step is that I just ask them. Do you want me to go over that or does everyone understand? If it's a difficult concept, I provide them with a memory aid, like a mnemonic. For example, the New Deal is a mnemonic."

On whether she went deeper when teaching, Julie commented: "I have to do that for everything because they are generally bright students and they are aiming to get in the 80s and 90s and I can't afford to give them a superficial look at the material. I have to get them thinking more on the issue rather than simple description." She gave the students detailed notes and tried to get them thinking about the issues in the tutorials. With reference to the essays, Julie explained: "I try to get them to look at every single concept or area that I teach at a much deeper level rather than superficial. There is a problem of time, but still you need to teach the topics deeper," argued Julie.

Responding to my question on what she thought was meant by the phrase 'teaching history for understanding', Julie was quick to say that it was an interesting question in the sense that one can look at it from different perspectives. "By deeper understanding, do you mean when you have a student who is able to go beyond rather than just describing the event? If they've deeper understanding, they can look at the reasons why that event occurred. They can look at the impact of that event or consequences of that event. They can then predict what will happen in the future as a result of that event. That's a purely practical view. In terms of getting marks, getting those 80s and 90s which is obviously the main focus that I have, then that's why I've to give that detail

and so on, so that those students who want to demonstrate that they've a deeper understanding in the TEE can do so." Julie explained that the TEE discriminates students on the basis of their understanding, assuming that deeper understanding means that they can analyse, predict and so on. The second perspective from which Julie takes deeper understanding is a fairly idealistic way of looking at teaching in general. She explained: "I don't know whether one can change some values or mould values. I mean where you have students, who as a result of your teaching, have deep understanding and their values as such are changed because of that understanding. Let's say one of the things I want to achieve is a respect for other cultures or other people, then that to me is a deeper understanding. So it goes beyond just a specific incident, a specific unit or whatever. What it does is develop a love for other people, a respect and consideration and sensitivity to other peoples."

Asked whether she sometimes made short cuts in her teaching, Julie agreed that it happened sometimes, citing the unit on America in which she ran out of time. "There's only a certain amount of time that you can spend on one unit. I think I originally planned for six weeks, but couldn't finish because of holidays, breaks and so on. So what I did on the last syllabus statement on the involvement of America in World War Two was to photocopy sheets, which I hate doing, and gave them to the kids."

Julie believes that most historical concepts can be easily understood by students so long as teachers have the time and energy to explain the concepts using a variety of teaching strategies. "The question is how do you test students' understanding? With the less able students, they might understand the concepts but they might not be able to explain their

view very well. The problem really is in their written skills or their oral skills. But they may be able to understand and demonstrate in other ways. Some of the strategies you would employ are fun type activities, role playing and that sort of thing,” said Julie. Julie was certain that she did not attempt to teach something she did not understand. She explained that she tried to read about it and understand it because the students can come with challenging questions. “If you’re not well prepared you can be caught. Even though I’ve taught some units for ten years, I still read through things before I teach to make sure I understand it,” said Julie.

Speaking about the constraints in teaching the TEE course, Julie spoke very emotionally about the TEE. She cited the TEE as one of the constraints. “The fact that the TEE is such a dominant factor on what you teach, and the fact that students can not afford to enjoy the subject. Students are looking for marks rather than the intrinsic value of the subject.” Julie pointed out that there are students who do history because they love the subject, but the TEE determines at what level it’s taught and what period is taught. Time was cited as another major factor in our conversation. Julie explained: “You have 26 weeks to teach the three units. You don’t really have time to do lots of interesting things and explore issues and so on with the kids. Most of the time you are giving details and you don’t have the time to joke about it. The tutorials are taking a lot of time; it took two periods last week. That’s a lot of time.”

Julie also pointed out that some of the pressure is from the kids themselves. She argued that sometimes kids say to you as a teacher this is the mark that I want because they want to get into a certain course and therefore they are looking for marks rather than for

enjoyment. On the question of how she dealt with these problems, Julie explained: “I just adapt to it. To all intents and purposes, I just adapt to it. My method is just to spoon feed the kids and it works, because every year I’ve children who score between 80 and 90. So I am fairly sure that it works.”

Teaching the Chinese Unit

A few days after the beginning of the second term, I visited Julie and found that she had already started teaching the unit on China. One of the lessons I observed was a tutorial presentation on the 1911 Revolution. When the lesson began, three students, a boy and two girls were dressed up for the tutorial. The three students wrote a rap song on the causes of the Chinese Revolution. There was excitement in class as the three students entered the room wearing baggy tee shirts, jeans and baseball caps. When they got to the front, they started singing the song and dancing to the tune;

We got a story to tell, a story you’ll be hearing
A story of the Manchu Dynasty disappearing
Now listen y’all whilst we make our contribution
We’re gathered here to welcome you to the revolution.

Revolution x 3
Welcom’ y’all to the revolution
Now the cause to such an event are plain to see
It was the autocratic reign of empress Tsu Hsi
Now it’s said that Tzu Hsi’s government was weak
And at this time the revolution came to it’s peak

Revolution x 3
Welcom’ y’all to the revolution

But there are other causes that we can’t ignore
The feudal system that existed made the peasants poor
Now the peasants here were made to really suffer
The lack of reforms also made their life-styles tougher

Revolution x3
Welcom’ y’all to the revolution

Western interferences is another factor
The British took control and other countries backed 'er
Now this British action had many repercussions
Along with this was the invasion of the Russians

Revolution x 3
Welcom' y'all to the revolution

Other Western countries wanted trade concessions
The missionaries over there were making big impressions
Their Western goods made Chinese products void
Markets for the Chinese goods had all but been destroyed

Revolution x 3
Welcom' y'all to the revolution

Now the Chinese people opposed this interference
They believed the power of the West was only an appearance
The West started wars in retaliation
Under which the Chinese suffered great humiliation

Revolution x 3
Welcom' y'all to the revolution

Tsu Hsi's death in the year 1908
For a new ruler the Chinese had to wait
Now Tzu Hsi's death caused instability
She was finally replaced by boy Emperor Pu Yi

Revolution x 3
Welcom' y'all to the revolution.

Julie thanked the students for their presentation. She promised to make copies for the class. Julie asked if there were any questions to be asked. Instead the students remarked how they liked and enjoyed the rap performance. Julie pointed out though, that the most important thing was to learn and understand the causes of the revolution. The rap would only help them remember the important points. At the end of the presentation, with the aid of an overhead, she discussed the features of the revolution whilst the students were taking down notes.

At the end of the lesson, I talked to Julie about the rap tutorial presentation. I asked her what she thought of the presentation and whether this was helpful to the students. Julie thought it was a very good presentation and she told me that she would encourage it because it was one of the ways in which the students could see the tutorials as fun and at the same time learn something from it.

The rap songs became popular in the oral presentations that followed. Students liked it. It was great fun for the students. Another possible reason why the students opted for it was because they presented it in a group. Four students prepared a rap song for presentation in class. Realising that the rap songs were an effective method of making the students learn and remember key facts, Julie said that this was something she could share with other history teachers. She wrote an article and published it in 'Hindsight', the magazine of the History Teachers' Association of Western Australia. Julie shared the experience she had with her students and the effectiveness of the method in units that have a lot of content to learn. She wrote: "I think one strategy of getting students to remember key facts is to ask them to write and perform a rap song of a particular event, theme or person. In this case the rap was on the Chinese Revolution, a historical event. I found this to be a great way of breaking the tedium. The students will use the finished product as a method of identifying and retaining significant facts. I think the students were great. I was amazed."

How Julie Taught History

Just before the end of the second term, I prepared a short description of what I thought I had seen since the beginning of the year in Julie's class. In this document I described the teaching techniques that I thought were used by Julie in her class. I gave this to her to read and then I arranged an interview in which we discussed my description of her teaching. This is how Julie responded to the account: "Generally I thought it was a good description. Though there are some areas there where I think I perhaps should do more than in others. Perhaps I should do more of giving good answers and photocopying them for the kids. I suppose it contradicts what I think about kids not reading photocopied material. What you missed though is that I try to have some humour. I try to use analogies a lot and I try to bring it down to their level by using examples. I will deliberately include side issues and often personal things that happened to me so that if they have started to drop off, their interest picked up again."

Julie told me that she tried to keep the explanation light, interesting, as simple as possible. "I suppose simple is the key there, so that the students are interested," she said. With the visual stimulation, she said she spent time looking for cartoons, pictures, diagrams and maps that illustrate that particular area or topic that she was focussing on. "Sometimes I will include a cartoon which might possibly be in the TEE and I might even refer to it. You mentioned that I talk about the TEE in my lessons. Though I do that, I suppose it can be a bit like saying the same thing over and over and end up saying that everything is a possible TEE question. I wonder if that sometimes turns them off a bit," she said.

Julie continued: “You haven’t discussed the assessments that I give. Generally every two or three weeks there is a class assessment. You were not clear on the focus questions that I give them. You might need to include some specifics there. The focus questions are questions that I’ve made up and they are related directly to the syllabus statements. For example, if the syllabus statement is Roosevelt and the New Deal, that’s in the SEA document. I then prepare a set of questions that students must be able to answer in order to understand about Roosevelt and the New Deal. I have taken every single syllabus statement and made up a series of questions. Those are the questions they normally say ‘Oh do we have to do that?’ I ask them to read three references and after they have read, they must go and look at those focus questions and answer those questions. That becomes the basis of their revision notes. In answering those focus questions, they’re using the resources they’ve read as well as the notes I give them. Of course what they are complaining about is that they’re reading the same thing over and over again, and they have already got the information from my notes and they don’t need to read the extra books. What I say to them is that by reading the same thing over and over, some of it is sinking in. Also I may not have covered all possible areas and questions and if they read other texts, they might come across information that I may not have discussed in class. Those points become the basis of their study at the end of the year. Part of the reason why I make them do that is because they’re a capable group and I want to achieve the highest possible results from them. I check their notes and have reasonable evidence that they’re doing their work.”

Julie predicted what she thought would be in the TEE. Her students made fun of it when they wrote in one of the rap songs that: “For Mrs J every history topic is a

possible TEE question.” She began her prediction as early as the mid-year examination. I talked to Julie when she was preparing the questions. She told me that she tries to anticipate what questions might be in the TEE. Julie told me that: “On China I gave the students a question on the 1911 Revolution because that’s the question that I think is a possibility in the TEE if the examiners know their stuff.” Julie specified, though, that the mock examination would match exactly what the students will have in the TEE. “In the mock examination, I do the same thing, I predict”, said Julie confidently.

Julie was very pleased with her students and expected them to do well in the TEE. In the mock TEE out of a class of 19; about 8 got As. She mentioned that it was even difficult to mark work for the top three students because they are really good. “You look at their work and identify it as ‘A’ material,” she said.

Julie not only predicted the TEE, but simulated the TEE marking process. Julie and the other teacher at the school double marked the students’ answers. She explained that if the mark difference was under 4, they averaged it, but if it was more than 4, they looked at the specific paper and read it again like they did when marking the TEE. Commenting on the script of the top student which she brought for the interview, Julie was pleased that the other teacher confirmed her marks. She described the work of the student as excellent and she wrote very well. “Not only does she possess very good writing skills, but she also showed that she understand what she is writing about. She has started to make bold statements and reach conclusions. Overall the understanding of the class is generally good. I think this is an outstanding class,” said Julie.

On whether the TEE history paper assessed students' understanding of history, Julie explained: "For me the problem of the TEE is that it's content oriented. I think the way to go is to have three questions. You'll get the discrimination, but it will not be pressured." Julie was convinced that for a top student who did the things she described to me earlier, the TEE history exam would allow them to display their understanding.

Julie was happy that the examination helped to show her the strengths and weaknesses of the students. When I asked her what she planned to do with the information, she told me that some of the students needed to do a bit more reading. Some of them needed to put more effort into their work and that might mean more reading. She explained: "It might mean they have to review their study techniques. What I am planning to do next term is to spend some time with the students and help them."

Julie also introduced variety in her lessons by showing videos. She has a large collection of videos that are related to the topics she was teaching. She told me that she has collected the videos over the years she has been teaching TEE history. Julie has also prepared a set of worksheets that go with the videos. When students were watching a video, she would give them the worksheets with questions to answer. The worksheet is also an additional information to the notes that the students get in class. She explained that the video is also used for motivating students, bringing something different into the classroom which students love.

Students' Perspectives of the History Lessons

The students in Julie class liked her very much and thought that she was a good teacher. I interviewed some students in her class on what they thought about the history lessons and about their teacher. A number of students thought that their teacher was trying to give them content and prepare them for the TEE. "She has been trying to get all the detail, information and content across to us, so that we can get high TEE scores. She has tried to make it as interesting as possible," one student said. Another student emphasised that the aim was to prepare them for the TEE.

Asked to give an example of a topic that was well taught so far, the students were agreed that the topics that were taught well were the ones in which the teacher was emotionally involved, used videos, role play, and the mnemonics. "America 1917-1945 was for me the easiest topic to grasp. I think it's because it was straight forward. The mnemonics made each section easier to understand," suggested one student. A number of students thought the section on China was well taught and that the role plays were very helpful. As one student described it: "having people perform their tutorials helped me remember and understand the topic. I can relate to the rap songs and I can remember the factual information."

Responding to a question on the areas of the syllabus they would be most worried about, a number of students complained about the amount of factual information they were expected to learn in the China unit. "China 1911-1949. I guess I find it confusing who was where, when, why and the consequences," said one student.

Most students seemed to be well aware of the things that the TEE examiners look for in their essays. The students mentioned that examiners are looking for good essay writing skills, well presented arguments, answers that showed understanding, knowledge of historical facts and the ability to make judgments and bold statements.

The students were divided on the question of whether it would be better if they didn't have to worry about the TEE. The majority of the students were of the view that history would be much more enjoyable without the TEE. "The history course could be a lot more enjoyable if you didn't have to worry about the TEE. It would allow more time to relax and look at things more closely. The examination is content driven, so there is a lot of pressure for us to learn the content for the examination. Interesting information is put aside while we focus on what will be in the exam," said one student. Another student commented: "I would prefer to learn history for other reasons rather than to get a good TEE score. The whole year we have been geared towards this final examination. The emphasis of the TEE seems to be memory, whereas I would prefer to concentrate on understanding and application of what we learn." On the other hand, some students did not think it would be a good idea because there would be no goal to work for. "One student argued: "It would cause me to slack off and may be lose interest. You need something to motivate you to work and I think having a TEE is a good idea. You need something to motivate you to work and I think having a TEE is a good idea. May be the way history is examined needs to be changed rather than to say let's get rid of the examination. People won't really be interested in learning."

Asked to comment on how they thought the course could have been taught better, a number of students were very pleased with the way Julie taught the course. Most thought she was one of the best teachers they had during the year. One student summarised what she thought in these words: "Miss Djurovich is just such a superb teacher it couldn't have been taught any better, except may be less a reduction in the amount of work she gave us."

Revision in Julie's Class

When I visited Julie at the beginning of the fourth term, I found her revising the units taught during the course. Julie was in a dilemma as to how to start the revision. She announced at the beginning of the class that she would spend the next few weeks revising, but was in a dilemma as to what to do. Julie decided to look at the focus questions and past TEE questions and how the students could approach the questions.

For this exercise, Julie gave the students past TEE papers. She advised: "If you like to answer some questions and time yourself when you do it, I'm quite happy to mark them and make comments on your answers. This will be a good thing to do, but do not use your summaries when you write the essays. Just see how much you know so far." Julie then gave the students a handout of past TEE questions on the American unit. She told the students that in the past, students had done better in the unit than in other units. She warned them that probably this year examiners would try to make questions difficult in the unit. Julie was right in this prediction, because a few weeks later when the TEE came she was not happy with the questions in this unit. Julie asked the students to study the questions. "The last time they asked a question on the New Deal was in 1990,"

suggested a boy at the back. Another student remarked: "There has been no question on Roosevelt since 1988." Julie then intervened and remarked: "You can see that a question on Roosevelt and the New Deal has not been asked for a long time. But nothing has been asked on the Supreme Court, too. That's why I gave you a question on the Supreme Court in your 'mock'. You might get a question about Roosevelt's personal qualities. I also predicted that there would be a question on the part played by the United States in the Second World War. The last time that was asked was in 1992." In the meantime the students talked to their friends about the questions. Julie told the students that if they looked at past examination papers, they could see which areas had not been examined. She warned them that she was not setting the exam. "I am not setting the TEE examination. You people should look at the papers and come out with your own ideas. I would only advise you that you should be able to answer all past TEE questions. What can prevent you from answering all the questions? You have covered that material in class. If you do your research well, you'll be able to do all the questions," said Julie.

For the purposes of the revision, Julie divided the students into groups of about three. The top four students were placed in each of the four groups. Julie thought that the good students would challenge the other students. Unfortunately it didn't work. The other group members relied on the good student in the group for answers. Julie pulled the good students from the groups and brought them together to form their own group. She thought that this would encourage them to challenge each other and push them even higher.

Most of the revision lessons I observed were almost similar. They involved looking at past TEE papers. The students were encouraged to answer the questions in their groups. Julie also advised the students how they should attempt some questions in the TEE and what examiners expected in students' answers. There was a lot participation and involvement in class. The students enjoyed what they were doing. Julie encouraged them to read their books, notes, and the focus questions. Some students took advantage of answering questions and giving the answers to Julie to mark. This gave her the opportunity to talk to each student and advise the student on what to do in order to improve. Throughout the revision, Julie talked about how the students could get high TEE marks in history.

The Last Lesson in Julie's Class

"Guess how many students will be in class today?" asked Julie when I met her in the staffroom on my arrival at the school. "I think you'll have all the students since it's the last lesson," I said. She laughed and suggested that there would probably be sixty percent. When we arrived in class there were many more students than she expected. Julie talked at length about the history course and the TEE. "Today is the last lesson Year 12. I would like to give you some last minute reminders." She pulled an overhead she had prepared in which she had listed the things she wanted to discuss with the students. She explained: "If you have been consistent and completed all the tasks that I gave you, you'll be okay. There will be nothing new in the exam. Make sure that you plan your time well. Know your cut off points, the points where you'll need to stop and get on the next question. Make sure also that you use your reading time carefully. In the TEE, the paper is quite thick. Don't use time to read questions you have not studied. If

the question requires you to write about the features of the Korean War, don't write about the causes of the Vietnam War. Start with the question you feel most confident and make sure that you stick to the time allocated for the question." All students patiently listened as Julie gave them the examination tips. On this day there was little interruption from the students.

Julie had a special message for the students who wanted to get 80s and 90s. She told them: "For those students who are aiming to get 80s and 90s, make sure your essays are different. Start with an interesting introduction that will grab the attention of the examiner and let them know that you understand what you are talking about. Make bold statements, but be careful that you don't write things that are irrelevant. Answer the question asked and avoid model answers. You have got to demonstrate that you have more than basic understanding of the subject, but much deeper understanding. This is what will make your answers different from the rest of the students in the state." Julie then advised all students to try and do their best in the forthcoming examination.

The last few minutes of the lesson focused on revision tips and what she predicted to be in the TEE. "Refer to the syllabus and make summaries of your notes. They'll form the basis of what you learn. That's why I got you to do the focus questions. Simply reading your notes won't help. Make your study active. Try answering some questions without referring to the notes," advised Julie. She told the students that she was not in favour of answering past TEE questions because they have never asked the same question twice in the TEE. Referring to what she predicted to be in the TEE, Julie said: "In the United States unit, I have been saying this for a long time, that there is a high possibility of a

question on Roosevelt and the New Deal and the Supreme Court. There is also a possibility of a question on the Versailles Treaty. Look at Wilson and his role, I did not cover that in detail. This section is the one in which students scored high marks and examiners are under pressure to make the questions difficult.” In the China unit, Julie thought that the warlord period, the 1911 revolution and the One Hundred Flowers were likely to be in the examination. In the Vietnam topic she thought that the reasons why America was involved in Vietnam and the significance of the war were possible questions. “What about the colonisation of South East Asia?” asked a girl at the back. Julie did not think it would be in the examination because there was a question on that last year.

Julie thanked the students for a wonderful year and wished them good luck in the examination. This was an emotional part of the lesson, as a number of students responded emotionally when they thanked Julie for her efforts to help them learn history. Julie was very emotional about it because she thought the students were very good and her aim was to make sure that they enjoyed history and that they got the TEE scores they were looking for.

Julie invited her history class to her house for dinner. I was also invited because I was now taken as a member of the class. The students in Julie’s class now regarded me as a member of the class so much so that they were aware when I was absent. The event was very informal and a good way of ending the year. The students got the opportunity to meet Julie’s family and also to be together and share their memories of the year. After the meal, there were several games played. These games turned out to be a way of

revising history. Julie wrote names of important figures in the units the students studied. She stuck a name on each student's forehead. The student would try to work out, using the clues from the other students who she/he was. It was fun and the students enjoyed it. They had to have enough facts in order to be able arrive at the right answer. One student remarked at the end: "I thought it was an evening in which we could forget about Mao Tse Tung and the others. Mrs J planned it so well that we realised late this was a revision exercise for the TEE."

Julie then presented the students with different gemstones. She described the characteristics of each gemstone and then she gave it to the student whose personality she thought matched the characteristics she had described. For example, Julie gave Sion citrine. The characteristics for this gemstone is that it 'strengthens ones sense of self, ones talents, gifts, uniqueness and stimulates positive outlook and vitality, while imbuing a higher sense of being an individual part of this vast universe'. Julie thought that this would help Sion persist because she was repeating Year 12. This was very emotional in that some students took it very seriously. Julie was showing that she knew the students very well to be able to describe them in that manner.

The Tertiary Entrance Examination Interview

On the day of the examination, I visited Julie to find out what she thought about the examination. When I arrived at the school, I found that she was unhappy about the TEE history paper. She told me that the paper was difficult and that some of the predictions she made were not there. "I wonder what the students will say to me when they come out of the exam room," said Julie. She was so upset with the questions that I thought it

wouldn't be a good idea to interview her. Julie asked me to accompany her to meet the students when they came from the exam room. She wanted immediate response from the students about the paper. She was very close to crying.

We waited outside for the students to come out of the exam. The students came out and when they saw Julie, they laughed that the predictions were not there. Though a number of students were disappointed that the predictions did not come true, some thought it was better than what they expected. I had the opportunity to talk to a number of students about the paper. Though they were disappointed with some questions, they thought that they covered the work in class. Julie was relieved that they were not blaming her. She later told me that she couldn't believe what the students were saying until she saw the results.

A week later on the day of the interview, Julie was very critical of the paper. She told me that she thought the paper was more challenging for her students than the previous year's paper. She thought the students would not perform as she had originally thought. "I think it was a very politically motivated paper because last year, there was a lot of controversy on the Russian section and in the Cold War in Europe. Now this year the Russian questions and Cold War questions are very straight forward," said Julie. She thought that a lot of students who answered questions in these sections were going to score high marks because the questions were descriptive. She wondered whether there was any comparability between the questions. "The first issue out of that is comparability between units. In this paper it doesn't appear to be there. In the American unit, the questions were good and I predicted those two questions. I said that Roosevelt,

and Wilson would come. I actually set a question on that in the mock and there was a tutorial on that too. On the China section, the first question is really a discriminator. There is enough there for the weaker kids to write about and there is enough for the bright kids too to discriminate. The second question is slightly more difficult, and one can criticise it because it's specific to a syllabus statement. I think there are a few people upset about that. Question 14 is the most difficult question because of the nature of the content we covered. I think that's really much more difficult in comparison to other questions in this paper."

Julie was able to predict only two questions well. She was a bit upset about it. "In the China section, my predictions did not work. In the Cold War in Asia I said maybe there will be a question on social reforms. That's why I was sad because some of my predictions did not work. I thought the kids would be angry. They looked fine. They might be over confident. So I scored two out of six. I suppose two is better than none." Julie made the students aware during the course of the year that her predictions might not be correct because there was a new team of examiners.

Asked to comment on how she thought the students were going to perform, Julie thought that if the students made use of the focus questions, and did a bit extra reading and studying of their notes, then they would be in a position to answer all questions. "They had the information. It's only a matter of knowing it. I'm absolutely confident that they would have had all the information on every single question. I think the average student will find it difficult. Generally, I don't think they'll do well. The able students will do well," suggested Julie. Julie explained that the predictions did not

work because of the fact that there was a new examination panel. She thought the most important reason why the exam was difficult, was because of the political agenda of making some sections easier. She also thought that last year's teachers and examiners meeting was likely to have influenced the questions this year. These meetings are described in detail in Chapter Nine.

Post-TEE Interview

When the teachers received the TEE results, I visited Julie to interview her. Commenting on how the students performed in her class, she told me that she was devastated by the results. "I am pretty devastated by the results because they're not good and I guess I feel very upset for the kids because they've worked very hard. Apart from Kate and Phil, the rest did not perform very well," said Julie. She pointed out that some students scored better than she expected. On the whole she felt that the marks were poor. Julie was not surprised though. Even after the students showed her a brave face, she still felt that she would wait and see the results.

Julie was convinced that the reason why the students did badly was because of the examination. Julie spoke very emotionally about it. "I don't think I've an arrogant view of my teaching, but I think I prepared them quite thoroughly. I do think that there were three questions which were very difficult. Think of three questions out of six?" asked Julie. She pulled the summary of results and showed them to me. "If you look at the questions, section by section, there are discrepancies in terms of the mean in comparison to others. For example, if you look at questions 1 to 4, the mean for Q.1 is 16.13 (64%), and if you look at the mean for the two questions on the Cold War in

Asia, the mean is 12.88 (51%) and 12.28 (48%),” said Julie. Julie thought that there were a number of ways of looking at the results. One is to say the students have not been taught properly. Another is to say the academic ability of the students doing those questions was not too high. Julie did not support either argument. She thought the major factor was that the questions were difficult. “I believe my students were not given a fair go. When I get the analysis of the results, I’ll write a letter to the SEA and I’ll be getting some of my friends who have agreed to sign it. The only problem with that is if you look at the numbers doing the questions in the Cold War in Asia, it’s not that there would be an uproar like there was last year. I’ve to drum up some support for the good of history in general,” said Julie.

Julie explained that when you looked at the statistics for her students, they showed that the students performed worse than their AST results predicted. “That’s absolutely damning about these marks,” said Julie disappointingly. “I am really disappointed Edmund. Really disappointed for the kids. Really disappointed for Eunice, whom I gave a school mark of 84 and she scored 76 in the examination. She was scaled to 79 and missed getting into medicine by two marks. This is where these things count. What about the real person then?” asked Julie.

The results left Julie in a quandary. She did not know what to do next. She tossed around the idea of teaching different units this year. She thought of teaching the American Revolution instead of the unit on China. But this was also problematic she thought, because who is to say that next year the questions will be easy. Julie thought that the best thing was to ‘make noises’ in the teachers’ and examiners’ meeting so that

the people setting the examination could reconsider the sort of questions that they asked. Julie told me that the results made her consider stopping teaching TEE history. I could tell that Julie was very disappointed. She felt sorry for all her students whom she thought worked very hard to get the best results in the subject. "When you get close to the students as I was, you feel for them and when you know how hard some of them worked, you feel very angry," said Julie.

Commenting on what went wrong, Julie remarked that since I was in her class for the whole year, I should be honest and tell her what went wrong. Julie was convinced that within the examination paper there were a number of different examinations and the combinations that were done determined how well the students would do in the examination. When I asked her to explain how she managed to produce the student who got a 'Certificate of Excellence' in her class, she was convinced that despite the fact that she was a very good student, she thought that she was lucky because her script was selected and used for the standardisation of the marking. Julie pointed out that her student was four marks behind the top student in the state and she was convinced that if the examination was not bad, the student would have got the top mark.

Conclusion

Looking at Julie's lessons and talking to her about history teaching made me conclude that she was an unusual case. Though there are a number of similarities between Julie, Brian and Rod, there are also striking differences on how they achieved the goals they set for their students. The TEE was the focus of Julie's teaching. She strongly believed that the TEE affects classroom activities because the exam is content driven. Julie used

a variety of techniques to help develop understanding in her students, but her attempts to do that were often overtaken by her concern with giving students information so that they could do well in the examination.

Her final remarks showed how Julie felt about the TEE examination. She did everything she could do to prepare her students for the examination, but unfortunately the examination disappointed her. Throughout the year she predicted what she thought would come in the examination. Unfortunately, the predictions were not on target. Julie was very disappointed with the examination questions and she contemplated dropping teaching TEE history.

CHAPTER EIGHT

Case Study Four: Robert Bateman

Introduction

This chapter presents the story of Robert Bateman, another experienced history teacher in a private school in Perth. This chapter describes the story of how Robert tried to teach history for high TEE scores and for understanding within the tensions imposed by the syllabus and TEE. The chapter describes his biography, the context in which he taught history, and his beliefs about teaching history for high TEE scores and student understanding. A description of some of the lessons observed and the interviews I had with him during the data collection period are also presented.

The School Context in which Robert Taught

Unlike the other teachers in the study, Robert teaches in a co-educational private school in a relatively affluent suburb in Perth. St Michael's College enrolls about 1400 pupils from Year 1 through Year 12. The clientele of the school is of mixed socio-economic background though most come from middle class backgrounds. "Most of the parents of our kids are well off economically. That's good in some ways and is also not good in other ways. It tends to breed a certain arrogance in a lot of our kids. I think a number of our students, and probably a number of our parents also, don't have a great deal of respect for teachers and that can create discipline problems at school," Robert explained.

The school places great emphasis on academic excellence. Robert told me that most students from the school are likely to go to university after their TEE. "My job is to produce the best possible results and that is what I am here for and paid for. On the whole, the results of the school are usually good and the majority of students are university bound," said Robert. Talking to a number of other teachers at the school, I was told that the school aims to develop leaders of society, and more importantly, people of high ethical standards. Robert supported this and told me: "Our college seeks to develop people of competence, conscience and compassion who are committed to God and the service of man".

Like any other school, Robert pointed out that teachers still have to deal with disciplinary problems at the school, though these were relatively minor problems. Most of the students who come to the school will probably be good students and who want to achieve in life. There were 18 students in the history class I observed, 7 girls and 11 boys. The history room was well furnished and decorated with maps and pictures.

Robert's Biography

Robert is in his early 50s and had been teaching for the last 27 years. He graduated with a B.A in history and a Diploma in Education. In his degree he studied courses on: The Reformation and Renaissance, Australian History, Asian History, European History and American History. Robert told me that he enjoyed Australian history and thought that was why he liked teaching it in Year 12. Robert has taught history and social studies in a

number of schools. He has been at St Michael's for 20 years, most of it spent in teaching Year 11 and 12 history. He is the head of the social studies department and is also in charge of the school's cricket team. Robert told me his hobby is playing in a jazz band.

On how he became a history teacher, Robert told me that after his Leaving Certificate (equivalent to the TEE), Robert went to university and studied law for sometime before dropping it. He explained: "I was sort of scraping through and would probably have scraped throughout the year that I left. I didn't enjoy it." After working for a few years he went back to university and finished his arts degree, majoring in history. Robert did not regret choosing teaching as a career and taking up teaching history. He told me: "I did history because it was the subject that I liked best, and I did teaching because it looked to me as though it was a career in which I was going to have most opportunity. There was nothing pre-ordained in it. I wasn't a born teacher. I think I've enjoyed it and I think I've been reasonably successful in it. It wasn't the wrong choice." Robert is a member of the History Teacher's Association of Western Australia (HTAWA) and he subscribed to the journal of the association. Robert is also a member of the Victorian History Teachers Association and subscribed to the Association's magazine.

Commenting on his techniques for teaching history in Year 12, Robert explained that he aimed to equip the students with the skills of reading and extracting information from books in Year 11. He explained that in Year 12 the focus was on covering the syllabus thoroughly. He explained: "In Year 11, I do less talking and get students to do more finding

out. I do that because I've got more time. In Year 12, you have to cover every topic in the syllabus thoroughly. If you don't, there is bound to be a question on it in the examination. That means in Year 11, you can go a bit slowly and it is also possible to give students research exercises. In Year 12, you simply can't do that because there isn't the time to do it. I guess I'm saying I still talk a fair bit, and do a lot of explaining. But the students are also expected to do their bit."

Robert told me that students enjoyed history when the teacher made it lively and interesting. He thought that for him talking to the students was effective. He explained: "That's why I spend a lot of my time in class talking, because I find the kids like that. I have experimented with saying: 'Here is a worksheet, read these chapters in these books and answer these questions and we will have a bit of a talk about that later on. I find that they don't like that very much. I still do a bit of that because I think they do need the skill of answering questions precisely and taking notes.'" Robert was convinced that students liked to be told things and he thought that, from the students' point of view, if they had somebody telling them what happened, they acquire a better understanding than when they did their own reading. "When you are explaining something to them, you can come out from lots of different angles. You can say it in lots of different ways which can help their understanding. If they don't understand it, they are going to hate it. That's why I do a lot of talking," said Robert.

Robert was quick to point out that one of the problems of being a teacher is that you tend to be isolated in your classroom and you do not have the opportunity to see other teachers teach. "I'd like to be able to spend some time going around and watching other history teachers teach in other schools, just to see how they do it. But this is my style, I do a lot of talking and I do it because I find it works. I find that the kids like it and if they like it, then you have won the battle. If they like it, they will do well in it. If they don't like it, they won't," said Robert.

Robert's Perception about the Syllabus and Examination

Robert thought that the TEE history course was good in that it offered the students a lot of choices. Referring to the units he was teaching, he thought that the students liked them because they were on Modern History and were much more relevant than other units. Commenting on past TEE history questions, Robert said: "There have been times when the questions were very unreasonable, but over the years it's been fair. The examiners seem to be testing what the kids know rather than tricking them." Robert had mixed feelings about the TEE in general. "It's a big hurdle. It's the big thing at the end of the year that the kids have to get over and it's a very hard year for them. They have got six subjects to get through and each subject is very demanding. You have kids who don't perform as well as they should in examinations," he said. Robert thought that the introduction of 50 percent school assessment has helped to alleviate the problem. "That's a good thing, though it means that teachers are constantly marking, and that is a real drag," he said. Robert did not think that getting rid of the TEE would be a good option, though he believes that getting rid

of it would make him free to wander off on tangents. "You would be able to go slowly and perhaps from the kids' point of view it would be more enjoyable. You could afford to take a week off to run a history camp and perhaps teach more of the historian's skills, more independent research, more local history or family history. As it is, we're battling to get through the course," he said.

On the other hand, Robert thought it was necessary to have the TEE. He was convinced that having the examination solves a number of problems. "They want you to give them the answers to the questions they have to face at the end of the year. So you just don't have discipline problems. If you took the TEE away and replaced it with some kind of achievement certificate, I think it would encourage students to change in their attitudes for the worse. For that reason I don't want to see the TEE taken away," he said.

Robert told me that since he started teaching TEE history he has had very good TEE results and he did not remember any bad year. "The way I measure that is not to look at the actual marks in the examinations. I look at the abilities of our students as measured by the AST scores that every kid in the state does, and I look at our history students' AST scores compared with the state average. I then look at final history scores for our kids compared to the state average. Almost every year they perform better in the history exam than the AST scores indicate they should do. As long as that continues to happen, I regard myself as doing a good job, because it means they're doing better than they should do. I don't think I've ever had a year where they have done worse than they should have done," said Robert.

For Robert a bad year is when students have done pretty much as they should have done. Robert was certain that as long as the results were good, it meant that he was doing a good job. He told me that it would be nice to talk to other teachers about this sort of thing because they might be having better results by doing things differently.

Robert's Perception of the Students in his Class

Teachers can tell what sort of students they have in their class from the interaction they have had with them. Commenting on his Year 12 class this year compared to previous groups, Robert thought he had an ordinary class. He did not think they were different from some previous groups. He explained that because they were an average class, he expected that they would perform like any other group he had taught before. "We normally have a third of my history students getting As, another third getting Bs and the remaining third will get Cs and Ds. Probably nobody will fail. That's normal for the school and has been a constant pattern for decades. To answer your question, since this is a normal group, I think it will perform just like any other group I've had in the past," explained Robert convincingly.

When asked to comment on the approach he used in teaching history, Robert explained that his approach in teaching Year 12 history was not different from teaching Year 11, except that he talked less in Year 11 than in Year 12. He explained that there was the opportunity to talk less in Year 11 because he had time to do that. He also explained that he tried to

develop the students' skill of extracting information from books in Year 11 so that when they were in Year 12, the students would use the skills in class.

Robert explained the problem of the Year 12 course and how it determined the way he taught history. He explained: "In Year 11 it didn't matter whether you finished the syllabus or not. You can go a bit slowly and it's possible to give students research exercises where they go to the library and do an actual research project. In the Russian Unit of the course, I gave the Year 11s an assignment to produce a typical newspaper front page dated October 1905. In other words at the time of the revolutions. They had to use their imagination to come with a typical sort of Russian newspaper front page which would refer to events that occurred at that time. That takes time to do, but you can afford to do that. In Year 12, you simply can't do that because there isn't the time to do it. In other words, I guess I am saying that I still talk a fair bit, I do a lot of explaining, but in Year 11 there is more opportunity to develop some of these other historical skills."

The Beginning of the School Year

My first visit to Robert's class was on the 7th February. In our conversation before class, he told me that he planned to spend some time doing administrative work related to the course. When the bell rang we walked to the classroom where there were 18 students. Robert welcomed the students and then gave copies of the syllabus statements, assessment sheet and some handouts. He asked the students to keep the syllabus in their files as a form of checklist for themselves. Robert talked briefly about the units for this year: Australia

1914-1945; USSR 1917- 1945 and International Affairs 1945-1985. He told the students that there was a connection and overlap in the three units and thought that it would help them understand the topics better.

During the next half hour, Robert spent some time talking about the assessment of the history course and the TEE. Moving around the class, he told the students that they should aim at getting over 90 percent in history. He advised them that if they wanted to do well in the TEE, they should do well in the school assessment. During the year, 40 percent of the school assessment is the mock examination and the remainder includes tests, class essays and tutorials.

Robert talked at length about the skills that the students needed to develop in preparation for the TEE. "In my opinion, there is a strong relationship between how you express yourself in writing, the legibility of the hand writing and the marks you get in the TEE. If you have problems with your writing, try consciously to make your writing neat and legible. Last year a number of students had good knowledge of history but failed to get high marks because they had poor writing skills. If you've problems with your written expression, I want you to do something about it. I'll help you on how to write good essays. If you think spelling is not important, you're wrong. You must organise your work and write very well. TEE markers have piles of papers to mark. They don't have time to figure out what you are trying to say," Robert said.

Robert told the students that he expected them to do a bit more than sit and listen to him. He explained: "In Year 12, I try to talk a little bit and I expect you to write notes. I also expect you to read about what we discuss in class. If you do that right, you will end up with a good set of notes which will help you prepare well for the TEE." Robert emphasised the need for students to read their texts in order to supplement the notes from the lectures. He told the students to keep cards where they would have a summary of notes for the day. At the end of each day, you should reduce notes into a few major points and put them in a card. These are your sign posts to remind you of what you've done in class. At the end of the year you'll have short summaries which you'll be able to ask someone to test you," said Robert.

On the first day of the course, Robert advised the students that they should not pile themselves with a lot of work with the hope that it would be easy to revise at the end. He emphasised that preparation for the TEE is an on going process and should start now. "If you get to an essay in the TEE and you remember the main points, you've won the battle. You'll be in a position to remember the details that go with it. You need to remember sufficient factual details that will enable you to get good marks in the examination," Robert said.

The following day, I visited Robert's class on the Australian unit. The focus of the lesson was on the conditions in Australia before 1914. When I asked him why he was teaching this topic when it was not in the syllabus, Robert explained: "It's important for students to

have the background knowledge before they study the period 1917-1945, otherwise they will start cold. If you want them to understand the period they need the knowledge of the period prior to 1914. I know it takes time, but it's necessary."

Robert began by telling the students what Australian society was like in 1914. He emphasised that Australian society was urbanised and the myth that Australians lived in the bush was not true. Robert gave the background on how during the war years, the conscription policy nearly divided the nation. In the meantime, the students were taking down notes as he told the story. Suddenly a tall boy at the back asked: "When did the Australian identity emerge?" Robert explained that Australia was a young country and there was a belief that Australia was a better country, a land of equality and opportunities unlike Britain where there was a rigid class system. The discussion focused on the national identity that developed at the time like the feeling of being loyal to your mates, and resistance to the trappings of English aristocracy. This image was built by writers of the time.

Robert explained the relationship that existed between Australia and Britain. Moving around the class, he explained: "We were British in outlook. Being proud of Australia didn't contradict being British. Most of us were descendants of British stock. We depended on Britain to defend us and for exports and imports. Australia was British in culture. In summer we played cricket and roasted beef on Sunday. When I was your age there was no

Chinese or Indian restaurant in Perth.” Robert paused as the students laughed. The point that Robert was trying to make was that Australian nationalism was tied to this tradition.

With reference to politics, he emphasised that at the beginning of the war in 1914, there were two powerful parties in Australia. These were the Australia Labour Party (hereafter ALP) and Liberal Party. The ALP was very powerful and won the elections just before the war. The students were silent and taking down notes and occasionally stopping when Robert said something that made them laugh. In the remaining minutes, Robert talked at length about the economy of the country before 1914, highlighting the imports and exports. The point he was trying to make was to show the students how the economy was controlled by Britain. “Why did Australia allow this to happen?” asked a boy sitting at the back. Robert directed the question back to the class. The students stopped writing and talked to one another. “I think it was a question of defence. I think the country was not in a position to defend itself and she relied on Britain for defence,” responded a girl at the back. A boy in the front row interjected: “I think because Britain was in charge of foreign policy, Australia was not allowed to deal with other countries, so that’s why trade was controlled by Britain.” Robert asked: “Didn’t this worry the people in Australia? Did they like it to change?” Again the students talked to each other as Robert moved around the class expecting an answer. “I think it did not worry the people because they thought they were safe so long as they were under the British,” suggested a girl at the back.

Robert told the students that this was an important topic to understand since it features as an examination question. He explained that, since people were happy with the relationship that existed with Britain, when the war came, every one was in support of the British and no one campaigned against this support, even the political parties. "The view was that the British empire and civilisation was the best in the world and Australia fought in the war to preserve civilisation in the southern outpost," said a student at the back. Robert took a textbook and directed the students to a famous speech made by Andrew Fisher, the Prime Minister. Reading from the book he said: "Australia will defend Britain to the last man and the last shilling." The students laughed and suddenly a boy sitting in the front row remarked. "It's not like the American states that fought Britain, but in our case it was a case of supporting Britain." Robert remarked: "That's a very good contrast. That's the way to look at it." When the bell rang, Robert advised the students to read a few pages in their textbook on the things that were discussed in class. He also announced that the next lesson would be on the impact of the war in Australia which he promised to be a very interesting topic.

After the lesson Robert told me: "My aim is to help students enjoy history. That's why I like telling them the story. I ask them to read what I talked about in their books. My experience is that students like someone to tell the story, but not to spoon feed them. I don't give them a set of notes to read. I think that's dangerous. That's why my students make their notes from what I say and from the textbook. I only give them an outline to guide them as you will see in most of the coming lessons."

Most of the lessons that I saw after this were similar. Robert came to class and spent most of the time talking and explaining. Occasionally he asked questions or the students asked him questions. Robert began the lesson by giving the students an outline of the lesson with some few points which acted as a guide during the lesson and also as an aid for the students in organising their notes. On several occasions I talked with Robert about his teaching and he was convinced that the students wanted some one who would tell them the story, but they needed to read their textbooks in order to understand what was said in class. Observing Robert teach for a number of days made me think that his lessons had a structure which he followed all the time. Robert also gave the students the tips they required to be able to answer questions in the TEE.

Two weeks later I sat in Robert's class in which he taught about the involvement of the Australian armies in the war. When the lesson began Robert gave the students an outline of the points to be covered in the lesson. At the end of the outline there were some questions that the students should be able to answer at the end of the lesson. At the end of each question, there was a number in brackets (1) or (1/2). Robert explained what this meant: "Based on past experience, the questions with a 1 means that you can expect a full essay on that topic. You can expect a part question where there is a 1/2." Robert then advised them to take good notes to help them in their revision.

With the aid of a map he showed the areas where these soldiers were stationed in Egypt. "Why were they sent to Egypt?" a boy asked from the back. Robert directed the question to the class. A student remarked: "I think they were sent to guard the Suez canal." Another asked what the Suez had to do with Australia. Robert thought this was a vital question and expected the students to know the answer. The Suez was important to British interests in the east and Australian soldiers were fighting for Britain". Brian asked: "In what way was the Suez vital to British interests in the east." The students talked to one another as they referred to the map on the board. A boy in the back row remarked: "It was an important waterway because it cut thousands of kilometres off the journey around the southern tip of Africa."

Robert then gave a short lecture on the lesson. He explained how the Australian soldiers fought in Gallipoli. With the aid of a map, he explained Churchill's strategy of attacking Gallipoli before moving to attack Constantinople. "Why was this important for Churchill to do?" asked Robert. The students were silent and studying the map. "This would make contacts with Russia," suggested a girl at the back. "Why was that necessary?" asked Robert. "This would help to supply Russia with war materials and food, suggested a boy. With the aid of a map, Robert clarified the point and also showed posters celebrating the battle. He encouraged the students to watch the movie 'Gallipoli' to help them understand this better.

In the last few minutes on the lesson, Robert explained how the attack of Gallipoli failed. Describing it in a story; Robert was able to attract the attention of the students who looked at him with great interest. He concluded: "Something went wrong at Gallipoli. The Australian army lacked an element of surprise. They were confronted with a fierce resistance. Some of the soldiers were landed on the wrong points and were confronted with difficulties. From day one, the campaign was a great failure," said Robert. "Why didn't they attack?" asked a boy in the front row. Robert explained at length the difficulties that the soldiers faced in Gallipoli resulting in a high number of casualties. This included the harsh living conditions. Robert emphasised, though, that the soldiers were united and were very helpful to one another. "One of the famous heroes of the campaign was Simpson and his donkey who saved many soldiers during the war and became an Australian symbol". remarked Robert. "If it was a military defeat, why is it important to Australia and why do we still celebrate 25th April as ANZAC day?" asked Robert. He paused and the students were silent for a moment. A boy sitting at the back replied: "I think it was important because it strengthened Australian nationalism." Making reference to the previous lesson, Robert said: "The campaign was our baptism by fire. Although we were defeated, we came out of the battle with flying colours. The ANZAC legend was born in Gallipoli." At this moment Robert flipped through his file for a past TEE history marking guide. He read a past question on the ANZAC legend, and the answer to the question from the marking guide. He remarked: "I want you to get it straight from the horse's mouth what was expected in an answer to this question." Students sat quietly and taking down notes as Robert read from the examiner's marking guide.

Robert referred the students to a newspaper document in their books reporting on the performance of the soldiers in the war. The extract described the soldiers as taller, stronger, had a sense of humour, were steadfast and never abandoned their mates. He explained: “This image became part of Australian national identity and fired Australian nationalism. At home when people read about the performance of the soldiers, they were united as a nation and had pride in themselves. People supported the war.” When the bell rang, Robert asked the students to read about it in their books whilst it was still fresh. He also announced that during the next lesson he would show a video on Gallipoli titled ‘ The Baptism by Fire’.

A few weeks later, I found that Robert had planned to do document study with his class. When the lesson started, he gave the students a sheet of paper with the tutorial topics on Australia. He asked the students to volunteer the topics they wanted to do. The students were required to do one tutorial in the course on any unit they were studying. Robert expected the students to submit their oral presentations in a tape or in a video cassette for assessment. Though he was aware that the other students would not benefit from it, he thought that was the best he could do because there was no time to do it in class.

Robert’s focus of the lessons was on studying cartoons that were used for the topics covered. He thought that students should be able to read and analyse a cartoon because the examiners used them in their TEE to check for their understanding of a topic. For all the

cartoons that were studied, Robert asked questions that allowed the students to study the cartoons in order to understand the message. "Turn to page 154. Look at the cartoon 'The great patriot'. Study it carefully and tell me the message you get from the cartoon," said Robert.

"I can see a fat man," said a girl sitting at the back.

"I can see a woman grieving," responded another girl.

"What does that tell you?" asked Robert.

Another girl at the back replied: "I think she is grieving the death of her son."

"What does this cartoon tell you," asked Robert.

"I think this was an anti-war poster," said a boy at the back.

"Why do you think so," asked Robert.

"I think what it's saying is that the capitalists are making profit out of the war and the poor soldiers are paying with their lives," suggested a boy in the back row. How do you know it is referring to capitalists?" asked another student. "Look at the fat man and his hat. It sort of shows that he is rich," responds another student. Robert was pleased with the students' responses. He remarked: "That's good. That's the kind of thing that you should do when you get a cartoon in your TEE." Robert asked the students to describe the source of the cartoon. A boy sitting at the front responds: "I think it's probably from those opposed to the war." Robert followed up: "Would you say this is a biased cartoon?" The students were quiet for some time and suddenly there is some discussion going on in class. "I think it's biased because it's promoting a left wing view of the war," suggested a boy at the back.

About five cartoons were studied in class following this technique. Robert highlighted the cartoons that had been in the TEE or if it was a likely TEE cartoon. He also emphasised that the students should try to look for details in a cartoon and be in a position to explain what these details meant. "It's not what you actually see in a cartoon. There is more to it. You must be able to bring the meaning to the surface. That's what the examiners look for in your answers. They want the facts and your understanding of the facts," advised Robert. He told the students to do the exercises as practice during their own time because it would help them understand what they studied in class better.

In some of the lessons I observed, the students were writing some of the assessments and Robert discussed the students' performance. The story below describes one of the lessons in which Robert talked about essay writing skills. A few days earlier the students wrote a class essay. Robert had finished marking the essay and planned to talk about it in class. Telling me how they performed in the class essay, he said: "They did very well, actually. The marks ranged from 9 to 17 out of 20. I'm a hard marker, that's what my students tell me." Robert gave me the students' scripts to look at. I picked some of the top marks and some of the bottom ones and read through the comments that he had made. Robert made very detailed comments about the students' work, their knowledge of facts, and their writing skills. When the bell rang, he gave the students their scripts and talked briefly about their answers.

Robert explained the important features that a top essay should have. "The story should be as clear as possible. Every paragraph should be part of the story. A top essay is written clearly with straight forward English. A good essay has good factual detail. 'You don't say that Hughes arrived around about this time in Australia'; you should be specific. But I think this is a good start." He pointed out that some of the students needed help with their writing skills. Robert then gave the students a question to study and work out as their home work. "This is an examination question. It might come in the TEE," he said.

A few days after the students wrote the essay, Robert gave the students a class test. Most of the questions were short answer factual recall type of questions. When I asked him why he gave an objective test because the students would write essays in the TEE, Robert replied: "The TEE requires students to write essay answers, but I believe that if students do not know these details they can't write good essays." Robert was disappointed that some students did not do well in the test. He thought that this was sending a negative message that they were not doing their work. A tall boy sitting at the back remarked: "I think the test was tricky." The other members of class supported the comment. A girl sitting at the back added: "It asked things we did not expect that they could be asked in the test." Robert asked what the students expected from the test. He continued: "It showed you that you have to read your notes and books carefully and take note of all the details, because everything is very important. You can say that the test was nit picking, well I don't agree with that. I agree that it was a well detailed test. It was trying to point out to you that it's the factual detail which you can put into your essay to make it a top essay. I think all of you have a

general understanding of the topic. I'm sure if you were to write an essay, most of you would manage to get 6 out of 10. But if you know those extra details, then you can add them to make your essay the best. This is what will differentiate a top essay from the average essay. That's what examiners look for in essays."

I visited Robert during the last week of term and found that he was summing up the unit on Australia. He gave the students a sheet of paper with topics from the beginning of the year to the end of the term. He told me that this was to help students organise their work. Telling me about the summary, Robert said: "That is the sort of summary that they have done since the beginning of the year. I do that for all the units they study and that's what they need. These are the topics from which the examination questions come. It really sums up the topic. In a way it's not necessary, though, because each one of the sheets that I've been giving served the same purpose." Throughout the semester, Robert had been advising the students to make summaries of every lesson. On several occasions he reminded them that the revision should be continuous.

Teaching Difficult Concepts

In the last week of the semester, I interviewed Robert about teaching difficult concepts in history. Robert explained that the problem in the Australian unit was relating what happens at national government level to the students. He explained: "When you talk about foreign policy issues or government economic policy, it's always a problem for the kids. Relating something that happens at the top of the nation down to an eighteen or seventeen year old

is difficult. They have difficulty in understanding the way in which governments operate. I find it to be very difficult, myself.” Robert explained how he helped students to understand the concepts he taught. How do you make them understand that the whole nation can be divided on a question like conscription, when it happened so long ago? How can you get them to understand that to really be able to see it in their minds rather than just remembering some words from books? I mean to actually take it in their mind. That’s what I’m trying to get them to do, to be able to see within themselves, even if it’s imperfect. In that case, I related it to the sort of division over the Mabo dispute [about Aboriginal Australian land rights]. Then I think it begins to make sense because they realise there is a lot of antagonism and feeling on both sides of politics. When they see how that became a national issue, they begin to get the picture. I suppose I am saying that the difficulty is in getting them to see the picture rather than learn words from a book.”

Commenting on whether he went deep when teaching topics, Robert replied: “I am not quite sure. But I know that I teach enough to get them through the TEE. We don’t have a chance to follow something at great depth. For example, when we were talking about the depression and the splits in the Labour Party, Jack Lang was a very big figure in Australian politics. What happened to Jack Lang in New South Wales when he was dismissed by the Governor is important. He was a State Premier and we are not talking about state politics. So on that occasion I think I didn’t go terribly deep. I do a lot of talking in my teaching because it gives me the opportunity to go further than the book does. You can say to the students they should go and learn the chapter on the depression and answer these questions

and they will write an essay at the end of the week. That would be one approach, but the kids' understanding would be more limited. So I explain it in my own words and tell them what happened. I think that allows me to get into further depth, to go deeper, and they enjoy that. Robert emphasised time as a constraint in teaching the course. He explained that there are opportunities of going deeper in the research assignments and oral presentations. He warned that he has to be careful that he did not waste their time by giving them topics that were not useful to them.

Commenting on what the phrase 'teaching for understanding' meant, Robert thought that it was important for students to be able to see in their minds what you had been teaching rather than to memorise a few facts and figures about the past. "What I'm getting them to do is to actually put themselves in the past, to see themselves in the situation, to visualise their grandfathers and their grandmothers in the situation. That's what I mean by deeper understanding. To get them to be able to place themselves in the past so that they can have an appreciation of where this country has come from, what it stands for, what its values are and hopefully that can help them make wise decisions. Do you understand what I mean? My theory is that if they can visualise things, particularly if they can identify with their forefathers, then they can understand. If they can understand, then they can learn it and do well in it."

Robert was aware that when students don't understand something, they won't learn it. Robert explained that all the time he aims to develop students understanding: "I think that

is my philosophy for teaching history, that I see it as my job to re-live history, to help them to understand what it was really like to be there. That's what I see my job as doing rather than to say: 'Here is a summary of the most important points in this topic, all what you have to know is to know this by heart and you will pass your examination'." Robert told me that it was important for him to help them re-live history, because if they could do that, then learning became much easier.

Robert admitted that sometimes he made short cuts in his teaching. "I can give you the example of the lesson we had today on the role of women during World War Two. Rather than going into depth on that, I gave them that piece of paper and we quickly read through that. Sometimes that is a short cut. Rather than having a discussion on a topic, I would say do it yourself," he said. Robert explained that he did not believe in making a short cut for the sake of finishing a course. "I think it's my job to explain what is in the syllabus and that's why I am constantly racing because there is so much to get through. To get them to understand it takes time. I don't like kids being given topics to go and research about. Maybe I am too narrow minded in my view. I just feel that I'm responsible for explaining what I teach," said Robert.

Robert explained that he would find it hard to do a good job if he did not really understand what he was talking about. "When you don't know more than the kids, that's when you tend to say 'now read this chapter and answer these questions'. It's really confining you to the book. If you have been through it over a long period of time, your knowledge deepens.

That's when you can start to make it interesting, because you can attack it from different angles and see the relationships between this event and can come to it from a different perspective. That's when you get to know the anecdotes, the funny little stories that can keep it alive for the kids. That's what teaching for deep understanding allows you to do. It allows you to be a much more interesting presenter of the information. Otherwise if you don't have that, you may as well give them the textbook," explained Robert.

Talking about the problems facing history teaching, Robert explained: "From my experience, I think the TEE tests more for factual knowledge rather than for broad understanding. Therefore you've to get them through every corner of the syllabus because it might be in the paper. You have to get through it. That's another reason why I do more talking, because at least if I talk about everything, then I know that they have heard it. We are mainly concerned with writing essays, looking at cartoons and interpreting cartoons or documents for examination purposes." Robert was convinced though, if you take away the TEE, standards would fall. Though he thought that doing research would help students, he did not think this would be possible under the present circumstances.

On my next visit I found that Robert had planned a lesson on the achievements of John Curtin and had a video to show the class. Robert taught this lesson last term and that time he gave a summary of the whole unit to finish it up. I asked him why he was doing it again. He told me: "I think it's an important topic and I feel that students are likely to get a question in the TEE that will ask them to write about the achievements of Curtin." He told

the students: “The reason why I wanted to go over the topic again was because you’ll probably get a TEE question on his achievements as Prime Minister. You must be able to answer that question when it comes in the exam.” Robert had prepared a worksheet for the students which they filled as they watched the video. After the video, he explained again the achievements of Curtin, as the students were writing down notes. He explained how Curtin organised and geared Australia for the war effort, broke the traditional alliance with Britain and how he forged the alliance with America. He concluded the lesson by emphasising the significance of the topic and why it was important for the students to know and understand.

I observed a number of lessons in Robert’s class. Robert used a variety of techniques such as discussions, questioning, videos, and document study. But the most common technique was talking and explaining with an outline.

The Half-Year Exam

Commenting on the half year exam, Robert told me: “I don’t predict in this one. I leave that for the mock exam later in the year where I try to predict how the real thing will be like’. Sometimes in class, Robert would give the students some questions in which he would indicate the questions they could expect on the content and the length of the answer they would write on that question. I asked him how he knew that. He explained: “I suppose it’s easy to predict if you’ve been teaching the subject for a number of years. The examiners change a few words, but they are basically asking the same questions. In the units I teach I

know the most important parts to emphasise and teach well, which parts will require long essays and short answers. That's why I give the students the handouts with focus questions when I begin a new lesson. If they can use that to prepare their notes, read their textbooks and have a good summary of their points, I don't see why the students shouldn't do well in the TEE."

Robert explained that even though he did not predict the half year exam, he still marked the students answers like a TEE marker. He told me: "My students consider me to be a pretty tough marker. But I don't think I am. My grades are pretty close to what they actually score in the TEE. I find that my predictions and my mock results are pretty close to the TEE marks."

Commenting of the performance of the students after the exam, Robert told me that the students did well. He had three students who had very close marks. Robert thought the students' answers were different from the rest of the class because the students' essays were of high standard. He explained that the answers were good because the students began their essays with a paragraph in which they gave a big picture, and then in the paragraphs that followed, they clearly discussed their points and backed them with supporting evidence. Robert read an introduction from one of the answers to illustrate what he meant. He continued: "It's not information they haven't heard before. It's just that they made a good point from that information. I think they showed a deep understanding of the material when they were able to use it to establish a new point. In other words, what I mean is that

they approached the question from a different angle and came up with a new insight, a new significance for the factual information .”

Robert thought that the overall understanding of the class was average, though not as good as in previous groups. “I think this group is pretty normal. I would like them to be better. I wonder how effective are their study habits. I’m trying to make the story as interesting and clear as I can in class so that they can understand. I think I am doing that well. But when I get the examination scripts, perhaps I’m not doing it well. I do believe that there is a tendency for them to come to class and listen attentively, and they do that. They do seem to be interested in this thing. May be they don’t do much more than that. I often wonder if perhaps, I should say less and give them the broad picture in a shorter type lecture. Then give them a more detailed research or worksheet. I don’t know. You can tell me what the others do, whether they hold back more than I do and expect the students to do more by themselves. May be I’m expecting too much from them. May be my standards are too high,” said Robert.

Robert believed in his teaching techniques, that in the past have worked for him. He explained: “Certainly the results at the end of the year are always better than they should be. That has been constant for the last twenty years. That’s good and I’m pleased with that. I’m pleased that they are doing as well as they are able. At the same time I still can’t help thinking that I’ve done a good job of that, then get an essay back and I think it’s a bit

disappointing. May be if I could get that balance right between giving the information and expecting them to do their job, then we can get those marks even higher.”

Robert thought there was a combination of factors that explained why some students did not do well in the course. He cited bad expression, lack of factual material, inaccurate factual material and not addressing the question asked. His advice to the students would be to go back over the topics, reduce the notes to a few points and learn the points by heart. With the problem of addressing the question, he would advise them to get past TEE papers and start writing the main points that were relevant to the answer. Robert explained: “This will help the students to think and plan their answer, instead of writing all that they know in a question.”

How Robert Taught History

I visited Robert several times and sat in his class to see how he taught history. I talked to him before and after the lessons about his teaching. I prepared a description of my observations and gave it to him to read and comment on. In the lessons I observed, Robert talked, for most of the time. At the beginning of every lesson, he gave the students an outline of the main points to be discussed during the lesson. During the lesson he patiently explained the points as students took down notes. Occasionally the students asked questions, though on a number of occasions they sat and wrote down notes, as Robert was presenting the information.

Robert told me that the way I described his teaching was accurate and was a reflection of what he did in class. "I couldn't see anything that I disagreed with. I think you've got it pretty right. I think though, you need to make this point clear that if you don't cover everything, there is likely to be a question on it in the TEE." Robert explained that he expected students to improve their understanding of the topic when they did their tutorials.

Robert thought that the description covered most of the things he did in class, he suggested that I should add something on assessment. Roughly the students had a written assessment every two or three weeks. In one of these assessments, Robert gave the students a full TEE question to do in 45 minutes, but then modified his instructions. I gave them the question and told them that I wanted them to think about the question, plan it, work it out, and even look at their notes and books for twenty minutes. Then I asked them to put away everything and answer the question in 25 minutes," said Robert. Robert told me that it worked out very well because it forced them to start planning their answer. He explained: "I think one of the things that kids don't do enough of is planning their answer. They tend to panic a bit. They get in there and think they had better start writing. So they start writing. They don't think the question through. This actually forced them to do the planning and the thinking part. The quality of their answers was much better." Robert was concerned that the students were assessed too much and he thought that they were sick of it. He argued: "A fortnight ago they wrote a three hour examination. Three weeks later, they turn around and do more assessments."

A few days later, when I visited Robert, he told me that on the previous day, he did not teach but instead gave the lesson to the students so that they could update their notes and catch up with their readings. He was available in class to make sure that the students were doing their work. Asked why he did this because he always complained of time, he told me: "I think they don't have enough time to do some of the readings and notes they are supposed to do. I want them to catch up with their notes. It also gave them the opportunity to ask me what they didn't understand. I am sure you are aware that they don't ask questions in class. Probably they are shy. But yesterday some of them came and asked very good questions. I will try to keep this."

Teaching the Concept of Detente

I made an arrangement to interview him on teaching the concept of detente. Robert agreed that the concept of detente was the most difficult in the 'International Affairs Unit'. "I might have mentioned to you the notion of detente in the early 1960s and 70s, why it happened, and the difficulty in getting students to grasp how a lot of the different international developments can impact on each other and produce a movement towards detente is difficult. You try to explain why one minute they are about to bomb each other in the Cuban Missile crisis, a few years later they are making a range of agreements with each other and limiting arms and agreeing not to test weapons. Why did this happen? That understanding, that a lot of factors operate together to bring this about is sometimes difficult." Robert believed that teaching this concept was expecting too much from Year 12. "You know, when you talk about Gaulism in France in the 1960s, this question of the

break up in power blocks, you had tightly rigid Eastern block and Western block and they are all firmly placed, but in the 60s that begins to fragment. That's a difficult thing for them to understand," said Robert.

When asked to explain how he taught the concept of detente, Robert explained: "I'm not sure how you would do it. All you can do is tell them and try to explain and I've explained to you that I try to make it relevant to their own understanding of things. But I must tell you with detente it's difficult to find an analogy." Robert thought that his technique allows kids to go further through their own readings, given that he gave them the basic detail they needed. He justified the lecture situation he was using as good because it kept their minds on the job and it focused them to think as they were writing and also it was a useful experience for them in terms of what they had to do when they leave school." Robert was convinced that in a topic like this one, it was possible to give the students more information than they needed, making it difficult for them to pick the important facts. "You can swamp them with information and they can't see the wood from the trees, and they just get overwhelmed with too much factual information and they can't sift out what are the major points," suggested Robert.

Robert and the Mock Examination

Early in the year, Robert told me that he took the 'Mock Examination' very seriously because, for him, it represented the TEE. He used the mock as practice for students on some of the things they would come across in the TEE. For the first time, Robert hired an

experienced TEE marker who taught history in another prestigious school to mark for his class. "This will give an independent view of how the kids are going and it will get rid of any question of conscious and unconscious bias on my part. It will be beneficial from the students' point of view to have an independent interpretation of their progress. So that's why I've done that," said Robert. Robert told me confidently that he predicted the TEE. "I've tried to predict what I think is likely to be in the TEE. By looking at the last couple of years papers and saying this area was out that year and it probably won't be out next year. This area wasn't on for the last couple of years and probably it could be on this year," Robert said. Robert told me that he did not publicise his predictions because students should know everything, though he was also aware that students made their own predictions.

Commenting on the students' marks, Robert thought that the marks compared favourably with what he would have given the students. One thing he thought was not good with the marking was that it was an impressionist marking, in that the marker did not write any comments on the papers. He gave the students their scripts and told them that this was how the TEE marker would mark their work. "My impression is that I agree with what she has done. If I had marked them, you might have got higher or less, who said I am right. My impression is that the range of marks is lower. If you're disappointed with your marks, I'm disappointed too," said Robert.

Looking around the class, I noticed that some students were happy with the marks and others looked disappointed. Robert seemed to be aware of that. He continued reading the comments from the marker. "She said there was good learning. Factual detail and knowledge was good. She said that there was not much on the interpretation. She talked about introductions and conclusions that need to be improved," Robert said. Robert promised the students that he was going to have a session on writing introductions and conclusions. He read from the comments: "There has been good learning, but I have not seen such bad spelling in my life." Robert told the students that this was an impression marking. "Bad spelling shows that you don't know. It's giving a bad impression and will affect the mark that you get. They have a marking guide and what they want from you is a selection of the ten good points. If you make a good selection, you'll give a good impression. If you spell badly, you'll give a bad impression," said Robert. Robert told the students that when they write an essay, they are trying to impress, they are showing evidence of thought and interpretation of events. Robert then told the students what the marker thought about the students' performance in the different questions, and he carefully showed the students how they were supposed to answer the questions.

Students' Perceptions of the History Lessons

I interviewed students in order to get their views about the history lessons, the teacher, and the TEE. I asked the students whether they were clear with what the teacher had been trying to do during the course of the year, and asked them to describe what they thought the teacher had been trying to do. All the students that were interviewed thought that they

knew what the teacher had been trying to do. Their responses were evenly spread on three things, namely giving relevant facts, improving writing skills and preparation for the examination. One of the girls pointed out that the teacher had been trying to give the class primary knowledge of the historical events, and the opportunity to understand some historical events. This view was supported by another student who said: "The teacher had been trying to train us to take down relevant facts from lectures he delivered to the class, then develop these notes through our own readings and private research in order to improve our understanding." Referring to improved writing skills and examination preparation, another student pointed out that: "Throughout this year, our teacher has given us and taught us aspects of three units in order to help us understand it and be able to write sufficiently on the topics at the end of the year. He also tried to improve our essay writing skills to prepare us for the TEE."

When asked to think of any lesson or topic that was well taught, the students' responses were almost similar on the characteristics of such lessons. "All were very similar. The topics that were well taught are the ones where our teacher gave a lecture on the topic and we took notes, then we watched a video to reinforce the topic and add detail," said one student. Most students thought that the teacher did his best to teach all topics well. A response from one student summed up the feeling of most of the students. "I most probably would score least on the Australian topic as I had less interest in it than the others. I think our teacher taught most topics the same. He gave us the information and we also had to do some work to understand the facts." The students had a fairly good idea of what the TEE

examiners were looking for in their answers. In the interview they emphasised factual knowledge and understanding, and good essay writing skills.

There was some division on whether history would be better without the TEE. The students interviewed felt that the TEE destroyed the interest in the subject. But most felt that getting rid of the TEE would have negative consequences on their learning. This response represented the views of most students: "I would like to think that history would be much better if you didn't have to worry about the TEE, because too much emphasis is placed on the TEE. Everything in class comes down to knowing the whole syllabus for just one examination. On the other hand if there wasn't a TEE, I suppose we wouldn't learn as much. I don't know what's the best compromise." Responding on how the course would have been taught better, a number of students thought the course was rushed and there was no time to think about it in class. The feeling of most students was that their teacher succeeded in giving them the factual information, though they felt that some topics required more discussion.

Revision in Robert's Class

During the last term, I visited Robert several times and found that he was revising the course. He told me some students wanted to do their own revision. He allowed them to do that at the back of the class. In one of the revision lessons I observed, I found that he had planned to help them with writing good introductions and conclusions in their essays. He began the exercise by asking: "How would you introduce and conclude an essay on the

Stalinization of Russia? Try to think about it and write an introduction and a conclusion of the essay". After carefully thinking about the task, the students wrote down what they thought would be a good introduction and a conclusion on a piece. Robert allowed the students to compare their work and see if they could make further improvements. There was a lively discussion as students compared and discussed their notes. This happened for all the topics and, at the end of each session, he allowed the students to read their work so that the other students could learn. The contributions were written on the board. A number of students thought this was very helpful and they asked for more practice.

On another visit a few days later, I found that he had planned to discuss examination techniques with his students. The lesson was spent discussing how the students could raise their marks in the TEE. Robert told the students that in the TEE they should try to plan their work. "That 10 minutes you spend working out your answer, is the most important time of the 45 minutes. Once you have the plan in place, writing is not hard because you have already thought about the question," advised Robert. The revision lessons I saw involved looking over past examination papers, talking about the TEE, helping students with their writing skills and sometimes going over some content which Robert thought was not well understood by the students.

The Last Day of School

This lesson was important because Robert gave the students an overview of the work covered in the course. When the lesson began he told the students that this was an

important day because he had to give them some final tips on the TEE. Robert gave the students a sheet of paper with some points on examination techniques. He read through the paper, discussing each point at a time. Most of what he discussed covered things he had talked about in class. A boy at the back asked Robert whether he thought they would get a question on Australia's relationship with Britain and America. Robert replied that examiners seem to ask a question on that every two years and that there would be a question on Australia and the war. He advised the students to read part questions very carefully and make sure that they attempt all parts of a question. Robert also discussed the phrases used by examiners in the questions (such as discuss, analyse, assess, justify, to what extent, describe and so on) and what they required the students to do. The lesson focused on examination tips and writing skills.

Robert wished the students well in the examination and encouraged them to be strong and not to do silly things. Like an army general encouraging his soldiers to fight on, Robert told the students: "Keep going and give the examiner every excuse to give you marks. They can't give marks on a blank paper,". A boy at the back thanked Robert for what he thought was a good year and assured him that they wouldn't disappoint him.

What Robert Thought about the History TEE Question Paper.

I visited Robert on the day of the history examination. When I arrived he greeted me with a broad smile. He asked whether I had seen the question paper, which I had not. "It was a very fair paper. No tricks really. I don't think there were any unfair questions. The kids

came to me after the examination and they were very pleased. So I'm pleased too," said Robert jubilantly.

Robert went through every question in the units he had taught. When he came to question 5 on Russia, he said: "They have seen the cartoon a million times, and it's in their textbooks." With reference to part 'b' of the question on the main events between February and October 1917, Robert told me that he had gone through that thoroughly and thought the students wouldn't find any problems. "It's the only question in the paper that was a little bit below the belt. It says assess the roles played by the urban workers and the peasants in the October Revolution, just for 8 marks." He paused and continued: "I don't think there is much for them to say there. We did not deal with that as a specific topic in class. We talked about the events that occurred in 1917. So incidentally they will come with a bit of an answer." Robert told me that he was not sure what the question required because he thought that the peasants and the urban workers didn't play a major role in the October Revolution. "I talked to a couple of students after the examination and they told me that they did not do this question because of this bit," said Robert.

Robert took each question and explained what he thought about it and how he thought his students would do in it. He criticised some questions on the basis of not having enough clues. Some questions he thought were good because they would differentiate students. On the International Unit, on the second part of the question that required students to evaluate the extent to which either the United States or the Soviet Union could be held responsible

for this deterioration in their relationship, he thought that this was a thinking question. "That is the question that will sort the men from the boys. We don't have a lot of such questions in the paper. All my students will have a lengthy discussion on that question: Whose fault was the Cold War? So I have got no problem with that" said Robert confidently. Referring to the Australian unit, Robert thought that the questions were good in this section and he thought they were straight from the syllabus statements.

Robert thought that his predictions were not as good as in previous years. On the Russian unit, he failed to make a good prediction. He had predicted a general question on political power and a specific question on foreign relations. "I got zero out of two in that unit" said Robert, laughing. In the international affairs unit, Robert predicted a question on de-Stalinization, which came out and another on detente, which did not come. For the Australian unit he predicted that there would be a question on the experiences of war, but they asked about conscription. Robert remarked: "I got one out of six. That's not a good performance there."

Robert was not worried with the fact that his predictions did not come true because every thing in the paper was covered in class. He told me: "If they fail, it's their fault. I don't tell them the predictions, because they have to study everything. It's not a good idea to predict and I don't encourage my students to predict. I don't want them to say, 'You said this was going to be in the paper and therefore that's all I'll study.'"

Responding to a question on how they would perform in the examination, Robert said in every class there are bright kids and average kids, and in that case he expected the results to reflect that. He thought that this was a normal group, though he found that they were less argumentative and discursive than previous groups. "They tended to sit and take it all. Last year, the students I had discussed things and I sometimes ended up not finishing what I had planned. It's better to be questioning and to have good discussions. I don't think I have many 90s, but I have a lots of 70s and 80s. I reckon there would be a third of the class in the 70s and 80s."

Asked whether he would change the way he taught history, based on the experiences he had this year, Robert explained: "I'm happy with how I teach. You've got this constant battle between spoon feeding them on the one hand and trying to make them understand. Saying to the kids 'There is the course, over to you now, you go and discover for yourself. You go and learn it'. I don't think this is good." Robert acknowledged that the best way is to involve them, to let them go and find out themselves and improve their understanding of what they get from the lesson. Unfortunately he thought there was no time to do that given the nature of the course and requirements for other subjects.

Robert thought teaching Year 12 was a compromise. "My compromise as you know is that I give them a lecture and their part and job is to take the notes and to go home and read about it. I think that works efficiently, although it puts the pressure on them if they don't get the notes. But the compromise is the outline that I give at the beginning of each topic."

Robert told me that the students like the lecture approach he was using. "I asked a few students what they thought of that lecture like approach, and they said they liked it. I suppose it's human nature for them to think like that. So I'll continue to do what I'm doing," said Robert. He was convinced that so long as the results continued to be good, it meant he was doing the right thing.

Conclusion

The four teachers in the study possessed distinctly different knowledge, beliefs and views about the syllabus, the TEE and what constitutes good teaching and teaching for understanding in history. Robert was very experienced. He did not have any doubt about what he was doing in his class. He knew where he was leading his students to. Though he talked a lot in class, he was able to use that as the basis for motivating the students to do more on what they were studying. Though his teaching focused on producing high TEE scores, it was also designed to develop students' interest and understanding of the content. Like the other teachers in the study, this was often constrained by the exam. Chapter Nine provides an account of the meetings of examiners and teachers which were held after the publication of the student results.

CHAPTER NINE

THE MEETINGS OF TEACHERS AND EXAMINERS

Introduction

This chapter describes the formal meetings that examiners and teachers held to discuss the previous year's history examination. There are two major parts to the discussion. The first part describes the meeting held on the 17th March 1994 to discuss the 1993 history paper. The second section describes the meeting held on the 10th March 1995, to discuss the previous year's history TEE paper. This is the meeting that is more relevant to the study. Each section describes the views of the teachers about the exam questions and the examiners' responses to the teachers' concerns. The final section presents some conclusions.

The Meeting of Examiners and Teachers: 17th March 1994

It was a hot setting sun that greeted the 1993 examiners and history teachers as they entered the air conditioned conference rooms of the SEA building on 17th March, St Patrick's Day. The meeting proved to be so well attended and the teachers easily filled the small room. The SEA did not expect the large gathering of 46 people who streamed in. The meeting began ten minutes later than the scheduled time because they needed a large room to accommodate the large number of teachers who attended.

I arrived early. The atmosphere was tense. A number of teachers came in and assembled in small groups and talked about the examination. The teachers were obviously disgruntled

and voiced their disappointment about the paper. "I am not interested in teaching TEE history any more. You work so hard and prepare the students so well and the examination comes and disappoints you," remarked one of the teachers angrily in one of the groups near me.

There were four members of the examining panel. The examining panel for the 1993 paper was made up of two women and two men representing the four tertiary institutions in Western Australia. Three of the members came from the universities and the other member was a teacher. At the end of the examiners' and teachers' meeting for 1993, a new examining team was appointed for a new term of three years. Except for one member of the team, none of the other members of the team stood for re-appointment. The announcement of the change was received with great jubilation by the teachers. The composition of the examining team by the universities is an indication of the interest of the tertiary institutions in the examination; they use it as a tool for selecting students for university study.

When the meeting began, it became clear to me that the 'Luck of the Irish' was not with the examiners nor with the chairperson, who came from the SEA. They may have hoped to receive a favourable reception on the 1993 TEE paper, but it turned out to be otherwise. It became clear from the onset that the chairperson had a tough job ahead of him, as was evident in the few exchanges that took place at the beginning of the meeting. The chairperson began the discussion by showing an overhead of the distribution of the students' raw examination marks for the 1993 history examination. The distribution of the

marks approximated a bell curve with only six candidates managing to get scores above 90 percent. The mean score was 53 percent, two percent above the mean for the previous examination. When teachers saw this overhead they were visibly upset. "If I was the examiner of this paper, I would be concerned with such results. Only six students managed to get marks above 90 percent. Why can't students score 100 percent in history like in other subjects?" asked a teacher sitting behind me. Before the chairperson could answer the question, another teacher sitting a few metres from the examiners interjected "It is really a disadvantage for students to do history. We try our best to make the subject interesting and enjoyable for the students, but when they come to the examination they meet all sorts of nasty surprises." The examiners sat quietly as the chairperson tried to direct the meeting. The teachers were very unhappy with the paper. See Appendix F.

The chairperson produced a table on the screen showing the level of difficulty of the questions and the average marks scored by students in each of the questions. The teachers found this categorisation of questions into easy and difficult questions very confusing and unreasonable. The meeting deteriorated into comment after comment about how badly history is examined. Referring to the categorisation of questions into easy and difficult, a teacher sitting just in front of the chairperson shouted angrily: "This does not make any sense. What criteria do you use to say this question is easy and that one is difficult? What if those students who got higher marks in the so called easy questions got these marks because they were capable and were well taught and those who got low marks in the questions that you say were difficult got those marks because they were dumb? If I have

bright students in my class, I want them to score what they deserve in the examination, but this is not possible in history because the questions are vague and the marks don't reflect what students know?" commented another teacher at the back.

Problems of the 1993 History Examination

Teacher after teacher lamented the problems of the 1993 TEE history paper. The chairperson found it difficult to chair the meeting, and he allowed the teachers to voice their grievances. The examiners sat quietly next to the chairperson and they looked as if they were not particularly worried with what was going on. I thought probably they were used to such comments as this was not their first time as examiners. Teachers complained bitterly about the nature of the questions. "As classroom teachers we are concerned with the performance of the students we teach. A number of questions were too restrictive and did not test students' understanding and knowledge of history. Question 8, for example, is very restrictive, it asked a very insignificant aspect of an important objective," said a teacher. She continued: "If you've good students in your class, such a question can throw them out. This frustrates the students and the teachers who spend so much time teaching the objectives and emphasising the most important parts of the unit."

Another teacher echoed the views of the last speaker. "Not only were the questions vague, but also the language and concepts used in some of the questions were beyond the comprehension of 16 and 17 year old students. Some of the questions were university-type questions and this put our students at a disadvantage," he said. As this teacher finished,

another teacher expanded on what the last speaker said. “It seems examiners are using the TEE to sort students for tertiary entry and yet, on the other hand, some of us teach history because we love the subject and we want our students to enjoy it. But the examiners kill this interest because they don’t test what students have been taught and know.” Another teacher asked: “What are we supposed to do in order for our students to do well in history?”.

The Examiners’ Perspective

Looking rather worried, the chairperson remarked that time had passed without focusing on the agenda, and he asked the examining panel to respond to the teachers’ comments. “I don’t understand why students do the TEE history course if they are not bound for university,” said the chairperson of the examining panel. This comment infuriated the teachers who thought that the examiner did not realise that they were angry. “I think examiners don’t really know what is happening in the classrooms. There are many students who do history because they get a lot from the course. For me that is much more important than assessment. So long as my students enjoy the subject, I feel happy that I have done my job. But the examination kills that interest in students,” she said. Julie, one of the teachers whose story is presented in Chapter Seven was sitting a few metres from the examiners. She supported what the last speaker was saying and she added: “We should see the subject catering for a diverse group of students rather those who are university bound. A number of students who do history go to TAFE and other destinations. These students shouldn’t be forgotten for the sake of a few students who are university bound.”

From the few exchanges between the teachers and the examiners, it appeared that teachers and examiners had different perceptions of the TEE. Examiners were all agreed that the TEE is a tool for selecting students who are capable of taking university courses. That is why one of the examiners argued that there is no reason why students should sit for the TEE if they are not preparing for university. According to this perception, the role of the TEE is primarily to select students for university entry and the role of the history teacher is to prepare students for university. On the other hand, the comments made by a majority of the teachers showed that teachers had a different view. Though they agreed that some students were university bound, they also believe that a majority of students were not university bound. According to this view, the role of the TEE was secondary and it should cater for the needs of all the students in class.

The chairperson was keen for feedback (hopefully positive) to the examiners. Unfortunately, most of the feedback was unfavourable. When asked to identify good questions in the paper, a number of teachers didn't think there were any questions to mention. They were more concerned with the questions they felt were bad rather than the good ones. A teacher sitting at the back remarked that questions 19 and 20 in the Australian unit were bad questions. These questions were:

19. Write on TWO of the following:

(a) Entertainment and cinema in the 1920s and 1930s and their effects on family life.

(b) Government policies towards Aborigines in the 1920s and 1930s.

(c) *The provision of social welfare between 1914 and 1945. (Equal marks totalling 25)*

20. *Explain the events which led to the formation and evolution of the following parties in the period 1914-1945:*

Nationalist Party

United Australia Party

Liberal Party

(25 marks)

The teacher stressed that the concepts used in the question were difficult. He continued: "I am not surprised why all the Australian questions were badly handled by students. For example, the concept 'social welfare' is rather difficult for the students. Why can't you use simple language if you are interested in testing students' understanding of the topic. Though I like to teach my students about their country, in the last few years I have stopped doing that because the questions are always crazy."

The examiners did not see anything wrong with the questions. As one examiner remarked: "I don't see any problems with the questions. I think the problem is that the students are not taught well and that is why they did not perform well". This infuriated the teachers more. The examiners suggested that the problem lay with the teaching of the subject. This implied that the teachers were not doing a good job. But the teachers did not want to take that lightly. They were convinced that they were doing a good job in the classroom. One teacher replied angrily: "I disagree with that. Students are well taught and they are capable of doing well in the TEE. Unfortunately, the TEE disadvantages them. My advice to students in the past was that there were no tricks in the history paper. I can't tell them that now. When you open a TEE history paper now, you are most likely to get surprises."

Teachers were divided on the coverage of objectives in the paper. Some felt that there was good coverage of objectives, but these were soon silenced by those who thought that there were too many restrictions in the questions. A teacher at the back remarked: "I don't actually see anything good in the paper. This examination is the worst I have seen in my twelve years of teaching TEE history. I became a teacher because I wanted to teach history. It is now becoming more stressful. When good students come to me for advice, I tell them to study economics or geography because they can do better in those subjects than history. In the last few years the history examination has been a gamble. I am not sure whether it is ethical to gamble with students' lives. If you teach the right topics you win, but if you teach the wrong ones you lose." Another teacher argued that, in history, students were writing different examinations within the same question paper and as a result of that, she felt that you could not compare students on the basis of such an examination.

Teachers also expected that some objectives were going to be assessed in the examination because they thought that these were important. A number of teachers questioned the significance of some questions which focused on a limited aspect of an important objective. One example of such a question was with the objective on Roosevelt and the New Deal. There was no question on this topic. One teacher asked: "What happened to questions on Roosevelt and the New Deal? Every year I tell my students that they will get a question on the New Deal, but during the last few years you have not asked any questions on the New Deal. If you can't ask a question on such a central theme in the American unit,

then there is something wrong with you. Most experienced teachers know the important parts of the units they teach". A teacher sitting next to me whispered to me that there would be a question on the New Deal in the next examination (we both laughed). What this teacher predicted was true, because there was a question on the New Deal and Roosevelt in the 1994 examination.

"Do you think the problem is the examination?" asked one of the female examiners who have been quiet since the beginning of the meeting. Teachers unanimously agreed that the problem was the examination. "The examination is a great factor. There is no consistency in the history examination," shouted another teacher angrily. The examiners thought that the problem was with the syllabus. "I think the problem is the syllabus. History teachers should address the limitations of the syllabus themselves. As we have the present syllabus, you will continue to blame examiners. All the humanities subjects suffer from the problems you have mentioned. Teachers should be noisier about that," suggested another examiner.

During the latter part of the meeting some of the frustration of history teachers became evident. The mood of the meeting indicated the need for changes to occur at both the syllabus and examining panel levels if history is to continue to be a viable subject. The examiners confessed that there was a difficulty finding a balance between questions that gave students a fair opportunity to achieve high marks and also actively discriminate. As one examiner stated: "Isn't this TEE what students are practising for." A comment made to best sum up the feeling of the teachers was made by one teacher, who said: "In the past, I

would tell my students there are no hidden stings in the exam. Now I would say there are stings in the exam". Sitting in the meeting and listening to what the teachers and examiners said, it appeared to me that the teachers and examiners had different views of the purposes of the examination. From the few exchanges, it was clear that there was need in the History Teachers Association for debate on the reforms necessary in the history syllabus and on improved ways of examining history. As one history teacher remarked: "If reforms are to be made the voice of history teachers must be heard."

The Meeting of Examiners and Teachers -10th March 1995

Exactly a year later, I attended another History Examiners and Teachers meeting. This meeting was important for a number of reasons. First, I was keen to see what the teachers felt about the 1994 history paper. Second, I wanted to see whether the previous meeting influenced the current examination. Lastly, I was also interested in finding out what teachers thought the role of examinations was and whether this was in agreement with the examiners. The thought that whatever happened in the meeting following the 1993 TEE would have a bearing on the 1994 history examination was another reason why I was keen to attend the meeting. In the cases discussed in Chapters Five through Eight, I discussed what the teachers felt about the 1994 history TEE examination. A few weeks after I had talked to them about the examination, I attended this meeting in order to get an impression of what other teachers thought about the examination.

It was Friday 10th March 1994. The venue was the SEA again. The meeting was scheduled to start at 4.30 PM. There were about 22 teachers, less than half the number of teachers who attended last year's meeting. I arrived a few minutes before the meeting in order to get a good seat where I could record the proceedings. The atmosphere in the meeting was much more relaxed than in last year's meeting. As teachers came into the room, they picked up the examiners' report and the 1994 question paper (See appendix G). Those who arrived earlier were reading the report. Julie, one of the teachers whose story is described in detail in Chapter Seven, arrived earlier and sat in the front row. She looked rather more serious than usual. She was chatting to a few teachers about the last examination..

The meeting was chaired by a representative from the SEA, the same man who chaired last year's meeting. After welcoming the teachers and introducing the examiners, he asked the chief examiner to talk about the examination. The chief examiner began by pointing out that the ambition of the examiners was to produce a challenging and straight forward paper. "We tried to produce a challenging and 'user friendly' examination and one that would discriminate," he said. He was concerned though, that about half of the questions in the paper were not attempted and he wondered whether the effort that went into it was worth it.

Teachers' Perspective

Though a majority of the teachers were happy that the questions were fair, a number of teachers were not pleased with the questions. A female teacher sitting in the front voiced her disappointment. "I was disappointed with the marks at our school. The examination

disadvantaged my students. I think the Asia units were much more difficult than the other units. My students were disappointed too, because they did not get the marks they hoped to achieve for university entry. As a result I am afraid a lot of students will not take up history. Where is the comparability between questions?" This was echoed by other teachers who agreed that there was no comparability between questions. They argued that some questions were much easier than others. They supported their claims by comparing the average marks that students got in the different questions.

A significant number of teachers were very pleased with the examination, quite contrary to last year's paper. Teacher after teacher remarked that the examination was wonderful and tested what they had taught. "I would like to congratulate the examiners for setting such a good examination. I think it was a fair examination. It was a fair test of what the students know," suggested one teacher sitting at the back. Another teacher had a similar view, "I also would like to compliment the examiners for clarity of the cartoons and pictures. I was pleased to see the questions as they are presented in the objectives. The paper confirmed what we do, teaching the objectives." Several teachers were of the view that it was a fair paper, except for Julie and a few teachers who thought that some sections were more difficult than others. As the teachers were giving their compliments, Julie looked rather disappointed. Julie told me earlier in the year that this year there would be less uproar in the meeting and she wondered whether she would get any support. She was determined though to make this point and let it be known that there was no comparability between questions.

One of the teachers who disagreed that this was a fair examination observed that the grades were a reflection of teacher choices. She remarked that there were inconsistencies between students who do, say the American Revolution unit, and let's say the unit on China or the Australia sections. Some teachers were not convinced that there was comparability between the questions. "It is clear that for students to get good TEE scores depends on the units that one teaches rather than how the units are taught. I think the examiners should look at the comparability of questions," suggested one of the teachers. Another teacher then went through the questions showing that most questions in the American units required descriptive answers whilst the questions in the China Unit and the Cold War in Asia were much more difficult. A number of teachers were silent during the meeting.

The Examiner's Perspective

The examiner tried to defend the way the paper was prepared. He pointed out that in any particular year some things come out and some don't and emphasised that all depends on how the topics were taught. "The way teachers predict things have an effect on how things are taught. Some parts of the syllabus are very difficult, for example the objective tested by question 10. It is a difficult objective and teachers don't teach it well. Our job as examiners is to ensure that we examine the syllabus and there are times when we will do things that teachers like and sometimes we will do things that teachers don't like. It is hard to please everyone," he said. Question 10 asked students to write on social developments in the Maoist period in China. The examiners pointed out in the Examiners' Report on the 1994

TEE that, as in previous years questions dealing with Australian social history attracted a small number of responses and these were mostly of low quality. Question 10 posed many problems even though this was a legitimate area for questioning in terms of the syllabus. The examiners pointed out that though there were a few excellent answers, many students did not have the necessary information to attempt the question.

Another teacher raised a concern about marking the units where there were few candidates. The concern was that in the units where there were few candidates, it means a majority of the markers didn't teach these units, and as a result, their knowledge of what these units involved was questionable. The chairperson thought that the impact of this would be reduced by the fact that the student's script was marked by two examiners.

There was less tension this year than in 1994. This year it seemed that a majority of teachers were teaching the units which had straight forward questions. From the meetings it was clear that teachers had a different perception of the purpose of the TEE course from the examiners. The examiners had a different perception of what counted as content that needed to be assessed. Because teachers also gain their own understanding of the syllabus and examination through experience, they also had different perceptions of what they expected to be examined.

Conclusion

This chapter has described the teachers' and examiners' meetings attended during the data collection period. The meetings were a forum in which the teachers discussed the examinations and they had the opportunity to talk to examiners. The meetings with the examiners showed two things. First, that teachers and examiners had different perceptions of the role of the TEE. Second, that there was need for more involvement by history teachers in the debate for reforms in the history syllabus and examinations. The examiners also confessed that there was a problem finding a balance that gave students a fair opportunity to achieve high marks and also actively discriminate. All this pointed to the problems that teachers associated with the syllabus. Chapter Ten discusses the comparative analysis of the case studies.

CHAPTER TEN

THE COMPARATIVE ANALYSIS OF THE CASES

Introduction

This chapter analyses the data presented in the four case studies in Chapters Five to Eight. The case studies show some common features and some interesting differences. The framework for comparing the teachers will be divided into six parts. The first section focuses on the biography of the teachers; the second section describes the school contexts in which they taught; the third section outlines the class contexts in which they taught; the fourth section analyses the curriculum they taught; the fifth elucidates the pedagogical differences; the sixth section analyses the perceptions of the students in the classes; and the final section presents the outcomes of their teaching with focus on the TEE results. The discussion will highlight the major similarities and differences among the teachers.

Professional Biographies

The table below summarises the biographies of the teachers discussed in the previous four chapters. The teachers were well qualified to teach history: All had a Bachelor of Arts degree and a professional teaching qualification. All the teachers graduated from a local university noted for its strong history department. Two of the teachers had done further study since they left university: Brian was awarded a Graduate Diploma in Educational Administration a few years ago and during the data collection period of this study Kim, was completing a Masters of Education degree.

Table 3

Summary of Qualifications and Professional Experience of the Teachers

Teacher	Age	Qualifications	Subjects Majored	Teaching Experience	Professional Involvement
Rod Crosswell	35	B.A, Dip.Ed	Hist/Eng	10	HTAWA
Brian Hearn	48	B.A, Dip.Ed, Dip. Man	Econ/Hist	24	HTAWA, ETAWA, H.D
Kim Robinson	37	B.A, Dip.Ed, M.Ed*	Hist/ Anthropology	12	HTAWA, ETAWA, TEE Marker
Julie Djurovich	43	B.A, Dip.Ed	Hist/English	18	HTAWA, Syll Comm. TEE Marker
Robert Bateman	52	B.A, Dip.Ed	Hist/English	27	HTAWA, VHTA, H.D

Key:

- M.Ed* - Completing an M.Ed at the time of the study
 HTAWA - History Teachers Association of Western Australia
 ETAWA - Economics Teachers Association of Western Australia
 VHTA - Victoria History Teachers Association
 TEE - Tertiary Entrance Examination
 Dip.Man - Diploma in Management
 H.D - Head of Department
 Syll.Comm. - Member of the History Syllabus Committee.

With regard to their subject matter knowledge, except for Brian, the other teachers majored in history at university. Brian majored in economics and took history as a minor subject. Their choice of units at university varied greatly. Except for Kim, who focused on Asian studies, the common units completed by the teachers were Australian history, American history and European history. Rod and Robert also took some units in law as part of their degrees. When it came to choosing the content for the Year 12 TEE history, these teachers told me that they were influenced partly by the interest they

had in the units and whether they had studied the subject matter at university or not. The students' likely interest in a topic was not a major consideration.

Rod, Brian, Kim, Julie and Robert were very experienced teachers. Between them they had 91 years teaching experience, most of it in teaching Year 12 history. Rod had 10 years teaching experience with 5 years teaching Year 12 history. Brian had 24 years teaching experience with 10 years experience in teaching Year 12 history. Kim had continuously taught Year 12 history for 8 years. Julie had 18 years teaching experience of which 12 were in teaching Year 12 history. Robert had 27 years teaching experience, 20 of which were in teaching Year 12 history.

All the teachers were experienced in teaching Year 11 history. Rod, Julie, and Robert taught the current Year 12 in Year 11. They told me this was helpful because it made them understand the strengths and weaknesses of their students. Brian specialised in teaching the Year 12 history course. In his school, the Year 11 course is taught by a less experienced teacher. Julie had taught some of the students in her class in junior secondary school and she has been with them up to four years. The other teachers had taught the Year 11 course and they talked about the differences in the Year 11 and Year 12 course. They were aware of the demands of the Year 12 course as compared to the Year 11. In the evening, Rod and Kim taught history at night school to students who were preparing for TEE.

The way in which the teachers came into teaching differed greatly. Rod, Brian and Julie went to university when they finished school. Rod started as a primary teacher and later

changed to secondary teaching. Rod, Brian and Julie told me that they chose teaching as a career when they were at school and when they finished school they went to university. Robert studied law for a few years before deciding he wanted to become a teacher. Kim went to university to complete her degree and after graduation she worked for the Commonwealth Aviation Department. After two years, she realised that this was not what she wanted to do for the rest of her life and she decided to go to Teachers' College to acquire a teaching qualification for one year with the intention of becoming a secondary history teacher.

All the teachers were members of the History Teachers' Association of Western Australia (hereafter HTAWA), though the level of their involvement in the activities of the Association varied. They all participated in activities and meetings organised by the Association. They all subscribed to 'Hindsight', the Association magazine. At the time of the data collection, Rod had been invited to join a committee that was revising the Association's constitution. Julie was once a member of the executive of the HTAWA. She was also on the editorial committee of the Association magazine 'Hindsight' and has contributed articles on teaching history in Year 12. At the time of the data collection, she represented the Association on the Syllabus Committee. Robert had been a member of the Victorian History Teachers' Association (VHTA) and he subscribed to the Association's magazine. The teachers were also members of other subject Associations related to subjects they were teaching. Julie and Kim were also experienced TEE history markers.

Within teaching, the experiences of the teachers also varied greatly. Robert was a former deputy principal in a government country school. He is currently the head of the social science department at St. Michael's College. Brian was the head of the social studies department. He was promoted to deputy principal mid-way through the data collection for this study. Julie was a senior history teacher and she was also the Year 8 coordinator, a responsibility she took towards the end of the data collection for this study.

The School Contexts

The second area of comparing the teachers is to look at the contexts in which they taught history. The following is a summary of these school contexts.

Table 4

A Summary of the School Contexts

Teacher	Schools	Type	Intake	History Enrolment	Class size
Rod Crosswell	Monash	Government	1000	15	15
Brian Hearn /Kim Robinson	Swanston	Government	1250	28	10
Julie Djurovich	Hillsdale	Government	1000	36	18
Robert Bateman	St. Michael's	Private	1370	40	17

*Note:

- History Enrolment - Total number of students taking TEE history at the school.
- Class size - The number of students in the classes observed during the study.

It is important to compare the school contexts in which the teachers taught because this could have a significant impact on how the teachers deal with the curriculum they teach. Monash, Swanston and Hillsdale are all metropolitan government senior high schools in Western Australia. St Michael's is a private co-educational school. Though there are also differences between government and private schools in terms of culture and educational priorities, there were also several common features. One common feature was that the schools were regarded by other teachers and members of the public as 'good' schools. The schools constantly produce above average results in the TEE. In terms of size, St. Michael's was the largest, admitting pupils from primary to secondary school. St Michael's placed a high value on discipline and good results in the TEE, probably more than the other schools. From what the teachers told me and what I observed at the schools, there were fewer disciplinary problems at St. Michael's compared to the other schools. Robert told me that most students came from homes where both parents are professional people and for that reason there was a lot of support for the students at home.

Monash, Swanston and Hillsdale are all government senior high schools. The student population come from diverse backgrounds, making them truly multicultural communities. These schools had an academic orientation, though not to the extent of St Michael's.

The four teachers were also experienced in teaching in different contexts. Rod taught at primary school level before moving to secondary school. In addition to teaching Year 12 history, he also taught Year 11 history, and social studies and politics in junior

school. On the other hand, Brian taught history and economics in Year 12 and he did not teach the Year 11 history course. Brian told me that he was much more involved in the Economics Association than he was with the History Association. When Kim came to Swanston, she took all the classes left by Brian. Julie taught history in Year 11 and 12 and social studies in junior school. Julie and another teacher shared the two classes in Year 11 and 12. Julie thought that it was a good arrangement because it helped both of them, particularly the other teacher whom she described as less experienced in teaching Year 12. Robert taught all history classes in senior school at St Michael's. He told me that there was no special criteria for selecting students for the two Year 12 classes, except that the class a student attend depends on the other subjects that the student is doing. Robert thought that both classes were average.

Class Contexts

Another framework for comparing the teachers is the class contexts in which they taught. At Monash Rod started the year with about 22 students, 18 girls and 4 boys. Some students left early in the year to join other classes; some dropped out of school. By the time of the TEE, there were 13 girls and 2 boys in Rod's class. The room was large and students sat in pairs in the same positions. At Swanston, Brian had 10 students, 5 boys and 5 girls. The room was large and students sat anywhere they liked, except during group discussions. At Hillsdale, Julie started the year with 19 students, 10 boys and 9 girls. The students sat where they liked in pairs facing the front. During class discussions and tutorial presentations, the seating arrangement changed to a circular form. At St. Michael's, Robert had 18 students, 7 girls and 11 boys. The students sat in fixed positions, with the teacher's desk in the front.

The classrooms in all schools were well decorated with maps, pictures and newspaper cuttings. The teachers kept a collection of other teaching resources, such as reference books, videos and other primary source documents. These resources were made available to students on loan. From the class observations I concluded that relations between students and teachers differed in the four classes. At Monash, the students questioned Rod during the lesson. They discussed issues with him, though sometimes there was not enough time to do so and the students appeared disappointed. At Swanston the students were free to make comments and to interrupt Brian in order to make a contribution and he encouraged the students to do that. Classroom activities were often informal and the tutorials were presented in the library. Brian tried to make the presentations less stressful for the students. At Hillsdale, the students participated actively in class discussions and Julie encouraged them to ask questions. At St Michael's, the students were less involved in class and the only time they contributed was when Robert directed a question to a specific student.

The time the teachers had for teaching the course in each class varied from school to school. Table 5 below describes the time each teacher had per week to teach the course.

Table 5

Time in Minutes for History Lessons in Each Class per Week

Teacher	Mon	Tues	Wed	Thurs	Fri	Total Minutes
Rod Crosswell	60 min	55 min	50 min		60 min	225 min
Brian Hearn/ Kim Robinson	60 min	60 min		60 min	60 min	240 min
Julie Djurovich	50 min	75 min	50 min	75 min		250 min
Robert Bateman	50 min	50 min	50 min	50 min		200 min

The time available to teach the subject varied from school to school. The bare minimum prescribed by the SEA is 200 minutes formal class contact. Julie had more contact time than all the other teachers in this study. Robert had the least time.

Pedagogy

The Nature of Classroom Relationships and the Role of Gender

The interaction of the male and female teachers with their students differed greatly. Julie and Kim developed a close relationship with their students which manifested itself in their teaching. This was different from how the male teachers related to their students. Julie and Kim developed a personal interest in students' work and problems. The students identified this as one of the qualities that made them good teachers. Julie had some of the students in her class for about four years and she told me that she knew their strengths and weaknesses. She had become very close to them. Julie, for instance, talked of pushing the students so that they could do well in the TEE, though she recognised the exam pressure they were under. She sympathised with the students with

regard to the pressure of preparing for the TEE. Kim, who had been in contact with the students in her class for a short while, also displayed great interest in the students and their work.

In class, Julie and Kim typically encouraged students to help one another. These teachers were concerned with how the students performed in class. Julie, for instance, thought that collaboration between students was better than working in isolation. Kim also encouraged her students to make contributions in class discussions and to share information because this would benefit everyone in class. These teachers encouraged a sense of community amongst their students for the benefit of everyone in class.

At the end of the year, Julie invited the students for dinner at her house. After dinner, I watched the students play games based on the history course they studied during the course of the year. Julie was not only teaching history; she was also interested in her students and she took time to know them so that she could teach them well. Students in Julie's and Kim's classes talked about how their teachers were interested in them and how this had an impact upon their work and lives. They thought that Julie was a good teacher because she interacted well with them. Most students I interviewed told me that they were free to talk to her about their problems and to ask questions if they did not understand something in class. Similar remarks were made by students in Kim's class. A number of students told me that they can talk about history in class and like the teacher because she showed interest in students' work and was willing to help every one in class, particularly the students who were not doing well in the subject.

Julie's close relationship with the students was also evident during the examination period. She was confident that she had done all what she could to help the students do well in TEE history. The students were also pleased with how Julie had prepared them. One student told me that Julie had tried all that she could do to make a potentially boring subject interesting. This was the view of most students in her class. Julie told me that she reflected on how the life chances of students were tied so tightly to performance on the examination.

The interests of Rod, Brian and Robert were much more confined to teaching history and getting good results. Rod for instance, sought to treat the students as adults. He expected them to be responsible for their learning. He was much more concerned with covering the syllabus objectives. Commenting on how the course could have been taught better, one student commented critically that it would be better if they had a willing to help them when they had a problem, and if they were to talk to him they had a problem. The students felt that their teacher was mainly concerned with finishing the syllabus objectives than with developing classroom relationships.

Robert had a different approach to Rod. He was more concerned with finishing the syllabus on time. He repeatedly confided in me that he was racing to finish the syllabus. Answering my question about how he would help students who were likely to do poorly in their exams, Robert told me that the poor performance was due to a combination of factors. He cited bad expression, lack of factual detail, inaccurate factual material and not addressing the question as the major problems for students. Robert told me that what the students need to do is to go back over the topics, reduce their notes to a few

points and put them on a card to which they can quickly refer to when they are preparing for the TEE. He was convinced that this was the way to help weaker students who lacked factual detail. In answering the question asked, Robert advised the students to get past TEE papers and write only the introduction to the question giving only the main points.

Attitude to Teaching

There were other marked differences in the teachers' approaches to teaching. Some of these differences appeared to be related to gender. Rod's and Robert's teaching could be described as business-like. On the other hand, Julie's and Kim's teaching was characterised by a combination of fun and serious work.

After checking the attendance, Rod also would get down to the business of the day. If there were oral presentations, he would make sure the presentations were made within the time limits. His teaching was very much focused on the topic for the day. He told me in one of the interviews that he did not have time to re-teach material. Rod focused on what was examinable and avoided questions that did not relate to the syllabus objectives. In one of the interviews, Rod told me that he liked discussions, and debates on controversial issues. He told me he did not believe that students should agree with him all the time. Because Rod was so business-like in his teaching, he was inclined to restrict discussions and debates. When the students realised that he cut off debates and discussions, they decided to be passive in class. The students raised with me their concern of lack of discussion in class.

Robert would walk into class and check the student attendance. He would then move directly onto the business of the day. He would give students an outline of the lesson and formally introduce the lesson by talking for a few minutes. The interaction was much more formal than in Julie's or Kim's class. Robert did not want to waste time by having to deal with disciplinary problems.

The approach to teaching of Brian, Kim and Julie differed from the others. Like Rod and Robert, they took their work seriously, but they more often mixed hard work with fun and humour. These teachers were much more concerned with making history enjoyable for the students and they did this in a variety of ways. Brian used humour during the lessons. He sought to make the subject interesting for them. Occasionally he allowed the lessons to focus on material that was not in the syllabus to help students understand and to take the pressure off them. He told stories in class about himself and tried to relate these to his lessons.

Julie was also able to combine fun and hard work in her teaching. She had established a strong personal relationship with the students and understood their likes and dislikes, their interests and problems. The students were free to ask questions and to divert her from the lesson's objectives. Though sometimes this slowed her teaching, she was able to blend these diversions with the more serious work. Sometimes she talked about personal things to make a point in her teaching. For example, when teaching the Vietnam War, she mentioned her bias on the topic and her involvement in demonstrations against the War. She made jokes with the students and they occasionally did likewise. Sometimes her students complained that they were taking too

many notes, or that she was too fast with dictating the notes. In another incident that I recall they told her (tongue in cheek) that she was scaring them by talking about the TEE in class.

Examination Centred versus Subject Centred Teaching

The goal of the teachers was helping students get through the TEE. The teachers took different routes to achieve this goal. They all appeared to love the subject and wanted to pass their enthusiasm on to the students. Though they talked about their attempts to teach history for understanding and high TEE scores, it was clear from my observations that the pressure to get high TEE scores was paramount. It was obvious that the TEE played an important role in their choice of units and how they taught and assessed the students.

After several months of classroom observations and interviews, it became clear to me that the most common teaching strategy for all the teachers was 'talk and chalk'. Each lesson typically involved explaining and talking with occasional teacher questions and student answers. Students listened and took notes. In cases where students asked questions, they mostly required specific answers from the teachers. Where students were involved in classroom discussions, these were often restricted to the content studied. For instance, Rod advised the students to focus on the syllabus requirements and avoid being controversial because this would upset the examiners. The teachers provided the students with the content they thought would enable them to answer questions during the examination. Though this was the common mode of instruction, individual teachers did it differently.

Rod frequently used metaphors and analogies in his teaching. He usually presented them quickly because of time constraints. This approach was unpopular with some of the students. One student put it succinctly: "The teacher has been trying to give us the correct factual information about each objective in the course. He used analogies, but these were often rushed and were not always helpful. This was pointed out to me by several students.

Brian asked a lot of questions in class and there were discussions during the lesson. On the other hand, Kim, Brian's replacement, used 'handouts' frequently in class. These were given to students to read before the lesson. During the lesson she discussed with the students what they had read. Kim asked the students to highlight the important parts on the handouts. The goal of her teaching was to provide the students with the factual details they required for the topic.

In Julie's class, there was also a lot of talking and explaining. The overhead projector was used during most lessons. Julie discussed the points step by step with the students, listening patiently. She occasionally asked questions. Julie then covered the content a second time slowly, allowing students to take down notes.

Robert's teaching was characterised by what he called 'a story'. He was convinced that his job was to tell the story and the students' job was to listen and take down notes and then read their textbooks. He was certain that this technique helped him structure the content and helped students gain an understanding of the topic. Robert occasionally

asked questions and encouraged his students to participate in class discussions. Overall his students were more passive compared to the students in the other classes. Explaining what methods helped them learn history, a number of students in his class said they preferred him talking and explaining. A number of students thought the way Robert taught prepared them for university, and forced them to produce their own notes which were more easily read and understood .

The teachers also confirmed that the TEE history course was content driven. The course required students to study three units from the syllabus, each with many syllabus objectives specifying exactly what the students must know at the end of the lesson. Each unit covered about 12 weeks. The fourth term was normally reserved for revision.

Table 6

The Units Taught by the Four Teachers

Teacher	Term 1	Term 2	Term 3	Term 4
Rod Crosswell	The American Revolution	America 1917-1945	Superpowers; Europe/Cold War	Revision
Brian Hearn/ Kim Robinson	America 1917-1945	Australia 1945-1983	Superpowers; Europe/Cold War	Revision
Julie Djurovich	America 1917-1945	China 1911-1976	Nationalism; Asia/Cold War	Revision
Robert Bateman	Australia 1914-1945	Russia 1917-1945	Superpowers; Europe/Cold War	Revision

Communicating historical understanding is an important part of the teaching and assessment of history. All four teachers were concerned with the students' essay writing

skills and they spent a considerable amount of time developing and improving their essay writing skills during the course of the year. In particular, the teachers tried to train the students to understand what the examiners required in their essays. The teachers were aware that in order to get good marks in the TEE, students should be in a position to communicate their ideas in the way that the examiners preferred. Hence, in Julie's class, the top essays were copied so that the other students could recognise the standard required. Robert spent time helping individual students improve their writing skills by answering past examination questions. He gave students practice in writing introductions and conclusions to questions. At the beginning of the year, he gave his students a handout on writing good essays and he spent several lessons focusing on essay writing skills in history.

Time seemed to be a major constraint for the teachers. All four teachers talked at length about lack of time to pursue a topic more deeply because it was interesting to the students. The teachers explained to me that unless they taught the way they did, they might not finish the syllabus in time and this would put the students at risk in the examination. The teachers pointed out that sometimes students exerted pressure upon them to focus on content that was in the syllabus and likely to be examined in the TEE. Robert told me that sometimes students wanted assurance that what they were studying was in the syllabus and that it was worth studying because it would be examined at the end of the year. The parents also exert a lot of pressure on the students and on the teachers. They want their children to get good TEE scores so that they enter the courses they wanted at university.

The teachers had different strategies for covering the syllabus. For Rod, the best way of dealing with the crowded history syllabus was to ensure that all objectives were systematically covered. Each syllabus objective became the focus for teaching and for the class tutorials. Each student was expected to read on the objective and come to class and talk about the objective. The teacher's role was to fill the gaps in the students' knowledge. These presentations were assessed and contributed to the students' school assessment. During the oral presentations he noted the misconceptions in the presentations. Explaining his role to students at the beginning of the year, Rod told the students that his role was to clarify the things that were factually incorrect in their presentations. He also told the students that this would help them understand the syllabus objectives they were presenting in the tutorials, because they would read about it and talk about it to their friends than having him give the factual information.

Rod believed that the students in Year 12 were old enough to be in charge of their own learning rather than becoming dependent on him. He thought that a good student would take responsibility for his own improvement instead of looking at the teacher and others sources of information. He reminded the students about what they should focus on and what would be required of them in the TEE. Rod was mindful of the fact that it was dangerous to lose track of the requirements of the objectives.

Brian down played the role of the TEE in his teaching. After observing his lessons for a few weeks, I concluded that he was different from the rest of the teachers. The other teachers involved in the study spent time talking about school assessments and examinations in their classes, Brian thought that emphasising the examination

destroyed the interest and enjoyment of the subject because the students pre-occupy their minds with the assessments instead of thinking about history.

Brian's view of 'good' students was also different from the other teachers. The teachers agreed that good students can analyse and communicate historical knowledge orally or in writing. However, Brian questioned the thinking that good students are the 'high fliers' in history. He thought that a good student could be someone who was interested in the subject and was prepared to do a bit extra work. He did not believe in pushing the students to get high TEE scores. He thought that his primary goal was to make history interesting for students in his class. He thought this was difficult to achieve because of the overloaded history syllabus and the TEE. Further, he thought that the wide choice of topics was a problem in assessing the subject because some units had difficult concepts, others had relatively few. (Brian did not know that a year later, this would be a subject of a serious discussion in the meeting for examiners' and history teachers to discuss the 1994 history paper). Brian was convinced that the problem of the system was that in many ways it determined how something was taught in schools, the time spent on the topic and the teaching methods used. He explained further that the greatest worry in teaching the TEE history course was the limited time to get through the content with the result that creativity is stifled.

Though Brian was aware of all these pressures upon his teaching, he still believed that he had to reach some compromise between making history interesting and also making sure that the students understood the subject and were prepared for the examination at the end of the year. Unlike Rod, who did not want to leave out any objective, Brian

believed that it was better to teach a few topics well rather than to rush to finish the syllabus. He was aware that in practice this was not possible because it would put the students at a disadvantage.

Brian's lessons reflected his beliefs about students, the syllabus and the TEE. The lessons were much more relaxed and the students liked the way he taught. There were a number of classroom discussions in which Brian took a back seat and allowed the students to discuss historical issues. He did not push the students to accept an orthodox historical perspective. He allowed them to look at alternatives and support their views using historical sources. In cases of direct instruction, he tried to involve the students in a conversation, by asking them questions that allowed them to think and question the knowledge he was teaching. The students seemed to enjoy the lessons because Brian did not put pressure on them, even in regard to the school assessment.

Kim who took over from Brian, had similar beliefs and practices to Brian and was also different in a number of ways. Like Brian, Kim was an enthusiastic teacher and she showed great love and affection for history and the students in her class. She asked a lot of questions and involved students in discussions. In an interview with the students later in the year, they pointed out that they were happy with her and they thought she was a good teacher. Brian and Kim were also different in their approaches in a number of ways. Kim being an experienced TEE marker, talked a lot about the TEE and she put a lot of effort into predicting the TEE based on her past experiences. Kim regularly prepared handouts for the students and sought to cover as much content as possible as a way of preparing the students for the TEE. On the other hand, Brian was against

predicting the TEE, though he admitted that sometimes he told students which areas of the syllabus were important and needed to be well understood. Brian also told me that he sometimes made short cuts in his teaching, particularly when he was dealing with insignificant objectives.

Julie gave students focus questions related to the syllabus objectives. She expected the students to research these questions and she marked the answers. Julie told me that the questions related to the syllabus objectives and the focus questions forced the students to read more widely and not to rely on what they were told in the lessons. She thought that she gave the students a lot of information and as a result some of them did not put effort into the focus questions because they thought they were not necessary. The students thought they got enough from the lessons. Though Julie agreed that her notes were detailed, she still felt that they should consult other books to improve their understanding. Julie thought that the TEE was a competitive experience. Students must have the content in order to do well in it. She saw her role as important in making sure that students have adequate factual information.

A few days before the TEE, Julie's students gave me a school magazine which they all signed. They wrote: 'Dear Edmund, For the past 10 or so months you've witnessed some strange goings on in our class. Some more memorable moments include: Our energetic rap renditions, our undying love and respect for our teacher; our somewhat crude comments. We hope you will forgive us. We hope you will remember us for our enthusiasm for the subject and our fanatic worship of the overhead projector'. By the

end of the year the students whom I interviewed thought that Julie had done her best to help them enjoy history and also to prepare them for the TEE.

Robert was the most experienced of the four teachers. In an interview I had with him early in the year, he told me that he strongly believed that the best way to learn how to teach history was to actually teach it. He focused the students on the content that would enable them to pass the TEE. At the beginning of every lesson, Robert supplied the students with an outline of the main points to be covered during the lesson. He expected the students to use the outline to organise their notes and their readings after the lesson. Robert followed the outline throughout the lesson. He was always well prepared and his lessons were highly structured.

Robert had confidence in the approach he used in teaching Year 12 history. He has taught history in Year 12 for nearly two decades and knew very well what worked and what did not work for him. He told me that one thing he has learnt during his 20 years of teaching was that students enjoyed history when the teacher made it lively and interesting, and the best way to do that was to do a lot of talking. He was convinced that his technique worked and that the kids liked it. Robert believed that if the kids liked the way the subject was taught, they would do well at it and if they don't they will not.

A few years ago, Robert produced an exhibition winner in history. Each year an 'exhibition' is awarded to the highest scoring TEE history student in the state. Asked to comment about the student and what he thought of her, Robert said she was a very clever girl, and she knew everything she discussed in class. Robert thought that what

made her work good was that she had a very good understanding of what she was talking about. He told me he now used her work as a standard to judge the work of his students.

Robert believed that it was important for students to be able to see in their minds what you had been teaching them rather than to memorise a few facts and figures about the past. He said his goal was to capture the imagination of the students so that they could visualise how things happened and try to put themselves in the past. Robert emphasised to the class the need to write good notes and he encouraged them to improve their notes by doing extra readings. At the end of the outline, he gave a list of books to be consulted by students on the topic. Robert also encouraged the students to summarise their notes into point form to help them remember the points in an examination situation.

In Robert's class, the tutorials were used as a means of extending students' understanding of the topic. He told me that the students gained good marks in tutorials if they showed evidence of doing more than what he gave them in class. He thought that this was a way of extending their understanding of the subject. He did not want to rely on students teaching students because he thought some of them will handle the concepts well and some will be confusing.

Teaching History for Understanding

Talking to the teachers in the study, it was evident that teaching the students to pass the examination assumed more importance than teaching for understanding. Most

classroom activities were directed towards getting high TEE scores for the students. Less emphasis was placed on teaching for understanding. Paradoxically, in the teacher interviews and conversations with the teachers, the teachers felt that teaching history for understanding and for high TEE scores were equally important.

The teachers interpreted the concept 'teaching history for understanding' differently. For Rod the concept meant being able to connect ideas, causality and relationships in history. Rod emphasised, though, that there was no time to help students gain a deep understanding of every topic you teach. He thought that the students can understand what is taught to a certain level. Brian thought that the concept meant reducing the emphasis on the content and focusing on cause and effect and on the lessons that can be learnt from the study of history. But he emphasised that the content becomes overwhelming and determines what one can do.

Julie had a different interpretation of what the concept meant. She thought that teaching history for understanding could be looked at from two different perspectives. One view was to teach the subject so that you had students who were able to predict and go beyond describing an event. With regard to the second perspective, she thought teaching for understanding meant transcending the particular historical events studied, but developing a love for other people, a respect and sensitivity towards other people.

Robert explained at length the importance of helping students 'see in their minds' rather than memorise a few facts and figures about the past. He told me that his aim was to get the students to empathise, to actually put themselves in the past, to see themselves in

the situation. He believed that if they could visualise things, particularly if they can identify with their forefathers, then they can understand.

There were many more similarities than differences in the teachers' views about teaching for understanding. They were all aware that understanding something meant going beyond memorising facts, but it was also about seeing connections between the content studied and other events. Though the teachers did not always consciously make it their objective to teach history for understanding, there were instances where they deliberately aimed to teach for understanding. The topics that the teachers thought would be assessed in the TEE were taught much deeper than other areas of the syllabus.

Students' Perceptions

This section presents a discussion of the students attitudes towards history in the four schools. In August 1994, I administered a questionnaire to students. With regard to the amount of work in history expected of students, I predicted that students in Rod's class would rate this item higher than students in the other schools because they were taking much more responsibility for their work. I thought that Brian's students would be comfortable with the amount of work because he did not want to put pressure on the students with assessments. In Julie and Robert's classes the greatest amount of work facing students was due to preparing for the school assessments. I also predicted what I thought would be the students' attitudes to history in the four classes. I thought that students in Rod's class would rate history at a lower rate as compared to students in Brian's, Julie's and Robert's classes. I hypothesised that students in Brian's class would rate enjoyment of history more highly than students in the other schools, probably

closely followed by Julie’s class. I concluded that the students in Brian’s, Julie’s and Robert’s classes were likely to find history easier than other subjects. I predicted that students in all classes were confident that they would do well in the TEE.

With reference to the examination, Julie talked a lot about the TEE and I predicted that students in her class would confirm the prominence of the exam in her teaching. With regard to understanding the course content, I predicted that all students would agree that there was not enough time for teaching the course since teachers talked about time constraints in their classes.

A total of 50 students from the four classes responded to the questionnaire. There were 10 items in the questionnaire. The attitude being measured by each question is listed below in Table 7. Students rated each attitude statement on a 5 point scale. The questionnaire is shown in Appendix C. An F test was calculated to see if there were any statistically significant differences between the responses of students in the four classes.

Table 7
Mean Student Responses to Attitude Towards History Teaching

Item	Monash Rod	Swanston Brian/Kim	Hillsdale Julie	St Michael's Robert
1. Enjoyment	3.32	3.88	3.10	3.25
2. Ease*	2.50	3.38	2.90	2.06
3. Workload*	3.31	2.88	3.50	4.19
4. TEE expectation	3.50	3.63	3.40	3.13
5. Understanding TEE	3.56	3.50	2.90	3.56
6. Reliance on textbooks	3.88	2.50	3.50	3.25
7. Difficulty to understand	4.25	4.12	3.90	3.56
8. Reference to TEE*	4.00	3.38	2.40	3.06
9. Reading about history	2.56	2.88	3.50	3.06
10. Lack of understanding	3.25	3.63	2.30	2.69
Mean	3.41	3.37	3.14	3.18

* F values from one-way ANOVA, significant at alpha < 0.05

The items marked with an asterisk (2, 3, and 8) showed a significant difference between the classes according to the F test. The survey data suggest that on the question of ease (difficulty) of the subject, size of the workload and extent of reference to the TEE the differences were not chance differences.

The results of the survey did not entirely confirm my predictions based on discussions with students. Students in Brian and Kim's class were more strongly of the view that history was easier than other subjects whereas students in Robert's class were more inclined to disagree with the proposition that history was easier. It may be that Robert presented history as a demanding subject and had higher expectations of students than other students at his school. They certainly reported significantly higher work load demands than was the case of students in Kim or Brian's class.

Results on the third significant item, emphasis given to the TEE, are more puzzling. Students in Rod's class agreed with the proposition that there was too much reference to the TEE whereas students in Julie's class tended to be unsure or disagree. Of course, the survey did not measure how much reference was given in each classroom; rather it measured whether there was too much reference. This subtle difference, although it may explain the pattern of responses, does not address the question of how the students were reminded. Rod usually pushed the responsibility for learning onto the students, more so than did Julie. Hence in Rod's class students may have been relatively more aggravated by reminders of the TEE and (implicitly) the effort that was being demanded of them. I

felt both teachers were concentrating on the TEE, though as I explained earlier, their approaches differed.

A selected group of students were interviewed in October 1994 as a follow-up. The interview questions are shown in Appendix D. Asked to describe what was happening in their history classes, students in Rod's class questioned the effectiveness of the oral presentations. They thought that the teacher relied on students to do the work and this made it harder for them to grasp some of the key ideas. In Brian's class, students told me that the teacher tried to make the subject interesting for them. One student explained that the most effective way of learning is where the teacher gave the information orally in a lecture. She made reference to the stories Brian told in class to help students understand the content. Julie's students were also aware that her aim was to push them in order to get high TEE scores in history and at the same time enjoy the subject. Students in Robert's class identified three things they thought their teacher was trying to do: Give them factual information, improve their essay writing skills and prepare them for the TEE.

Commenting on the areas of the course that were well taught, students in Rod's class were unable to identify a topic because, from their point of view, most of the objectives were taught by students themselves. A number of students said that lessons were more similar than different. Students would present the tutorials and the teacher would make some comments and explain a few things. Brian's students felt that all the topics were well taught and found it difficult to point to a specific topic. Julie's students thought the topics in which their teacher was emotionally involved were well taught. Robert's

students thought that the topics that were well taught were those in which their teacher told them stories and lectured to them.

Outcomes of Teaching

When I visited the teachers on the day of the examination, I asked them to comment about the skills tested by the questions. I asked the teachers to make reference to the six levels of intellectual skill as suggested by Bloom (1956). These are: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. I asked the teachers to use this framework when thinking about the skills tested in the questions from the units they taught. The Year 12 history syllabus used Bloom's taxonomy when discussing the inquiry skills and conceptual understandings expected of students in the course. The interview with the teachers revealed that they all felt that few questions in the paper required candidates to display the higher levels of understanding as suggested in the syllabus. Most of the questions tested knowledge. Julie felt that the questions in the units she taught demanded too many higher order skills as compared to questions in the other sections of the paper.

The Reaction of Teachers and Students to the Exam Paper

One area of great concern with the paper was the wide choice of questions. Teachers were expected to teach any three units and from each unit examiners prepared two questions. Students were expected to answer four questions from a choice of six. A number of teachers recommended at the meeting with the examiners that the questions in each unit should be raised to three, in order to have a better coverage of the syllabus objectives. However, this raises the question of comparability between units and

between questions. Brian was critical of the fact that students wrote different examinations in history, and Julie argued strongly against the lack of comparability between the questions in the TEE paper.

Rod, Robert and Kim felt that the examination was fair because most of the questions in the units they taught required descriptive answers and were directly related to specific syllabus objectives. Most questions in the American and French Revolution units, the Cold War in Europe and the Australian units required a mere reproduction of facts and more marks were allocated for these than for questions demanding higher order skills. On the other hand, Julie felt that the exam was difficult because, in her opinion, the questions in the units she taught were much more demanding than in other units. For that reason, a number of the teachers who attended the meeting with the examiners felt that there was no basis for comparing the students' performance in the examination because the difficulty levels between the units was too wide.

Rod, Kim and Robert were satisfied with the exam. Rod told me that the examination matched his expectations. Kim was more qualified with her comments about the paper. She said it was a very straight-forward paper and she thought there were tricks in it. Robert thought most questions were straight-forward and he did not think his students had any problems with it.

Teachers' Comments after Publication of Results

In January 1995, I visited the teachers to interview them about the history results. By this stage the teachers knew the individual student results. They also knew how well

their class had performed in relation to the State norms. The interview focused on the following key questions: How did the students perform in the examination? Did they perform according to expectations? Were there any surprises with the examination results and what were they? How did the results compare with previous years and why? How did the TEE scores compare with the school assessment? Did the teacher expect this trend? What did the teacher hope to change this year and why?.

Rod was very pleased with the results. He thought that there were no major surprises except that the students' examination marks were higher than he had anticipated. For instance, he predicted that the top student in class would get 80 percent and she got 85 and was scaled up to 86 percent. Commenting on how the results compared to previous years, Rod was quick to point out that the students in the TEE class I observed were very good, considering the fact that the State average was 57.9 percent and his class average was 66 percent, about 8 percent above the State average. Compared to previous years, Rod thought that the students in the class I had observed were very good and very professional and this was reflected in their results.

Kim was also very pleased with the results of her students. She told me that the students performed as expected and there were no surprises. Kim explained that though she was pleased with the results, she was also disappointed because one of her students who achieved 92 percent in the examination had her marks scaled down to 87 percent. She told me that she did not have any surprises in history.

Julie was the only teacher who was disappointed with the history examination paper. Asked to comment about the results, Julie told me that she was devastated because the results were not good. She felt upset for the students who she thought worked very hard. She told me she was convinced that she had prepared the students thoroughly. She thought there were three questions from which the students had to make their choice which were difficult. These were question 10 in the China section and the two questions in the Cold War in Asia section. Julie knew that the results were not going to be good even before she got them. She referred to the paper that showed how the students performed on a question-by-question basis.

As I described in Chapter Seven, Julie was confused about what to do next. She felt like quitting teaching history. She was close to the students and she felt for them. One of the things she said she could do was to teach a different unit, the American Revolution unit. But she thought that this did not make sense because probably the examiners might look at the marks and decide that they should do something next time. I asked Julie to tell me what she was planning to change in her teaching, and she told me she did not know what to do to get the students to do more. Except for the exam, Julie was happy with the way she taught the course and did not see what else to do.

Robert was pleased with the results and he told me that he always expected his students to do well in the examination. The surprises he had was that some of the students who did well did better than I expected. Robert explained at length that every year the marks that his students get are above the state average and they always do better than expected.

Referring to the class of 1995, Robert told me he intend to introduce a few new things in class because this was a capable group. He told me that he had given students a list of contentious issues for their oral component, and they had to take one side of an issue and argue by presenting evidence in support for their point of view. He explained: “The first one they’ll be doing is the conscription issue. Somebody will stand up and act out Billy Hughes, the pro-conscriptionist Prime Minister, and somebody will stand up and argue the anti-conscription case, as though they were the Archbishop of Melbourne. I’ve prepared a lot of these topics. Was Stalin a hero or a villain? Who started the Cold War? They have to get up and defend their point of view.” Robert pointed out that he would continue lecturing but will probably do less of that and try to involve the students more this year. He emphasised that he still felt more comfortable if he gave them the information rather than the students getting the information and making classroom presentations.

Analysis of the TEE History Results

Another framework for making comparisons between the teachers was to look at the examination results as an indication of the outcome of their teaching. The table below shows the standardised means, standard deviations and range for the Australian Scaling Test (AST), the standardised moderated assessment and the standardised final examination mark for the four schools compared to the state means.

Table 8

Means and Standard Deviations of Components of TEE Results

		State Mean	Monas h N=15 (Rod)	St.Michael's N=17 (Robert)	Hillsdale N=18 (Julie)	Swanston N=9 (Brian/Kim)
Standardised AST	Mean	56.45	60.81	58.37	63.48	65.35
	Standard Deviation	13.85	12.32	13.64	14.49	18.42
	Range		44.50	44.47	61.22	53.42
Standardised Moderated Assessment	Mean	57.15	65.62	62.06	65.01	63.35
	Standard Deviation	14.86	13.01	13.74	17.34	15.12
	Range		58.69	54.30	56.34	56.22
Standardised Final Exam	Mean	57.93	66.76	63.56	62.48	63.93
	Standard Deviation	14.75	12.86	12.89	16.47	15.86
	Range		51.08	53.39	58.23	55.46

All the schools performed better than the state averages in the Australian Scaling Test, the standardised assessment and in the final examination. Students in Rod's, Kim's and Robert's classes performed as predicted by the teachers. Students in Julie's class did not perform as well in the examination as indicated by the Australian Scaling Test. The results for her class were significantly lower than expected based on the students ability, as indicated by the AST results. As I have indicated, the results did not surprise Julie, because once she inspected the exam paper she knew that her students were not going to do well in the examination.

Meetings of Teachers and Examiners

Chapter Nine presented a discussion of the two meetings of teachers and examiners to discuss the exam papers. There are several points that can be highlighted with regard to the meetings. First, that the teachers and examiners had different perceptions of the TEE. Teachers made the point strongly that they were teaching history so that their students could understand and appreciate the subject. Most teachers were not happy with the 1993 history exam. In the meeting held in March 1994 to discuss the exam, a number of teachers complained that examiners were destroying the students' interest in history. One examiner infuriated the teachers when he suggested that students should not sit for the TEE if they were not intending to go to university. The teachers held the view strongly that students who were not intending to go to university should not be disadvantaged by the exam.

Examiners also had a different view from the teachers about the poor performance of students in some questions. The examiners thought that the topics were not taught well. On the other hand, teachers did not want to carry the blame for the poor performance of students. They were convinced that they were doing their best to make students enjoy history and pass the TEE. They accused the examiners of failing to understand the reality of what teachers do in their classrooms.

With reference to the meeting held in March 1995 to discuss the 1994 history paper, most teachers who attended the meeting were very pleased with the history exam. Most of the comments made by the teachers were positive. Teachers praised the examiners for preparing an examination which they thought reflected what they were doing in their

classes. A small number of teachers did not agree entirely with the proposition that this was a fair paper. Julie was very vocal about her disappointment with the exam. Though the examiners were convinced that it was a fair paper, they also thought that some areas of the syllabus demanded more than others as a result the questions will also vary.

Summary

This chapter began with a discussion of how the teachers in the study were similar or different using a number of frameworks. The discussion then focused on the outcomes for their teaching, specifically looking at the TEE history paper and the TEE results, followed by the teachers' and examiners' meetings. What emerges from the discussion is the fact that though the teachers were different in a number of ways, there were also a number of similarities in their approaches and in the goals they had for their teaching. The teachers tried to make history interesting and at the same time prepare students for the TEE. Students in these classes had different views about their teachers and some of their views confirmed my own observations. The following chapter presents the conclusions of the study.

CHAPTER ELEVEN

CONCLUSIONS AND IMPLICATIONS

Introduction

This study was designed to find out how syllabuses and examinations constrain or support the teaching of history in Year 12. In particular, the study sought to examine how experienced teachers taught within the syllabus and examination frameworks so as to enable students to achieve a deep understanding of history while at the same time achieving high examination scores. The final chapter contains four major sections. The first summarises what the teachers did in order to improve examination performance. The second section summarises what the teachers did in order to promote an understanding of history. The third section describes how the teachers performed 'the balancing' - teaching for high exam performance and for conceptual understanding. The final section considers the implications of the study.

Teaching to Improve Examination Performance

One of the criteria for nominating the teachers in the study was their reputation for producing high Tertiary Entrance Examination results in history. Kim taught an exhibition winner several years before coming to Swanston. Robert taught a student who won the history exhibition a few years back. In the TEE exam discussed in this study, a student from Julie's class managed to perform amongst the top one percent in the State. Their achievements are described in detail in Chapters Five to Eight. These teachers were no doubt highly skilled.

The lesson observations and the interview data indicate that teaching to improve exam performance was clearly one of the goals of the teachers. There is no doubt that the TEE had a huge bearing on the selection of the content and how it was taught. The examination has such a cultural significance that no teacher or student can safely disregard it during the year long build up to examination day. The case studies described in Chapters Five to Eight show that the teachers varied in their attitude towards the exam. Rod, Robert, Julie and Kim were inclined to take its ritualistic significance for granted, whereas Brian, during the six months that he participated in the study, consciously tried to downplay the significance of the TEE. Nevertheless, even for Brian, its presence was always there. All the students must eventually sit the exam and it was clearly in their interest and the teachers' interest that they do well. The data point to four strategies that helped to achieve this goal. These were: how they managed their time, how they systematically covered the content, how they developed the students' examination practice and awareness, and how they used the examination to motivate their students.

Management of Time

All the teachers admitted that time was a major constraint in teaching Year 12 history. They attributed this problem to the overloaded syllabus. In the context of the overloaded syllabus, the teachers' ability to manage time was necessary if they were to finish the syllabus and make sure that their students were well prepared for the TEE. For example, Rod told the students that he calculated the number of days lost in class time as a result of school holidays, excursions and assessment and found that they lost about 30 days. The message he was giving the student was clear: there is limited time

for teaching. Rod hoped that the students would play a significant role in making sure that the available time was used effectively to achieve their purposes. I first noticed Rod's concern with the use of time in teaching the course during my initial meeting with him. This story is described in Chapter Five.

Realising that time was a constraint, the teachers developed effective time management strategies that proved effective in teaching history for high exam scores. To meet the demands of the overcrowded syllabus, the teachers adopted the usual strategies. Instruction was intensified, as much content as possible was packed into lessons as possible. As well, the teachers were careful to avoid becoming involved in anything that might waste their teaching time. For Rod and Robert, particularly, teaching was highly business-like. Once the lesson began they had a certain amount of work they planned to cover. They made every effort to fulfil the goals they had set at the beginning of the lesson.

Another strategy used by some of the teachers was to link Year 11 instruction to Year 12 objectives. For example, Robert pointed out that in Year 11 he gave the students the opportunity to do research and find out things for themselves, something he could not do in Year 12 because of the need to cover the content thoroughly.

All the teachers taught the students time management skills. For example, as described in Chapter Eight, Robert told the students to get past TEE papers and start writing answers to the questions, but he did not want full answers because he thought that it

took too much time. He encouraged the students to write the main points that were relevant to the answer and try and learn the points.

Systematic Content Coverage

Because the examination was directly based on the syllabus, all the teachers in this study adopted the structure of the Year 12 history course as outlined in the syllabus. The SEA chunks of curriculum are designed to be taught one per term. All the teachers planned to finish teaching the course at the end of the third term. They all allocated the first few weeks of Term 4 for revision, a testament to the dominance of the TEE.

The teachers in this study were of the view that the syllabus required a greater coverage of content than could be reasonably managed within the specified time. This put a lot of pressure on the teachers to be as systematic as possible in their coverage of the syllabus. It defined the essential knowledge and skills taught. Because the syllabus was so overloaded, they felt it was unwise to teach content that fell outside the syllabus guidelines. In cases where they made reference to content outside the syllabus, it was always quick, mindful of the fact that it would not be examined. In a story described in Chapter Eight, I found Robert teaching a topic that was outside the syllabus. However, he did so because the topic he was teaching required the knowledge in order for students to understand the core concepts. Though the other teachers also occasionally did this, it was clear that there was insufficient time for such diversions unless they were essential for achieving the course objectives.

Because the examination was directly based on the syllabus, teachers of Year 12 ignored the syllabus outline at their peril. For example, Rod was meticulous in making sure that the students covered the syllabus objectives. He structured his lessons to focus specifically on the syllabus objectives, insisting that the students should tick the objectives as they covered them in class. He did not want to be blamed for not covering the syllabus. Rod's image of a good TEE history teacher was someone who, not only knew the subject matter and how to teach it, but who could cover the syllabus objectives in time. Rod's approach was not always popular with the students. In the interview with the students from his class, they revealed that they were forced to follow the objectives and they wondered why their teacher was making them do this. The details of the story of Rod are described in Chapter Five.

A further strategy used to meet the demands of the overloaded syllabus was to schedule learning activities in the students' own time. Robert, for example, required students to present their tutorials to him on a cassette tape rather than have the students consume his precious class time. (It was SEA requirement that in history each student should present a tutorial to the class). Robert had a second motive. He did not want his students to mis-teach any of the content. Robert held the view, shared by his students, that he should do the teaching. Robert was fixated on time, especially finishing the syllabus on time. He repeatedly confided that he was racing to finish the syllabus. He had the smallest allocation of time among the four teachers and was constantly alert to saving time. Robert preferred to present the content himself. In one of the interviews, he told me that students enjoy history when the teacher makes it lively and interesting. For him, he found that the best way to do that seemed to be talking to the students. This

kept him in control of time. This was the technique he used to ensure that he covered the syllabus in detail.

Examination Awareness and Practice

All the teachers sought to develop 'exam technique'. The preparation included, though went beyond, the basic 'do's and don't' of the kind published in the major newspapers in the lead up to the examination season. The teachers tried to enable students to 'think like examiners'.

There was coaching on the examination 'tricks': things that students could do during the last few days leading up to the exam and, of course, during the exam itself. Chapters Five to Eight discuss the advice the teachers gave their students during the last few days of school before the TEE. For example, Rod reminded the students to look at mark allocation and then decide how many points they needed to discuss in a question. Robert advised the students to read questions carefully and plan their answers before they write. On several occasions I observed the teachers explaining to students how to read essay questions and plan their answers according to the time allocated and then write their answer.

All the teachers used marking schemes and examiners' comments from past TEE exams in their classes. These were perused to see what examiners wanted in a question and how they awarded the marks. The examiners' comments were used to warn students about what the examiners felt about the performance of the students in the different questions in the exam. Somewhat after the manner of punters studying the form of race

horses, teachers perused previous exam papers, developing hunches about what would appear.

Considerable attention was given to the mid-year exam and later the 'mock' exam so that when the students finally confronted the TEE they would be 'exam seasoned'.

Though the mid-year exam did not have the status of the mock, the teachers took it seriously as a tool they could use to get feedback on the progress of their students. Julie prepared the questions she thought might be in the TEE. Rod, Brian and Robert prepared short answer questions in this exam because they wanted to cover more objectives than was possible by using the essay. They pointed out that they wanted to show the students that they should know the small details if they wanted to be able to write good essays in the TEE.

The mock exam was taken seriously by the teachers and students. This was because it contributed significantly to the school assessment. It was also viewed as the real training and preparation for the TEE. The duration of the exam and the number of questions they answered were the same as in the TEE. Kim, Julie and Robert used the mock as an opportunity to predict the TEE. They carefully selected the questions to put in the paper after studying past exam papers and identifying what could be likely exam questions in the current year.

The marking of the mock TEE was also an important means of increasing students 'meta-awareness' of the TEE. For example, Julie and Robert simulated the marking of

the mock exam so that it conformed with the practices used in the marking of the Tertiary Entrance Examination. They wanted to get feedback from an external marker about how their students were doing in the course. As described in Chapter Seven, Julie asked a colleague to mark the scripts which she had already marked. They compared their marks and discussed areas where there were differences. Robert employed the services of a teacher in another independent school to do the marking of the papers.

Evidence of this meta awareness of how examiners 'think' was found in my interviews with students. In all classes, students showed that they understood what the TEE examiners were looking for in their answers: factual knowledge and conceptual understanding. A response from a student in Robert's class summarises what the students felt: "They are looking for factual detail, but also they are looking for analytical thinking. You have to be able to show that you understand and have thought about it carefully to be able to make a judgement." The students' perspective is discussed in Chapter Ten.

Motivating Students

All the teachers adopted the standard practices used to promote examination competence and awareness. Students were cajoled by their teachers to work hard by occasional reference to the on-coming TEE and its significance in their lives. The teachers presented the TEE as a highly competitive experience whereby their final result depended not only on their own performance but also on how well they performed in relation to others. In projecting this sense of competition the teachers were reflecting the inherently competitive basis of the TEE.

In all of the cases, the whole year was designed to climax with the exam. Year 11 was seen as a preparation, the mid year and mock exams were stepping stones, the final term was for revision. The work habits of teachers and pupils were governed by this time frame and they saw no escape from it.

Teaching for Understanding

According to Prawat (1989) current research points to three key attributes that are of central importance in teaching for understanding. These are focus, negotiation and analysis. Successful teachers, writes Prawat, are clear about the key concepts and focus their instruction on a limited number of major ideas and how they relate to one another. Prawat defines negotiation as the process of students and teacher reasoning together with the purpose of achieving a shared view of the 'disciplinary community'; for example, seeing some event the way reputable historians see it. The third attribute, analysis, is linked to the other two: analysis enables the teacher to know what sorts of concepts or understandings are likely to be different for students. Therefore, teachers needed to pay attention to students' ideas and explanations during instruction.

This section summarises the strategies used by the teachers to teach for understanding in terms of the three attributes suggested by Prawat (1989).

Focus

One feature that characterised the lessons of the teachers in the study was focus. All four teachers developed strategies that enabled them to focus the students to the key

concepts of the lesson. For example, Chapter Eight describes how Robert prepared an outline for every lesson. He gave this outline to his students so that they could follow his presentation during the lesson. In this outline, he highlighted the key ideas or points that he wanted his students to understand. Robert also encouraged the students to use the outline to organise their own notes. At the end of each lesson outline, Robert gave the students a few questions that would focus discussions in class on the central concept he was teaching. He encouraged the students to think carefully about the questions and to try and answer the questions. Robert also gave the students a list of suggested readings to be consulted by the students for that section of the lesson. This technique allowed students to organise their notes in a logical manner that encouraged them to focus on the major concepts of the lesson. He told me that his aim was to get the students to understand and to be able to see it in their minds rather than just remembering some words from books.

The other teachers had their own methods of maintaining focus. In Chapter Seven I described how Julie used the overhead transparencies to show the structure and sequence of the main points to be discussed during the lesson. Julie used the focus questions she prepared for every lesson objective to highlight the key ideas in each objective that the students should learn and understand. Rod, as described in Chapter Five, used the syllabus objectives as a framework to which key concepts were related. Kim relied on worksheets and other kinds of handouts.

Negotiation

In a content driven, teacher-centred classroom negotiation is often a casualty. Negotiation takes time and may lead to a diversion from the pre-constructed lesson. By the end of the year all four teachers were firmly in control, though earlier Brian had been most open to negotiating content and ideas. Throughout the year Rod was the most inclined to 'negotiate' the subject matter. For example, in Chapter Five I have described how Rod expected the students to select a syllabus objective and prepare for an oral presentation on that objective. The students took the initiative and they consulted him for help when they were preparing for the oral presentation. During the presentation, Rod allowed the students to explain the concept. As the students made the presentation, Rod noted down the areas he thought required clarification. He told the students that they were expected to prepare notes for the other students. I watched several lessons in which the students presented the tutorials and Rod sat at the back taking notes. After the presentation he 'filled the gaps' as he called it. Rod's technique allowed the students to talk about the concept in front of their colleagues. In the process they could voice their misconception. The teacher would identify the misconceptions and try to correct it. This technique used by Rod is in line with Prawat's negotiation, where the teacher's role is akin to a guide in helping students traverse new cognitive territory, pointing out, and working with them to overcome potential obstacles to understanding.

Though the instruction of the other teachers was characterised by less negotiation it would be a mistake to construe their teaching as authoritarian or concerned only with the transmission of pre-digested facts. All the teachers sought to promote discussion of key ideas and encouraged the students to develop 'non-standard' explanations.

However, these discussions nearly always occurred within the tightly defined framework presented by the teachers and derived from their analysis of the syllabus.

Analysis

The third attribute, analysis, is linked to the other two. Analysis enables teachers to know what sorts of concepts or understandings are likely to be difficult for students so that the teachers can pay attention to students' ideas and explanations during instruction.

All of the teachers were highly sensitive to the quality of the students' explanations whether in class discussions, tutorials or within assignments. This was particularly the case where the teachers were of the view that there was a moderate to strong probability that the concept would appear in a TEE examination question. Though the teachers sought a high level of factual recall from students they did not expect the students to do well in the examination by relying on memorised answers. Nor did the teachers see the content for the TEE as conceptually low level. As I described in Chapter Nine, Julie felt the need to brush up on her own understanding of the material before she taught it. There was no one right version of history. Hence, the teachers were vigilant during instruction for evidence of mis-understandings or of errors of logic and fact which would invalidate a student's own explanation of some historical event.

Teaching for Understanding *and* for High Exam Results

At a surface level, it could be argued that teaching Year 12 history is a highly idiosyncratic activity. There is no point in combing accounts of teaching to look for best

practice. If there is one best way then such an approach was not revealed in this study. The need to do well in the examination was emphasised in all the classrooms, although much less so in Brian's. The standard instructional format was the lecture, excepting in Rod's classroom where students complained that they had to do too much of the work. The syllabus provided the template for what was taught, although teachers made individual judgments about what should be emphasised. The teachers were very business-like in making progress, although Julie and Kim assumed more personal mentoring roles. Some teachers, such as Robert, were extremely watchful of how time was spent, whereas others, particularly Brian, were more pragmatic and did what they could within the stipulated time-frame. Hence, there is no obvious recipe of do's and don'ts.

Further, teaching Year 12 history is complex and demanding. To some extent the teachers could be construed as doing the best they could under the circumstances, with flashes of incisive intervention and plenty of muddling through. However, there is more to it than that. From my analysis of the four case studies I have drawn three salient conclusions about how teachers managed what appeared to be a sophisticated balancing act: holding on to their commitment to teach for understanding *and* enabling their students to do as well as possible in the TEE.

1. In practice, the separation of teaching for exam performance and for understanding is artificial. The teachers were able to integrate these purposes into a single overarching purpose in which high examination performance was sought by teaching for understanding.

2. Although their pedagogy appeared on the surface to be formal and conventional, the teachers were skilful builders of conceptual scaffolding. This provided a platform on which the students could further build.

3. The teachers engaged in risk-taking and compromise with respect to what they emphasised in the syllabus.

Integrating Both Purposes

It is easy to grasp how a teacher, confronting the syllabus and the TEE, would rationalise that exam performance counts above all else and that if teaching for understanding must be sacrificed, so be it. Avid history students can study the real thing at university but before they can, they must gain entry. A teacher who disregarded the syllabus and followed the interests of students at the expense of examination results would be seen to be short-changing the students.

In practice, although the teachers occasionally grumbled about the time constraints, the rigidity of the syllabus and the drawbacks of the examination system, they did not construe their teaching to be either exam oriented or oriented towards the development of conceptual understanding. The dichotomy is the researcher's invention, helpful for analytical purposes, but not reflecting the realities of classroom life.

The teachers in the study did not consciously plan lessons so that instruction could be partitioned into teaching for understanding or into 'exam preparation'. They did, over

the year, consider 'exam technique' as has already been described. Underpinning their teaching was the belief that teaching for understanding would lead to good exam performance. There was no need to recognise the dualism since the superior essay performance in the exam would require understanding of key concepts even though the exam, as described in Chapter Ten, does not always require the demonstration of higher order skills to achieve high performance. Students would be better prepared for the exam, there was less risk, if the students could think for themselves rather than rely on rehearsed answers to anticipated questions.

Hence, the teachers used the examination and the TEE syllabus to motivate students and structure their lessons. The exam was a powerful extrinsic motivator. The TEE syllabus provided a structure; whether a TEE syllabus or a syllabus of their own creation, teachers require some kind of structure for organising the content of their history teaching.

Scaffolding and Platform Building

Lessons in most cases were formal. The teachers in the study were the 'expert scholars'. They knew the subject matter comprehensively, whereas the students were unfamiliar with it. However, it would be a mistake to construe the primary purpose of their teaching as the transmission of knowledge and facts about history even though it was an important aspect of their teaching. All the teachers were building conceptual platforms on which students could assemble their own historical construction of people and events.

I have described at some length in Chapters Five to Eight how the teachers structured their lessons using lesson notes, overhead projector transparencies, handouts, and so on. This material did not contain ‘the facts’ for students to memorise; rather it provided conceptual frameworks within which students could situate what they learned in the lesson and subsequent lessons. In this sense, the teaching was highly directive in Year 12. However, and of considerable significance, the students were taught to integrate into this framework their own learning and additional readings. If the teachers were directive teachers, the students were active learners.

None of the methods of presentation used by the teachers was particularly innovative. All could be used to transmit factual knowledge to be memorised and regurgitated in an exam. However, this was not their purpose. In each case, the teacher was erecting conceptual scaffolding. Their aim was to produce a foundation ‘platform’ upon which the students could further construct examination responses to TEE exam questions.

Risk Taking and Compromise

In theory, it may be possible to emphasise the many elements of the history syllabus equally; in practice some aspects are emphasised ahead of others. Partly, this emphasis occurs unconsciously. Teachers interpret the syllabus just as they would any text and give it meaning. In constructing historical narratives the teachers must select some ‘facts’ and exclude others. However, the selection can also be a strategic act, calculated on the probability of an examination question being set on the topic.

In all cases the teachers drew on huge resources of experiential and pedagogical content knowledge. They had served on syllabus committees, attended examiners' meetings and analysed past exam papers in the most hermeneutic fashion. But like an experienced punter, one who studies the form of horses, the record of winners and gossip from around the track, picking what is going to be on the paper is a gamble.

Teachers clearly have to exercise prudence while at the same time making informed judgements about what to emphasise and what to cover perfunctorily. The teachers recognise the moral dilemma that they confront.

Year 12 teachers are in a dilemma. It is not only the teachers who want their students to get high TEE scores, but there is pressure on teachers from students and from their parents. Students want to get high TEE scores in order to be able to get admission at university. Parents also expect teachers to produce good TEE scores. Parents invest a lot in the education of their children and they expect a good return. Good results seem to be what most parents want. The Tertiary Entrance Examination seems to be a yardstick of how successfully schools and their teachers are educating children. Clearly, every school wants to achieve excellence and students are cajoled to get good marks in the Tertiary Entrance Examination. Equally there needs to be some assessment of students who will go on to universities. To the top student it is the passport to academia, medicine or scientific research.

Risk taking is just that: sometimes you win, sometimes you lose. Experienced teachers calculate carefully. The bigger the risk, the bigger the stakes. The dividend is high exam

performance and space within the curriculum to concentrate on topics that engage the teacher and the student:

Usually, experienced teachers are prudent and are able to target a large part of their instruction on the topics that eventually are examined in the TEE. In this study there was an unusual and unfortunate lapse. Julie miscalculated. The teachers in this study were quite contented with the examination. As I reported in Chapter Nine, Year 12 teachers generally thought the 1994 TEE was quite fair and reasonable and much improved on the 1993 TEE. The story of Julie illustrates the essential arbitrariness of any external examination. Even outstanding teachers, such as Julie, are fallible and along with their students must bear the consequences.

Implications

Limitations

The cases I have described are atypical. The teachers were nominated because they were experienced. The schools in which this study was conducted were generally regarded as being of above average academic standing compared to most senior high schools in Western Australia. They have a high proportion of students in Year 12 who proceed to university and other post-secondary institutions. The selection of the teachers was confined to experienced teaching in metropolitan schools, excluding teachers from outside the metropolitan area. Although I made a large number of visits to each classroom I inevitably had to sample lessons. Therefore, I do not expect that my findings necessarily apply to all teachers in all situations. However, I hold the view that, in general, experienced teachers operating under similar conditions are likely to respond

to syllabus and examination pressures in similar ways. I further believe that most Year 12 history teachers will be able to recognise something of themselves or their colleagues in my account of Rod, Robert, Brian, Kim and Julie.

The teachers fully participated with me in the study. My decision to give the teachers access to what I wrote about them could have led them to manipulate their responses. This was a considerable risk. On the other hand its strength was that it gave an authenticity to my account and, I believe, encouraged the teachers to answer the interview questions frankly and truthfully. The soundness of my study was limited to the degree to which the responses expressed true perceptions of what the teachers thought. As a participant-observer who became closely acquainted with the teachers I am confident that they sought to fully inform me. There was no evidence of any intended deception.

Implications for Policy on Curriculum Control

Adjustments to national and state curriculum policies are complex matters. Often teachers, students and members of the public have strongly held beliefs about the pros and cons of examinations and curriculum frameworks which may not always be based on fact. As Archbald and Porter (1994) in the US have recently demonstrated public perceptions do not always reflect the way teachers feel about curriculum control; the teachers in their study reported a high degree of personal control over content and pedagogy even though they were required to work within recently instituted state instructional frameworks.

In the West Australian context the TEE continues to excite controversy. Opponents call for its abolition. There is no guarantee that, if the TEE history exam were abandoned, teaching for understanding would be enhanced. Teachers would still require syllabuses of some kind and some form of assessment. Conceivably, the content of what was covered would change but not necessarily the depth of understanding of history. This is a speculative conclusion, however, since I was not in a position to investigate the consequences of replacing the TEE with an internal form of assessment. However, if the external exam were abolished, there would certainly be less pressure on teachers and students and at least two of the four teachers in the case studies would feel less constrained and more able to reshape their pedagogy in ways that they preferred. The experiences of students would be different in their classrooms. The subject matter would change. There would probably be less breadth of coverage and more spontaneous 'excursions' into the subject matter of history in those cases.

The conclusion should not be read as an argument for retention of external, public examinations on the grounds that their effect on pedagogy is not as bad as it is often made out to be. The case studies brought into sharp relief the issue of equity. It would seem that in one case the students, though taught well, did less well on the exam than they deserved. Though this result may have been largely a matter of bad luck, for at least some of the students concerned their 'bad luck' had important consequences for their future careers. Thus proponents of stronger instructional guidance, such as Cohen and Spillane (1992) should take account of the unintended consequences of controlled assessment systems. Though instruments such as 'high stakes' external examinations may lead teachers to cover content which is centrally valued and prescribed the trade-

off may be less reliable assessment outcomes. In the case studies described, the teachers knew better than any outsider what the students understood about history.

Suggestions for Further Research

There are four suggestions for further research. First, it would be helpful to study teachers from a variety of teaching contexts. The present study focused on experienced teachers in schools with a relatively strong academic ethos. Would the strategies used by teachers in this study be found to be useful in schools with a history of poor performance in the TEE?

Second, further research might focus on case studies of different school subjects. What has been found in the present study with regard to history teaching might not be applicable to other subjects at TEE level. For example, during data collection some of the teachers pointed out that they preferred teaching economics than history because the syllabus and examination is different from history. How do teachers in that subject manage the tension between content coverage and examination? How would the same teacher teaching Year 12 history and economics deal with the constrain?

Third, the question of student understanding of subject matter itself needs further investigation. Because this study was focused on teachers and their pedagogical skills, I was not able to investigate as fully as I would have liked the students' understanding in the lessons. Research might focus on student learning and understanding rather than on teachers. A clearer picture of how students develop an understanding of history might inform our knowledge about teaching history.

Finally, there is need to determine how the same teachers taught in classes that were not sitting for external exams (like in Year 11) and in those preparing for external examinations. In the interviews the teachers made reference to how they taught Year 11. It seemed they were more adventurous. There is need for further evidence to determine whether the teacher's strategies would change between Year 11 and Year 12.

Concluding Note

Examinations clearly have an impact on pedagogy. The syllabus defines what content domains will be taught and 'the examiner' is the final arbiter of what counts as acceptable performance. The effect is conservative. Teachers cannot afford to be adventurous, either by teaching outside the syllabus guidelines or by exploring ideas that challenge the orthodox view.

Nevertheless, it would be gross simplification to conclude that the consequence of the examination system is that teaching and learning are intellectually moribund. In some classrooms, this might be the case, but it does not have to be. Experienced teachers can work within tight external conditions and teach history without corrupting the integrity of the subject matter. They do this by rolling the twin purposes of teaching for understanding and teaching to produce optimum exam performance into a single purpose, by developing conceptual frameworks within which students can achieve their own understanding of historical events and by judiciously emphasising some parts of the syllabus ahead of others.

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APPENDIX A CONSENT LETTER

Edith Cowan University
Pearson Street
Churchlands
WA 6015
10th November, 1993.

Dear Teacher,

I am undertaking a study on the constraints of central curriculum controls in teaching. The study is a requirement for a doctoral dissertation in the Department of Educational Policy and Administrative Studies at Edith Cowan University.

The purpose of the study is to; first, find out how history teachers manage the influences of central curriculum controls in teaching Year 12 history; and second, elucidate the nature of pedagogical content knowledge that history teachers use in order to teach history for understanding within the constraints of instructional guidance.

I intend to collect data during 1994. During the data collection period, I intend to observe your lessons in Year 12 and interview you on questions relating to the study. Accordingly, I am seeking your agreement to participate in the study. I plan to tape record the lessons and interviews in order to produce a full account of the discussions. In the published report of the study, I will not identify interviewees and the names of the schools they come from unless I had acquired their prior consent. You will have access to the interview transcripts, notes and draft reports that I will produce from my observations and interviews. I will be happy to answer any queries and questions you have about the study. Prof. M. Angus is the Principal Supervisor and he will be happy to answer any queries. His contact number is 383 8404.

I hope you will be able to participate. I expect the interviews to be stimulating and enjoyable and I hope you will find the discussions illuminating and helpful, particularly in your own work.

If you agree to participate in the study, please sign the agreement below. Thanking you in advance for your cooperation.

Yours sincerely,

Edmund Z. Mazibuko.

Ihave read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate, realising that I may withdraw at any time.

I agree that the research data gathered for this study may be published provided I am not identifiable.

.....
Participant	Date

.....
Investigator	Date

APPENDIX B

TEACHER INTERVIEWS

Time allowed for each interview is 30-40 minutes. The interview questions shown are a guide. The direction of the interview will depend on the teacher's response to the questions. The probing questions will depend on the teachers' responses. The interviews spread throughout the data collection period.

Interview 1

February, 1994

This interview will focus on the biography of the teachers and the school contexts in which they taught. The following questions will guide the interview.

1. Can you tell about yourself and your experiences.

Tell me about your background in history, your qualifications and where you studied?

Tell me some courses you studied for your history.

How you became a history teacher. Why did you choose teaching history?

How long have you taught history? Where else have you taught?

What other subjects are you teaching and at what levels.

2. Tell me what it means for someone to know history? What do you expect someone who is a good history teacher or a good history student to know?

3. Can you tell me more about your school? Tell me about the students, where they come from? How many students and teachers? What population does it serve?

4. Tell me what you think about the TEE, the Year 12 history course/syllabus, and the textbooks that students use?

5. Have you had a bad year in teaching Year 12? Tell me about it?

6. Are you a member of any associations or professional organisations? What are they? How are you involved in these organisations?

7. What units are you teaching this year? Why did you choose these units? How long have you taught these units?

8. Tell me how you teach history in Year 12. Is this different from the way you teach history in Year 11? Tell me how is it different?

Interview 2

April, 1994

This interview will be conducted after observing a lesson. The interview will focus on teaching difficult concepts for understanding in history.

1. Tell me what did you aim to achieve during the lesson? Do you think you achieved the goals you set to achieve? In what way or why do you think the goal was not achieved.

2. Can you tell me some of the difficult concepts in the syllabus unit you are presently teaching? Tell me how you teach some of these concepts?

3. Do you go deeper when teaching the content in history? If yes, when do you go deeper? If not, what prevent you from going deeper? When do you wish you could go into depth?

4. Can you tell me what you understand with the phrase 'teaching for deeper understanding'. Do you teach history for understanding? How do you do it?

5. Are there any times when your principal objective in your teaching is to develop students' deeper understanding of history?

6. Tell me how you can tell if students have gained deeper understanding of a topic you have just taught.
7. Can you tell me an incident since the beginning of the year when you felt that you have taught a topic for deeper understanding? Why do you think this was successful?
8. Are there times when you have to make short cuts? When do you make short cuts? Can you tell me of an incident from your Year 12 teaching this in which you planned to make a short cut?
9. Do you think it is beyond the capability of some students to understand some historical concepts? If yes, what strategies do you use to help students gain an understanding of history?
10. Can you describe an incident since the beginning of the year where you planned to teach a lesson for understanding, but it did not work? What do you normally do when this happens?
11. Do you find you have deep understanding of the topic yourself before you teach it? How do you teach a topic if you don't understand it yourself?
12. Tell me what you think are the major constraints in teaching history for deeper understanding in Year 12. Tell me how powerful are these constraints? How do you deal with these constraints in your teaching?

Interview 3

June 1994

The focus of the interview is on the second term examination. The following questions are to guide the interview.

1. Tell me briefly how you prepared the examination questions?
 What factors did you take into account when preparing it and why?
 Was the examination a true reflection of the TEE? In what way?
 Did you predict the TEE? Why? or Why not?
2. What factors or criteria did you take into account when you were marking the students answers? Tell me how you marked the students answers. Did you mark like a TEE marker? Why did you do that?
3. Let us look at the script of the top student we have before us. I have also read through the answer. Tell me more about this student. What sort of student is she/he? Tell me why you think the student managed to score high marks? How was the answer different from the rest? Tell me what extra things did the student do that the other students were not able to do? Did the student reproduce everything you taught in class or did he/she come with some new ideas?
4. Tell me in what ways do you think the student showed deep understanding of the topics covered in the examination.
5. Do you think the TEE measure students understanding of history? Can you tell me how it does this.
6. Tell me what is your general assessment of the understanding of the class based on their performance in the examination and other classroom activities?
7. What advice would you give to the students who are not doing well in class or who did not do well in the examination?

Interview 4

June 1994

This interview will focus on the document I gave the teachers to read in which I focused on their teaching.

1. Can you comment on my description of your teaching? Is there anything you think is missing from my description and what is it? Is there anything you think needs clarification? What?
2. What do you think you might change in how you teach the course? Why? Why not?
3. Do you teach the Year 11 differently from the Year 12 course? If yes, how different? If no, why?
4. Do you want to add something to what I have said? What do you want to add?

Interview 5

August, 1994

This interview will focus on the teaching of concepts in history, particularly the concept of detente. The four teachers taught this concept and the interview was held after they taught it.

1. Tell me some of the key concepts that you have taught in this course this year?
2. Tell me how you teach these concepts? Why do you teach the concept this way?
3. The concept of detente is one of the concepts identified as difficult to teach for understanding? Can you tell me why and how it is a difficult concept to teach.
4. Tell me how you teach detente to help students understand the concept?
5. Is the concept of detente examined in the TEE? Tell me how it is examined? What are examiners comments about the performance of students in questions on detente?
6. What is your students' understanding of the concept of detente? Do you think they have a good understanding of what detente mean?
7. Tell me what are your expectations for your students? Are you happy with their general understanding of history? If yes, why? If no, why not?

Interview 6

September, 1994

The focus of this interview is the Mock Examination.

1. Tell me how you prepared the Mock TEE history paper. Did you predict the topics that will be in the real TEE? If yes, how did you make the predictions?
2. Tell me how you marked the student answers? Did you mark like a TEE marker? Why?
3. Tell me what you think about the performance of the students?
4. Tell me about the script of the good student? What made it different from the rest?
5. How do you think the students will perform in the TEE? Why?
6. Tell me about the level of understanding of the students?
7. What advise can you give to the students who did not do well?

Interview 7

November, 1994

This interview will focus on the TEE history question paper. The interview is planned to be conducted on the day when the students sit for the examination. The aim of the interview is to find out what teachers thought about the question paper.

1. Can you comment about this paper. What do you think about the paper? Was it hard? If yes, in what way? If no, how easy was it?
2. If you made the predictions, tell me how accurate were your predictions?
3. From the question paper, can you identify some questions you are not happy with. Why are you not happy with these questions?
4. Can you tell me of your coverage of the syllabus. Do you think you covered questions asked in the examination adequately in class?
5. Tell me how you would teach the course differently?
6. Tell me how you think the students will perform in the examination? Does the examination match your expectations? If yes, how?

Interview 8

February 1995

This interview is focusing on the TEE results. The interview will be conducted after the teachers received the results.

1. Can you comment about the TEE history results of your school. Tell me how the students performed in the history examination. Did the students perform according to your expectation?
2. What were the surprises with the examination results?
3. Tell me how the results compare with the results of your previous students.
4. Do you think there is something that went wrong with the examination? What went wrong?
5. Tell me how the school assessment marks compared with the TEE marks. did you expect this happen?

APPENDIX C
STUDENT QUESTIONNAIRE

INSTRUCTIONS: Please tick one box opposite each statement.

Key : 5 - Agree Strongly

4 - Agree

3 - Unsure

2 - Disagree

1 - Disagree Strongly

- | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I enjoy history more than other subjects I am studying. | | | | | |
| 2. I find history easier than other subjects I am studying. | | | | | |
| 3. I have to do more work for history than other subjects I am studying. | | | | | |
| 4. I expect to do well in my TEE. | | | | | |
| 5. I have a good sense of what the TEE will be like. | | | | | |
| 6. I rely heavily on my textbooks in history. | | | | | |
| 7. I find it difficult to understand a lot of the ideas that we discuss in class. | | | | | |
| 8. There is too much reference to exams and the TEE in my history class. | | | | | |
| 9. I do a lot of reading about history in addition to my textbooks. | | | | | |
| 10. We do not have enough time to really understand the course content. | | | | | |

APPENDIX D

STUDENTS' INTERVIEW

This interview will focus on the students perception of their history classes. The interview is a follow up to the questionnaire (Appendix C). The purpose of the interview is to allow the students to talk about their history lessons and their understanding of history.

1. Tell me what you think of your history lessons.
2. Do you understand what you learn in class? Tell me what do you do if you don't understand something in class? How do you know when you understand a topic?
3. How do you compare your history lessons with the subjects you are doing for your TEE in terms of work, interest, enjoyment and understanding?
4. How do you rate yourself in history? How do you think you perform in TEE history?
5. Do you understand what the TEE is about and what it will be like?
6. Can you tell me one topic you studied this year that you really felt you understand it better. Tell me what made you understand this topic.
7. What topics in the syllabus would you be worried about? Tell me why you would be worried.
8. Tell me how you think the course would have been taught better.

APPENDIX E

THE TEE HISTORY SYLLABUS

HISTORY (YEAR 12) – E306

MODERN WORLD HISTORY

Rationale

History may be defined as an attempt to interpret the past in order to gain an insight into the present. It is also a method of inquiry for investigating the often conflicting and fragmentary evidence of the past. The historian asks questions, selects and interprets evidence within a personal frame of reference, and then imaginatively reconstructs the historical context.

General Aims

This history course aims to introduce upper secondary students to some of the important themes and topics in the recent history of the world, while developing their critical and analytical skills. As a result of their study, students should develop an interest in, and empathy with, past societies. Particular sections have been included to enable students to study Australian themes in some depth in order to understand their own society; to explore the relevance of Asian Studies to Australians; and to investigate some themes which have a world significance.

Educational Objectives

In addition to acquiring a body of knowledge, students should display the following skills:

- the ability to display critical thinking
- the ability to recognise and question differing viewpoints
- the ability to identify and analyse a variety of primary and secondary sources
- the ability to organise evidence into a coherent account
- the ability to use oral and written language accurately and expressively
- the ability to evaluate information or ideas in order to make reasoned judgments.

These process skills should be assessed using a variety of methods, such as:

- multiple choice tests
- documentary, cartographic and pictorial analysis
- in-class and research essays
- oral presentations
- examinations

The balance of assessment types should conform to Table 3 of the SEA Assessment Structures.

The completion of the Year 11 course in History is desirable but not necessary for students undertaking this course.

Content

Students must study at least three of the following units:

1. Revolutions: American and French
2. Europe and America 1917-1945
3. Asia
4. International Affairs Since 1945

5. Australia 1914-1945
6. Australia 1945-1983

Unit 1: Revolutions: American and French

Students are advised to study one of the following two topics in this unit.

1.1 The American Revolution 1763 - 1801

The political and economic character of the American colonies in 1763

Students should be able to:

- Assess the significance of the geographical location of the original 13 colonies.
- Outline the reasons for their settlement.
- Assess the significance of their economic activities and political leanings in their individual identity.

The British Government view of the colonies

Students should be able to:

- Describe the inter-dependence of Britain and the colonies.
- Outline the theories of mercantilism.
- Assess the importance of the French and Indian War (1754-63) in Britain's increasing demands on the colonies.

Conflict between Britain and the Colonists to 1774

Students should be able to:

- Identify and explain the actions taken by George III's Government to increase its control of the colonies.
- Analyse the reaction of the colonists to the increased controls.
- Analyse Britain's response to the Boston Tea Party.

Political Ideology

Students should be able to:

- Outline briefly the relevant political theories of Locke, Montesquieu, Voltaire and Rousseau.
- Explain the concepts of commonwealth, sovereignty of the people, natural rights and liberalism.
- Explain the particular appeal of these ideas in the American colonies.

Origins of American nationalism

Students should be able to:

- Explain the ideas of Tom Paine and their impact on the emerging spirit of American nationalism.
- Assess the role of particular personalities on American nationalism (Samuel Adams, Jefferson, Franklin, Washington, George III).
- Specify and explain the growing economic advantages of separating from Britain.

Declaration of Independence

Students should be able to:

- Examine the achievements of the First and Second Continental Congresses (1774, 1775).

- Explain the origins and outline the main features of the Declaration of Independence.
- Identify the immediate causes of the war and outline its early conflicts.

The course and consequences of the war

Students should be able to:

- Outline the progress of the war and the roles of the principal personalities.
- Account for the American victory and assess the importance of the main provisions of the Treaty of Paris (1783).
- Analyse the significance of the war, politically, economically and socially.

Confederation

Students should be able to:

- Outline the terms of the Articles of Confederation and critically assess them.
- Explain the problems of the "critical period" (1781-87).
- Outline the moves made to strengthen the Union.

The Constitution and the Bill of Rights

Students should be able to:

- Describe the system of government, the separation of powers and the in-built system of checks and balances of the American Constitution.
- List the main features of the Bill of Rights and explain why it was felt necessary to adopt such a Bill.
- Outline the groups excluded in practice from the new democracy.

Growth of the party system

Students should be able to:

- Identify and explain the opposing views of Jefferson and Hamilton and the emergence of the two party system.
- Outline the main policies of the parties and account for the bitter partisanship which marked the presidency of John Adams (1797-1801).
- Identify the ideas of the Jeffersonian Republicans and explain the significance of the 1800 presidential campaign and the victory of Thomas Jefferson.

1.2 French Revolution and Napoleon 1783 - 1815

French society, economy and government to 1789

Students should be able to:

- Outline the political, economic and social conditions which existed under the Ancien Regime in 1789.
- Assess the extent to which the challenge to the monarchy was instigated by the privileged classes.
- Describe the composition and role of the bourgeoisie and outline its grievances in the latter part of the eighteenth century.

The causes of the French Revolution

Students should be able to:

- Evaluate the short term and long term causes of the revolution.

- Assess the extent to which the revolution was due to world circumstances and to internal economic, political and social factors.
- Outline the role played by each of the social classes in France in bringing about the revolution in 1789.

The National Assembly and the storming of the Bastille

Students should be able to:

- Trace the establishment and role of the National Assembly in 1789.
- Assess the significance of the storming of the Bastille and the King's response.
- Evaluate the social, economic and political reforms of the National Assembly between 1789 and 1791, and explain the opposition to the National Assembly in 1790-91.

The Declaration of Rights

Students should be able to:

- Describe the features of the Declaration of the Rights of Man and of the Citizen of 26 August 1789.
- Explain the emphasis on the right to property in the Declaration.
- Assess the Declaration as an expression of the interests of the bourgeoisie.

War and the 1792 Revolution

Students should be able to:

- Explain France's move towards war in 1791-2 and how war revolutionised the Revolution from 1792.
- Outline the causes, events and immediate consequences of the August 1792 revolution.
- Briefly describe the initial action taken by the Assembly to restore order.

The Reign of Terror and the Thermidorian Reaction

Students should be able to:

- Identify the social, political and economic conditions that resulted in the Reign of Terror.
- Outline the role of the Jacobins and the *sans culottes* 1792-4.
- Describe the causes and consequences of the Thermidorian Reaction and assess the extent to which socialist ideals emerged as a consequence of the Reign of Terror.

The Directory and Napoleon

Students should be able to:

- Outline the terms of the 1795 Constitution and the circumstances that led to the assumption of power by the Directors.
- Account for the successes and failures of the Directory.
- Identify the factors that led to the rise of Napoleon Bonaparte in the years 1795-99, and describe his aims in 1799.

Napoleon's armies in Europe and his domestic policy

Students should be able to:

- Outline the aims of Napoleonic foreign policy.
- Assess the effects of the Napoleonic armies on the spread of liberalism, nationalism and counter-revolution.
- Identify the main features of Napoleon's domestic policy.

The Congress of Vienna and Napoleon's return

Students should be able to:

- Evaluate the aims, achievements and weaknesses of the Congress of Vienna.
- Assess the impact of the 'Hundred Days' on France and on the Congress of Vienna.
- Evaluate the extent to which Napoleon consolidated the ideals and practices of the French Revolution.

The significance of the French Revolution

Students should be able to:

- Explain what is meant by the concept of the "democratic revolution" and how it can be applied to the French Revolution.
- Assess the extent to which the French Revolution can be said to be the "birth of the Modern Age".
- Identify the aspects of the Ancien Regime that were still in existence in Europe in 1815.

Unit 2: Europe and America 1917 - 1945

Students are advised to study at least one of the following countries.

2.1 Russia/USSR 1917 - 1945

Some knowledge of the changes which took place before 1917 is desirable. Specific events prior to 1917 will NOT be directly examined.

Russian state and society to 1917

Students should be able to:

- Assess the nature of the Tsarist system in Russia in 1917.
- Examine the nature of peasant and industrial society in 1917.
- Describe opposition groups in Russia in 1917.

World War I and the collapse of the Tsarist system

Students should be able to:

- Examine the economic and social effect of war on Russia at the beginning of 1917.
- Describe the collapse of the Tsarist regime in February 1917.

From February to October 1917

Students should be able to:

- Assess the breakdown of the Russian state, February to October 1917.
- Account for the growth and failure of counter-revolutionary forces in 1917.
- Assess the role of Lenin and the Bolsheviks from April to October 1917.

The Bolshevik Revolution: October 1917

Students should be able to:

- Assess the role of urban workers in the Bolshevik seizure of power.
- Assess the character of peasant revolution in the October Revolution.
- Assess the nature of revolutionary and counter-revolutionary elements in the Russian armed forces in the October Revolution.

The Bolshevik consolidation of power 1917-1921

Students should be able to:

- Explain Lenin's role in the Bolshevik party and the Russian state — 1917 to 1921.

- Assess the political and social reasons for the Bolshevik victory against domestic and foreign opposition 1917 to 1921.
- Assess the impact of civil war and revolution on different social groups (workers, peasants, soldiers, state and party bureaucrats).

The foundations of the Soviet State 1921-1929

Students should be able to:

- Discuss changing economic and social philosophies and policies between 1921 and 1929.
- Outline the nature of cultural revolution 1921 to 1929.
- Account for the power struggle between Stalin and Trotsky and other Bolshevik leaders.

Economic and social changes after 1929

Students should be able to:

- Examine the causes, character and consequences of collectivisation.
- Evaluate the causes, character and consequences of industrialisation under the Stalin system.

Stalin, Stalinism and society

Students should be able to:

- Discuss Stalin's role in the Soviet state and society to 1941.
- Examine the social and political nature of the purges.
- Account for the revival of cultural, educational and social conservatism after 1929.

Russian/Soviet foreign policy to 1941

Students should be able to:

- Account for the failure of Bolshevik hopes for world revolution to 1929.
- Trace Soviet foreign policy from the search for collective security to the Non-Aggression pact of 1939.
- Account for Soviet entry into World War II.

The Great Patriotic War 1941-1945

Students should be able to:

- Assess Stalin's leadership in the war.
- Examine the revival and impact of traditional Russian values during the war.
- Assess the social, economic and military reasons for Soviet victory.

2.2 United States of America 1917 - 1945

Involvement in World War I

Students should be able to:

- Describe the circumstances of the United States' entry into the war.
- Assess the part played by the United States in the war.
- Assess the impact of the war on the United States.

Wilson and the failure of the League of Nations

Students should be able to:

- Outline the part played by Wilson in the establishment of the League.
- List the aims and principles of the Covenant of the League.
- Explain why the United States did not become a member of the League.

The business of government

Students should be able to:

- Outline the main policies of the Republican governments from 1920-1929.
- Explain and account for the popularity of "normalcy".

The consumer society

Students should be able to:

- Identify the causes of the "boom" in the 1920s.
- Outline the nature and explain the impact of new industries.
- Identify and explain why certain groups did not share in this "period of plenty".

Social change

Students should be able to:

- Assess the extent to which the role of women changed.
- Explain why this period has been referred to as the "Roaring Twenties".
- Identify examples of violence and intolerance characteristic of this period.

The Wall Street Crash and Depression

Students should be able to:

- Outline and analyse the causes of the Wall Street Crash and the Depression.
- Assess the extent and nature of the Depression.
- Analyse the policies of Hoover during the Depression

Roosevelt's New Deal

Students should be able to:

- Outline the implementation of the New Deal 1933-39.
- Identify the opponents of the New Deal.
- Evaluate the significance of the New Deal.

Foreign policy – Isolation

Students should be able to:

- Explain why the United States returned to a policy of isolation after World War I.
- Assess the extent to which the United States followed a policy of Isolation between the wars.
- Account for the breakdown of isolationist policy up to 1941.

Foreign policy – Far East

Students should be able to:

- Describe American attitudes towards the Far East.
- Interpret the significance of relationships with China.
- Account for the changing relationships with Japan.

Involvement in World War II

Students should be able to:

- Appraise the role of the United States in the European conflict 1941-45.
- Appraise the role of the United States in relation to the Pacific conflict 1941-1945.
- Evaluate the impact of the war on United States' society.
- Assess the significance of the war on the growth of the United States as a super power.

Unit 3: Asia

China 1911 - 1976

Some knowledge of the changes which took place before 1911 is desirable. Specific events prior to 1911 will NOT be directly examined.

The 1911 revolution

Students should be able to:

- Briefly evaluate the domestic and foreign factors leading to China's decline by the late nineteenth century.
- Describe the social, economic and political situation in China in 1911.
- Describe the short term causes of the 1911 revolution.

Yuan Shikai, Sun Yixian and the Warlord Period

Students should be able to:

- Account for the rise and fall of Yuan Shikai
- Outline the career of Sun Yixian, his Three People's Principles, and his ambitions for China.
- Account for the years 1917-1927 being known as the Warlord Period.

The May Fourth movement

Students should be able to:

- Explain the reasons for the May Fourth Incident and outline the course of events.
- Discuss the major elements of the New Culture movement.
- Outline the development of the differences and the eventual split among Chinese intellectuals.

Jiang Jieshi (Chiang Kai-shek) and the Guomindang: the Nationalist decade

Students should be able to:

- Account for Jiang Jieshi's succession to the leadership of the Guomindang (Kuomintang).
- Explain the Guomindang's emphasis on the unification of China and the steps taken to achieve this.
- Outline the achievements and failures of the Nanjing (Nanking) decade.

The rise of the Chinese Communist Party and Sino-Japanese war

Students should be able to:

- Explain the role of Mao Zedong (Mao Tse-tung) and the importance of the tactics adopted by the Communists in the 1920s and 1930s.
- Discuss the changing relations between the CCP and the Guomindang.
- Discuss responses of the CCP and the Guomindang to the Japanese invasion, and outline the development of the United Front.

The Communist victory and the establishment of the People's Republic

Students should be able to:

- Account for the outbreak of war between the CCP and the Guomindang in 1946.
- Explain the changing fortunes of the Guomindang and their eventual retreat to Taiwan.
- Explain the success of the CCP.

The economic revolution and the Soviet Model

Students should be able to:

- Outline the land reform movement 1949-1952.

- Discuss the aims, methods and results of collectivisation 1953-1957.
- Evaluate the great leap forward and the commune movement.
- Outline the changes in the industrial sector.

The theory and practice of Maoism

Students should be able to:

- Explain the basic ways in which Mao Zedong thought developed from and differed from Marxism-Leninism as practised in the Soviet Union.
- Discuss the Hundred Flowers Movement and the anti-Rightist Campaign.

The Cultural Revolution

Students should be able to:

- Explain the reasons behind the launching of the Cultural Revolution in 1966.
- Assess the major features of the Cultural Revolution decade (1966-76), especially the Red Guards, the Educational Revolution and Jiang Qing's (Chiang Ching) "cultural" revolution.
- Analyse the consequences of the cultural revolution to 1976.

Social change in the People's Republic to 1976

Students should be able to:

- Discuss the changes and continuities in the nature of the Chinese family, including population problems and policies.
- Evaluate the changes and continuities in the position and role of women.
- Outline and account for the similarities and differences in the lives of the urban and rural population.

Unit 4: International Affairs Since 1945

Students are advised to study at least one of the following topics in this unit.

4.1 The Superpowers, Europe and the Cold War

Impact of World War II on the economic and political life of the major combatants

Students should be able to:

- Outline the major decisions reached at Yalta and Potsdam and identify areas of disagreement.
- Explain the changed economic and political positions of the major combatants by the end of the war.
- Assess the implications of the war for the balance of power in the world.

Partition and reconstruction: the Soviet sphere

Students should be able to:

- Describe and explain the Communisation of Eastern Europe.
- Explain the nature and purpose of Cominform and Comecon.
- Outline the reasons for the formation of the Warsaw pact, describe its structure and assess its importance in Soviet foreign policy.

Partition and reconstruction: the US sphere

Students should be able to:

- Analyse the Truman Doctrine, the reasons for its introduction and its implications for the relationships between the USA and the USSR.

- Explain the purpose and result of the Marshall Plan.

- Explain the reasons for the formation of NATO and its development to 1955, describe its structure and assess its importance in the USA's policy of containment.

Divided Germany: A cold war flashpoint

Students should be able to:

- Trace the post war development of East and West Germany and assess their position in superpower rivalry.
- Analyse the causes, events and consequences of the Berlin airlift, and explain its importance in East-West relations in Europe.
- Analyse the causes and consequences of the building of the Berlin Wall, and explain its importance in East-West relations in Europe.

Maintaining Soviet hegemony in Eastern Europe

Students should be able to:

- Explain the process of de-Stalinisation under the leadership of Khrushchev, and assess its implications for Soviet and Eastern European government policies.
- Explain the causes, events and consequences of the Hungarian uprising of 1956.
- Explain the causes, events and consequences of Spring 1968 in Czechoslovakia.

Superpower technological and strategic competition

Students should be able to:

- Trace the development and identify the consequences of the post-war arms race and the resulting "balance of terror".
- Assess the extent to which Khrushchev's policy of peaceful co-existence became a reality.
- Evaluate the Cuban missile crisis as the culmination of brinkmanship and its importance as a turning point in superpower relations.
- Describe the technological and ideological rivalry as exemplified in the space race between the superpowers.

The development of detente

Students should be able to:

- Explain the concept of detente and account for the initiation of this process in the mid-1960s.
- Outline the emergence of disunity within the power blocs during the 1960s, with particular reference to Gaullism and national communism.
- Explain the development of Ostpolitik, and consider its significance for East-West relations in Europe.
- Trace the major agreements in the process of detente, assess the limits to detente and the reasons for its breakdown in the late 1970s.

Superpower relationships 1980-1985

Students should be able to:

- Examine the changing relationship between the superpowers to 1985.
- Assess the reasons for the renewal of detente.

4.2 Nationalism and the Cold War in East and South-East Asia

Impact of World War II on East and South-East Asia

Students should be able to:

- Identify the main colonial powers in the E/SE Asian region and their areas of control, and the extent of Japanese conquest during World War II.

- Explain the influence of the Japanese conquest on the growth of nationalist movements in the SE Asian region and the impact of the Japanese attempt to control the whole of China.
- Describe the co-operation between the powers, and explain the primacy of the USA's role, in defeating Japan.

The Post-War Settlement in the Pacific

Students should be able to:

- Outline the terms of Japanese surrender and the aims and policies of the occupying forces.
- Explain the change in Allied policy towards Japan in the period 1949-51, and the peace treaty which resulted.

Decolonisation: The Philippines and the British Colonies

Students should be able to:

- Explain the American decision to grant independence to the Philippines in 1946, and its implementation.
- Trace the events which led to independence in post-war Malaya and adjacent British territories in the late 1950s and early 1960s.
- Analyse the political and economic problems confronting independence movements in the British territories.

Decolonisation: The East Indies and Indo-China

Students should be able to:

- Account for the Dutch and French desire to regain control of their colonial territories in South-East Asia and the reaction of the nationalist movements.
- Trace events in the post-war Dutch East Indies leading to the creation of Indonesia in 1949.
- Trace the growth of conflict in post-war Indo-China leading to the Geneva Accords of 1954.

The Impact of the communist victory in China

Students should be able to:

- Explain China's relations with the USSR and USA until 1945-1949.
- Describe the effect of the Communist victory in China on US foreign policy in Asia.
- Assess the impact of the emergence of the People's Republic of China on the spread of cold war tensions to Asia.

The Korean War and SEATO

Students should be able to:

- Explain the main causes, events and outcomes of the Korean War, with particular reference to the role of the U.N.O.
- Evaluate the effects of the Korean War on cold war tensions in Asia.
- Account for the formation of SEATO and explain its role as an element in the containment of communism.

The Indo-China Conflict 1955-1975

Students should be able to:

- Assess the reasons for US involvement in Indo-China.
- Identify the main phases of the conflict and trace the escalation of US involvement.

- Explain the North Vietnamese victory in 1975 and the impact of the war on the major combatants, neighbouring nations and superpower relations

Non-alignment and nationalism in the 1950s and 1960s

Students should be able to:

- Explain the concept of the third world and trace the emergence of the non-aligned movement.
- Identify the objectives of the non-aligned movement and evaluate the extent to which they were achieved.
- Explain the "confrontation" between Malaysia and Indonesia during the 1960s.

China and the superpowers

Students should be able to:

- Trace the relationship between the People's Republic of China (PRC) and the USSR leading to the Sino-Soviet split.
- Account for the normalisation of relations between the PRC and the USA in the period 1969-79.
- Identify areas where the PRC has intervened in the affairs of other nations independently of the superpowers since the mid-1970s.

East and South East Asia since 1975

Students should be able to:

- Describe the relationships between the nations of Indo-China since 1975.
- Evaluate the extent to which the superpowers have been involved in the affairs of E/SE Asia since 1975.
- Examine the international significance of Japan as a major economic power and the emergence of other industrial economies in the region.

4.3 The Middle East

The Rise of Arab Nationalism and Zionism

Some knowledge of the changes which took place before 1945 is desirable. Specific events prior to 1945 will not be directly examined.

Students should be able to:

- Identify the cultural, geographical and political characteristics of the Middle East region in 1945.
- Describe the nature and aims of Arab Nationalism in the Middle East region in 1945.
- Describe the nature and aims of the Zionist movement in the Middle East region in 1945.
- Evaluate the major tensions which existed in the Middle East in 1945.

The United Nations Organisation and the creation of Israel

Students should be able to:

- Explain the formation and structure of the UNO and its role in the Middle East in the immediate post war years.
- Examine the circumstances which led to the creation of Israel from 1945-1948.
- Describe the events and consequences of the 1948 war in Israel/Palestine.

The Palestinian refugees and nationalist groups

Students should be able to:

- Explain the plight of the Palestinian Arabs.
- Account for the problems created by the Palestinian refugees.

- Identify the major Arab nationalist groups to emerge after the creation of Israel, and outline their aims and activities.

The Suez Crisis 1956

Students should be able to:

- Trace the rise of Nasser and the resulting conflict with the Western Powers.
- Describe the State of Arab-Israeli relations in the period between 1949-1956.
- Outline the events and consequences of the 1956 Suez Crisis, including its significance for Britain, France and the superpowers.

Flashpoints In Arab-Israeli relations: 1967 and 1973

Students should be able to:

- Explain the causes and describe the major events of the Six Day War of 1967.
- Explain the causes and describe the major events of the Yom Kippur War of 1973.
- Assess the main regional and international consequences of these conflicts.

Oil as an economic and political weapon

Students should be able to:

- Describe the importance of the international trade in oil and the key role of the Middle East (and in particular the Arabian Peninsula) in the trade.
- Explain the emergence of OPEC and OAPEC.
- Assess the impact of the use of oil as an economic and political weapon in 1973 and subsequently.

The Camp David Treaty 1979

Students should be able to:

- Trace the improving relations between Israel and Egypt in the period from 1973-1979.
- Detail the provisions of the Camp David Treaty and analyse its significance.
- Trace the development of relationships between Egypt and Israel, and between Egypt and other Arab states, since Camp David.

The Lebanon

Students should be able to:

- Describe the social, political and economic condition of the Lebanon after 1945 and the impact of Palestinian refugees.
- Trace the growing unrest culminating in the 1975-76 civil war.
- Explain the intervention of outside forces in the Lebanon.

Superpower rivalry In the Middle East

Students should be able to:

- Explain the interests of the superpowers in the Middle East.
- Describe US policy and activity in relation to Israel.
- Outline the causes and course of the Soviet intervention in Afghanistan, and evaluate its significance.

The Gulf War

Students should be able to:

- Explain the revival of fundamentalist Islam with particular reference to the Iranian revolution.
- Describe the origins and course of the Iraq-Iran war.
- Evaluate the international significance of the war.

Unit 5: Australia 1914 – 1945

Students are advised to study at least two topics in this unit.

5.1 The Experience of War and Foreign Relations

World War I: the Diggers' experience, domestic division and conscription

Students should be able to:

- Outline the role Australia played in World War I, describing the Diggers' experience, the initial enthusiasm and subsequent reaction to the war by the Australian people.
- Explain the social divisions which were deepened by the war.
- Describe the conscription campaigns and analyse their consequences.

The impact of World War I: The Anzac legend, Hughes and Versailles, 'the coming of age'

Students should be able to:

- Explain the Anzac legend and assess the extent to which it was created at Gallipoli and the Western Front.
- Critically examine Hughes's role at Versailles and assess the extent to which Australia moved towards an independent foreign policy inter-war.
- Describe the social and economic impact of World War I on Australia and explain the political influence of returned soldiers after the war in Australia.

World War II: the Digger in the Mediterranean and the Pacific, total war, civil and military conscription

Students should be able to:

- Explain Australia's participation in the Mediterranean and Pacific theatres of war and describe the conditions under which Australian soldiers served.
- Outline the wide-ranging civil austerity, resource deployment and national security measures of the war period, and explain what is meant by 'civil conscription'.
- Explain the successful introduction of military conscription.

World War II: women's war work, the American connection

Students should be able to:

- Describe and assess the changed role of women in the economy and in the services during the war.
- Explain the reasons behind Curtin's call for aid from the USA in December 1941 and assess its importance for Australian foreign policy and domestic affairs.
- Compare and contrast Australia's role in the two World Wars.

Imperial relations from Empire to Commonwealth, changing awareness of Asia and the Pacific

Students should be able to:

- Trace the changing relation from British Empire to British Commonwealth of Nations 1914-1945.
- Describe Australia's attitudes to Asia and the Pacific and analyse the changes in these attitudes by 1945.

- Examine Australia's desire to play a more independent role in her region, and in international affairs especially after 1943.

5.2 Work and Economy

Mechanisation and Industrialisation, the growth of Industrial corporations

Students should be able to:

- Explain the changing nature of Australian industry in the period 1914-45 and its impact on workers' lives.
- Assess the effects of Australia's tariff policy on the economy in the late 1920s and 1930s.
- Evaluate the scale of manufacturing industry in the inter-war and war periods.

1920s; migration and rural development

Students should be able to:

- List the steps taken by the Hughes and Bruce governments to encourage migration after 1920.
- Describe the rural development schemes of the 1920s and assess their successes and failures.
- Evaluate Bruce's policy of 'men, money and markets'.

The Depression: causes, government policies, social experience

Students should be able to:

- Explain the causes of the Depression in Australia.
- Describe how governments attempted to deal with the Depression and evaluate the degree of success they had in doing so.
- Discuss the impact of the Depression on the lives of ordinary Australians.

Trade Union development and the ACTU

Students should be able to:

- Explain trade union beliefs and aspirations.
- Explain the reasons for the formation of the ACTU, its structure and early limitations.
- Trace the development of the trade union movement to 1945 and assess trade unions' roles in workers' lives. (Use a case study).

Women's work: domestic and paid; Industrial relations

Students should be able to:

- Investigate the extent to which women's work was changing in the inter-war years.
- Account for the industrial unrest in Australia in the 1920s.
- Describe the responses of working men and women to the Depression.

5.3 Lifestyles and Culture

Family life: roles, growing up, education, sport and leisure, social welfare provision

Students should be able to:

- Identify the characteristics of family life in the inter-war years.
- Investigate changes in technology, education, sport, leisure and entertainment which affected children growing up in Australia in the inter-war years.
- Explain why few advances were made in social welfare provision in the years 1914-41 and outline the advances made by the Curtin Labor Government 1941-45.

Aboriginal family life; institutionalisation and identity

Students should be able to:

- Examine the impact of institutionalisation and the breakup of families.
- Explain government policies towards Aborigines.
- Discuss how Aborigines survived and responded to these policies.

Literature and censorship

Students should be able to:

- Identify the main writers and poets of the period and some of their works and themes.
- Discuss the role of censorship during this period.
- Analyse the role of newspapers and magazines in Australian society.

Radio and cinema, organised sport

Students should be able to:

- Discuss the importance of cinema as an influence in Australian society.
- Assess the ways in which the ABC and commercial broadcasting influenced attitudes and reflected interests in this period.
- Examine, through case studies, the role of organised sport in the lives of Australians and the shaping of national identity.

Music and dance, art (modernism and traditionalism), fashion

Students should be able to:

- Trace the main trends in and the influences on music and dance in Australia.
- Examine traditions of Australian art inherited from the late nineteenth and early twentieth centuries and trace the extent of change in the inter-war years.
- Investigate the main trends in and influences on men's and women's fashion from 1914-45.

5.4 Political Life

Parties: ALP splits and successes

Students should be able to:

- Explain the causes and effects of the split in the Labor Party over the conscription issue in World War I.
- Evaluate the impact of the Depression on the second split in the Labor Party in the 1930s.
- Critically examine the fortunes of the Labor Party 1914-45.

Parties: from Liberal to Nationalist to UAP to Liberal

Students should be able to:

- Explain the formation of the Nationalist Party.
- Describe the events leading to the evolution of the United Australia Party.
- Outline the formation and organisation of the re-formed Liberal Party.

Parties: Country Party, CPA, political personalities

Students should be able to:

- Trace the origins, growth and development of the Country Party.
- Examine the development and influence of the Communist Party in Australia and describe the impact of extremist political groups such as the King and Empire Alliance, the Old Guard, the New Guard and Social Credit Party.

- Evaluate the importance of the main political personalities of 1914-45: Hughes, Bruce, Page, Scullin, Lang, Lyons, Menzies, Curtin.

Major achievements of the Federal Governments: the conservative parties

Students should be able to:

- Evaluate the achievements and demise of "Billy" Hughes as leader of the Nationalist Party.
- Critically assess the major achievements of the Country Party/Nationalist alliance at the federal level.
- Critically assess the achievements in domestic and foreign affairs of the United Australia Party.

Major achievements of the Federal Governments: the Australian Labor Party, the functioning of the federal system

Students should be able to:

- Assess the major achievements of the Labor Party in Federal government 1914-16, 1929-31 and 1941-45.
- Discuss the balance between state and federal government powers 1914-45.

Unit 6: Australia 1945 – 1983

Candidates are advised to study at least two topics in this unit.

6.1 Lifestyles and Culture

Post-war Immigration: policy, impact, migrant experience

Students should be able to:

- Outline the reasons for and main trends in Australia's post-war immigration policies.
- Analyse the impact of migrants on Australia (economically, demographically, socially, culturally and politically).
- Explain migrants' experience in Australia with the aid of a case study.

Postwar Immigration: demise of White Australia

Students should be able to:

- Trace and explain the changes in policy leading to the gradual breakdown of the "White Australia Policy".
- Discuss immigration policy and Australian attitudes to immigration in the late 1970s and 1980s.
- Assess the "multicultural" nature of Australian society.

Aborigines: changing policy and the growth of Aboriginal activism

Students should be able to:

- Trace the evolution of government policies towards Aboriginal people since 1945.
- Outline the causes and describe the nature of the growing Aboriginal activism of the 1960s-1980s.
- Evaluate the success of Aboriginal activism during this period.

Family life and cultural activities

Students should be able to:

- Assess the changes in family life which have occurred since 1945.

- Describe the major changes in education, sport and leisure for those growing up in Australia since 1945.

- Trace the postwar history of one cultural form (literature, art, opera, ballet, television, pop music).

Protest movements: 1960s counter culture, the Vietnam years, the feminist movement

Students should be able to:

- Discuss the main aspects of the 1960s counter culture movement in Australian society.
- Trace Australia's involvement in Vietnam, and its impact on Australian society.
- Explain the emergence and assess the achievements of the feminist movement, 1945-1983.

6.2 Australia and the World

Experience of war: Korea, Malaya, Vietnam

Students should be able to:

- Outline the reasons for Australian involvement in the Korean, Malay and Vietnam conflicts.
- Discuss the impact of the Korean, Malay and Vietnam conflicts on Australia both nationally and internationally.
- Assess the long term implications of Australia's involvement in the Korean, Malay and Vietnam conflicts.

Relations with Britain, the Commonwealth and the USA

Students should be able to:

- Trace the main trends of Australia's relations with Britain since 1945.
- Explain Australia's reaction to major issues within the new, enlarged Commonwealth since World War II.
- Discuss the main trends in, and impact of, Australia's relations with the USA since 1945.

Responses to Asia

Students should be able to:

- Discuss the changing nature of Australia's relations with Asia since World War II.
- Assess the domestic impact of Australia's policies towards Asia since 1945.
- Assess Australia's role in Asia in the light of events since 1945.

Changing trade relations

Students should be able to:

- Outline the changes to Australia's trading relations since World War II.
- Examine Japanese-Australian trading relations as a case study.
- Evaluate the importance of trade links to Australia's foreign policy considerations and actions since 1945.

Foreign aid and role in the UNO

Students should be able to:

- Outline the relationship between Australia's foreign aid and foreign policy since 1945.
- Evaluate the extent to which Australia should retain a strong foreign aid programme in its region.
- Outline Australia's role in the UNO since 1945 and assess its impact on UNO policy during that period.

6.3 Work and the Economy

Post-war boom: industrial and mineral resource development, rural growth

Students should be able to:

- Outline the changes in Australia's secondary industries since 1945 and assess the impact of varying government policies on this development.
- Outline the mineral resources development since 1945 and discuss the benefits and problems associated with the "mineral boom".
- Trace the varying fortunes of Australia's rural industries since 1945.

Land use (rural, urban, mining) and environmental impact, and conservation (planned and unplanned development, the proponents and critics of growth)

Students should be able to:

- Describe the environmental impact of rural land use in the post-war period.
- Discuss some of the main environmental issues resulting from the impact of modern mining techniques and increasing urbanisation since 1945.
- Trace the development of conservation in Australia and outline reasons for its growing importance.

Technological change, retail change, advertising and consumerism

Students should be able to:

- Assess the impact of new technology on Australia's economic development since 1945.
- Complete a case study of the effect of technological change in one industry.
- Discuss the impact of advertising and consumerism on Australia's retail industries since 1945.

Industrial relations and "white collar" unionism, full employment, recession and unemployment

Students should be able to:

- Examine the role of trade unions in the post-war period.
- Trace the impact of the growth of "white collar" employment since 1945.
- Describe how the boom of the 1950s, 1960s and early 1970s soured into a recession in the late 1970s and explain the social impact of that recession.

Women's work: domestic and paid

Students should be able to:

- Discuss the concentration of women in specific work areas in post-war Australia and analyse the extent of their success in the struggle for equal pay.
- Explain the continued participation of women in the unpaid domestic areas of work since 1945.
- Discuss problems facing women in the workforce.

6.4 Political Life

Post-war reconstruction: labour policies and constitutional difficulties

Students should be able to:

- Outline government plans to achieve a policy of full employment after World War II.
- Discuss the domestic and foreign policy of the Chifley Labor Government 1945-1949.

- Describe the major constitutional difficulties which Chifley faced and assess their impact on Chifley's defeat in 1949.

The Split and the DLP

Students should be able to:

- Describe the events leading up to the 1955 ALP split and explain the emergence of the DLP.
- Evaluate the impact of the DLP on Australian domestic and external affairs.
- Trace the fortunes of the ALP in opposition after 1949.

The Menzies Era and post-Menzies Liberalism

Students should be able to:

- Evaluate the achievements of successive Menzies' governments.
- Assess the performance of Menzies as a Prime Minister in domestic and international affairs.
- Discuss the power vacuum left by Menzies' departure and assess the impact of this on successive Liberal Party Prime Ministers until 1972.

The Whitlam Years, the Constitutional Crisis, Fraserism

Students should be able to:

- Discuss the achievements and failures of the Whitlam government 1972-1975.
- Explain the main features of the 1975 Constitutional Crisis and discuss its impact on Australian politics and society at the time.
- Discuss the achievements and failures of the Fraser government 1975-1983.

Developments in social legislation 1945-1983

Students should be able to:

- Trace the main developments in social legislation since 1945.
- Evaluate the varying attitudes of successive federal governments towards social legislation 1945-1983.
- Relate the legislation to major social issues present in the community.

Time Allocation

The school's timetable should allocate not less than 200 minutes each week, for 34 weeks, to the study of this course.

Resources

General References

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- Bramstead, E.K., Meaney, N.K., et al, (eds), *The West and the World*, Vol 1: 1789-1914, Vol 2: 1914-70, Boden Books, Science Press, 1977.
- Koutsoukis, A.J., *Focus on Nations, Modern World History 18th to 20th Centuries*, Longman, 1984.
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Examination Details

The examination will consist of one 3-hour written paper. Candidates will be expected to answer FOUR questions. These questions must be drawn from at least THREE units.

Assessment Structure

Assessment structures are an integral part of all Accredited and Registered Courses.

The structure specifies:

1. the components and learning outcomes to be included in assessment,
2. weightings to be applied to these components, and
3. the types of assessment considered appropriate for the course.

Table 1

Syllabus Content	Weighting percentage
Revolutions: American and French)	
Europe and America 1917-1945)	No more
Asia)	than 40
International Affairs Since 1945)	to any
Australia 1914-1945)	one unit
Australia 1945-1983)	

Notes on Table 1

Each unit studied should carry approximately equal weighting in assessing student performance.

Table 2

Learning Outcomes	Weighting percentage
Knowledge	40-50
Process skills e.g. critical thinking, recognising bias and prejudice, researching, and analysing different types of evidence (oral documentary, cartoons, photographs, graphs and tables, cartographic), ability to write coherently, sequentially, concisely and accurately	50-60

Table 3

Types of Assessment	Weighting percentage
Class tests e.g. multiple choice, in-class essays, short answer, paragraphs, graph interpretation, cartoon analysis	20-35
Term/semester examinations	30-40
Oral presentations	5-10
Assignments e.g. In-class essays, research essays, tutorials/seminars	30-40



SECONDARY EDUCATION AUTHORITY (WA)

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TERTIARY ENTRANCE EXAMINATION, 1993 — QUESTION PAPER

HISTORY

TIME ALLOWED FOR THIS PAPER

Reading time before commencing work: Ten minutes

Working time for paper: Three hours

MATERIAL REQUIRED/RECOMMENDED FOR THIS PAPER

TO BE PROVIDED BY THE SUPERVISOR

This Question Paper comprising 19 pages and 24 questions
Standard Answer Book

TO BE PROVIDED BY THE CANDIDATE

Standard Items: Pens, pencils, eraser or correction fluid, ruler

Special Items: Nil

IMPORTANT NOTE TO CANDIDATES

No other items may be taken into the examination room.

It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you hand it to the supervisor BEFORE reading any further.

HISTORY

INSTRUCTIONS TO CANDIDATES

This paper contains 24 questions, divided into 6 Units.

Answer **FOUR** questions chosen from **AT LEAST THREE** different Units. That is, you may choose four questions from four different units or two questions from one unit and two other questions chosen from two other units.

All questions are worth equal marks.

UNIT INDEX

UNIT 1: REVOLUTIONS: AMERICAN AND FRENCH

Questions 1-4: pages 3-5

UNIT 2: EUROPE AND AMERICA 1917-1945

Questions 5-8: pages 6-8

UNIT 3: ASIA

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UNIT 4: INTERNATIONAL AFFAIRS SINCE 1945

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UNIT 5: AUSTRALIA 1914-1945

Questions 17-20: pages 13-15

UNIT 6: AUSTRALIA 1945-1983

Questions 21-24: pages 16-18

UNIT 1: REVOLUTIONS: AMERICAN AND FRENCH

1.1 The American Revolution 1763-1801

1. *I challenge the [strongest] advocate for reconciliation to show a single advantage that this continent can [gain], by being connected with Great Britain. I repeat, not a single advantage is being derived ...*

But the injuries and disadvantages we sustain by that connection are without number; and our duty ... instructs us to [give up] the alliance ...

A government of our own is our natural right ...

From Thomas Paine's *Common Sense*, published in January 1776.

- (a) Why were Thomas Paine's ideas influential in the American colonies at this time? (7 marks)
- (b) Outline the 'injuries and disadvantages' to which Thomas Paine referred in his political pamphlet. (10 marks)
- (c) How did the American colonists achieve a government of their own? (8 marks)
2. Discuss the major problems faced by the American government after the War of Independence and assess the extent to which these problems had been resolved by 1801. (25 marks)

HISTORY

UNIT 1 (contd.)

1.2 The French Revolution and Napoleon 1783-1815

3. *'I saw my colleague, Danton, whom I had always known as a man of sound judgement, gentle character, modest and silent. What was my surprise at seeing him up on a table, declaiming wildly, calling the citizens to arms to repel 15,000 brigands gathered at Montmartre and an army of 30,000 poised to sack Paris and slaughter its inhabitants ... I went up to him and asked what all the uproar was about; I spoke to him of the calm and security I had seen at Versailles. He replied that I had not understood anything, that the sovereign people had risen against despotism. 'Join us,' he said. 'The throne is over-turned and your old position is lost. Don't forget that.'*

Lawyer Lavaux, remembering the events of 13 July 1789.

- (a) To what extent is the quotation an accurate description of the atmosphere in Paris on the eve of the storming of the Bastille? (5 marks)
- (b) Outline the short-term and long-term aims of the revolutionaries in France. (10 marks)
- (c) To what extent had the revolutionaries achieved their aims by 1792? (10 marks)

NOTE: UNIT 1 CONTINUES ON PAGE 5

UNIT 1 (contd.)

4.



- (a) What image is conveyed in this portrait of Napoleon in his coronation robes?(5 marks)
- (b) What were Napoleon's policies on France 1799-1815, and what were their effects?
(10 marks)
- (c) What were Napoleon's policies on Europe to 1815, and what were their effects?
(10 marks)

HISTORY

UNIT 2: EUROPE AND AMERICA 1917-1945

2.1 Russia/USSR 1917-1945

5.



Before: One behind the plough and seven with their spoons.



Now: He who does not work does not eat.

- (a) According to the cartoonist, what were the aims of the revolutionaries in Russia between 1917 and 1921? (5 marks)
- (b) Account for the Bolsheviks' victory over their domestic and foreign opposition from October 1917 to 1921. (10 marks)
- (c) Trace the impact of revolution and civil war on Russia's peoples by 1921. (10 marks)

NOTE: UNIT 2 CONTINUES ON PAGE 7

HISTORY

UNIT 2 (contd.)

6. *This movement began somehow of itself, almost spontaneously, from below ... like a hurricane.*

J.V. Stalin on Stakhanovism, 1935.

- (a) What is Stakhanovism and what was its purpose? Do you agree with this quotation? Give reasons for your answer. (9 marks)
- (b) Assess Stalin's role in the development of Soviet industry to 1941. (16 marks)

NOTE: UNIT 2 CONTINUES ON PAGE 8

HISTORY

UNIT 2 (contd.)

2.2 United States of America 1917-1945

7. *Brother, Can You Spare a Dime?*

*They used to tell me I was building a dream
with peace and glory ahead
why should I be standing in line
just waiting for bread?*

*Once I built a railroad, made it run
made it race against time
once I built a railroad, now it's done-
Brother can you spare a dime?*

*Once w' Khaki suits, gee we looked swell,
full of that Yankee Doodle-de-dum
Half a million boots went slogging thro' hell,
I was the kid with the drum.*

*Say, don't you remember, they called me Al
Gee, it was Al all the time
Say, don't you remember
I'm your Pal! Buddy-
Can you spare a dime?*

• An American song c. 1932.

- (a) What is the message of the song and what are the circumstances of its central character?
(5 marks)
- (b) Describe the economic and political conditions in the United States in the 1920s which led to the situation referred to in the song.
(12 marks)
- (c) Explain why the policies of President Hoover failed to solve the problems caused by the Depression.
(8 marks)
8. Assess the extent to which the United States followed a policy of isolation in the Far East during the period 1919-1941.
(25 marks)

UNIT 3: ASIA

China 1911-1976

9.



Illustration showing the Guomindang army led by Jiang Jieshi during the Northern Expedition, c. 1926.
Above Jiang Jieshi is a picture of Sun Yixian.

- (a) Outline the significance of the major personalities and incidents depicted in this illustration. (10 marks)
 - (b) With reference to events in China between 1926 and 1937, discuss whether Jiang Jieshi can be regarded as Sun Yixian's natural successor. (15 marks)
- 10.
- (a) What were Mao Zedong's reasons for launching the Cultural Revolution in 1966? (6 marks)
 - (b) Outline the major features of the decade of the Cultural Revolution (1966-1976). (9 marks)
 - (c) Analyse the political, economic and social consequences of the Cultural Revolution to 1976. (10 marks)

HISTORY

UNIT 4: INTERNATIONAL AFFAIRS SINCE 1945

4.1 The Superpowers, Europe and the Cold War

11.

- (a) Outline the economic and political position of the Soviet Union at the end of World War II. (8 marks)
- (b) Discuss the reasons for, and the outcomes of, the communisation of Eastern Europe between 1945 and 1957. (17 marks)

12. Describe and explain the rival superpowers' policies in Europe between 1957 and 1985. (25 marks)

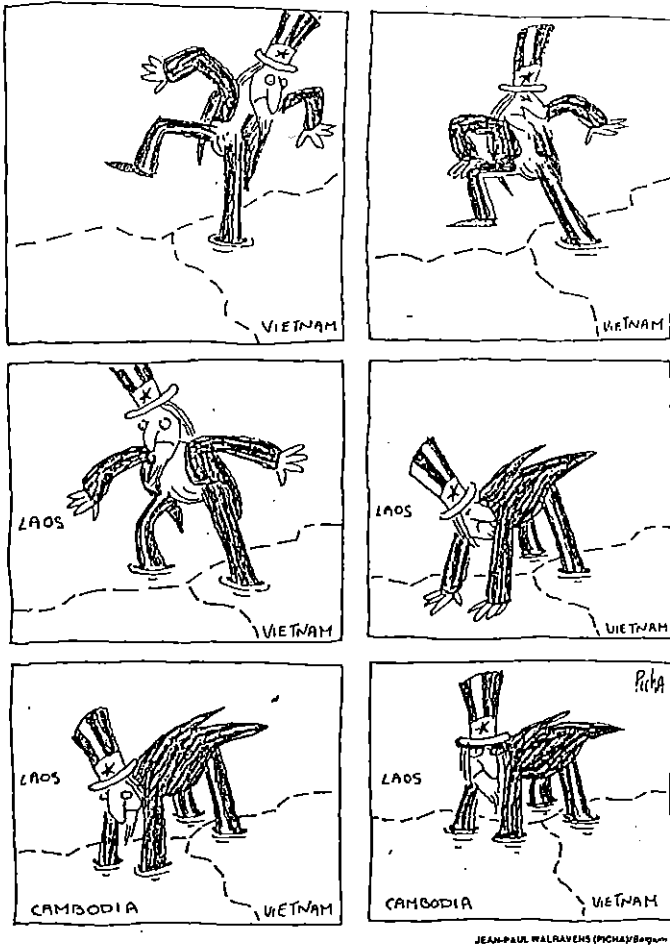
NOTE: UNIT 4 CONTINUES ON PAGE 11

UNIT 4 (contd.)

4.2 Nationalism and the Cold War in East and South-East Asia

13.

1970

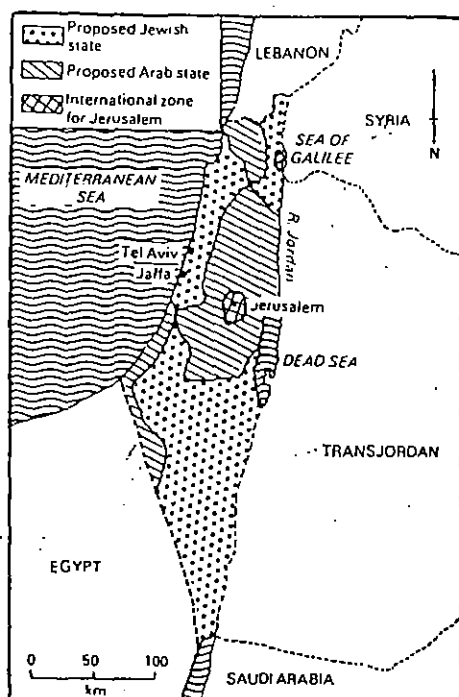


- (a) Explain the cartoonist's view of the United States involvement in Indo-China. (5 marks)
- (b) Assess the reasons for United States involvement in Indo-China, 1954-1975, and trace the main phases of the conflict. (14 marks)
- (c) Discuss the role of the United States in East and South-East Asia since 1975. (6 marks)
14. Account for the growth of nationalist movements in South-East Asia after World War II and trace the events which led to the granting of independence to either Indonesia in 1949 or Malaya in 1957. (25 marks)

UNIT 4 (contd.)

4.3 The Middle East

15.



The UN partition plan, 1947.

- (a) Explain the reasons for the United Nations partition plan of 1947, as illustrated in the map above. (5 marks)
- (b) Describe the events and explain the consequences of the 1948 Arab-Israeli war. (10 marks)
- (c) How has the 'Palestinian question' continued to affect relations between the Arab states and Israel since 1948? (10 marks)
16. Outline and assess United States policy in the Middle East between 1945 and 1980. (25 marks)

UNIT 5: AUSTRALIA 1914-1945

5.1 The Experience of War and Foreign Relations

17.

Extract 1

... all our resources in Australia are in the Empire and for the Empire ...

Joseph Cook, Prime Minister, 1914

Extract 2

They [Great Britain and the dominions] are autonomous communities within the British Empire, equal in status, in no way subordinate to one another in any aspect of their domestic and external affairs.

Balfour Report, 1926

Extract 3

Without inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom ...

John Curtin, Prime Minister, December 1941

Explain to what extent the extracts above reflect Australia's relations with Great Britain between 1914 and 1945. (25 marks)

NOTE: UNIT 5 CONTINUES ON PAGE 14

5.2 Work and the Economy

18.



- (a) What major Australian economic policies of the 1920s are illustrated in the two posters? (5 marks)
- (b) What were the effects of the policies of the Bruce-Page government on the Australian economy? (12 marks)
- (c) To what degree did women's domestic and paid work change during the inter-war years (1919-1939) in Australia? (8 marks)

NOTE: UNIT 5 CONTINUES ON PAGE 15

UNIT 5 (contd.)

5.3 Lifestyles and Culture

19. Write on TWO of the following:
- (a) Entertainment and the cinema in the 1920s and 1930s and their effects on family life.
 - (b) Government policies towards Aborigines in the 1920s and 1930s.
 - (c) The provision of social welfare between 1914 and 1945.
- (Equal marks totalling 25)

5.4 Political Life

20. Explain the events which led to the formation and evolution of the following parties in the period 1914-1945:

Nationalist Party
United Australia Party
Liberal Party

(25 marks)

HISTORY

UNIT 6: AUSTRALIA 1945-1983

6.1 Lifestyles and Culture

21. *Based as we are on a predominantly British heritage it is reasonable to expect ... other ethnic groups ... to absorb our ethos, ... grow accustomed to our customs and to do things in the Australian way.*

D.T. McVeigh, Country Party, 1973.

- (a) From this quotation, describe Mr McVeigh's view of Australian society. (5 marks)
- (b) Assess the influence of post-war immigration on the culture and lifestyles of Australian society. (12 marks)
- (c) To what extent were government immigration policies responsible for changes to Australian culture and society? (8 marks)

6.2 Australia and the World

22. *Australia and Japan ... share an interest in a stable great power balance [in Asia] in which no potentially hostile power dominates a region of critical concern to either of us. We share a respect for democratic institutions. We have mutual interests in establishing and maintaining reliable access to each other's markets.*

Prime Minister Malcolm Fraser, June 1976

- (a) Using the statement, explain what influences had strengthened the relationship between Australia and Japan by 1976. (9 marks)
- (b) Evaluate the importance of trade on Australia's foreign policy in the period 1945 to 1983. (16 marks)

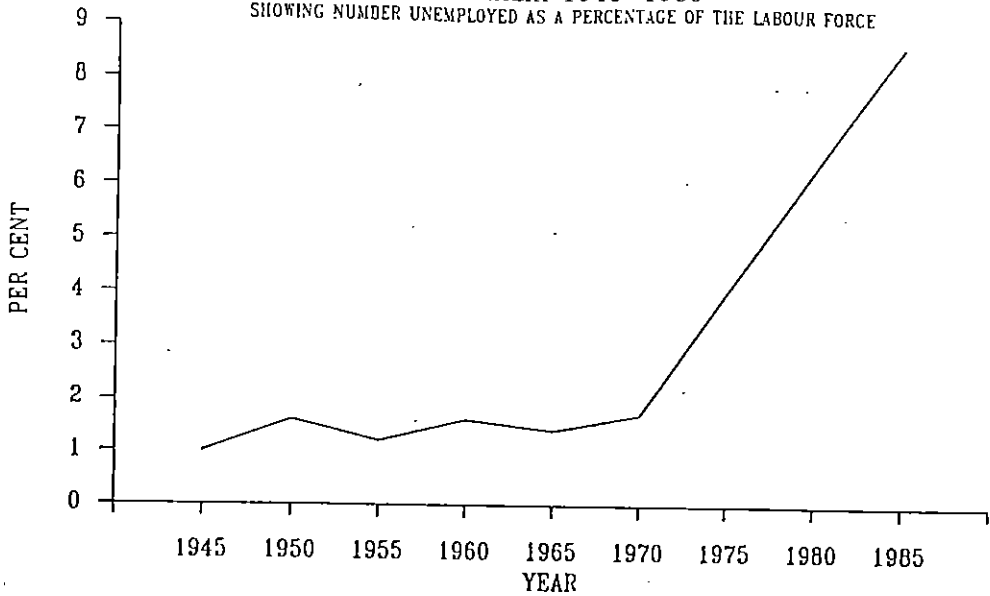
NOTE: UNIT 6 CONTINUES ON PAGE 17

UNIT 6 (contd.)

6.3 Work and the Economy

23.

APPROXIMATE UNEMPLOYMENT RATES
AUSTRALIA 1945-1985
SHOWING NUMBER UNEMPLOYED AS A PERCENTAGE OF THE LABOUR FORCE

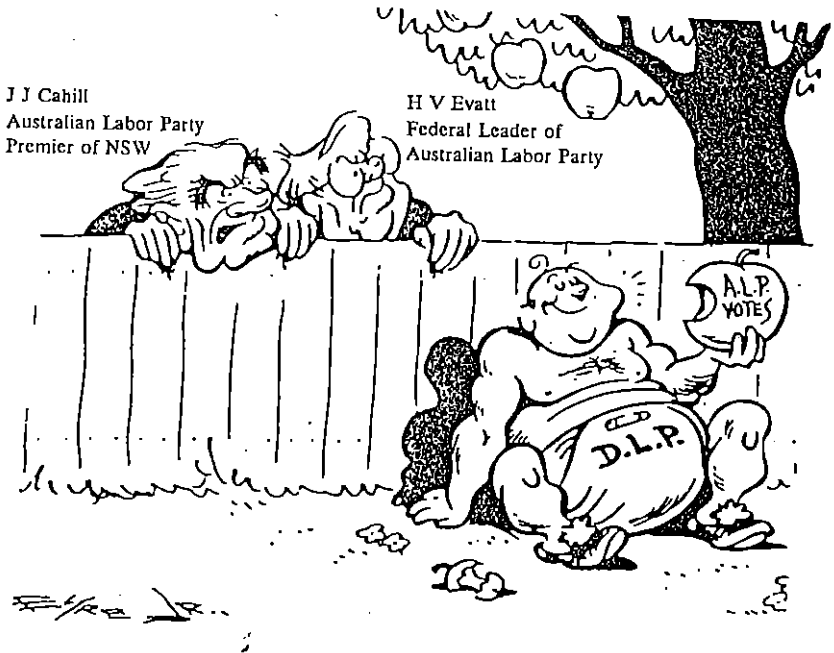


- (a) What were the reasons for the low rates of unemployment in Australia in the 1950s, 1960s and early 1970s? (9 marks)
- (b) Explain the causes of the recession of the late 1970s. (9 marks)
- (c) Discuss the impact of the growth of 'white collar' employment since 1945. (7 marks)

NOTE: UNIT 6 CONTINUES ON PAGE 18

6.4 Political Life

24.



Disgustingly Advanced for 4½ Months, Isn't He?

Sydney Morning Herald

- (a) What is the cartoonist's message? (5 marks)
- (b) Outline the causes of the 1955 split in the Australian Labor Party. (10 marks)
- (c) Why was the Australian Labor Party kept in opposition in the federal government between 1956 and 1972? (10 marks)

Acknowledgements:

- Question 1: Morales, Alberto C., *East Meets West: Volume I: 1760-1815*, Macmillan Hong Kong, 1989, p101.
- Question 3: Hampson, N., *Danton*, B Blackwell, Oxford, 1978, p28.
- Question 4: Portrait from *The Complete works of Ingres*, Rizzoli, Milan, 1968.
- Question 5: Kenez, P., *The birth of the propaganda state: Soviet methods of mass mobilization 1917-1929*, Cambridge University Press, Cambridge, 1985, p134.
- Question 6: Siegelbaum, L.H., *Stakhanovism and the politics of productivity in the USSR, 1935-1941*, Cambridge UP, 1988, p66.
- Question 7: Winslow, Susan, 'Brother, Can You Spare a Dime?' *America from the Wall Street Crash to Pearl Harbour*, Paddington Press, New York, 1976, p34.
- Question 9: Green, James, *Studies in 20th Century World History: China*, Oxford University Press, Oxford, 1989, p11.
- Question 13: Robinson, J. (ed), *The 1970s: Best Political Cartoons of the Decade*, McGraw-Hill, New York, 1981, p12.
- Question 15: Scott-Baumann, Michael, *Conflict in the Middle East: Israel and the Arabs*, Edward Arnold, Caulfield, Victoria, 1987, p15.
- Question 17:
- Extract 1 Blackmore, W.H. et al, *Australia's Two Centuries* (3rd ed), Eureka, Victoria, 1979 p118.
- Extract 2 Barcan, A. et al., *Modern Australia* (2nd ed.), Macmillan, Melbourne, 1982, p166.
- Extract 3 Blackmore, p124.
- Question 18: Robson, L.L., *Topics in Australian History: Australia in the Nineteen Twenties*, Nelson, Australia, pp72, 82.
- Question 21: Quote from *Australia, House of Representatives, Debates*, 1973, No. 83, p1909.
- Question 22: Meaney, N.K., *Australia and the world*, Longman Cheshire, Melbourne, 1985, p786.
- Question 24: Barcan, A. et al., *Modern Australia* (2nd ed.), Macmillan, Melbourne, 1982, p201.

APPENDIX 9

THE 1994 TEE HISTORY EXAM

SEA SECONDARY EDUCATION AUTHORITY (WA)

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TERTIARY ENTRANCE EXAMINATION, 1994 - QUESTION PAPER

HISTORY

TIME ALLOWED FOR THIS PAPER

Reading time before commencing work: Ten minutes
Working time for paper: Three hours

MATERIAL REQUIRED/RECOMMENDED FOR THIS PAPER

TO BE PROVIDED BY THE SUPERVISOR

This Question Paper comprising 23 pages and 24 questions
Standard Answer Book

TO BE PROVIDED BY THE CANDIDATE

Standard Items: Pens, pencils, eraser or correction fluid, ruler

Special Items: Nil

IMPORTANT NOTE TO CANDIDATES

No other items may be taken into the examination room.

It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you hand it to the supervisor BEFORE reading any further.

HISTORY

INSTRUCTIONS TO CANDIDATES

This paper contains 24 questions, divided into 6 Units.

Answer **FOUR** questions chosen from **AT LEAST THREE** different Units. That is, you may choose four questions from four different units or two questions from one unit and two other questions chosen from two other units.

All questions are worth equal marks.

UNIT INDEX

UNIT 1: REVOLUTIONS: AMERICAN AND FRENCH

Questions 1-4: pages 3-6

UNIT 2: EUROPE AND AMERICA 1917-1945

Questions 5-8: pages 7-9

UNIT 3: ASIA

Questions 9-10: pages 10-11

UNIT 4: INTERNATIONAL AFFAIRS SINCE 1945

Questions 11-16: pages 12-15

UNIT 5: AUSTRALIA 1914-1945

Questions 17-20: pages 16-19

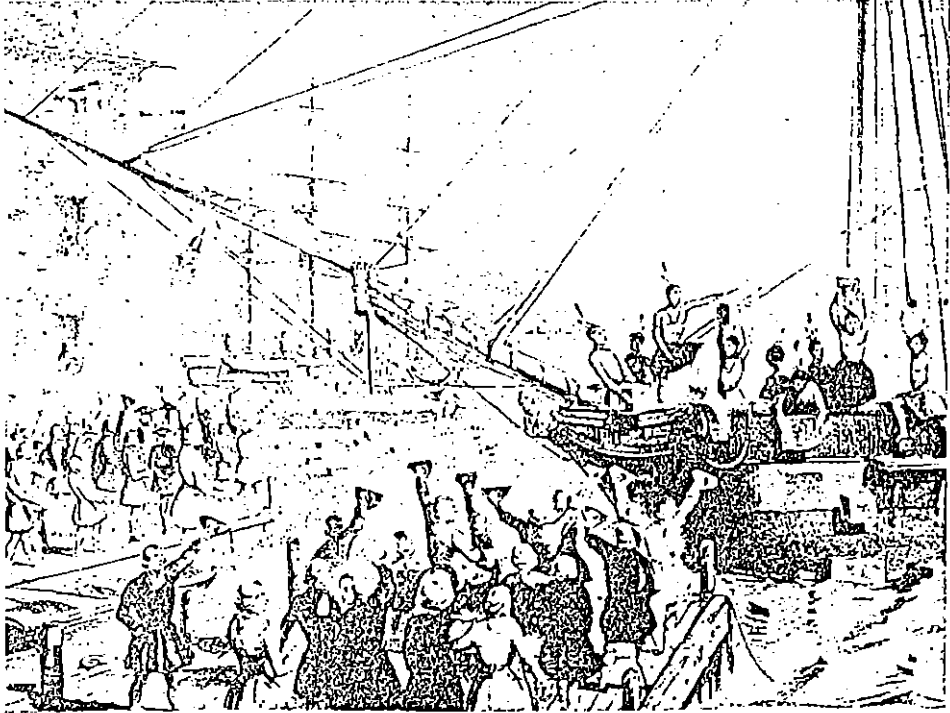
UNIT 6: AUSTRALIA 1945-1983

Questions 21-24: pages 20-22

UNIT 1: REVOLUTIONS: AMERICAN AND FRENCH

1.1 The American Revolution 1763-1801

1.



Artist's impression of the Boston Tea Party, December 1773

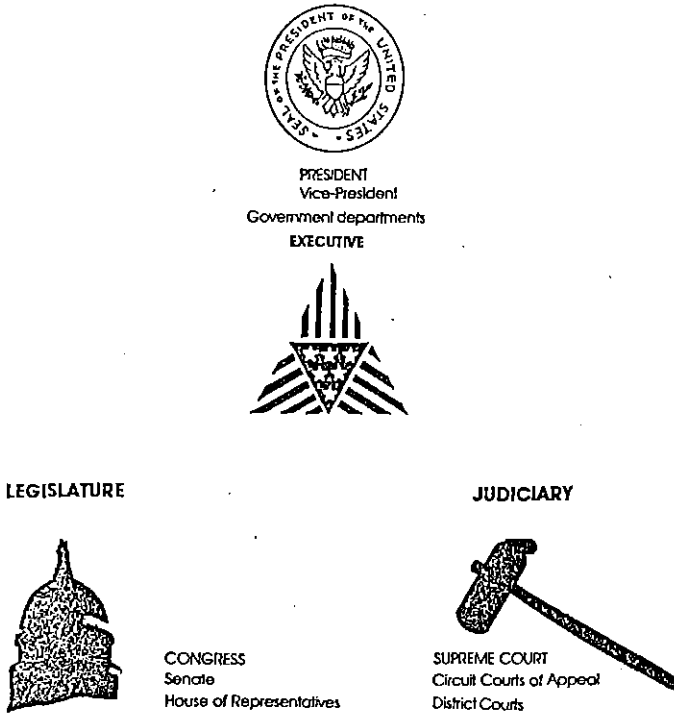
- (a) Describe the events illustrated above and explain how the British responded to the Boston Tea Party. (5 marks)
- (b) Identify and explain the main features of British rule in the American Colonies in the period from 1763 until the First Continental Congress in 1774 and account for the reaction of the colonists. (12 marks)
- (c) To what extent were the British responsible for their own defeat in the American War of Independence? (8 marks)

NOTE: UNIT 1 CONTINUES ON PAGE 4

HISTORY

UNIT 1 (contd.)

2.



The separation of powers under the American Constitution, 1787

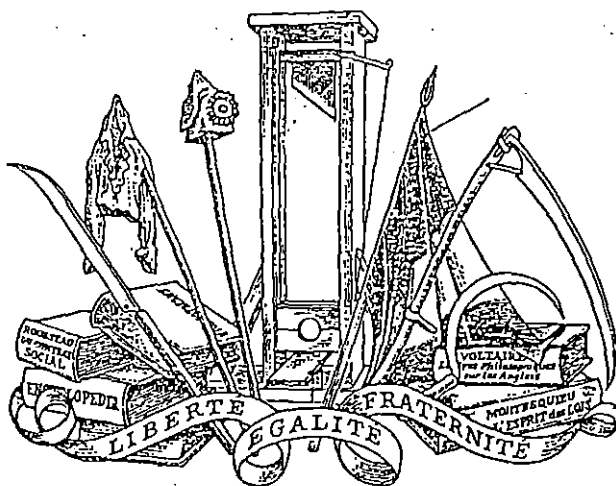
- (a) Explain what was meant by the 'separation of powers' in the Constitution of the United States of America as illustrated in the diagram above. (6 marks)
- (b) Identify the main problems facing the Americans in the period between 1781 and the ratification of the United States Constitution in 1787 and explain how these were overcome. (12 marks)
- (c) Account for the American decision to adopt a Bill of Rights in 1791. (7 marks)

NOTE: UNIT 1 CONTINUES ON PAGE 5

UNIT 1 (contd.)

1.2: The French Revolution and Napoleon 1783-1815

3.



Poster illustrating elements of the French Revolutionary period

- (a) Identify the key elements of the poster and explain their significance in French society 1789-1793. (10 marks)
- (b) Describe the political, economic and social reforms of the National Assembly between 1789 and 1791. (7 marks)
- (c) Assess the main factors which account for the Reign of Terror. (8 marks)

NOTE: UNIT 1 CONTINUES ON PAGE 6

HISTORY

UNIT 1 (contd.)

4. Write on TWO of the following:
- (a) The main reasons for the downfall of the Directory and the rise of Napoleon Bonaparte in the years 1795-1799.
 - (b) The aims, main features and effects of Napoleonic foreign policy.
 - (c) The extent to which Napoleon consolidated the ideals of the French Revolution.
- (Equal marks totalling 25)

UNIT 2: EUROPE AND AMERICA 1917-1945

2.1 Russia/USSR 1917-1945

5.



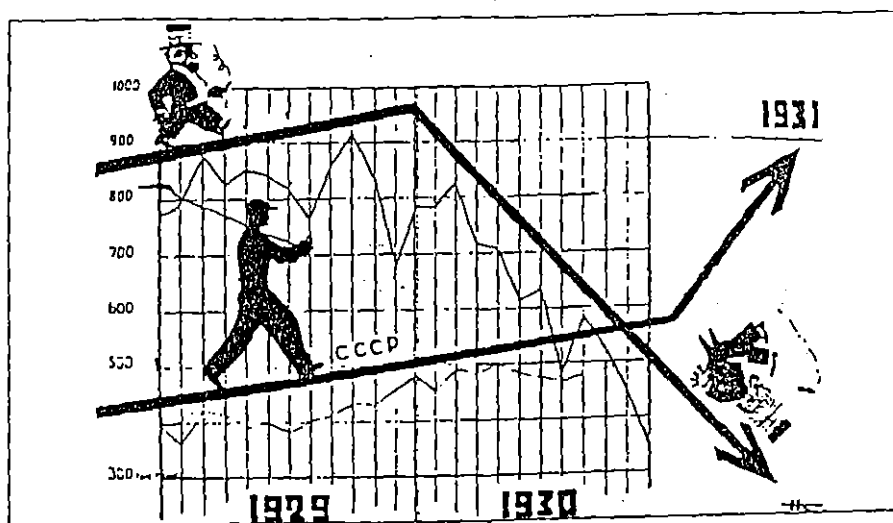
Cartoon from workers' newspaper, March 1917

- (a) Explain the cartoonist's interpretation of events in Russia in February 1917. (7 marks)
- (b) Outline the main events in the breakdown of the Russian state between February and October 1917. (10 marks)
- (c) Assess the roles played by the urban workers and the peasants in the October 1917 revolution. (8 marks)

NOTE: UNIT 2 CONTINUES ON PAGE 8

UNIT 2 (contd.)

6.



An official postcard celebrating Stalin's First Five-Year Plan

- (a) Explain the purpose and the message of the poster. (5 marks)
- (b) Trace the main changes in Soviet economic and social policies between 1921 and 1929. (10 marks)
- (c) Explain the consequences of collectivisation and industrialisation under Stalin. (10 marks)

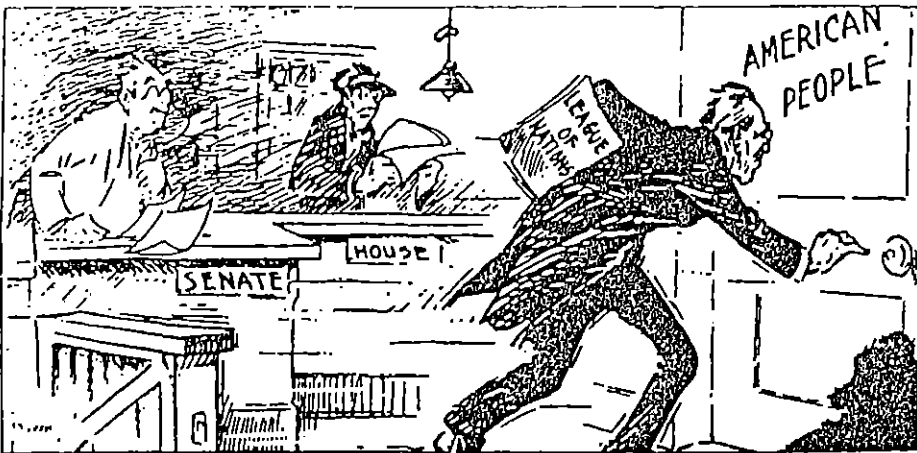
NOTE: UNIT 2 CONTINUES ON PAGE 9

UNIT 2 (contd.)

2.2. United States of America 1917-1945

7. Describe and evaluate the main policies of Presidents Herbert Hoover and Franklin Roosevelt in attempting to solve their country's economic problems in the period 1929-1939. ✓
(25 marks)

8.



Cartoon from the *Chicago News*, 1919

- (a) Explain the cartoonist's interpretation of Wilson's role in the debate over whether the United States of America should join the League of Nations. ✓
(5 marks)
- (b) Account for the failure of the United States to become a member of the League of Nations. ✓
(7 marks)
- (c) Assess the extent to which the foreign policy of the United States was isolationist between 1918 and 1941. ✓
(13 marks)

HISTORY

UNIT 3: ASIA

China 1911-1976

9.

... the Will reads:

I have devoted forty years to the work of the Nationalist Revolution, the aim of which is to secure the freedom and independence of China. After forty years of experience I am profoundly convinced that in order to reach this aim we must wake up the masses of the country and unite with those races of the world who treat us on an equality, and struggle together.

At present, the revolution is not yet completed. All my comrades must continue to exert their efforts according to the General Principles of Reconstruction, the Three Principles of the People written by me, and the Declaration of the First National Congress of the Guomindang [Kuomintang], until this aim is realized. The calling of the People's Congress and the abolition of the unequal treaties that I have advocated recently must be realized within the shortest possible time. This is what I wish to call your attention to.

Sun Yixian's (Sun Yat-Sen's) will written shortly before his death in 1925

- (a) Identify and explain the main aims of the Guomindang (Kuomintang) as referred to in Sun's 1925 will. (7 marks)
- (b) Outline the progress made towards implementing these aims by the time of Sun's death in 1925. (9 marks)
- (c) Analyse the problems faced by Jiang Jieshi (Chiang Kai-Shek) and the Guomindang (Kuomintang) between 1925 and Japan's entry into the Second World War in 1941. (9 marks)

NOTE: UNIT 3 CONTINUES ON PAGE 11

UNIT 3 (contd.)

10. Write on any TWO of the following with reference to China after 1949:

- (a) Changes in the role and status of women.
 - (b) Changes in the functions and influence of the family.
 - (c) Similarities and differences in the lives of the rural and urban population.
- (Equal marks totalling 25 marks)

HISTORY

UNIT 4: INTERNATIONAL AFFAIRS SINCE 1945

4.1: The Superpowers, Europe and the Cold War

11

- 1945 *Wartime Conferences (Potsdam, Yalta)*
- 1946 *Churchill's 'Iron Curtain' speech*
- 1947 *Truman Doctrine/Marshall Plan*
Cominform and Comecon (1949)
- 1948 *Berlin Blockade and Airlift*
- 1949 *Formation of NATO*
Creation of West Germany

Timeline: the Cold War in Europe, 1945 to 1949

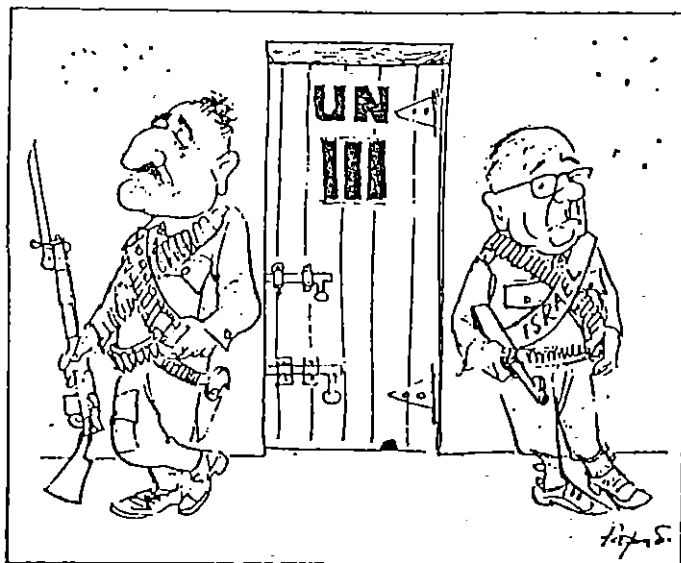
- (a) Using the timeline above, explain the deterioration in superpower relations between 1945 and 1949. (17 marks)
- (b) Evaluate the extent to which either the United States of America or the USSR can be held responsible for this deterioration in their relations. (8 marks)
12. Discuss the process of de-Stalinisation and the policy of peaceful co-existence under the leadership of Khrushchev and assess the consequences for superpower relations. (25 marks)

UNIT 4 CONTINUES ON PAGE 13

UNIT 4 (contd.)

Unit 4.3 The Middle East

15.



Cartoon during the Arab-Israeli War 1967

- (a) Explain the cartoonist's interpretation of events in 1967 in the Middle East. (5 marks)
- (b) Account for the continuing Arab-Israeli conflict between 1945 and the outbreak of the 1967 Six Day War. (14 marks)
- (c) Assess the main consequences of the Six Day War. (6 marks)

NOTE: UNIT 4 CONTINUES ON PAGE 15

HISTORY

UNIT 4 (contd.)

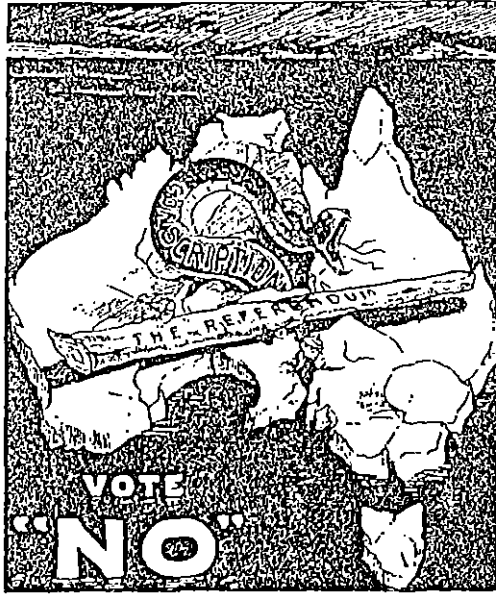
16. Write on TWO of the following:
- (a) The use of oil as a political and economic weapon in the Middle East from 1973.
 - (b) Internal unrest in Lebanon leading to the Civil War of 1975-1976.
 - (c) The causes and consequences of the Soviet intervention in Afghanistan in 1979.
- (Equal marks totalling 25)

HISTORY

UNIT 5: AUSTRALIA 1914-1945

5.1 The Experience of War and Foreign Relations

17.



DESTROY THAT SERPENT AND PREVENT FURTHER DAMAGE

Referendum poster, *Australian Worker* 1917

- (a) Explain the purpose and message of the poster. (5 marks)
- (b) Describe the conscription referendum campaigns of 1916 and 1917 and analyse their consequences. (14 marks)
- (c) Account for the successful introduction of military conscription in Australia during the Second World War. (6 marks)

NOTE: UNIT 5 CONTINUES ON PAGE 17

UNIT 5 (contd.)

5.2 Work and the Economy

18.

Manufacturing in Australia - Size of Workforce and Value of Manufacturing Production in Selected Years 1913-14 to 1945-46.

Year	Size of Workforce (thousands)	Value of Manufacturing Production	
		(\$m at constant prices)	(% of GDP)
1913-14	394.2	100.0	14.1
1920-21	434.4	88.6	11.7
1928-29	503.2	137.4	16.3
1931-32	380.6	102.6	13.3
1938-39	615.4	158.4	16.3
1945-46	714.8	246.2	24.5
		(estimated)	(estimated)

(GDP = Gross Domestic Product)

- With reference to the table, trace and explain the main trends in the changing scale of manufacturing in Australia between 1919 and 1945. (7 marks)
- Assess the effects of Australia's tariff policy on the economy in the 1920s and 1930s. (7 marks)
- Describe the impact of the Great Depression on the lives of Australia's working men and women and explain how they responded. (11 marks)

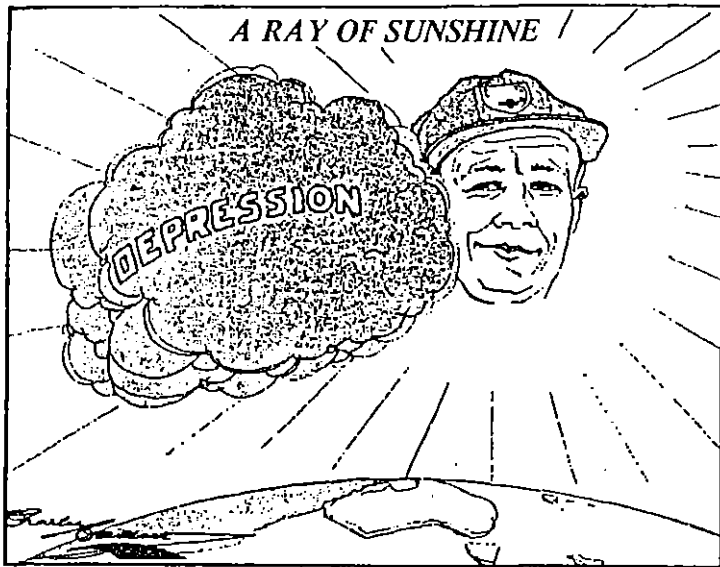
NOTE: UNIT 5 CONTINUES ON PAGE 18

HISTORY

UNIT 5 (contd.)

5.3 Lifestyles and Culture

19.



Australian cartoon drawn during the Australian cricket tour of England, 1930

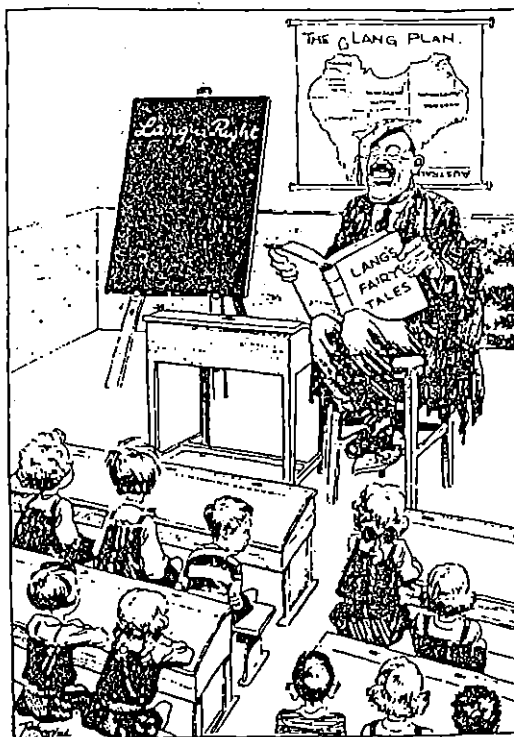
- (a) Explain the cartoonist's viewpoint. (5 marks)
- (b) Explain the role of organised sport in the lives of Australians and the shaping of national identity between 1914 and 1945. (8 marks)
- (c) What changes in technology, leisure and entertainment particularly affected children growing up in Australia between the two World Wars? (12 marks)

NOTE: UNIT 5 CONTINUES ON PAGE 19

UNIT 5 (contd.)

5.4 Political Life

20.

Cartoon from the *Bulletin* during the Great Depression

- (a) Explain the cartoonist's viewpoint concerning J T Lang and his policies. (5 marks)
- (b) Explain the causes of the 1931 split in the Australian Labor Party. (10 marks)
- (c) Trace the fortunes of the Australian Labor Party in federal politics between 1931 and 1945. (10 marks)

UNIT 6: AUSTRALIA 1945-1983

6.1 Lifestyles and Culture

21.

In 1970 there were two Vietnam moratoriums (mass anti-war demonstrations) in the capital cities. The first one in May attracted over 100,000 people . . .

K.J. Mason, *Experience of Nationhood*

With half the people interviewed in 1971 still saying they believed moratorium marches should be banned . . . the number who became revolutionaries was small.

Donald Horne, *A Time of Hope: Australia 1966-72*

The Vietnam War divided Australian society . . . When it was over Australia virtually rejected the men who had served there; there were no victory parades, no celebrations.

K J Mason, *Experience of Nationhood*

- (a) With reference to the quotations above assess the effect of the Vietnam War on Australian society until the end of 1972. (10 marks)
- (b) Describe and assess the influence of the counter culture movement and the feminist movement in Australia in the 1960s and early 1970s. (15 marks)

NOTE: UNIT 6 CONTINUES ON PAGE 21

UNIT 6 (contd.)

6.2 Australia and the World

22. Describe the main trends in Australia's relations with Britain and the British Commonwealth of Nations between 1945 and 1983 and account for Australia's reaction to the major issues within the Commonwealth during that time.
(25 marks)

6.3. Work and the Economy

23. Write on TWO of the following with reference to Australia between 1945 and 1983:
- (a) The economic and social impact of new technology in Australia.
 - (b) The problems facing women in the Australian workforce.
 - (c) The development of conservation in Australia as a significant issue and the reasons for its growing importance.
- (Equal marks totalling 25)

NOTE: UNIT 6 CONTINUES ON PAGE 22

HISTORY

UNIT 6 (contd.)

6.4 POLITICAL LIFE

24.



Cartoon from *National Times*, 17 November 1975

- (a) Explain the cartoonist's viewpoint concerning the events of November 1975. (5 marks)
- (b) Account for the use of the term 'constitutional crisis' to describe these events. (7 marks)
- (c) Assess the main achievements and failures of the Whitlam Government 1972-1975. (13 marks)

Acknowledgments

- Question 1: *An Outline of American History*, US Information Service publication, no date, p. 31.
- Question 2: Morales, Alberto C., *East Meets West: Volume I: 1760-1815*, Macmillan, Hong Kong, 1989, p. 123.
- Question 5: C Condon, *The Making of the Modern World*, Macmillan of Australia, South Melbourne, 1987(91), p. 207.
- Question 6: C Baker, *Russia 1917-1945*, Heinemann, Oxford, 1990, p. 45 (Photocopiable Resources).
- Question 8: C Condon, *The Making of the Modern World*, Macmillan of Australia, South Melbourne, 1987(91), p. 304.
- Question 9: Sharman, L, *Sun Yat-sen: His Life and Meaning: A Critical Biography*, Stanford University Press, Stanford, 1934 (68), pp. 307-308
- Question 13: Osborne, M, *Southeast Asia: An Illustrated Introductory History*, Allen & Unwin, Sydney, 1987, p. 149.
- Question 17: Coleman, P. & Tanner, L., *Cartoons of Australian History*, Nelson, Melbourne, 1973, p. 127.
- Question 19: *Bradman's First Tour*; Rigby, Adelaide, 1981, p. 106.
- Question 20: K J Mason, *Experience of Nationhood: Australia and the World Since 1900*, McGraw-Hill, Roseville, 1975, p. 109.
- Question 21: Quotations from K J Mason, *Experience of Nationhood: Australia and the World Since 1900*, McGraw-Hill, Roseville, 1975, p. 258; and Donald Horne, *Time of Hope: 1966-72*, Angus & Robertson, Sydney, 1980, pp. 59-60.
- Question 24: *National Times*, 17 November 1975.

TEACHER DESCRIPTION - JULIE DJUROVICH

Julie Djurovich is a teacher at Hillsdale Senior High School, a government school in the city of Perth. She is in her early 40s, of medium build and active and quick in her movements. Julie has been teaching for about 18 years. She holds a B.A. in History and English, and a professional certificate in Education from one of the state universities. She has been teaching at Hillsdale Senior High School for the last 14 years, and has been teaching TEE history for 12 years. Julie's content knowledge is impressive. Her passion of history and her mission provide an important driving force in her personal and professional life. The description of her teaching presented below focuses on her teaching of history in a Year 12 history class.

Ms. Djurovich enjoyed teaching history to her students. She made every effort to enthuse her students. She is very considerate of her students. She had established a good relationship with the students. The students respected her highly. Julie was eager to help them learn history. She made all the effort to make the subject interesting for the students. The students told me that they liked her because she related to them very well. They also told me that Ms. Djurovich was concerned with their welfare.

Besides her teaching commitments, Ms. Djurovich is an active member of the History Teacher's Association of Western Australia (HTAWA). She has also served on the executive of the Association. Ms. Djurovich also served as a member of the editorial committee for Hindsight, the journal of the HTAWA. She publishes regularly in the students magazine on matters relating to teaching history.

I observed several of Julie's lessons. These lessons were quite mixed. Some of the lessons looked traditional, while some lessons engaged the students in serious discussions and questioning of the content. I identified a number of features that characterised how Ms. Djurovich taught history in her class. On the table in front, she always kept the overhead for teaching purposes. When teaching, she used the overhead to discuss the points to be covered during the lesson. She would discuss the main points with them without doing any writing at all. On the second step, she used the overhead and went through the points fairly slowly giving them the opportunity to take notes. If it is a difficult topic, Ms. Djurovich would provide the students with a memory aid, like a mnemonic.

Julie asked many questions in class. She needs them to drive class discussions and to get students to think and interpret historical events. Though some of the questions require students to put forward their own opinions, it appears that most of the questions are centred around fact and their interpretation and occasionally relating students' understanding of history to their realities.

Julie is also a skilful story teller and discussion leader in coaching and maintaining students' attention throughout the lesson. She chooses to tell stories of events that are examples of major historical ideas. She would add her personal views and in that way drawing the students into the story. She normally do this when she realizes that the students are losing their motivation to concentrate.

Julie's teaching also involved providing the students with skills in writing essays and researching for information from a variety of sources. Every fortnight Julie gave the students a class essay to prepare based on the TEE. She also gave the students focus questions to answer using a variety of textbooks. These questions focused on the syllabus objectives. Julie expected the students to do this work, to supplement the work covered in class.

Julie seemed to be building and developing a sense of community in her students within her class in a number of ways. First, she did this by encouraging students to share information. She made copies of the best essay answers and made these available to all members of the class. Second, Julie also encouraged the students to help one another for the benefit of everyone in class. They could do this by developing their own strengths and also taking advantage of other students' talents.

Julie also prepared topics for tutorials focusing on the syllabus objectives. She did this in order to force students to go much deeper when researching for the tutorials. The tutorials became an important part of the learning process. Students seemed to enjoy the variety of presentations by their peers. During the tutorial sessions, the atmosphere in the classroom was different. The arrangement of desks changed in order to allow students to communicate with everyone in class. To deal with the large amount of content, students organised role plays and rap songs for their tutorials.

Julie talked a lot about the TEE in her class. She reminded the students about the demands of the TEE and what it required from them. Though her primary goal was to make students enjoy history, this was often in conflict with the desire to push the students so that they could do well in the TEE. Being an experienced TEE marker, she used her knowledge of TEE marking to develop her students' essay writing skills and making them aware of the examiners' expectations. She also predicted the topics she thought might be in the TEE. Because of her frequent reference to the TEE, one student commented in class. "You scare us Ms. Djurovich".

Occasionally, Julie showed a video to consolidate what she had covered with the students. Ms. Djurovich has a wide collection of videos relating to the themes she is teaching. When watching the videos, students are at the same time expected to complete a work sheet based on what they hear and observe from the video. Her students loved to watch the videos, sometimes they asked her if they could watch a video. Because these videos served specific purposes in her teaching, she knew exactly when to introduce them.

Julie thought that the TEE history course is content driven. She is aware of the fact that the TEE determines what she teach and how she teach and the students can not afford to enjoy the subject, because they are looking for marks rather than the intrinsic value of the subject. She felt that there is no time to explore interesting things in class. Basically, Ms. Djurovich's technique was to provide the students with the content. She told me that sometimes she felt she was spoon-feeding the students. Ms. Djurovich is convinced though that her teaching strategies work because every year some of her students get 80s and 90s.

Though on the surface, Julie's methods appear to be traditional, she sometimes explored ways of teaching to engage students in actively understanding history. She was pleased with her students and the commitment they showed in their work. Julie thought that this was the best class she had taught in a number of years. Early in the year she thought their TEE results would be better than in previous years.

JULIE'S RESPONSE TO MY DESCRIPTION

"Generally I thought it was a good description. Though there are some areas there where I think I perhaps should do more than in others. Perhaps I should do more of giving good answers and photocopying them to people. I suppose it contradicts about what I think about kids not reading photocopied material. What you missed though is that I do try to have some humour. I try to use analogies a lot and I try to bring it down to their level by using examples. I will deliberately include side issues and often personal things that have happened to me so that if they have started to drop off, their interest picked up again. Sometimes I would do that if I see that they are losing their concentration. I also keep the explanation light and as interesting as possible and as simple as possible. I suppose simple is a key word there, so that they are interested. That is in terms of the discussion. With the visual stimulation, I spend a lot of time looking for cartoons, pictures, diagrams, maps that illustrate that particular area or topic that I am focusing on. Sometimes I will include a cartoon which might possibly be in a TEE and I might even refer to it. You mentioned that I talk about the TEE in my lessons. Though I do that, I suppose it can be a bit like saying the same thing over and over and end up saying that everything is a possible TEE question. I wonder if that sometimes turns them off a bit. You haven't discussed the assessments I give. Generally every two or three weeks there is a class assessment. You were not really clear on the focus questions that I give them. You might need to include some specifics there. The focus questions are questions that I have made up, they are related directly to the syllabus statements. For example, if the syllabus statement is 'Roosevelt and the New Deal', that's in the SEA document, I then prepare a set of questions that students must be able to answer in order to understand about Roosevelt and the New Deal. I have a variety of questions like; Who was Roosevelt?, What personal characteristics did Roosevelt have that helped him achieve success? What was the New Deal? There is a whole series of questions directly related to that concept of Roosevelt and the New Deal. I have taken every single syllabus statement and made up a series of questions. Those are the questions they normally say, 'oh do we have to do that?'. I ask them to read three references and after they have read three references, they must go and look at those focus questions and in point form answer those questions. That becomes the basis of their revision notes. In answering those focus questions, they are using the resources they have read as well as the notes I give them. Of course what they are complaining about is that they are reading the same thing over and over again and they have already got the information from my notes and they don't need to read the extra books. What I say to them is that by reading the same thing over and over some of it is sinking in. Also I may not have covered all possible areas and questions and if they read other texts, they might come across information that I may not have discussed in class. Those points becomes the basis of their study at the end of the year. At the end of the year they don't have to make summaries, they can focus specifically on studying those points. They complain because it is a lot of work and I understand that. Part of the reason why I make them do that is because they are a capable group. I want to achieve the highest possible result. I check their notes and have reasonable evidence that they are doing their work. Overall, I think it is a good account of what I do".

Julie Djurovich

A TRANSCRIPT OF A LESSON

Robert Bateman

Tuesday 16 August, 1994

Time: 9.00 - 10.00

Topic: The Division of German after the war

I arrived just before the lesson began. Robert was busy organising himself for the lesson. He explained what will happen in the lesson before I actually asked him. Robert emphasized the importance of the topic in the sense that examiners like it. Robert complained though, that the students are passive and he wondered whether they read their books and notes.

As the bell rang we walked to the classroom. Robert started with the usual routine of checking the attendance. He then made a brief review of the last lesson on the Hungarian uprising. "Could they ask a full question on the Hungarian uprising?" asked a boy at the back. The boy was concerned that the available information doesn't seem to be adequate to answer an essay question. This seemed to be the feeling of the other students, as they responded by making comments in support of the previous speaker.

"Yes - Examiners can ask any type of question from this section. But I think it is likely to be a part question, where you have a cartoon and then some short questions on the cartoon", replied Robert.

Robert then explained that the questions provided in the outline he handed out in class should give the students an idea of the nature of the questions that can be asked on the topic. In consolidating the last lesson on the Hungarian uprising, Robert spent about ten minutes showing some pictures on scenes from the Hungarian uprising. As he was doing this, he asked the students to describe what they saw in these pictures. Robert also asked the students to imagine that the scenes shown in the pictures were happening in their own city, Perth and not Budapest. He was trying to develop the students' empathetic skills. Through questioning, Robert led the students to analyse the pictures and to explain what they saw and what they thought about the pictures and the people involved. "It was a terrible experience", remarked a boy at the back.

The next three quarters of an hour focused on the day's lesson. The lesson is on Germany and the events leading to the building of the wall. Robert gave the students the outline of the lesson, showing the key points to be covered, the key questions that can be asked on the topic, and the readings to be done by the students. He reminded the students that this is the story that could be asked in the TEE. "This is a familiar story and examiners like it. You have done something related to the topic in your previous lessons, so it shouldn't be difficult for you to understand it", he said. Robert then made a quick revision of what the class had covered on Germany since 1945. This is done through the question and answer technique and through discussion. Robert then read an extract from the book that described the conditions in West Berlin and East Berlin by 1955. "Why do you think the Russians wanted the West out of Berlin?", Robert asked.

Student 1: "West Berlin was better off than East Berlin. They thought it was a glittering outpost of capitalism and were not happy about that".

Student 2: "Probably because this was an attraction to East Berlin. Many people tried to cross and go to the west".

Robert: "Good. So you can say that East Germany was an embarrassment as compared to the West".

Student 1: "What point did the west try to make here?"

The students talk to each other as Robert moves around waiting for more contributions from the class.

Student 3: "That capitalism was better than communism?"

Robert: "Exactly. They had poured over 6 million dollars into West Germany to make her recover after the war. About 3 million East Germans crossed to west since 1949".

Robert: "Why was Russia upset about this move by the West?"

Student 4: "May be this was not what they agreed to do in 1945".

Robert: "Yes. What other reasons do you have about why Russia wanted the West out of Berlin?"

Student 1: "West Berlin was different from East Berlin. West Berlin was free, but East Berlin was full of censorship and soldiers, and one party rule. This was a sign of an autocratic government".

Robert: "Yes, since 1949, 3 million people crossed to West Berlin".

Student 2: "West Berlin contained the greatest combination of espionage agencies ever assembled in one place. It was a propaganda centre".

Student 1: "It's like having the Russians having a spying centre in Washington".

[Students laugh.]

Robert: "Exactly. A good analogy. You have got it. In 1958 Khrushchev proposed that the whole of Germany should become free so that everybody would have access. Do you think the West would agree with this?"

There is silence in class. Suddenly students discuss with their peers.

Student 1: "No they couldn't, because they had the advantage and also I think they did not trust the Russians".

Student 2: "Maybe they were scared that it might result to another blockade".

Student 1: "Why didn't the West knock down the wall?".

Robert: "That is a good question. Infact Kennedy's advisors suggested that. But he did not take it. Why do you think he did not take this advise?".

Student 4: "Probably he was afraid of the Russians. He did not know their military strength".

Student 5: "This was another crisis event of the war. The fact that Kennedy did nothing to stop this led to many problems".

Student 1: "Maybe that's why Khrushchev made many mistakes because he might have concluded that America was scared of Russia".

Robert: "You got it. Think of the reasons why Kennedy decided not to intervene. The wall was built. It was Churchill's. Iron Curtain in reality".

Robert then showed several cartoons on the Berlin wall and discussed through questioning the security matters it involved between East/West Germany.

Student 2: "Did anyone try to cross the Berlin wall?".

In answering this question, Robert produced a cartoon from a book showing the Berlin wall, soldiers guarding the wall and how on the eastern side the wall was guarded to prevent people from the western side. Robert asked: "What did this wall symbolise?".

Student 3: "It was built to stop people from escaping from either side".

Robert: "It's more than that. Think much more deeper".

Student 4: "It symbolized capitalism on the west and totalitarian rule on the east".

Student 3: "It was a physical sign of the division between west and east during the Cold War".

Robert asked: "How did this affect the people involved?". [Pause]

Student 5: "I think it was a tragedy for the German people. I can imagine the people affected as a result of the wall. What about the families and relatives who were divided by the wall?".

Robert: "That's right. I think you understand this very well. I think you are right to think of it as a tragedy for Germany. It's true that it divided families. Imagine a wall through Australia or through Perth. We studied in the past how the country was nearly divided over the conscription issue".

Robert then gave the students a cartoon which showed the satellite states as bears and Khrushchev holding a whip. He asked the students how the satellite states were represented in the cartoon and why Khrushchev was holding the whip. Robert concluded by telling the students that "This cartoon came in the TEE a few years back. It's a good cartoon that ties things together. This is the sort of thing that students often understand and remember".

He reminded the students to read their texts and understand the factual details because they can get a question in the TEE. "You can get a TEE question from this area. What I have given you are the bare bones. You should put more flesh on the bones by your readings," he advised.

Robert's teaching is often businesslike in approach. He always talked about rushing through to complete the syllabus. One of the most common techniques used in his lessons is a lecture, which he defines as a story. He is very skilful in the way he uses the lecture and the story technique. The lesson today is different in that he engaged the students in a conversation through questioning. Students asked and answered questions asked in class.

APPENDIX J

NUMBER OF CLASSROOM OBSERVATIONS/SCHOOL VISITS

DATE	ROBERT	JULIE	ROD	BRIAN	KIM	TOTAL
Dec 93	1	2	1	1		5
Jan 94	1	1	1	1		4
Feb 94	6	7	6	6		25
Mar 94	6	5	4	5		20
Apr 94	5	4	3	3		15
May 94	6	6	4	4		20
Jun 94	7	7	5	6		25
Jul 94	3	4	4	3	4	18
Aug 94	7	6	6		6	25
Sept 94	5	5	8		7	25
Oct 94	5	7	4		5	21
Nov 94	2	2	2		2	8
Dec 94	1	1	2		1	5
TOTAL	55	57	50	29	25	216