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'The opportunity to study History':
curriculum politics and school pupils' subject choice in the General
Certificate of Secondary Education

Patrick J. McMahon

A thesis submitted to the University of Huddersfield in partial fulfilment
of the requirements for the degree of Doctor of Education

The School of Education and Professional Development
The University of Huddersfield

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Abstract

'The opportunity to study History': curriculum politics and school pupils' subject choice in the General Certificate of Secondary Education

This study investigates (a) the existence of changes in pupils' perceptions of Key Stage 3 (*KS3*) History as they move from Year 8 (*Y8*) to Year 9 (*Y9*), when they make choices about which subjects they will study for General Certificate of Secondary Education (*GCSE*) during Key Stage 4 (*KS4*), and (b) whether any changes might influence their choices. The study adopts a qualitative approach involving 500 pupils and more than 60 teachers in 10 schools over two years. The place and usage of History in contemporary society are explored. The origins of History as a educational issue are reviewed from the late 18th Century to the late 20th Century when there was considerable debate as to what information should be taught, what skills should be developed and which teaching methodologies should be employed. These aspects were at times polarised when 'traditional' teaching seemed to be at odds with the 'new' Schools Council History Project, against a background of an evolving national examination system. With the compulsory inclusion of Citizenship within schools' curricula, the role and methodology of History are subject to further debate. The origins of the current situation, where school History is a non-compulsory subject in the compulsory state-maintained sector, is outlined with reference to issues and debates which led to comprehensive schools delivering History as an element of the National Curriculum as initially presented in the Education Reform Act (*ERA*) of 1988, which has since been subject to review and amendment. The study deals with the introduction, implementation and development of the ERA (1987 –2000) and focuses on the proposals for the subject of History, responses from teachers, administrators and Government as well as amendments proposed by the Dearing reviews leading towards Curriculum 2000. The background to the current GCSE examination scheme is reviewed along with the requirements for compulsory and non-compulsory subjects, and the rationales employed by individual schools when constructing 'GCSE option choice schemes'. Factors that may affect pupils' perceptions of History in their Y8 and Y9 are discussed. The sets of data collected reveal ways in which pupils may be influenced by (i) personal perceptions of interest, enjoyment, demands of work and usefulness in later life and (ii) externally-controlled issues such as socio-economic circumstances, access to Special Educational Needs (*SEN*) or language support, and the nature of the *KS3* History curriculum they experience.

Acknowledgements

I wish to acknowledge the professional and personal contributions of Dr. Roy Fisher, my Director of Studies at the University of Huddersfield, who has provided guidance and support for the duration of the study and who has encouraged me to explore further. His advice has always been focussed and relevant and he has been readily available to discuss issues as they emerged. Dr. Lesley-Anne Pearson has provided an on-going review of the work in progress and has advised on the structuring, development and presentation of this study.

At the schools participating in this study, busy teachers of History and their pupils have provided the sets of data which form the basis of the study: their contributions, good humour and candid approaches are gratefully acknowledged. The names of all these contributors and their schools have been anonymised.

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ABBREVIATIONS

ACTA	American Council of Trustees and Alumni
AQA	Assessment and Qualifications Alliance
BERA	The British Educational Research Association
BoE	Board of Education
CCCS	Centre for Contemporary Cultural Studies
CEO	Chief Education Officer
CRE	Campaign for Real Education
CSE	Certificate of Secondary Education
CTC	City Technical College
DES	Department of Education and Science
DfES	Department for Education and Skills
DfSS	Department for Social Services
ERA	Education Reform Act
FSM	Free School Meals
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GEST	Grants for Education, Support and Training
GNVQ	General National Vocational Qualification
HA	The Historical Association
HMI	Her (His) Majesty's Inspectorate
IDE	Inter Disciplinary Enquiry
ICT	Information Communication Technology
JWRC	Centre for Research and Documentation Japan's War Responsibility
KS 3	Key Stage 3 (11 - 14)

KS 4	Key Stage 4 (14 - 16)
LEA	Local Education Authority
LMS	Local management of schools
LSC	Learning and Skills Council
MoE	Ministry of Education
NC	National Curriculum
NCM	New California Media
NFER	The National Foundation for Educational Research
NUT	National Union of Teachers
NVQ	National Vocational Qualification
OCR	Universities of Oxford and Cambridge and the RSA
OFSTED	Office for Standards in Education
OUA	Oxford University archives
QCA	Qualifications and Curriculum Authority
SAT	Standard attainment test
SCAA	School Curriculum and Assessment Authority
SCHP	Schools Council History Project
SEN	Special Educational Needs
SPCK	Society for Promoting Christian Knowledge
ST	The Sunday Times
TES	The Times Educational Supplement
TGAT	Task Group on Assessment and Testing
TH	Teaching History
TVEI	Technical and Vocational Education Initiative
UK	United Kingdom
Y8,Y9	Year 8, Year 9 (pupils)

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CHAPTER 1

The Study

1.1: Introduction

This study will seek to explore pupils' experiences in History as they prepare to make choices at the age of 14 and, in doing so, will consider why they might reject History as a subject for further study to examination level. The pupils in the sample used in this study reflect schools whose cohorts have recorded differing levels of achievement in public examinations, and differing socio-economic environments, special education needs (SEN) and language-based ethnicity factors. The pupils' experiences and perceptions of taught History during their second and third years of secondary school were recorded and compared. These comparisons were reviewed when those pupils were first aware of the examination option procedures and they were reviewed again when the pupils had made their final choices. This study will seek to explore any relationships between (i) their experiences of pre-option History and (ii) among factors of personal, academic, socio-economic or ethnic-background natures.

Firstly, this study will aim to put into context the current National Curriculum (*NC*) by tracing briefly how the media, governments and the public have in the past perceived History, not only as a school subject but also with regard to its relevance to members of a modern society. Changes in those perceptions will be examined especially in the light of the works of G. R. Elton and E. Carr, some aspects of which when adapted and reapplied to teaching in schools in the 1970s, prompted the then Prime Minister James Callaghan (1975) to call for reappraisals of the then examination system, the curriculum and the status of vocational training to prepare youth for a fulfilling role in an increasingly technological world. Almost 30 years later Ofsted reported that the progress made in establishing successful work-related-learning for KS4 pupils, was disappointing (2004 p.18 - 25) and the Adult Learning Inspectorate (*ALI*) noted that only 50 per cent of individuals completed their apprenticeships (2005). The reappraisals

suggested by Callaghan can be traced through to the current NC and option procedures within examinations systems, both of which form the basis of the empirical research in this study.

The status of the curriculum subjects available as either compulsory or optional, has been subject to some amendment since the introduction of the Education Reform Act (*ERA*) in 1988. Very many of those pupils may be unaware of wider debates during the early years of the Twenty First Century when the issue of school History, non-compulsory after the age of 14, has elicited a variety of comments, assessments and criticisms from journalists, politicians, academic and professional historians, and film makers. In Britain, the Government has overseen the national primary, secondary, further and higher stages of education, has devised systems of funding and has sought to ensure the monitoring of appropriate assessment and accreditation procedures.

Throughout the vast majority of state-maintained schools in England, and towards the end of Key Stage 3 (*KS3*) during their third year of secondary education, Year 9 (*Y9*) pupils are currently required to choose some optional subjects for study during their last two years (*Y10* and *Y11*) of compulsory schooling, that is, Key Stage 4 (*KS4*). History is one of those optional subjects and in 2001 some 35 per cent of pupils choose to study it (Culpin 2002 p.6). At the age of 16 pupils will sit public examinations, the General Certificate in Secondary Education (*GCSE*), in compulsory subjects and will have prepared for optional subjects which may also be GCSE or vocational in nature. Some pupils will prepare for internally devised courses leading to certificated statements of achievement in areas of literacy, numeracy and Information Communication Technology (*ICT*) skills.

For many pupils, the topics studied during *KS3* will be their last formal experience of learning History. Changes in Government policies relating to the NC established History as a

compulsory subject (1988) and then optional in 1993. Across a range of schools, I have noted that during KS3 the topics studied (content), the teaching styles (methodology) and levels of teachers' expectations have varied widely. My own ongoing discussions with pupils, teachers and subject advisors would seem to indicate that interest, enjoyment and resultant learning is highest during Y8's Study Unit 'Britain 1500 – 1750', previously entitled 'The Making of the United Kingdom', more specifically during the teaching of the 'Tudors'. Many teachers and pupils have indicated that those levels of positive perceptions were likely to decline during Y9 when most schools' History departments were dealing with the socio-economic and modern world aspects of the NC - a time when those Y9 pupils are engaged in GCSE option-choice procedures. Such shifts in pupils' enthusiasms, might also indicate how those pupils differ in their cognitive, emotional and behavioural responses to the biological changes of puberty (Parry 2005 p.4) that characterise the adolescent period of development and may reflect the pupils' changing levels of involvement, application, enquiry and their willingness to explore wider and deeper aspects across the curriculum, not just in History, at a time in their school career when they are forced to reject some subjects. Moor and Lord (2005 p.21) have referred to a gradual downturn in pupils' enjoyment and motivation' during this stage of schooling which is characterised by physiological and psychological changes. The National Foundation for Educational Research (NFER) reported that although many countries reported a 'dip' in pupils' motivation and performance across this age range, there was no clear supportive evidence; the NFER suggested that changes in teaching and learning styles, in curriculum experiences, in school organization and in pupils' personal maturation may all play a part. For some GCSE pupils, KS3 History was preferable for more basic reasons:

Joti (Y10): In the first three years it wasn't as boring because we made things out of card and stuff

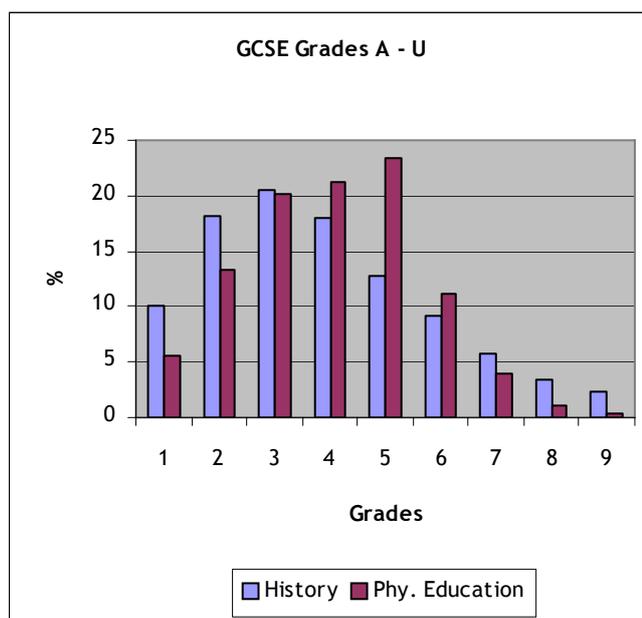
Ellie (Y10): We used to do lots of different things - now we only do wars and America

It is not only the pupils' experiences during KS3 which may influence decisions, but their forward-looking perceptions of what GCSE History entails.

From discussions in schools I have noted that many pupils, and their teachers had observed that whilst GCSE History is of interest and is focussed, it is challenging. Coe's (2006) study showed that when interviewed, Y10 and Y11 pupils confirmed that although generally, they were enjoying the GCSE History courses, they regarded the subject as difficult and demanding. The role of GCSE Coursework as an element to be included has been referred to by teachers and pupils alike. The requirement that the pupils will carry out research, analyse and differentiate sources of information and present written documents for GCSE assessment presumes levels of self-motivation, literacy and time-management which may not be apparent to all pupils. The problematic issue of coursework assessment was noted by the School Curriculum and Assessment Authority (*SCAA*) which reported that there were many instances of 'poor annotation' by teachers on pupils' scripts and that there were examples of poor standardization across teaching groups at some schools (1994 pp.2-3). The University of London Examinations and Assessment Council (*ULEAC*) reported that coursework demands from the various examination boards varied from one assignment to four, with total pupil's contribution between 3.500 and 6.000 words (*ULEAC* 1994 p.4). The report also noted that teachers' interpretations of the criteria for awarding marks for 'Spelling, Punctuation and Grammar' (*SPG*) were inconsistent and thus, were '...unreliable...' as part of GCSE history awards (p.19). Bell has shown that History was more likely to be studied by 'high-attaining pupils rather than low-attaining pupils' (2001 p.214) and this may present the difficulty of comparing the grades achieved in History with those of different GCSE subjects. For example, in 2005 66.6 per cent of pupils achieved an A - C grade in GCSE History whilst a similar number, 60.1 per cent, achieved those grades in GCSE Physical Education. The distributions of those grades illustrate that more pupils did achieve A* and A grades in History than in Physical Education but also that more pupils only achieved grades F - U than in Physical Education. In History 39.9 per

cent achieved C - E grades but in Physical Education, a much higher proportion, 55.7 per cent achieved those grades (see p.6).

Fig. 1.1: Distribution of GCSE grades for History and Physical education (Stubbs 2006)



Thus direct comparisons of A - C rates across different GCSE subjects may not reveal significant patterns of achievement across the A - G range of grades. For all GCSE pupils, the competence of their teachers, the physical and social conditions of their environments, the availability of parental support and the demands of peer pressure may vary widely.

The advent of 'league tables' alongside the NC permits the publication of details of GCSE examination results for all schools. These are presented in the form of (i) the percentage of pupils gaining five or more GCSE passes at 'C' grade or above and (ii) the percentage of pupils gaining five or more passes at 'G' grade or above. As GCSE History is considered as one of the

more 'demanding' subjects' pupils may not choose to study it. School management teams (SMT) may be aware that some pupils would be more likely to benefit (that is 'pass') if they were advised to select a different option. This however, is purely conjecture and may be considered a contentious issue. For example, Pyke (1996) has suggested that for some pupils History would be difficult and that Geography was '...a safer bet...' (p.4).

Advice, in the form of audio-visual presentations which could be customised by individual schools, is issued annually by the Historical Association (*HA*) to their members' History departments in secondary schools across the UK and abroad; this is for dissemination to parents and pupils, emphasising the importance of skills which would be useful in '...work, study and life...' (HA 2005 1:1). More specifically, these skills, using information effectively, weighing up the relative value of conflicting evidence, careful analysis and criticism, would assist the pupils to understand human behaviour and later, would provide them with exactly the qualities sought by employers - '...independent thinker, open minded, disciplined, problem solver and the ability to distinguish between the essential and the trivial...' (HA 2005 1:3). Reports from examination boards OCR (2006) and Edexcel (2005) reveal that the levels and applications of such skills in submitted courseworks and examination scripts were in many cases variable and often lacking. However useful or transferable these skills developed while studying History at school, the proficient application of such skills may not indicate the pupil's interest or enthusiasm for the subject. Some pupils who participated in this study expressed their own rationale when selecting GCSE subjects:

Danny (Y10): I'm joining the army, I'm in the Cadets, and I'm doing Geography so me and my Mum can see where I'm sent

Assifa (Y10): I chose History because I want to go on and do Law and the stuff they sent (*sic*) said History was useful

The place and purpose of History in schools have been confused somewhat recently: the proposal to include Citizenship as a compulsory subject in the National Curriculum (see Crick

1998), from 2001 and in KS3 and KS4 from 2002, had prompted some teachers to suggest that it should be an integral element of NC History (Wrenn 1999 p.37), but later surveys by the Office for Standards in Education (*OFSTED*) reported in 2003 that using some historical themes to teach Citizenship, were of limited value (OFSTED 2003 p.12). Pupils engaged in the selection of their GCSE optional subjects might be confused if they encounter History from two different areas of the NC. The Citizenship Act of 2002 requires that immigrants seeking citizenship be offered a 'well judged analysis' of 'core British values' although Fisher has suggested that this could be 'dangerously close to an official history of Britain' (Fisher 2005 p.40-41). The Historical Association's (*HA*) president Barry Coward agreed: ' Official histories are a bad thing ... can be used for establishing government purposes and can be reinvented to support the official establishment' (Coward 2006 p.3). A basic Internet search using 'history' and 'citizenship' will reveal that the Government's Home Office, the former Department for Education and Skills (*DfES*) now split into two new Departments, some secondary schools and University Departments perceive close links between these two subjects. There may indeed be an overlap between Citizenship and History as taught in schools, but there could also be cases of very different emphases. Some groups within society have opinions about issues of what has been notionally referred to as 'national identity', or as the then Chancellor of the Exchequer Gordon Brown put it more recently in 2006, 'Britishness' (Brown 2006 p.1), and suggest that Citizenship should be established in History (Marsden 2005 p.25). Ironically, pupils participating in this study who choose History are able to discuss the beginnings and the operations of the League of Nations post-1918, but not one of them was aware of the League's promotion of school History as important in teaching Citizenship and '...so avoid conflict and prevent another war...' (Wong 1997 p.4). However, Elton has suggested that there is '...no proof that knowledge of History, recent or distant succeeds in giving a man much understanding of his own time...' (1969 p.148).

Individuals may adopt relatively narrow interpretations of History, but for very many people, what they know of British, European or World History and how they interpret it began at school as a compulsory subject (Frazer 2005 p.19). From the 1960s debates about the content, that is the 'facts', to be learned, the skills to be developed and the appropriate teaching methodology have continued. History is not a finite subject, reflecting rules and established practices of 'linear' (*sic*) systematic progression from stage to stage such as in Mathematics, the Sciences and to some extent Modern Foreign Languages (Twigg 2003 Col.414W). History presents to pupils the process of accepting 'knowledge' and interpretations whilst being made aware of the concept of possible uncertainty as to the veracity and accuracy of that knowledge. GCSE pupils may well appreciate the almost transient nature of the subject. Such possible uncertainty was proffered by controversial revisionist historian David Irving - 'everyone's baddie...with opaque motives' (Rowan 2000 p.15) - after he had 'denied' historical events and was facing a prison sentence in Austria in February 2006: in his defence he claimed "History is a constantly growing tree - the more you know, the more documents become available, the more you learn, and I have learned a lot since 1989" (Irving 2006 p.1).

Those same GCSE pupils may discern the underlying insight of novelist Terry Pratchett who has more pointedly hinted at the difficulties in accepting historical knowledge:

History unravels gently, like an old sweater. It has been patched and darned many times, re-knitted to suit different people, shoved in a box under the sink of censorship to be cut up for dusters of propaganda, yet it always - eventually - manages to spring back into its old familiar shape. History has a habit of changing the people who think they are changing it. History always has a few tricks up its frayed sleeve. It's been around a long time.

(Pratchett 1987 p.150)

If the pupils in our schools are able to experience what seems to be an almost ambivalent approach to interpreting History, they may be able to apply such discrimination to many aspects of their developing adult life. Unfortunately, many pupils will cease to study History beyond the age of 14, as it is no longer a compulsory subject beyond that age. This study will

seek to explore pupils' experiences in History as they prepare to make choices at 14 and in doing so, will consider why they might reject History for further study to examination level. Those pupils who opt to study History to examination level have to, either overtly or implicitly, deal with two issues: first, why study History at all? That is, what is the attraction of the subject? Secondly, within a labyrinth of option procedures where school departments compete for 'clients', how do they negotiate such procedures when opting to study History?

In order to pursue this study, consideration had to be given to how these areas of pupils' experiences might be explored. Although a National Curriculum of History is delivered in all maintained schools, there are variations as regards content within the prescribed study units: for example, when studying the Industrial Revolution pupils at one school may concentrate on advances in technology whilst pupils at another school may study social issues in depth. At times, pupils' recollections of their KS3 topics may be vague or perhaps considered somewhat superficial:

Janine (Y10): I enjoyed learning about Ann Berlin (*sic*) because they accused her of being a witch for having six fingers and I liked the clothes they wore

Or, some pupils may demonstrate greater insight:

Lindsey (Y10): I could connect better with the Tudors because it was about how different people coped with the pressures, specially the women

Both of these comments reflect not just pupils' opinions but may also reveal the possible influence of the undisclosed effects of the classroom teaching and environment. My interactions with both teachers and pupils have proved to be of great interest and to have been generally informative. But herein is a difficulty; one could pursue a wholly qualitative approach to observing and recording pupils' and teachers' comments and whilst the narratives

may be rewarding, they represent 'here and now' pictures rather than comparisons. Thus a structured approach was adopted, an approach that would identify from pilot studies criteria which pupils thought important and which might influence their overall perceptions of KS3 and GCSE History. The use of clearly structured surveys, interview procedures and local and national GCSE data would mean that a similar study could be repeated elsewhere or at another time and comparisons could be drawn (Sanger 1996 p.13).

1.2: Framework of the study

Chapter Two will seek to show how the media, governments, politicians and writers present various perceptions of History and how those widely disseminated perceptions have the potential to confirm or to conflict with content of GCSE courses.

Chapter Three will place the subject of History in context by tracing briefly the development of compulsory schooling, comprehensive schools, educational awards and the now established History Study Units in the National Curriculum, and how those Units has been debated in the context of teaching methodology and relevance for pupils seeking careers in the 21st Century.

Chapter Four in outlining research planning and design, will examine methodological, ethical and sampling considerations, will identify some constraints within schools, and will develop a rationale for the designing of data collection tools and their implementation in order to explore how pupils perceive the relevance, demands and potentially positive aspects of History, initially during their Y8, and in Y9 when GCSE option procedures are in place.

Chapter Five will present and examine the data collected from the schools surveyed. Firstly, pupils' initial possible choices for optional GCSE courses will be compared with their final,

official choices. Secondly, pupils' perceptions of KS3 History when in Y8 will be compared with those when in Y9.

Chapter Six will provide a summary of the results in order to exemplify the impact of potential changes in pupils' motivation whilst studying KS3 History. How any such changes might affect the choosing of GCSE History will be examined by addressing four issues:

- (i) do pupils' perceptions of History alter from Y8 to Y9?
- (ii) if there are changes, are patterns, associations or conflicts established clearly?
- (iii) do option procedures at different schools offer pupils equal degrees of subject choice?
- (iv) can any changes in perceptions or school environments be associated with rates of uptake for GCSE?

CHAPTER 2

Perceptions of History in the Modern World

2.1: Why study History? An Introduction

Pupils who are presented with the opportunity to study GCSE History during KS4 may view the process from different perspectives. The following statements made by KS3 pupils who participated in this study, towards the end of their Y9 after they had made firm choices for GCSE subjects, illustrate some of the rationales adopted during that period of decision-making.

Lenny: I've always liked it (*History*) and I'm good at it

Ifran: I had to pick two, I picked History and Geography because the others were Music and Languages and stuff (*sic*) that I don't like

Melissa: I got my Drama and wasn't really bothered about the other so I picked History as well

Very many of the other curriculum subjects may be seen as 'tools' in the pursuit of skills, employment and careers, useful in that Britain could compete industrially, economically and technically with other nations of the world, as James Callaghan had voiced during his speech at Ruskin College in 1975. From the pupils' perspectives, Kniveton's survey (2004) revealed that 14 - 18 year-olds aspired to having money, a job they liked, and that status came from having possessions, not from particular levels of employment.

History, however, has been ascribed with other non-utilitarian qualities as was apparent in the opening section of an interim report prepared by the History Working Group in 1989 which outlined a curriculum for the subject to be taught in maintained schools in England:

History is interesting for its own sake, naturally arousing curiosity and raising many questions; it suggests and tests hypotheses, and generates speculation

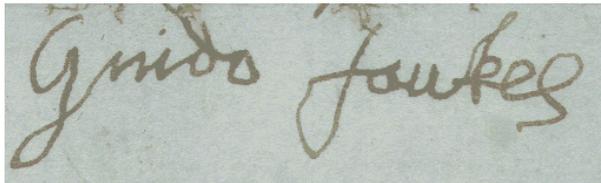
(National Curriculum: History Working Group 1989 p.6).

More recently, History has been viewed as incorporating the transmission of and commitment to '...the best of the culture we have inherited...' and so provide a common set of values and experiences for the 'future citizen', valuable attributes for those pupils who chose to study GCSE History (Tate 1998 p. 21). On a more political note, History it had been claimed, could

stoke the ‘...fires of nationalism...’ (Toynbee 1970 p. 60) perhaps leading to social unrest. Others had judged the subject to have little evident utility, wondering what relevance the escapades of Henry VIII in relation to his wives has for teenagers entering the modern adult world (Deuchar 1992 p. 1). On this point, for KS3 and KS4 pupils in the classroom, it is possible that the amount of attention devoted to particular individuals, for example Mary Tudor, Oliver Cromwell or J. F. Kennedy, may be more a function of their notoriety and their contemporary position of power, providing interest and excitement, than their importance to society or their contribution to knowledge. During the last twenty years or so of the Twentieth Century, in a modern society which has demanded that the education system provides individuals with employment-related skills, especially those related to developing technologies and which would compare favourably with those provided in other countries, the study of History might have seemed out of place.

For the pupils in our schools, History, as formal record, a story or a tale incorporating a chronological record of the past, seeks to provide an explanation of human activity. Teachers of KS3 pupils in maintained schools have to select what they judge to be appropriate 'bits' from the broad sweep of a thousand years of History - not just British, but elements of European and World History also. In some ways, KS4 History - the GCSE course - is narrower, deeper and affords greater opportunities for pupils to develop an appreciation that the interpretations of previous writers of History may have been determined more by the need to conform to the social expectations, intellectual assumptions and moral quests of their contemporary peers and audience, than a desire to present evidence which questioned the status quo of the day: for example, in his foreword to a biography about Lingard (Jones 2004), historian Patrick Collinson noted that during the established Whig-Protestant mainstream of the Nineteenth Century it may well have been considered that ‘...a good Catholic Historian was almost an oxymoron...’ (Collinson 2004). Pupils in the 11 – 14 year-old age range may not attain easily

such levels of appreciation of the subtle nuances of a past era, but could, for example during KS4, have the time and the developing maturity to give serious consideration to the origins and motives of '...dubious narrations...' (Edwards 2005 p.25) contained in specific documents. Such doubts were apparent among Y8 pupils participating in this study as they examined resources from the National Archives, in this instance the 'normal' (readable) signature made by Guy Fawkes and the signature on his 'confession':



Hassan: They tortured him, he couldn't write proper but they made him
Vicky: (re.signature) It's nothing like - maybe a bit of the 'G' and the 'o'
Gina: I bet he didn't write it - one of the prison people did

Although their discussion continued to explore some of the more gruesome aspects of torture, these pupils were unable to reach agreement as to the authenticity of the second signature. This type of investigative teaching stretches the pupils to consider alternatives, to think laterally and not to rely solely on an accepted corpus of received knowledge. In the Twentieth Century, the Campaign for Real Education (*CRE*) pointed out polarised viewpoints found in the nation's schools, the 'mish mash of History' as opposed to emphasis on events and personalities (Deuchar 1992 p.2). Pupils may have wondered how studying for and passing an examination in History would equip them for a fulfilling role in an increasingly utilitarian society.

There is some irony in the fact that outside of schools during the late Twentieth Century, the United Kingdom (*UK*) saw a rapid rise in popular History as presented by the ever-expanding media. It was argued that History as a school subject was under threat and that as a result of less emphasis on the subject in schools, individuals and the nation as a whole would somehow be bereft of a clear understanding and appreciation of the society in which they lived.

It may be useful to review briefly how school KS3 and GCSE pupils may be confused by the roles that (i) the media in general and (ii) governments have adopted and the public perceptions of such roles before examining, in Chapter 3, the origins and development of the present History curriculum for those pupils.

2.2: History and the media

Before the Twentieth Century media became instantly global in its acquisition and dissemination of opinions, interpretations and knowledge, it could be argued that commentators on education in general and History as a particular subject adopted fairly narrow perceptions. In 1776, David Hume's introduction to his newly published 'History of England' began with:

The curiosity entertained by all civilized nations, of enquiring into the exploits and adventures of their ancestors, commonly excites a regret that the History of remote ages should always be so much involved in obscurity, uncertainty and contradiction

(Hume 1776 p.17).

Hume had written for an adult audience. This is not to suggest such aspects of History were useful only for adults; forty years later some educators sought to create a '...true relish for the study of History...' among their students (Slater E 1827 p.iii). Reasons for studying particular subjects have varied. Goodson (1993) noted that during the mid-Nineteenth Century:

The curriculum of the public and grammar schools was extremely specialised and, in line with the avowed intention of educating 'Christian gentlemen', stressed classics and religious education.

(p.14).

Such a desire to retain the established social conventions and associated values may be evident in the comments of eminent Victorians such as Gaisford, Dean of Oxford's Christ Church College, who is reputed to have suggested that the study of Classical Greece was essential, and was a means of gaining '...considerable emolument...' and being '...raised above the vulgar herd...' (Lloyd-Jones 1982 p.124).

The previous consensus of the Nineteenth and early Twentieth Century History textbooks used by pupils embodied non-problematic narratives of British, Christian and patriarchal perspectives on the qualities of bravery, determination and national pride; these ensured that all pupils were familiar with the exploits of Drake, Nelson and Wellington; even the non-military 'heroes' Newton, Stephenson and Brunel had a significant place in English History. In the early Twenty-first Century, some politicians called for a new emphasis on such characters, claiming that 'tradition' had been neglected within modern teaching schemes (Helm 2005). However, Goodson (1995 p.22) notes that such 'tradition' was invented, thus reflecting political and social priorities that may not be relevant today. It would seem that apart from Boudicca (in KS2), Elizabeth I and Florence Nightingale (in KS3), women had not featured too highly in the representations of the development of the nation and Empire, prompting modern debate centring around a '*his-story* and '*her-story*' theme (Lee 2002 p.1). Any such perceived bias was to be addressed initially post-1950 as sociological data became more available, and more formally within the ERA of 1988. Interestingly, the roles of those who were neither famous or powerful in past times were not highlighted significantly. Defoe had expressed a similar line of thought on the eve of Marlborough's funeral:

We are now solemnising the obsequies of the great Marlborough...his victories, glories...great schemes and conquests, as if he alone had fought and conquered, what so many men obtained for him with their blood

(1726 p.53)

Pupils studying GCSE History might well appreciate such thoughts when considering their own friends and relations in Afghanistan or Iraq.

Twenty years ago the quality of History as presented in television programmes was derided by some as '...a medium that promised so much but delivered so little...' (Taylor 1981 p.231), yet it is the media which provided an influential consensus viewpoint of History for pupils during the very late Twentieth Century. However by the early Twenty-first Century, individuals who attracted the attention of the school age population as pseudo-heroes or so-called role models

were more likely to come not from History, but from the sports fields or the media studios: writer of children's books, Alan Gibbons was scornful of the influence of such individuals:

When our children see the dumb, the dim, the self-obsessed, the ignorant, the bizarre and the downright woeful feted by the media, is it any wonder they want a piece of the action?

(Gibbons 2006 p.32)

Computer games programmers have encapsulated narrow perceptions of the past within their products which can be as diverse as attacking a castle with a trebuchet, air combat over the trenches or the tank battle at Kursk. Such snippets of restructured past events present idealised, clear-cut notions of identity and difference; they do not acknowledge History as an intellectual enterprise. History is presented as 'winning or losing'. When watching film, video or DVD, KS3 and KS4 pupils encounter images representing historical events. For example, the experiences of English settlers in 17th century North America as presented in Disney's *Pocohontas* (1995) provides the bare bones of actual events with a lot of entertaining and enjoyable 'fill'. However, sometimes blatant falsification has been used at times to 'enhance' the drama: in the film, *The Patriot* (2000) which depicts events during the American War of Independence, British Redcoats are shown burning townspeople in a local church - an event not documented historically anywhere for that time, but oddly, does mirror events in 1649 when English troops sacked Drogheda (Plant 2001) and in 1944 at Ouradour-sur-Glane, when German soldiers did carry out such actions (Cavill 1999). My observations of teachers has indicated that pupils studying GCSE History are made aware, not only of such 'adaptations' but also of the potential for modern day parallels. The juxtaposition of modern media and historical events was shown clearly by the titling of Malvern's article in *The Times* (10-6-2006), highlighting a forthcoming film:

Hollywood shines light on geezers who killed à Beckett

Pupils' perceptions of History are shaped strongly by film narratives and pictorial representations (see Seixas 1994); it is difficult for teachers trying to deliver the great breadth of KS3 History to provide time for pupils to analyse in detail the underlying 'truths'. That

opportunity to analyse in depth is a significant aspect of GCSE History during KS4. More recently Ridley Scott, director of the film *Kingdom of Heaven* (2005), had been criticised by some historians for portraying Saladin and the Muslim armies in a more positive way than had been the case in earlier productions. This film, allegedly suggesting that the Crusaders were driven by greed rather than piety, prompted this response from a film reviewer: '...this is not how Christians I know see each other...nor will we want to see the film...' (Harlow 2005). Ridley's response was that cramming 200 years of History into a two hour film was a '...challenge...'; his comment that '...every historian is an expert...' highlights the fact that interpretations of History have differed, and will continue to do so (Andrews 2005). On this latter point, it is interesting to note that critics in the Middle East felt that the film had '...captured the *spirit* of the times...rather than trying to present historical facts...' (Perry 2005). Pupils opting for GCSE History would be able, quite quickly, to conclude that Christians and Muslims of our times are not necessarily representative of those involved in the Crusades and those pupils may well be able to discriminate between '...intelligent, investigative explanation or theatricality...' (Nightingale 2005 p.37). A Y11 Muslim pupil studying GCSE History commented:

Haroon (Y11): I think it's fair, they (Christians and Muslims) both did bad things

Television's 'world of hyperreality' (*sic*) (Pickering 1997 p.64) may have led pupils to be seduced by the simplicity and accessibility of such stories which may have been distorted, biased, glamorised and perverted (Jenkins 2002 p.2). Nigel William's production of *Elizabeth I* on Channel 4 (October 2005) 'invented' a face-to-face meeting between Elizabeth and Mary Queen of Scots, probably to highlight a 'human interest' element - good drama, but poor History. A group of Y8 pupils participating in this study were almost ready to believe that their teacher had 'got it wrong':

Farhan (Y8): You told us that Elizabeth never met up with Mary, - she only wrote.

Simon (Y8): It says in my book they met [Simon was asked to fetch the book to discover that he had misread the relevant paragraph]

Yet historians such as Simon Sharma and David Starkey, through the medium of television, have combined scholarship with adept presentation and have to some extent 'popularised' the subject not just for adults but also for some pupils who found the details had enlightened and extended their appreciation of historical persons and events. Complicated historical stories have been delivered with '...deceptively simple elegance...' (Tusa 2004 p.142) but 'the youthful historian (*who*) prances in front of the camera, exemplar of the new gardening ...to jolly the viewers along' was not to everyone's taste (Gott 2003 p.1). On television, Adam Hart-Davis, Richard Holmes and Tony Robinson have demonstrated the value of the 'hands on' approach at historical sites. All such media presentations, which mirror Hume's '...exploits and adventures of their ancestors...' may reflect Collingwood's '...History is a drama...' (1965 p.36) and have been put to good use in straddling a divide, perceived earlier, between 'soft popular History' and 'hard professional History' (Watts 1972 p.10). Even though there is an abundance of programmes relating to historical peoples and events, it would be wrong to assume that all pupils forgo their leisure time in order to enhance their knowledge. When interviewing Year 10 pupils who had opted for GCSE History, about their out-of-school viewing and reading preferences, I found the following exchange of interest:

Question: Do any of you make a special effort to watch television programmes which relate to your History studies?

Darren: There was a thing about appeasement on telly last term - Sir told us to watch it

Tasleem: I watched a film last week about Mary Tudor. It was nothing to do with my GCSE work but it was good

Saima: You watch History things when you don't have to?

It is difficult to describe Saima's almost contrived expression of incredulity that a fellow pupil would voluntarily give up free time for such things.

Pupils may have 'learned' or 'enjoyed' or done both from what some considered '...Starkey's court-based soap opera and power politics...' (Kemp 2004 p.49). When presenters state that 'we don't know' or 'we do not have evidence', they are indicating that in the *past*, individuals may have 'covered their tracks' and removed critical documents in much the same way as some

businesses, politicians and individuals might do in the *present*. Pupils are able to associate with that doubt, experienced when studying some aspects of KS3 and later, examining critically documents as part of KS4 GCSE History. Such success has been attributed by writers within the education process to be the result of successful teaching within schools, that is, 'separating myth from History' (Smith 4.3.2005 p.26).

In the wider society, even the language of History has changed. Pupils and the public at large often hear of 'conflict' and 'conflict resolution process' rather than 'war' and 'peace', of 'interface' to describe a skirmish, riot or battle and of 'spin' to describe how some politicians deal with 'true' official statements. The relatively overt dishonesty of 'propaganda' – a key concept in GCSE 'Modern World' examinations during much of the 1990s - was replaced by the almost positive 'perception management' during the Iraqi war of 2003 and the freelancing news reporters who had previously critically monitored all aspects were replaced by 'embedded journalists' whose bulletins referred only to those aspects, which were sanctioned by either side. By Autumn 2003, the negative consequences of such 'spin', rhetoric and political manoeuvre within Government, or as many pupils might see it - 'the adult world'-, had led to official enquiries, resignations and denials within Government and a new expression to replace 'spin' was voiced, 'presentation', which seemed more benign. Toynebee's 1970s assertion that some historical documents were not written to provide trustworthy information may have been valid still (1970 p.55). A group of Y11 pupils discussing the 'value' of using official sources seem to have accepted that 'spin' was and still is part of Government practice:

Mark - 'nothing new there then...Cecil was at it to control Elizabeth and get Mary Queen of Scots killed...he made things up 'cause be didn't think women could be proper leaders...'

Rachel - (sensing another underlying dimension, interrupts) '...like you say Mark.. nothing new!!...'

These comments demonstrate these GCSE pupils developing maturity in their abilities to present interrelated responses rather than repeat facts. Although in the context of the war in

Iraq, the United States Secretary of State Donald Rumsfeld had declared “...the absence of evidence is not evidence of absence...”, raising the possibilities of ‘unknown unknowns’ (Barone 2004); such an approach may be an ideal tenet for professional historians and pupils alike, again reflecting both Hume’s ‘uncertainty and contradiction’ and the National Curriculum’s ‘speculation’. The vast majority of the public accepted what Pickering termed the ‘seductive qualities’ (1997 p.29) of the media, as ‘fact’ and embraced a consensus viewpoint where pupils accepted passively their own place in, and the relationship of their country to the rest of the world, with little thought or question. My survey of 60 Y10 pupils (2005) to explore this suggestion (see appendix E-2), revealed that only 4 (6.6 per cent) regularly read or watched *complete* news features. Celebrities, games, cartoons, sports, ‘soaps’, ‘reality’ shows, and especially ‘The Simpsons’ were considered by the vast majority, to be worth reading or watching. Their internet usage centred on games, entertainment, sports and music. A wider survey carried out by the British Dietetic Association (*BDA*) (2006), of 3000+ adolescents, revealed little differences in the viewing habits of boys or girls. Thus the media is seen to provide occasionally, portions of instant History, out of context and with an apparent air of authority and completeness; indeed, it may be difficult to find many people who acknowledge any reality unless they see it on a screen. The really significant historical event of the early 21st Century may be the *perceived* corruption of the democratic process by the unquantified involvement of mass media, intelligence services and non-transparent governments. If pupils have the opportunity to study GCSE History and the teaching of it in schools is successfully delivered, the citizens of the future may be able to apply the skills of analysis, comparison and judgement retrospectively.

2.3: History: Governments, politics and traditions

Pupils who opt to study GCSE History in order to gain knowledge and understanding may be made aware that the associated skills of judgement, analysis, comparison and criticism are indeed transferable across a wide range of careers, as intended by the rationale of the programmes of study for KS3 and KS4 History. These pupils - the citizens and electors of the future - will have opportunities to observe and comment on their world. Politicians, who may or may not have such skills and knowledge when in power, may possibly have had the potential to deliberately or unwittingly manipulate interpretations of History. This section will cite some examples of how the subject of History has impinged on many aspects of human behaviour in different parts of the world. Pupils studying GCSE History may well be able to draw parallels between what they are studying, for example the Russian revolution, Nazi Germany, the Cold War or Independence in India, and events in the modern world.

World leaders who lacked Historical knowledge and understanding were unable, it was alleged, to devise and apply appropriate foreign policies (Cook, 2002). In the United States, fears were expressed that "...future leaders are graduating with an alarming ignorance of their heritage...a profound historical illiteracy...which bodes ill for the future..." (American Council of Trustees and Alumni 2001 p.1) (*ACTA*) For example, what became known as 'The History Wars' (see MacIntyre 2004) in Australia has promoted continuing discussion, and indeed some ill feeling, centring on differing interpretations of the details and effects of the colonial settlement on the original Aboriginal inhabitants. Two viewpoints have predominated; (i) so called "left-wing liberal" historians backed by supportive left-wing politicians who claimed the founding of the new Australia was little short of official genocide and dispossession and (ii) so called "conservative" politicians who sought to support historical research which contradicted that view (Beams 2004). Pupils expect their teachers to be ethical and to teach objectively; teachers expect their main sources of information, the historians, to behave similarly. Thus the shifting

alliances and conflicts demonstrated by Australia's 'History Wars', give pupils an indication of the difficulties in providing dispassionate interpretation. The partisan interpretations may be ideological, promoting self-righteousness whilst at the same time, seeking to deny the opposition a valid point of view.

A similar but less publicised debate began in Germany in the mid 1980s when ‘...academics and intellectuals...’ disagreed on how the post-1945 Federal Republic of Germany should come to terms with its recent (Nazi) past; conservative and pluralist advocates opposed each other (Hirschfeld 1987 p.8). Pupils and perhaps their teachers may be led to observe that certain selected Histories were relevant, worthwhile and important, implying that other Histories were of less value. In England debate has continued between those who believe that school History should present a mainly British perspective and those who advocate the inclusion of themes, which stress and promote cultural diversity (Haydn et al 2001 p.18). Such selectivity, usually politically motivated, wherever in the world, does a disservice to History. History is not simply a process of selecting received recollections, the rout or the rally, the victory or the defeat, the creation or the destruction, but it represents aspects of 'pull', the 'yin and yang' of life (Toynbee 1948 pp.556-557). Although this could promote appropriate celebration or mourning, and so create the potential for polarization within communities akin to ancient tribalism, it should be about knowing and understanding the past, making sense of it and interpreting the present, dispassionately. These few examples have illustrated that pupils without the skill of historical perspective developed at school, may be unable to make sound judgements especially when adults make decisions about interpretations of the past.

In some cases, it is not just a discussion about whether pupils should study History, but *which* aspects of History should be available to them. Very many of the pupils studying GCSE History will learn of the establishing and the demise of the League of Nations post-1918 and

will have completed a study of the Japan-Manchuria events. Those pupils may be intrigued to learn of the modern repercussions of Japan's actions when decisions, about which version of History pupils learn in schools, were highlighted in China during April 2005. Protesters appeared to have the tacit approval of the Chinese government as they attacked Japanese property and tried to incite a boycott of Japanese products (Coonan 2005 p.22). Those who were protesting claimed that (a) they disapproved of the Japanese Prime Minister visiting a war shrine (in Japan) where alleged war criminals were buried and (b) they objected that the Japanese Ministry of Education had approved the use in junior high schools of a 'right-wing' history textbook that 'whitewashed Japanese atrocities' during the period 1931 – 1945 (Ryall and Levine 2005 p25). A comparison of teaching methods of History in English and Japanese secondary schools revealed that in Japan, text books were heavily relied upon by teachers and pupils and that the information therein was considered to represent '...immutable truths...' (Larson et al 2004 p.42). Those Chinese who protested about the alleged dishonesty of Japanese textbooks, may not, ironically, have had the opportunity to learn, during their own time in China's schools, about the world's condemnation of China's occupation of Tibet in 1951 or of Mao Zedong's (Tsetung's) 'Great Leap Forward' in their own country during the late 1950s when possibly as many as thirty million died of starvation (Coonan 2005 p.25). Chairman Mao's 'Cultural Revolution', reflecting his aspirations for the then present and future, included the rewriting and reselecting aspects of the China's history to be 'officially' emphasised (McGovern 1994 p.16). In England, the vast majority of teachers use textbooks as just another source to illustrate particular items, not as objective summaries of events and conclusions. This is not solely a case of academics engaged in impassioned debate within the confines of universities and research institutes, but is a demonstration of how pupils in schools are subject to the 'truth' as presented by adults.

The question is, will young pupils, the future citizens, actually read these ‘news’ items and will the inputs of teachers, textbooks, families and local communities have greater effect? Alongside this decades-old Sino-Japanese confrontation and perhaps a catalytic factor, was a deep disagreement concerning the exploration of potentially vast oil and gas fields within a disputed strip of the East China Sea and Japan’s aspirations for a place on the United Nations Security Council.

Observant pupils may be confused, even discouraged, by the apparent lack of objectivity from all sides, when politicians, historians and the media promote their own individual, sometimes conflicting versions of the ‘true historical facts’, and the public at large forms opinions based on scant evidence.

In England where the production of History textbooks is not under state control, it is the publishers who provide materials which cater for the demands of the NC and 'dark incidents' such as slavery, Nineteenth Century child labour and poorly-controlled industrial expansion which may have reflected badly on England's History, are dealt with and, according to Simkin, presented objectively (2005 p.1). Descriptions of such incidents however, when referred to in current NC history textbooks, seldom match the candid approach of Charles Dickens (1870), when referring to James II:

After all this hanging, beheading, burning, boiling, mutilating, exposing, robbing, transporting and selling into slavery, of his unhappy subjects, the King not unnaturally thought he could do whatever he would.

(p.355)

If pupils have developed open enquiring minds during their GCSE History studies, the disagreements at academic and political levels may have prompted those pupils to pose questions along the lines of ‘does authorised History mean censored History?’ Totalitarian leaders, such as Stalin, Pol Pot and other governments both left and right politically, had been

seen to systematically distort History to survive, falsifying the past and manipulating the present, officially. Hitler had received with pleasure a revised account of Germany's history and the authors felt it was no longer necessary to '...combat the claims of the Polish scholars...they had been arrested, deported or shot...' (Burleigh 1987 pp.43-45).

Leaders of nations which had emerged from a colonial past previously controlled by Europeans, were aware that their History had been selectively absorbed, or misrepresented, by the cultural conquest of their region and thus should not be '...learnt through European spectacles...' (Gandhi 1947). Toynbee asserted that '...no single nation of Europe can show a History which is self-explanatory...' (1948 p.1) due to their involvement in foreign lands; the reciprocal 'foreign' influence on Britain was slight in comparison to the British influences on others.

However, knowledge of immoral and inhuman conduct against native inhabitants, for example the Spanish in Sixteenth Century Central America, the Dutch in Eighteenth Century Southern Africa, the French in Nineteenth Century Algeria, the European settlers in Nineteenth Century North America or during the Twentieth Century, the Belgians in the Congo and the British in Kenya, seems to have little effect on aggressors during more recent events in Kosovo, Chechnya or Sudan.

Urban (2005 p.14)) suggests that a perversion of the democratic process is generated when '...unscrupulous men (*sic*) combine with naive journalists to shape excitable public opinion...'. It would seem that an awareness of History has little influence when individuals with desire for power, control or commercial wealth drive official and unofficial policies and actions: questions arise, were such individuals even aware of previous aggression or was it knowledge of such acts that prompted their own actions? GCSE pupils studying History and Citizenship

may observe that in the past, zeal to uphold and expand Christianity was used by some to promote some actions:

'This is a righteous judgement of God upon these barbarous wretches...'

wrote Cromwell (1649) after his troops has slaughtered civilians at Drogheda and then went on to slaughter again at Wexford. A few years later (1654) he stated, somewhat ironically, that he and England had

'...on (their) shoulders the interests of all the Christian people of the world...'

(Roots 1989 p.28)

Over the centuries, peoples may have dismissed and forgotten the subjugation of the original inhabitants of 'target' lands. During KS3, History teachers may demonstrate the reasoning behind their decisions regarding the particular topics chosen and the depth to which those topics would be studied; for example, some pupils may gain a considerable knowledge of the European expansion into North America, others may never encounter such material. The selection of such topics may reveal the teachers' personal interests or expertise, the enthusiasm to experiment or the need for pragmatic responses to the pressures of delivering a coherent course of History (Freeman 2004 p.4).

Many aspects of in-depth GCSE studies highlight the conflict between political authority and historical explanation; blatant denial, falsification and omission have all been used at some time to promote or to defend ideological standpoints. Another aspect is 'revisionism', where sometimes the historian may not set out to, but does end up challenging the established consensus of professionals whose reputations rested on an accepted account of past events. The challenge may have been contrived deliberately or it may have developed as a result of more detailed research. The skill of analysing sources is an important element of GCSE work and pupils may be reassured that sometimes even the experts get it wrong. Hastings (2004 p.106) notes that much of the 'archive' film of World War 1 was faked or taken from contemporary

feature films and that 'dramatic' war footage from Vietnam had, at times, been directed by the cameramen. Documents held at the National Archives in London and used by Martin Allen in his book *'Himmler's Secret War'* (2005), were proved to be elaborate forgeries only months after the book's publication (Fenton 2005 p.1). For KS4 pupils, such details are thought provoking. Unfortunately, some observers may have viewed one atrocity as more deserving of inclusion for teaching in schools, than another, '...Stalin was worse than Hitler. Why have we heard so much about the Holocaust and so little about the Gulags?' (Montefiore 2005). Hastings suggests that some 20th Century mass murderers command less attention because no pictures exist of their crimes, comparable with the 'movie images' (*sic*) of the Holocaust (2005 p.3). Pickering (1997) has pointed out the unstable relationships created between

...symbolic inclusion and exclusion, of the political implications of evidential selectivity, of the consequences of acts of historical forgetting as well as remembering, of the ways in which the organisation of the telling of tales of the past or the relations of these to those of the historian's present...

(p.7)

when historical reconstructions are presented. In other words, what is absent may be as significant as what is present. One may assume that the present UK Government would not wish to be associated with the deliberate selection and manipulation of information, but Crick has stated that the proposals for Citizenship aim at 'no less than a change in the political culture of this country both nationally and locally' (1998 pp.37), an aim which might in itself be subversive or which could be used as a subversive process.

In Britain, when dealing with a thousand years of History in the diverse topics of the National Curriculum's KS3, it may be unrealistic to expect pupils to appreciate fully the deep-seated polarization of opinion generated by recorded events; but during GCSE History courses, those pupils may have opportunities to develop clearer perspectives when comparing the motives and actions of modern-day political 'actors' with their historical counterparts. There may be a danger in trusting a politician who seeks to 'personify' History as if it was some sort of special

advisor whispering in their ear (McKie 2005 p2). Such actors, in their quest for public acceptance and acclaim, may select carefully, to the exclusion of the whole picture and contextual influences, those negative aspects of History, which they can then use to create a 'them and us' confrontational dimension. Northern Ireland, the Basque region and Bosnia are just three examples where communities have been divided, not just by partisan interpretations of their common Histories, but their refusal to abandon or even adapt the *perceived certainty* of those Histories. Gordon Brown (2006 p.1) has suggested that when people are insecure they retreat into exclusive identities rooted in concepts of blood, race and territory. All peoples should acknowledge the 'dark' incidents in History, but a civilised society must ensure that the next generation have had the opportunities to learn and to appreciate, that paralleling such events, there are also many examples of invention, innovation, social improvements, co-operation and excitement which have generated positive bonds within their communities.

The Football World Cup of 2002 demonstrated that a historical dimension runs through the daily lives of most individuals. In Britain, pupils whose parents and grandparents had no direct experiences of the Second World War proclaimed their pro-England-anti-Germany allegiance. Two years later the then German Foreign Minister, Joschka Fischer, remarked that 'If you want to learn how the traditional Prussian goose-step works, you have to watch British Television...because in Germany the younger generation ... have never seen it' and thus the British perpetuated an outdated image of Germany (Beeston, 2004). During preparations for the 2006 Football World Cup, England's manager appealed to English fans, not to perform 'a regular chant about German bombers' (Eriksson 2005 p.1) and the German Football Association reminded all intending visitors that 'performing a Nazi salute was an offence in Germany' (Theil 2006 p.1). Yet some columnists of the British tabloid press, critical of the 'Lord Haw-Haws' at the BBC, suggested that there was little harm in a few jokes, '...we did *win* two world wars...' (*sic*) (Gaunt 2006 p.1). Germany's Chief of Police was 'having sleepless

nights' as he anticipated possibly similar wartime-induced rivalries between Poland and Germany (Broadbent 2006 p.1). This tournament may present to visitors, younger Germans who are 'less burdened by historical tragedy' (Times 2006 p.23) and who take pride in their country's success - among them the inventions of the aspirin, the laptop and the spiked running shoe.

In Britain, such Anglo-German rivalry was developed during and after the 1939 -1945 war years. Pre-war radio broadcasts, including entertainment shows, did not include references which poked fun or insulted Germany; if it did happen 'spontaneously' a sharp rebuke was issued from the Lord Chamberlain's Office (Thompson 2005). In 1939 the BBC was given approval and encouragement to produce radio programmes such as 'ITMA' (It's That Man Again) which lampooned and parodied the German establishment (Jackson 2005). GCSE pupils may be much more aware of later UK television series 'Dads Army' and 'Allo Allo', hugely popular, which to some extent perpetuated the stereotypical images of spoof wartime situations. That mild scepticism of the 'enemy's intentions' may still linger as a useful headline for media usage when old foes meet on the sports field. When referring to a football match and using headlines such as 'English raiders plunder Danes' on the front page of their newspapers, journalists (Chittenden and Ngata 2002 p.1) and their editors had assumed their readers would have had sufficient historical knowledge to appreciate the pun. Although all the KS4 pupils who participated in this study had learned of the Vikings during their KS3, not one of those pupils related that knowledge to what they viewed as a sports article. Observers of international sporting fixtures during the past decade may have noted that many Irish, Scottish and Welsh fans cheered enthusiastically for England's opponents. During the Six Nations Rugby Competition of 2005, those same provincial fans referred to England as the 'old enemy'. Very many of the Scottish fans who sang with gusto 'Flower of Scotland', may know little of the historical events about which they sing. What British people do know of their

History is often very provincially-focussed and tends to ignore the effects of 'British' involvement in the Empire and the wider world (Richardson 2005).

Pupils are individuals who live their lives surrounded by, and in the grip of, raw History, not merely current affairs which have the potential, after exhaustive, repetitive media coverage, to seem mundane. History is not just concerned with a list of past events but provides a zeitgeist of another age when people reacted to the stimuli of their environment in exactly the same way as people do in the modern world. History may not repeat itself as the old adage may claim, but historical situations do, and it is that concept which may be the most pressing theme for pupils as they encounter the various aspects of KS3 History in schools. Such situations as the likening of Iraq's Saddam Hussein to Adolf Hitler (Neale 2005 p.3) may have been promoted by the Western forces in order to justify invasion and to indicate to the world that 'appeasement' would not occur (as was seen to be the case pre-1939). The immediacy of modern telecommunications brought the events in New York on September the 11th 2001 (Cook 2001) to the majority of our world's population. Abstract concepts such as nationalism, religion and fanaticism embodied as seemingly tangible concrete forms, were thrust from every television screen, radio and newspaper, and people without a sense of History may lose the essentials of sound judgement, depth and proportion (Jenkins 2002 p.1). The events of that day - '9/11' - and the following weeks provided a zeitgeist, not of the past, but of the very world in which pupils live and will serve as adults. President Bush's response to '9/11', to launch a *crusade* against Islamic militants, is interesting in that the using of the word 'crusade' may have been construed as inflammatory by the wider Muslim communities, some of whom responded by labelling the Americans as *infidels* (Cukaj 2005). Neale (2005 p.2) suggests that the President's '...linguistic gaffe...' may have been vetoed if his advisors had been historically minded.

Pupils have the opportunities to view such developing History from outside with their own perspective - for example, cartoons distributed widely in Iran during 2005 used excerpts from the film *The Exorcist* (1973) with the superimposed heads of Secretary of State Rice, President Bush and Prime Minister Blair, presenting these western leaders as manifestations of Satan (Harrison F. 2005) - and pupils can develop an awareness for the small revealing details of human understanding and behaviour and perhaps apply that critical appreciation to events of the past. History is not just a subject to be encountered within schooling; it is a crucial ingredient of almost every aspect of human endeavour. Individuals, be they adults or children, are able to 'place themselves' within the context of their family, community and society by referring to their past experiences; if they are without a history, it may be similar to experiencing a loss of memory leading to confusion. It is difficult to think of a practical, vocationally based reason for pupils to study History for its own sake - the subject is an interwoven web of economic, political, cultural and personal dimensions - but it is a basic element of the human psyche to *need* to know the past, even though the extent and depth of that past can probably never be defined with any certainty. That uncertainty, that nagging doubt, may help to moderate unquestioned loyalties. Although Henry Ford's opinion, 'History is more or less bunk' (1916) contrasts with Santayana's comment of that same year, 'those who cannot remember the past are doomed to repeat it', both hint at subjective uncertainties: it is the *uncertainty* of History that is a key concept, where evidence may be inadequate, unavailable or cannot be tested: *investigation* prompting debate with an open mind is a key process and together, the concept and the process provide demanding challenges for pupils and their teachers. Those challenges 'exist at all levels of academic, secondary school and popular History; the irony is that, as History becomes demonstratively more relevant in today's world and it becomes more popular in our media-based culture, fewer than half of 14 year-old pupils in England choose to study it at GCSE.

CHAPTER 3

History in the school curriculum

The legislation that introduced the ERA in 1988 specified that History would be a compulsory subject for all pupils until the age of 16 in all maintained schools. Following the Dearing report of 1993 issued by the School Curriculum and Assessment Authority (*SCAA*), History was no longer compulsory after the age of 14, the end of KS3; pupils could opt to choose it to study for GCSE if they wished. By that time subjects such as Woodwork, Metalwork and Domestic Sciences had been restructured as 'technologies' and were also available at GCSE. Since then, the availability of vocational courses and training has expanded. The 1944 Education Act had been seen by many as a milestone in the provision and planning of education nationally, but during the intervening years there has been a constant need for reports, further Education Acts and changes to the system. This would seem to indicate that firstly, Government's interpretation of its role in providing education as a service has been variable and secondly, its overview of what should be taught in schools has been subject to many reviews. The following section will demonstrate briefly how the present system of provision evolved in what might be considered an uneven way. Further sections will present the development of History as a school subject, in some ways paralleling discussions among academics such as G.R. Elton and E.H. Carr, the debates surrounding the content and methodologies to be applied, the origins of the current GCSE examinations at the end of KS4 and the structure and subsequent changes to History in the National Curriculum, all of these against a background of 'league tables' of schools' performances and of the increasing awareness of the need for viable vocational training.

3.1: Government's role in education 1800 - 1965

Since the introduction of the ERA in 1988 there have been two major revisions of the National Curriculum. History was a compulsory subject for GCSE until 1995 when its status became optional at the age of 14. In the later revisions in Curriculum 2000, the wording used to outline the skills and content required for History was changed somewhat; however the optional status

for History was unaltered, thus maintaining the requirement that pupils would have to *choose* to study it for GCSE. Thus the modifications to the National Curriculum (DfES, 1999), issued by then Secretary of State David Blunkett in October 1999, marked the end of a decade during which the organisation of education in England had undergone a momentous change. A curriculum had been firmly established in all English maintained schools since the ERA of 1988. Government had intervened firmly in that the prescriptive nature of (a) the content and progression of school subjects, (b) the processes of assessment, recording and reporting and (c) the devolving of financial management to individual schools through the statutory requirements.

Such approaches adopted by Government were not the result of a continuing concern for education throughout Britain's history. During the late 17th and early 18th centuries churches, charities and individual benefactors had provided an eclectic, uncoordinated range of educational provision. such reflected the norms of the times in that the educating of children focussed on God, religion, modesty and behaviour (see Tillotson 1694). The rapid industrialisation and urbanisation of Britain brought further social issues to the attention of Parliament; what schools did exist concentrated on the 3Rs and Catechism. Today's Governments have legislated for the provision, content, recording and financial management involved in schools; Government's role in the 19th Century had been more concerned with the employment and abuses of the employing of children in factories and mines (see Slaney 1837) although the factory Act of 1844 did state that children in the 8 - 13 year old age range should receive the equivalent of three days schooling each week. Inspection was limited and rarely successful (Marx 1867 pp.87 - 98).

It was not until Forster's Education Act of 1870 that the Government was seen to regard education as a national issue; that Act may be seen as the forerunner to the implementation of

central direction for schools that continues to the present day. In common with today's provisions, Forster was concerned with the well-being of children, the awareness of inadequacies and the establishing of local administrations, initially School Boards but later Local education Authorities. Unlike the ERA of 1988, Forster's Act set up a system rather than prescribing subjects, assessments and procedures.

Throughout the first half of the 20th Century one is able to trace Governments' increasing awareness of education-related issues such as the provision of free school meals (FSM), medical inspections, pupil's individual abilities and the roles of different types of schools. The Education Act of 1944, enacted after considerable war damage, prompted LEAs to reorganise their schools and provisions. This led, but unintended by then Act, to the establishing of a 'Tripartite' system of Grammar, technical and Modern school whereby some 20 - 25 per cent of pupils were 'selected' for a Grammar school place on the basis of an examination - the 11+ - taken during their final year at primary schools (Rubinstein and Simon 1972 pp. 36 - 37). Different types of examinations became available at these secondary schools. The input of increasing sociological research, initially during the 1950s, into the education 'arena' prompted an awareness of the importance of (i) pupils' out-of-school experiences and (ii) the relative merits of the different types of schools (Rubinstein and Simon 1972 p.41). The DES Circular 10/65 laid the way for LEAs to establish mixed-ability 'comprehensive' schools' where the curricula of Grammar, Technical and Modern schools could co-exist (see Benn and Simon 1970).

Goodson (1993) refers to the controversy generated during the 1970s when James Callaghan, in his speech at Ruskin College in October 1976, questioned the prevalent teaching methods in schools, the educational standards being achieved and the limited relationship of schools to industry (Woodward 2005 p.1). Such controversies continued during the 1980s and culminated

with the Government's decision in 1988 to implement a National Curriculum within all maintained schools. Thus a century after central government's legislation to provide free and compulsory education within maintained schools, the ERA of 1988 sought to bring some degree of standardisation to what went on within those schools. Discussions during the drafting of that National Curriculum for 5-16 year olds had been concerned not only with defining the content of the syllabus, but with prescribing a process of assessment for all pupils and finding a balance between teacher-directed and pupil-centred approaches to learning. During the previous decades these two approaches and a myriad of variations reflected what was considered old, traditional, formal, knowledge-based teaching, seemingly being ousted by new, progressive, pupil centred skills-based learning. Within the subject of History, discussions about the content to be taught were as contentious as proposals about methodology.

3.2: History in the School Curriculum

As recently as the mid 19th Century young people, children or teenagers, did not have to study History (Batho 1986 p.219); indeed they were not required to attend a school. Unless their parents availed of a charitable institution or sponsorship, the children grew up to expect paid or apprenticed employment as the norm; they would not have had the opportunities to experience the range of skills and knowledge available in the modern schools of the 21st Century. Parents of today's pupils have, as required by the Education Act of 1996 (Ch. 56, Sect. 7 and 8), the responsibility to ensure that their children proceed, by regular attendance or otherwise, through compulsory schooling from 5 years of age until the age of 16; during that time pupils accept the curriculum and incorporated syllabi they experience. They are involved in the immediacy of their time in class, in school and are mostly unaware of wider debates among educationalists.

The teaching of History in maintained schools has generated considerable debate during the

last three decades. At its extreme, this issue has polarised around (a) those who are concerned that a specific body of knowledge is imparted and (b) those who advocate a pupil centred approach to learning emphasising the importance of skills and that History is an appropriate vehicle for developing transferable skills. This dichotomy of viewpoints has tended to be labelled as the '*traditional*' versus the '*new*' or '*progressive*'. Although the 'National Curriculum 2000' for History has brought together a widely accepted body of knowledge along with clear guidance, and this dichotomy is now perhaps less relevant, it is still a continuing source of discussion. Pupils, who at the age of 14 are on the verge of deciding whether or not to continue studying History, may have experienced different teachers, each with an individual approach to delivering the subject within the guidelines of the National Curriculum.

The influential role, positive or negative, of the teacher has been acknowledged:

In some hands, school history can seem a desiccated and stultifying subject, of dubious relevance and little clear purpose; in others it can seem inspirational, important and immensely rewarding.

(Hadyn et al 2001 p.1)

The issues surrounding the content and the structure of National Curriculum History has prompted much debate among the proponents of traditional and of new methods as practised within the schools of England. The protracted controversies, taking place against a background of overall change and restructuring within the provision of state education during the last half of the Twentieth Century, prompted much discussion when it was apparent that the Education Reform Act of 1988 specified the knowledge, skills and understanding to be learnt by pupils, the processes to be taught and the assessment procedures to be introduced. Central government was seen to be taking a firm control of the curriculum and practices within state schools. Government intervention was not always the case.

3.3: The Historical Context

The recorded History of pre-Roman, Roman and post-Roman England was provided, generally, by monks who wrote in Latin during that first millennium. Bede's 'The

Ecclesiastical History of the English People' was written at a time (c.731-735) when the country was not subject to a unified political existence. As a chronicler, Bede used what information '...he could acquire from ancient documents, the traditions of his elders and his own knowledge...' (Marsden 1989 foreword) to compile his works and was the first English 'historian' to date events by the '...year of Our Lord...' (Hassall 1967 p.15). It was customary for writers to copy the work of earlier authors (who may themselves have copied from others); their writings may have included relatively accurate eyewitness accounts as well as ill-informed hearsay (Hassall 1967 p.xiii), and as such it is not necessary to accept uncritically, the details therein, just as today, few people would accept the contents of newspaper stories as *total* truth. The concise nature of the early handwritten compositions reflected the effort and time that was involved in the producing of such manuscripts. The later 'Anglo-Saxon Chronicles', using some of Bede's work, were a collection of volumes written in Latin at monasteries and recorded mainly information of parochial, local and sometimes regional interest. The 12th century may have been considered a 'golden age' of learning and literary activity, especially in the writing of volumes of History (Lawson & Silver 1973 p.20). These volumes of mostly secondary source documents reflected changes in language usage, Latin, Old English, Middle English and Anglo-Saxon; later documents demonstrated the arrival of Norman French spoken by the '...social elite...' and the development of Elizabethan English '...for the masses...' (Mortimer 2006 p.32), both of which existed alongside the continuing use of Latin (Woodward E. 1943 p8). Prior to the Reformation and to some extent afterwards, nearly all documents were in Latin. Within the monasteries, such documents were available to the monks, some of whom might take up the tasks of continuing to write and update in Latin. This language was considered to be the route to learning and would provide opportunities for officials - the equivalent of today's civil servants - to maintain their status within communities (Curtis and Boulton 1966 p.13).

The principal primary source available from the 11th Century is the Domesday Book, a statistical survey ordered by William I in order to facilitate the assessment and collection of taxes; these county-by-county volumes provide an insight into the structure of the levels within society, the lands held and the assets available locally. Geoffrey of Monmouth's 'Historia Regnum Britanniae' compiled in the 1130's was mostly fictitious, having invented Kings in order to satisfy what he perceived as a '...hunger...a growing demand for History...' (Steinbeck 1962 p.63). Within schools, mostly grammar, church and private, texts in the form of single manuscripts were held and used by the teacher (Curtis and Boulwood 1966 p.14). The advent and growth of vernacular printing from the late 1400's created the opportunity to make available the 'written word' to a wider audience, although access was hampered by the lack of literacy among the bulk of the population. Much of the published work was mainly of a religious or theological nature whilst historical studies tended to refer to the Classical Civilisations, comparing Greek 'culture' with Roman 'discipline' (Stray 1986 p.10). Many such History texts, written in Latin, were inaccurate and out of date versions '...written by the ancients...' (Curtis & Boulwood 1966 p.21). At government level, the more detailed and regular recording of transactions and debates after 1450, provided '...exhaustive evidence...' for later historians to examine (Elton 1969 p.89). In the late 1700s public demand for published work on the History of England was such that for David Hume '...monies from booksellers much exceeded anything formerly known in England; I was not only independent, I was opulent...' (Hume, 1776, pxii). At that time Goldsmith had been producing Histories of England, Greece and Rome for '...little reputation but much profit...without elaborate research, selecting and abridging...making strange blunders ...knowing nothing of accuracy...' (Macaulay 1857 p.407). However Macaulay did acknowledge that such abridged works were considered a '...pleasure not a task when read by intelligent children...' (p.408).

Before compulsory education was established for children in 1870, the teaching of History in England was confined mainly to grammar schools and to the universities. Although Dr. Arnold had introduced the subject at Rugby School in 1820 and written examinations were available at Oxford in the early 1800s, it was not until 1872 that a School of History was established at that university (Batho 1986 p.214). At degree level, emphasis was given to studying the development of government and the history of Parliament, from a British, if not English, perspective. Yet in an essay to accompany an 1850 reprint of Hume's 'History of England' twenty years earlier, the Reverend H. Stebbing had suggested that '...History loses much of its charm and usefulness when it is so completely political...' (1850 p.viii). Contemporary interest groups reflected that same hierarchical nature of the English professional classes, the Church, the Universities and the learned aristocracy. History, taught by '...intellectually lucid, analytical and well travelled teachers...' was based on a selection of hallowed individuals demonstrating accepted traditions and encompassed a notion of heritage which would be useful for legislators, orators and statesmen (Chancellor 1970 p.18). The exclusive nature of access to higher education is illustrated by John Stuart Mill's inaugural address as Rector at St. Andrews in 1867; he considered it '...a great absurdity...' that History and Geography should be taught at university, as the only way of gaining historical knowledge and skills was by private reading, but it would suffice to teach it in elementary schools (*sic*) to the children of the '...labouring classes...'. Seventy years earlier, Archbishop of Canterbury, John Tillotson had indicated that skills and knowledge gained through reading were '...mere speculation...' and that the individual should '...travel and carefully view...' (Tillotson 1694 p.489). Regarding the learning of foreign languages, Mill had also emphasised the role of the individual, with means, to '...spend a few months in the country itself...' (Mill 1867 pp.21).

Throughout the Nineteenth and early Twentieth Centuries there appears to have been no simple line of development as regards the content or the methodology employed for teaching

History. Many years earlier it had been suggested that essential texts for '...all young persons...' were the Holy Scriptures alongside Histories of Greece, Rome and England (Slater E. 1827 p.vii) and success at school '...calls into play memory and repeating lessons by rote...' (Hazlitt W. 1826 p.230). Callcott (1835 p.iv-v) refers to the 'mother or governess' reading *Little Arthur's History of England* as important in education 'particularly in that of boys' - an approach rather incongruous to that experienced by modern GCSE pupils. The Foundation Deeds of many schools had stipulated which subjects were to be taught; John Locke had countered such direction when he suggested that Latin, Greek and Hebrew teaching might be reduced to allow some Maths, History, Geography and Science (Curtis and Boulwood 1966 p.33) but It was not until the implementation of the Grammar School Act in 1840 that such schools has the freedom to allow additional subjects. The Revised Code of 1862 allowed the introduction of History, Geography and Grammar in all schools and, reflecting the norms of the times, Needlework for girls was introduced in 1875. In a satirical piece in 1879 (pp.136-137), Punch Magazine highlighted the rather haphazard local arrangements for administration and financing of the 'new' elementary schools, referring also to what appeared to be an uncoordinated approach to the curriculum:

Our first lesson will be English history. We will waive the Prehistoric, early British and Saxon periods ...and commence our studies with the Norman Conquest

Wardle (1970 p.92) acknowledges such lack of uniformity in that where History was taught, it was

...limited to those apocryphal periods, the Conquest and seldom extends beyond the reign of Henry VIII or Elizabeth - it is begun at the beginning, but never finished

The rationale for learning History was stated in terms of assisting the individual to '...understand himself...'(*sic*) more fully (Welton 1906 p.225) and to encourage the development of skills of a general educative nature which would enhance the pupil's emerging personality (Worts 1935 p.3). However, the absence of government influence may have reflected an unquestioned tradition rather than any statutory limitation (Slater 1991 p.8); the

including of History as a subject in elementary schools after 1870 may have indicated a desire on the part of the government to foster patriotic sentiments at a time of growing unease within society. Some 40 years later that same sentiment was expressed in the hope of a more thorough and comprehensive dissemination of the teaching of History and patriotism (Keatinge 1910 p23). Counsell (1999 p.7) suggests that (now) a desire to 'eulogise the past' has promoted the ideas that pupils 'virtuously learned their facts, saluted the empire and developed deep knowledge in peaceful classrooms' Ironically, German military historian von Bernhardt's 'Germany and the next war' (1912), written to promote fervent German nationalist ideals, had been translated and reprinted a dozen times in Britain where it was seen as evidence of confirming potential dangers; such publications had the effect of 'welding the Empire more solidly together' (Overlack 2004 p.1). During and after the First World War, that more inward-looking perspective may have been confirmed by

...family breadwinners dead, a generation decimated, swathes cut through the male youth of village and town, there was a withdrawal from Europe and...a simple confirmation of the dangerous nature of the foreigner...

(Rowlinson 1986 p.77).

The teaching of History varied within primary, all-age and elementary schools according to the capacity and interests of the individual teacher; it was considered undesirable that all schools should follow exactly the same syllabus, reflecting an awareness of local circumstances. Teachers were assumed to have studied the subject, through independent reading and in great detail (Marten 1938 p.25). The Government's Board of Education (*BoE*) had felt that the cessation of such personal reading and study had been considered as reason enough for an individual to withdraw from teaching History (*BoE* 1923 p.9-10). In schools, the guiding principle of chronology provided a framework for knowledge which was basically British and seemed quite natural at a time when England was an undisputed world power, so much so that some pupils were unaware that Europe had a history (Marten 1938 p.17). The certainty and the necessity of chronology had been espoused earlier: "...the creation of the world was 5746 years before the death of George III..." (Slater E 1827 p.13) and Ince and

Gilbert's 'Outlines of English History' used widely during the second half of the Nineteenth Century, proposed rhymes in order to ensure that 'all classes remember the principle facts', for example

In ten-o-two on one dark night
The Danes are foully slain,
And Ethelred is put to flight

In ten-one-two by Sweyn (Ince and Gilbert 1878 p.9)

Such a closed approach, '...strings of dates and names in horrifying sequence...' (Runciman 1887 p.142) was noted by others to the present day. Emphasis on '...brute facts, dead and dry...' (Collingwood 1965 p.6) and the '...leaden teaching (of such) navigational co-ordinates of a forgotten world...kills History...' (Fay 2005 p.30) were negative viewpoints expressed many years later. J.W.Willis Bund (1908), historian and Chairman of the Warwickshire Education Committee, was clear about his interpretation of the purpose of teaching History in schools. When he addressed the National Union of Teachers (*NUT*) in 1908, he stated the subject had four '...definite objects...' to show:

...that certain men and women ... served God in Church and State...
...(that service) was done by...courage, endurance and self sacrifice...
...(resulting) in the ...establishment, maintenance and extension of the Empire...
... every child...had a duty to maintain and extend the Empire...

(p.4).

The preservation of that Empire which embraced one sixth of the globe and one quarter of all human beings (Marsden 1986 p.185) was considered to be a national responsibility. Thus pupils learning History, who neglected their duty, would be responsible for '...national decay and ruin...' claimed Willis Bund. One hundred years later, writer Simon Barnes (2006 p.10) suggested 'A liking for one's country is one thing, a belief in its superiority to all others is mad, bad and dangerous'. For pupils in elementary schools, the BoE reported that the catechetical style of teaching History lessons hardly went beyond that of England and of the Empire and those pupils had tended to have been required to provide little more than '...monosyllable...' answers during such short-term learning (1923 p. 7). Oral lessons and dictation were generally the norm, a situation where the pupil did very little learning (Holmes 1911 p.135-6). Where

History 'readers' were available, many were considered '...fearfully dull...' as authors had attempted to cram the whole History of the country into 250 pages, producing little more than a '...record of facts and figures...' (Willis Bund 1908 p.3). Some seventy years earlier, the patriotic ideal that love of one's country was '...almost a religious duty...' (Callcott 1835 p.vi), had been promoted. Some instances of a less fixed approach emerged; the use of source-based teaching had been tried but it was suggested that an over-emphasis on such methodology would lead to the neglecting of other means of '...cultivating interest...' and of training to '...think soundly...' (Bourne 1902 p.184).

Yet the using of sources and problem solving was encouraged in 1910 by confronting pupils with documents in order to exercise their minds (Keatinge 1910 p. 23-38). As more textbooks of varying quality became available, teachers were advised about making appropriate selections (Hasluck 1920 p.31) and the teachers' use of better textbooks was recommended as an alternative to a pupils', sometimes haphazard, 'find out' methodology. Consequently, pupils in different schools did not necessarily acquire the same body of knowledge. The design of courses was the prerogative of individual staff, thus variation existed not only between institutions but also within institutions. There appeared to be no fundamental element of the discipline, as different examination boards sought to test differing bodies of knowledge. In the post-1945 years, a plethora of different arrangements existed, based generally on what had 'happened' in the past, in chronological order. Rather than base practice around the traditions and expectations of earlier practitioners, Chuter Ede's statement that '...there is no curriculum for every child...' (Hansard 1944 col.497), implied that national structures of content and methodology imposed in schools were not appropriate for all pupils. This theme prompted researchers to consider the needs of pupils who experienced different stages of developing skills and abilities, as put forward later by Piaget. When referring such a Piagetian approach to the school subject of History, Coltham and Fines (1971 p.44) suggested that young children

found 'the world of adults' difficult to conceptualise and that 'reasoning' was better suited to the formal operational stage at 12+ years of age. During the 1950s and the 1960s, as all levels of British society experienced rapid changes in public services and access to technologies, a new awareness of the 'past' emerged, responding to societal and political change which reflected concepts of class, gender and race. History teaching began to incorporate a broader knowledge about the past, including social and economic aspects to accompany the 'standard' political dimensions of rulers, governments, wars and treaties.

Anecdotal evidence from older people would suggest that prior to 1960, History was perceived to be an important school subject; in those more structured days, teachers invariably knew year after year what they were going to teach and their pupils knew what to anticipate in terms of methodology and expectation in many schools. Generally, two factors may have determined the continuation of 'accepted' methodology and content; the '...deadweight of tradition...' and the existing bank of teaching resources (Jones-Nerzic (2005)). Some teachers, didactically active in front of passive pupils, may have led to an uninspiring perception of the '...uniform grey pond of History...' (John 1993 p.17), an approach which had been observed in the early 20th century - 'Little books and dogmatic teachers tell weary souls what History was and did' (Fines 1969 p.83). In 1944, the Historical Association, long associated with the maintaining of historical academic research at the universities, had acknowledged that school pupils should gain some skills in 'collecting, arranging and interpreting historical sources' (Phillips 1991 p.22). The usefulness of such 'in-depth' study and of 'sympathetic imagination' may have indicated awareness within the Ministry of Education (*MoE*) that History teaching was not always a rigid progression based on timelines (MoE 1952 p.17).

3.4: Viewpoints

Simon (1981 p.124) has noted that the Schools Council came into being at a time when there was greater awareness of knowledge and of social and economic change and that the debate about methodology in schools had been expressed in a variety of terms - 'traditional or progressive', 'subject centred or child centred' and as 'formal or informal' (p.125).

The reading of academic History during and after the 1960s had been dominated by historians such as G. R. Elton and E. H. Carr among others. Elton's approach suggested meticulous examination of evidence in a scientifically forensic style, and to explain the past by providing an account of how the actions of autonomous human agents, within the context of their own times, shaped events and decisions. Stressing the primacy of political history, Elton referred to the ambiguities in research caused by incomplete or conflicting evidence and the use of language within those historical contexts. Carr felt that the acceptance of 'hard facts' independent of the *historian's* own interpretation presented difficulties and that the significance, order and context of those 'facts' were established by the historian from within his or her own context. This interpretative process had the potential to introduce subjectivity. The Elton - Carr debate could have influenced History graduates taking up posts in (especially) secondary schools, and so altered their perspectives of what should be appropriate syllabi for their pupils. Among these perspectives, teachers have told me, was the possession of information alone i.e. 'facts', was not knowledge and that the acceptance of a hierarchy of facts may exclude equally significant facts which some historians have deemed to be of less value (see Carr Ch. 1 1961). Elton had expressed a similar point: '...no argument exists to establish a hierarchy of worth among historical periods or regions...' (1969 p.13).

The advent of the Schools' Council History Project (*SCHP*) in 1972 - renamed the Schools History Project in 1988 - and of other 'new' subjects centring on an integrated approach was

seen to pose a threat to the established methodology. Some politicians may have viewed the emphasising of History as an 'approach' rather than a body of knowledge, as a means for teachers with extreme viewpoints to '...influence uninformed minds...' (Dawson 1995 p.14) and so threaten the established values of society. Teachers, whose political affiliation may have demonstrated a feminist, Marxist, postmodern or left-of-centre approach to issues such as gender, ethnicity, class and environment, may have been seen to be at odds with anticipated standards. Behind the concern about these emerging methodological aims seemingly intrinsic to History, may have been the idea that other social priorities might override those aims. Social Sciences were in some cases seen as performing the role of History in the comprehensive schools (Heater H.1970 p.137) and it was suggested that some History teachers were in pursuit of wider '...social ends...' (Beattie 1987 p.17). Her Majesty's Inspectorate of Schools (*HMI*) noted Khrushchev's suggestion, '...historians are dangerous people. They are capable of upsetting everything...' (HMI 1985 p.1); this seemed to have represented the concerns of advocates for both traditional and more recently emerging approaches to teaching History and arguments, presented in almost arcane and theological styles, and raged around the relative merits of competency versus knowledge (Nash 2003 p.2). An awareness that the potential use or misuse of History could '...exercise a decisive influence on public opinion and influence the policy of a great state and the fate of a continent...' had been proffered some seventy years earlier (Lodge 1914 p.ix).

The establishing of the journal 'Teaching History' (*TH*) in 1969 seemed to indicate that the HA had recognised the need to '...devise new ways to explore the exciting possibilities of the subject...' and to establish them within schools (Hay 1969 p.1). Former editor of *TH*, Christine Counsell, suggested that

History, more than any other school subject, is subjected to 'mischievous, sensational and often wholly inaccurate reporting in the press. Right and Left, 'traditionalist' or 'progressive' are quick to enlist any-out-of context examples as an endorsement for their own ideological position

The 'Traditional' viewpoint

In the 1960s, those who favoured a traditional approach put forward the notion of the existence of an 'indispensable' (Elton 1969 p.80) body of agreed knowledge and the necessity of its transmission. Perceptions of History which considered the subject to be of 'universal human interest' (Collingwood 1930 p.3) and that concern for the past was a human 'characteristic' (Elton 1969 p.17), prompted the assertion that all historians are essentially educators. The rigorous methodology utilised by historians paralleled that of the scientists and may have seemed to incorporate a positivist approach, in seeking to explain the existence and purpose of the human race (Elton 1969 p.12). Yet the minute detail and meticulous methodology required by the professional historian in order to contribute to the understanding of contemporary problems, may not have seemed relevant to the needs of late twentieth century schools. Indeed, based on the findings of Piaget, Elton (1969 p.182) conceded that 'proper' History was too difficult for school children. Gunning and Gunning stressed the need for a hierarchy of concepts in order that pupils could understand abstractions (1976 p.43). Not based on scholarly research, a wider, more generalised approach to History was not viewed by traditionalists as 'real' History (Connell-Smith and Lloyd 1972 p.29). The 'abandonment' (Elton 1969 p.66) of the present, divorced from the constraints of present and contemporary society, was deemed a prerequisite for historical study; such an approach failed to acknowledge the present, wider heritage of the Western world (Hodgkinson 1962 p.131). Over 40 years earlier, it had taken the government almost ten years after the First World War to encourage the teaching of some European and World History within British schools (BoE 1927 p.18) and so recognise that the History of the British Empire might be taught within a '...wider context...' (BoE 1927b p.125 and app) and not just be an exercise to recall '...accepted facts about famous dead Englishmen...' (Slater 1989 p.1).

The 'New' viewpoint

Looking for a Nuffield style approach, which had been successful in the teaching of science, the broader approach of the 'School History 11-13' seemed to be an 'outstanding success' (TH 1992 p.2). History was now perceived as not just the event, but the thought expressed in it - what lay behind the event was the target of investigation and conjecture for pupils, even though associated sociological data relating to the event was sometimes vague, value laden, ambiguous and opinionated. The political 'new right' of the time feared that emphasising such child-centred approaches might dilute common cultural values and sense of national identity (Harris and Foreman-Peck 2004 p.1). Shemilt (1984 pp.50-54) had suggested that there were four stages in the development of empathy in school History, and that it was teachable and assessable but Deuchar (1987) had labelled such empathy as 'generalised sentimentality' (p. 15). More recent research (Husbands and Pendry 2000) has suggested that although pupils may recreate the past historical context by reference to literature, drama and media, *they still act as they are (presently)* (p.133). From their work in neurology, Blakemore and Choudhury (2005 p.10) have suggested in their continuing research that from the onset of puberty and throughout adolescence children's brains are undergoing 'synaptic pruning' and one effect of this is that the development of 'perspective taking' (empathetic reasoning) is interrupted and shows some decline during that period. It is during this period that many KS3 pupils are encouraged to think empathetically when studying History and are embarking on subject choices for GCSE. The approach adopted by the SChP sought to cultivate an understanding of contemporary problems, recognising that people could be deceived by testimony and thus could have been deceived within the original situation (Booth and Hyland 1996 p.8). Such an approach mirrors Stebbing's statement, almost 150 years earlier, '...bare knowledge of facts is not improvement...' (1850 p.x). Interrelated narratives of past events may be chaotic but could potentially reveal that those events were not a result of clearly defined forces but of individual,

autonomous human agents. Approaches which stressed the certainty of History are, in some way challenged by the awareness that the future, complex as it may be, is highly vulnerable to tiny influences: Shakespeare's line in Richard III '...kingdom for a horse...' written in 1597, refers to the significant Battle of Bosworth of 1485 where, supposedly, great changes ensued from one, initially relatively unimportant, but unforeseen incident - a theme developed within the rhyme 'All for the want of a horseshoe nail' (Ripperton 2005 p.1).

The teaching of History was to reflect the unpredictable nature of the past, which was the result of the vagaries of human reasoning and thinking in diverse situations. In order to gain insight into what Elton (1991) had called '...the magnificent unpredictability of what human beings may think and do...' (p.8), the 'learner', of whatever age must be able to relate seemingly conflicting evidence of historical characters, apply knowledge, understanding and interpretation, in order to appreciate with empathy the nuances and contexts of that period. An example of such vagaries and diverse situations was presented when author Andrew Roberts contributed to an article in The Times (Roberts 2005 Review p.7) which encouraged children, possibly potential 'young Historians', to write about their favourite or least favourite historical character:

*Dear Mr. Cromwell,
you are my favourite character in history because it was due to your Revolution in the 1640's that we in Britain have the parliamentary democracy that we enjoy today, even if you weren't particularly pro-Parliament (let alone democratic) in your own time.
Yours sincerely,
Andrew Roberts*

*Dear Mr. Cromwell,
even though you are my favourite character in history, you are also my least favourite character, because you murdered King Charles I and countless Irishmen, closed theatres, established martial rule, were humourless and cut down maypoles around which fresh-faced young women used to frolic.
Yours sincerely
Andrew Roberts*

Empathy, where the pupil was encouraged to establish 'relationships' with people and events of the past and to re-experience through interpretation, became associated with the theme of

'progressive' pedagogy (Jenkins 2002 pp.44-46). From such an empathetic approach, the SCHP and similar programmes had stressed that History was more than just the sum of discrete facts (Lee 1991 p.47) and that the thematic approach was appropriate: themes such as 'Medicine' or 'Transport' through the ages had been suggested during the 1930s as a means of promoting intelligent use of materials rather than concentrating on facts (see Jeffreys 1936 pp. 230-8). Remembering facts alone was not doing History; pupils needed the tools (skills) of reflection, evaluation and application. SCHP supported the idea that teachers recognised what pupils know from outside school (Slater 1989 p.14). Previously the selection of material had seemed to some to be notoriously biased towards what our culture assumed what was worth knowing (Fien 1997 p.437). Identifying which skills were to be developed could alleviate the problems of selection of content for thematic teaching based on the examination of source materials. Well-planned and effective teaching based around the active, investigative use of primary and secondary source materials, such as the 'Jackdaw' folders published by Jonathan Cape in the 1960s and 70s would, it was hoped, reduce the 'need' to follow an externally devised content. History consists of the 'accident' of evidence surviving and some historians considered that too much material was available and had emphasised that chronology should remain the backbone of teaching (Elton 1969 p.96), as pupils tended to 'dump' anything more than a few years old into an undifferentiated past (Lomas 1993 p.22). Ironically, pupils having opted for GCSE History and having been made more aware of the potential value of primary sources, will also learn of the clever forgeries such as the 'Hitler's Diaries' hoax of 1983, an event prompted by greed rather than authenticity or ideology, or more recently the discovery that some sixty year-old 'official documents' held at the National Archives relating to Himmler's death were also forged (see p.30).

Within the integrated teaching schemes, non-specialists came to the subject, perhaps for the first time, bringing different experiences and different rationales. Content was considered

relatively unimportant as long as desired qualities were produced, that is, the acquisition and development of skills. Enquiry work would, it was suggested, be a means of counteracting an emphasis on the factual; the underlying assumption was that pupils would develop a long-term interest prompting a desire to enhance and utilise those skills of analysis, comparison, interpretation and application (Booth and Husbands 1993 p.33).

The social viewpoint

From the 1960s, commentators argued that schools should provide knowledge for diverse populations, and prepare for a pluralist society (Collicot 1990 p.12). Democracy and curriculum were seen to stand in a reciprocal relationship, providing foundations for each other, serving economic and vocational purposes (Carr W. 1998 p.337), thus producing useful citizens (Connell-Smith and Lloyd 1972 p.29). Yet schools were told to prepare children for self-determined lives as autonomous adults (Bramall 2000 p.203), that is, to evade religious, social and political determinism so that choice was indeed personal and individual. Personal development was a very important aim (Booth and Hyland 1996 p.33).

Some historians may have felt that the potential exclusion of what had been considered 'good' and essential History from young minds put the Nation's heritage at risk. The concepts of values and of national identity in Britain were contested: before 1960, the teaching of History in Scotland may have been perceived by some pupils there as no more than a 'chauvinistic haze permeated by hostility to England' (Hay 1997 p.60). It is possible that such a comment also mirrored both Irish and Welsh recollections of History teaching. Some English pupils, when taught British History which encompassed England's 'civilising' role in Scotland, Wales and Ireland, may not have been given the opportunities to appreciate the deep rooted perceptions of colonialism in those provinces; or as Slater put it '...Celts looked in to starve, emigrate or rebel...foreigners were either, sensibly, allies, or rightly defeated...' (1989 p.1). A knowledge and understanding of History may contribute to educational and democratic aims but should

not arrogate to, or be subjugated by such aims. Hill (1953) suggested that History '...properly taught can help men to become critical and humane, just as wrongly taught, it can turn them into bigots and fanatics...' (p.8).

Within the SCHP from the late 1960s, and within Integrated studies and in the integrated Inter Disciplinary Enquiry (*IDE*) developed at Goldsmith's College London, the teaching of New History was viewed by participating teachers as a means to help pupils develop tolerance, building and supplementing pre-school values, empowering pupils to reflect and to apply principles and fundamental convictions. Richard Hoggart's (1967) 'The uses of literacy' questioned the effect of social class on educational and social development. Hargreaves's (1972) 'social psychology' and Bernstein's (1971) 'socio-linguistics' were just two elements of an ever-expanding overview of education within society. The Centre for Contemporary Cultural Studies (*CCCS*), established at Birmingham University in the 1960s, stressed the advent of 'cultural studies', an interdisciplinary approach, to combat perceived shortcomings in the then existing provision and Hoggart (1970 p.33) prompted readers to examine 'working class culture' as demonstrated by levels of deprivation and discomfort, and to relate such economically determined categories to the individual's self development and their social relationships. These were intended to act as general guides to the using of school History as a means to foster socially-orientated claims or values which may have reflected what Ferguson has called '...socialism and its ally, permissive liberalism...' (2004 p.xxxvii). Debates about the effectiveness and integrity of such approaches are ongoing and there is little sign of consensus (Hadyn et al 2001 p.18). Simon has asserted that such '...muddling through...tinkering with this and that...' may have produced variations in methodology, but has done nothing to tackle the lack of serious discussion about the issue of pedagogy (1981 p.133). Today, throughout England's maintained schools, the vast majority of which are 'comprehensive' as regards intake, History is taught within the framework of the National Curriculum; pupils are part of a

statutory system of education which (a) makes attendance at school compulsory, (b) sets 16 as the minimum leaving age, (c) prescribes which subjects must be studied until the age of 14 and which must be taken for approved public examination at the age of 16, (d) provides suggestions for content and oversees assessment of those subjects and (e) has in place a process of inspection which, in an extreme case, has the authority to close an under-performing school. Apart from the Education Act of 1870 which established the ideal of compulsory attendance, the other conditions have evolved for the most part during the later half of the Twentieth Century when the contexts for such changes were not always clearly defined.

For pupils in maintained schools, whose experiences of KS3 History may have consisted of '...slabs of the past...' (Haydn et al 2001 p.7) selected from the previous eleven centuries, there may not have been sufficient opportunities to appreciate the concept of *progression*. The more focussed approach to GCSE History during KS4 investigates (i) the sequence and consequence of human *activity* and (ii) the origins and effects of human *intent*, two aspects which may be useful as pupils develop their own sophisticated roles in society.

Goodson (1993) refers to the controversy generated during the 1970s when James Callaghan, in his speech at Ruskin College in October 1976, questioned the prevalent teaching methods in schools, the educational standards being achieved and the limited relationship of schools to industry (Woodward 2005 p.1). Such controversies continued during the 1980s and culminated with the Government's decision in 1988 to implement a National Curriculum within all maintained schools. Thus a century after central government's legislation to provide free and compulsory education within maintained schools, the ERA of 1988 sought to bring some degree of standardisation to what went on within those schools. Discussions during the drafting of that National Curriculum for 5-16 year olds had been concerned not just with defining the content of the syllabus, but with prescribing a process of assessment for all pupils and finding a

balance between teacher-directed and pupil-centred approaches to learning. During the previous decades these two approaches and a myriad of variations reflected what was considered old, traditional, formal, knowledge-based teaching, seemingly being ousted by new, progressive, pupil centred skills-based learning. Within the subject of History, discussions about the content to be taught were as contentious as proposals about methodology.

3.5: Educational Awards

Founded in 1858, the Oxford and Cambridge Local Examinations scheme provided school-leaving examinations at local centres and were the forerunners of the present GCSE arrangements (OUA 1996). A General School Certificate was introduced in 1917 and was an examination for grammar school pupils taken at the age of sixteen; the Higher School Certificate was taken at eighteen years of age. Goodson (1993) notes that the influence from the examination boards was stronger than that of the LEAs as regards curricula (p.15). These General and Higher examinations were replaced in 1951 by the General Certificate of Education (*GCE*), the Ordinary or '*O*' level being taken at sixteen and the *GCE* Advanced or '*A*' level being taken after two years further study in the sixth form. By 1980 there had been '...over 2 dozen examination boards whose systems were fragmented, bureaucratic, uncoordinated and inconsistent...'. (BBC 14.06.2002)

The GCSE examination introduced in 1988 was a hybrid of the General Certificate of Education – Ordinary Level (*GCE 'O'*) and the Schools Council sponsored Certificate of Secondary Education (*CSE*). Single-subject *GCE 'O* level' qualifications had been introduced in 1951 and had been taken mainly by pupils in grammar schools and independent schools. Nationally, this represented the top 20 - 25 per cent of the cohort, by a measured test of ability. Other pupils had been catered for, mostly in secondary modern schools, where the opportunity to take public examinations was rarely available. In the 50s and early 60s, most young people therefore left school without any formal qualifications. In 1965, the *CSE* examinations were

introduced to provide a suitable target for a wider ability range, although James Callaghan (1976 para 6) remarked 11 years later that '...the Schools council have reached conclusions...maybe they haven't got it right yet...'. The new examination was graded from 1 to 5, with grade 1 being regarded as equivalent to O-level grade C or above, and grade 4 being pitched at average attainment for the whole age group. GCE-O levels were offered mainly by examining boards which had links with the universities, whilst CSEs were introduced on a regional basis, with 14 new awarding bodies being established to make awards in three 'modes; mode 1 was entirely board-run, mode 3 devolved considerable responsibility to schools, and mode 2 took various intermediate forms.

The regional nature of CSE, supported by new money for innovation from the Employment Department's Technical and Vocational Education Initiative (*TVEI*) led to a massive growth in the range of subject titles and syllabuses, many of them modular. Concerns began to emerge, which focused on the proliferation of awards, levels of consistency and fairness of assessment, comparability of standards of awards and the public's understanding of the status of those awards. The reality was that O level grades D and E were often preferred by employers to the higher attainment seemingly embodied in a CSE grade 1 and by the early seventies, it was clear that CSE was not able to thrive alongside the more familiar O level. Where there had seemed to be 'boundaries' between pupils entered for O-level examinations and those who had not, the introduction of the CSE blurred this demarcation and, it was suggested, removed the feeling of 'failure' felt by the 'non exam class' (Benn and Simon 1970 p.175).

The new GCSE examinations were administered by different examination boards offering different syllabi and had been devised to cater for 60 per cent of secondary school pupils. In response to the Dearing Report (1993), the then Secretary of State Gillian Shephard had asked that the number of syllabi be reduced but had not sought to merge the examination boards into one national body (Blackburne 1994 p.2). Despite wider access to national examinations which

reported achievement on an A to G scale, the public in general, employers in particular, and probably many in the education world regarded grades A to C, that is, the top 50 per cent academically, as passes and D to G as failures. Culpin (2003 p.15) notes that the four grades below 'C' mirror the structure of the earlier CSE examination structure. There may be relatively few marks between a 'C' and a 'D' grade but the difference is significant for the pupil leaving school with five 'D's rather than five 'C's (Mortimore 1999 p.1). Examination boards review all candidates' work whose marks are within one per cent of the C-D boundary or whose final assessments are two or more grades beyond the teachers' predictions' (SCAA 1994 p.3). Schools were still valued by some on the 'how many pupils gained five or more GCSEs at A to C grade' criteria. This 'five or more' target was seen as requiring teachers to pay less attention to the '...lower end...' (Garner and Cassidy 2003 p.1). The existence and validity of the GCSE examinations system was to be questioned. When it was designed before 1988 there were no formal Key Stage Assessment procedures and too many students (*sic*) gave up '...too much too soon and damaged their future opportunities...' (Hargreaves 2001)

Ten years later, successive Secretaries of State were still acknowledging that some 50.000 youngsters were leaving school annually at 16 without any qualifications; at that age negative attitudes towards education may have been entrenched already, especially among boys (Bleach 1997 p.23). By 2001, 73 per cent of KS4 pupils were taking 8, 9 or 10 GCSEs (Bell 2001 p.203); league tables alongside the indispensable examination statistics had indicated a widening gap between the best and worst schools (Hackett, 2004, p.1) and had shown at times, to be devalued by the effects of teachers allegedly 'cheating' by previewing the test materials and by parents who could afford to, seeking private tuition for their children (Humphrys 2002 p.17), although the latter assertion reflects an aspect not new to the provision of education in general; almost 50 years ago, Vernon noted that pupils who received private coaching could increase their IQ test scores by 12 - 15 per cent (1957 p.22). Even examination boards such as

Edexcel had compounded the problem, having made seven major errors during the first half of the year 2002 (Curtis 2002 p.1): allegations were that some grades in the 2002 AS examinations had been downgraded at the behest of Government. Subsequent enquiries and the resignation of Secretary of State for Education, Estelle Morris, prompted the Sunday Times (*ST*) to refer to the state education system as ‘...a bureaucratic quagmire...a schooling nightmare...’ (*ST*, Editorial, p18, 13.10.02). Acknowledging Morris’s dedication to her work, the Times Education Supplement’s (*TES*) columnist the late Ted Wragg commented that in the past ‘...we’ve had some prats, some monumental prats doing the job...’(Wragg 2002 p.1). Former Secretary of State Shirley Williams has described the current (2006) education system as being based on 'endless directives, guidance, forms and all that (*sic*) from central government'. In 2006, Secretary of State Ruth Kelly appeared to upset everyone with her proposal of limited independence for state 'trust' schools, with perhaps selection by 'aptitude', although the Select Committee was sceptical of the 'practical distinction between ability and aptitude' (Eason 2006 p.1). Although Kelly had stated to Parliament 'I never want to see a return to selection' (25.10.2005 Col. 180), she was seen to be promoting that very possibility for some English schools, at the same time as her colleague, Maria Eagle (Northern Ireland Education Minister), outlined 'the (*UK*) Government's 'enthusiasm for removing selection at secondary school level' (Bowcott 2006 p.1). By the end of Spring 2006, Kelly, the ninth Secretary of State since the implementation of the ERA, had been replaced by Alan Johnson.

Since the introduction of the Education Reform Act in 1988, teachers had become more aware of how the roles of the Government, ministers and administrators impact on the daily life of schools. Observers may have suggested that the apprehension felt by teachers before an Ofsted inspection during Chris Woodheads’s alleged ‘reign of terror’ had diminished somewhat during the periods of his successors, Mike Tomlinson and David Bell (Plomin 2001 p.8).

The 'comprehensive ideal' - equality of opportunity - may not have delivered the expected results; disadvantaged pupils' needs were expressed as socio-economic or emotional, not as educational. Some inner city schools allegedly registered up to forty per cent of their pupils as having SENs in order to rationalise anticipated poor results of tests (Marrin 1998 p.10). In such schools, it seemed that some teachers had undertaken the roles of '...surrogate parent, pseudo social worker or political agent...' (CRE 1999 p.1) and some 4 years later retired Chief Inspector Woodhead demanded that teachers should be teachers, not policemen (*sic*), counsellors or social workers (Woodhead 2003 p.10). In response to the accusation that standards were falling in spite of an apparently higher pass rate in 1998, the Qualifications and Curriculum Authority (*QCA*) set up an independent panel to investigate; this reported back that standards were indeed rising. Yet retired Chief HMI Robinson reported that GCSE standards had been lowered (*massaged*) because of Government pressure to meet targets (Woodward W. 2001) and as a result of competition among examination boards seeking more business from pupils 'flocking' to easier grades (Robinson 2001 p.1). Twelve months later, QCA Chairman Stubbs resigned after a 'debacle' over grades for AS and A2 examinations when it was alleged that examiners were told to place greater emphasis on the previous year's statistics, than the current candidates' worth (Clare and Lightfoot 2002 p.1). Former head of OFSTED, Chris Woodhead, indicated that politicians knew exactly how to '...tip the wink...' to senior civil servants in order to ensure that certain undeclared policies might be enacted (Woodhead, 2002). Former Secretary of State Gillian Shepherd commented that there always existed a conflict (*sic*) between Government and the DfES and that both played '...linguistic games...' to achieve their particular aims (Shepherd 21.01.2006). Effective assessment had to be valid and reliable, she said: as the government had reduced the curriculum into a tightly constrained system of pre-defined chunks of knowledge, perhaps pupils were better trained to 'perform'. Yet some twelve months later, amid suspicion of inappropriate marking policies alongside the realignment of grade boundaries, a chief examiner resigned stating that standards had been

lowered.

Pupil involvement in the GCSE examination process was hampered by the inability of many schools' to offer a full range of subjects. Lack of qualified staff, inappropriate teaching space and most of all, timetabling difficulties forced schools into offering pupils various combinations of subjects for selection; options which gave the illusion of autonomy to the individual pupil. Thus teachers mediated a hidden agenda of choice (Jones, 1983, p. 63) and it was uncommon for pupils to select exactly which package of subjects they preferred without some degree of compromise (see Pratt et al 1984 and Ryrie et al 1979 for examples of pre-GCSE option schemes).

A common dilemma for pupils during their Year 9 was to be asked to select either History or Geography, both non-compulsory, and each subject had supporters ready to comment. This dilemma was not new:

...how much more unfavourably does a dry list of units, tens, hundreds and thousands (*dates*) strike the juvenile student, than the pleasing machinery of atlases and globes... (Slater E. 1827 p.iv)

In the case of History, facing a potential reduction in entrants of 5.3 per cent in 1996, it was suggested that pupils perceived it as a difficult subject and that Geography was safer easier (Pyke 1996 p.4). Yet, it was stated that Geography was '...no easy option...' and was assumed to provide industrial and economic understanding in a rapidly changing world. (Kent 1996 p.27) Oddly, teachers were sometimes unable to offer any account of what their subject offered pupils that others did not (Pratt et al 1984 p.115). Presenting History and Geography as alternatives for study at GCSE level would inhibit the potential development of cross-curricular work (NC 1991 p.13). Both History and Geography were subject to pressures for curricular space which resulted from a greater emphasis on (a) literacy and numeracy, (b) the increasing profile of subjects of a vocational nature offering certification NVQ and GNVQ and (c) the Secretary of State's '...zeal...' for Citizenship to be included in the curriculum from

2001 and in KS3 and KS4 from 2002 (Rowan 2000 p. 15). The determination of the content of such a 'value-laden' subject as Citizenship, if left in the hands of politicians, could lead to the political indoctrination of school children (Cassidy 1999 p.2). Citizenship was seen as an additional burden for some teachers, reflecting '...silliness and distraction...' and was not always seen in a positive light (Woodhead 2002 p.11); in contrast Turner and Baker (2002 p.118) noted that 'History provides an excellent opportunity to teach citizenship'. The QCA stated '...history is highly relevant to...active engaged citizens ... citizenship can add a new dimension to history teaching...' (QCA 2004 p.1) and Jerome Freeman, Principle officer for History with the QCA suggested that history departments '...could contribute to citizenship through...existing national curriculum programmes of study for history...' (Freeman 2002 p28-32). OFSTED however, stated that the value of using historical topics, for example, the Suffragette Movement to teach democracy, was limited (2003 p.12). The Government's Home Office publication 'Life in the United Kingdom: a Journey to Citizenship' (2005-6) was 'riddled with (*historical*) errors' (Lang 2006) but the author, Sir Bernard Crick dismissed the criticisms as 'quibbles' (Blair 2006 p.3). Publishers had produced teaching materials which were made available to teachers, and seemed to acknowledge differing interpretations and approaches (see 'Survey Citizenship', TES, Teacher, pp.16-17, 14.11.02).

The non-compulsory status of History education was decried; within Europe in 1998, only Albania had similar arrangements (McGavin 1998 p.14). Thus, British pupils' opportunity to study the subject at KS4 had been seriously eroded (Wrigley 1998 p.10). Some teachers suggested that examination techniques should be addressed during Year 9 (Laffin 1998 p.14); it was alleged that many History teachers themselves were aware of the difficulties facing KS4 pupils. These difficulties included the learning of facts, the on-going development of skills, the research and compilation of coursework and the ability to perform well within a timed examination, all aspects of the requirements of the GCSE examination. The interpreting of

questions and the ability to anticipate what the examiner really sought were seen as potential areas of difficulty for the pupil. Mountford and Price (2004 p.234) state that History is a 'highly literate subject with complexities of analysis and interpretation'. Almost ten years earlier in an editorial for 'Teaching History' (1995 p.2) Brown suggested that as History was a '...literacy subject...' it was better suited to girls and that 60 per cent of girls took History at GCSE level. This comment may have reflected KS3 data which indicated that girls' enjoyment and success at reading and writing far outstripped that of the boys. Statistics supplied by the DfES do not support that figure of 60 per cent, but do show that more girls than boys took the subject: an average of 52 per cent of girls were entrants for History examinations at age 16 during the period 1965 – 1974, 51 per cent for the period 1976 – 1979 and 52.5 per cent for the period 1981 – 1994. Levels of achievement were higher; 2 per cent more girls than boys gained a 'C or better' grade during the period 1965 – 1974 and 6.5 per cent during the period 1988 – 1994. However, boys outperformed the girls by 1.5 per cent during the period 1976 – 1985, a period when CSE Grade 1s were incorporated into the results. At that time CSE Grade 1s accounted for approximately 25 per cent of the total number of GCE Grade Cs.

In 2005 in England, three examining bodies, the Assessment and Qualifications Alliance (*AQA*), Edexcel (formerly the Business and Technology Education Council - *BTEC* and the University of London Examinations and Assessment Council - *ULEAC*) and the Oxford, Cambridge RSA Examinations (*OCR*) group. Each offered similar History options; they were and (a) British Social and Economic History, (b) Modern World History and (c) Schools History Project. Less than one per cent of candidates followed option (a). The specifications for options (b) and (c) were similar in that

<i>World War I</i>	<i>The Cold War</i>	<i>World War II</i>	<i>Lenin and Stalin</i>
<i>The League of Nations</i>	<i>Germany 1918 - 1939</i>	<i>USA 1919 - 1941</i>	

were topics offered for study (HA 2005 p.34). Edexcel offered these but also included topics

reflecting the Histories of India, China, South Africa, Vietnam and the Middle East, themes from which pupils following AQA or OCR syllabi could choose coursework tasks. The overall style of content and questions at GCSE was seemingly '...narrow and formulaic...' with greater emphasis on visual sources than on text (HA 2005 p.38).

Previous Secretary of State, Estelle Morris's '...coherent set of qualifications...' reflected the QCA's proposals and would provide a progress check mid-way between the ages of 14 and 19. Such qualifications might not be provided within comprehensive schools, which had '...failed...' to provide satisfactorily equality of opportunity and had '...confused excellence with elitism...' (Judd and Dean 2001 p.3). The very significant changes to the provision, access and delivery of education during the last sixty years may not, it seems, have delivered Utopia. To explain why would be difficult and may well demonstrate the *ad hoc fallacy*; was it the aftermath of the war, or the liberal 1960's, or comprehensive schools, or Thatcherism, or the Schools Council, or the Education Reform Act, or New Labour, or any of a myriad of inter-related and indiscernible factors which vary from place to place and from individual to individual? Seeking seemingly intangible solutions had already been explored some thirty years earlier and had suggested that schools and the education offered therein was unable to 'compensate for society'. (Bernstein 1970) and Goodson (1995) suggests that it was 'crass' to try to keep politics out of education. In the overall scheme, History was just one of many subjects, competing for space in a '...jam-packed curriculum...offering Hitler and the Henrys...' (Haydon 2002 p.5) and seeking to justify its place within an education system which has a utilitarian flavour and points towards a technologically proficient world.

3.6: The Emergence of the National Curriculum

Pupils in maintained schools must follow courses of study which comply with the guidelines offered within the National Curriculum. Whilst at KS4 the themes to be studied and assessment

procedures for GCSE are relatively similar across all schools, KS3 pupils in different secondary schools might not study exactly the same topics; for example some may cover (in-depth) the Domesday Book, à Beckett, the Crusades, the Black Death or any other topics which the teachers feel are appropriate. Some classes may have learned about the native peoples of North America, others may not. In other words the *content* of KS3 National Curriculum History is not necessarily national, but the *rationale* is. It is necessary to take an overview of the beginnings of this curriculum, subsequent modifications and teachers' reactions.

3.7: The Education Reform Act 1988

In his 1976 speech at Ruskin College, Oxford, the then Prime Minister James Callaghan stated that within the '...increasing complexity of modern life...' employers i.e. 'industry' had complained that recruits from schools lacked the '...basic tools...'. Although he acknowledged that the sciences in schools should have more technical bias and that more girls should be encouraged to study such subjects, he noted the gulf between the status of vocational and academic awards. Callaghan suggested that there was a general unease among parents and '...others...' about informal methods of teaching in schools and he suggested that perhaps the Schools Council might have not yet '...got it right...'. What he proposed was a basic curriculum with universal standards from nursery to adult education, centring on a proper use of resources, national standards of performance, a relevant role for the Inspectorate of Schools and a review of the examination system. By 1988 plans had been drawn up by successive governments to address these issues. It might be argued that whilst these proposals were significant, the real significance was that a Prime Minister should become so publicly forceful about the work and direction of single Government Department.

During the 1980s the Conservative Party had embarked on a wide sweeping effort to improve the quality and efficiency of all public services through a multi-pronged approach of consumer

choice, privatisation of public institutions and local decision-making. In education, Parliament had replaced an educator-dominated, decentralised system with a nationally constructed 'market-place' where school quality was secured by national standards, local community monitoring and parents' ability to 'vote with their feet'. A process of per capita funding was established which rewarded schools that attracted parental 'business'. Central Government had sought to address questions of entitlement and differentiation for all pupils. Sir Keith Joseph, addressing the HA in 1984, had expressed dissatisfaction with the then current practice in schools. DES Circular 10/65, had anticipated that LEAs would begin, or in some cases, continue to introduce comprehensive schools where the curricula of Grammar, Modern and Technical schools would exist side by side within the same institution, with (hopefully) equal status. This was a major change in the organisation of English schools. It could be argued that a compulsory National Curriculum might have been seen to conflict with the notion of democratic free choice. It was not the radical change as envisaged by the Schools Council some years earlier (Wrigley 1983 p.43).

Before the introduction of a National Curriculum, standardised testing was used generally as pupils prepared to complete their education and to leave school. Following the ERA (1988), OFSTED was established to commission inspections to order to identify strengths and weaknesses in schools, to improve the overall quality of teaching and learning, to raise standards overall and to provide detailed information to parents about children's schools. The issuing of 'National Curriculum: a consultation document', (DES 1987) set in motion a series of committees and working parties whose reports went some way to forming the outline contents of the ERA of 1988. Within the consultation document was the proposal to set up a Task Group on Assessment and Testing (*TGAT*), with the responsibility to devise and secure arrangements which would be (a) simple to administer (b) understandable by all inside and outside the education service (c) cost effective and (d) supportive of learning (TGAT 1988 p.2).

appA). The National Curriculum applied to all pupils of compulsory school age in maintained schools, and those which were grant-maintained. Whereas pupils in primary schools had previously been categorised as ‘infants’ or ‘juniors’ and post-primary pupils as ‘secondary’, under the National Curriculum they would be organised on the basis of four Key Stages as shown below

<u>Key Stage</u>	<u>Pupils’ ages</u>	<u>Year groups</u>
Key Stage 1	5 – 7	1 – 2
Key Stage 2	7 – 11	3 – 6
Key Stage 3	11 – 14	7 – 9
Key Stage 4	14 – 16	10 – 11

Such arrangements, alongside the guidelines for OFSTED and the highly prescriptive framework for each subject, may have been seen as setting up a nationwide procedure to assess and to monitor the content and standards of education in all maintained schools, although the ERA (1988) had passed the task of implementing the proposals for curriculum to individual Head teachers. Local Management of Schools (*LMS*) was established whereby each head teacher assumed control of their school’s finances; this was a system that required schools to prioritise and ‘buy in’ services that had previously been supplied by the Local Education Authority, for example, the provision of peripatetic music tuition, the hire of swimming pools and the payment of supply teachers.

The National Curriculum proposed the content, skills and processes of learning in each of ten subjects; three were defined as ‘core’ subjects (English, Mathematics and Science) and seven as ‘foundation’ subjects (Design Technology, Information Technology, History, Geography, Art, Music, and Physical Education) for Key Stages 1 and 2. A modern Foreign Language would be included at Key Stage 3. At Key Stage 4 English, Mathematics, Science, Physical

Education (from August 1995) and from August 1996 Design Technology, Information Technology and a modern Foreign Language would be examined on the basis of new GCSE syllabi to be introduced in September 1996 (DfEa 1995 p.v). Such prescription may have seemed to be at odds with the rationale of the earlier 1944 Act which had not made any statutory provision for any subject, with the exception of Religious Education. The GCE O-level examination which replaced the School Certificate Examination in 1951 had not required that the pupil gain passes in each of a defined set of subjects; subjects could be taken which reflected the interests and abilities of the individual pupil. The GCE A level examination permitted individual choice also (Pollard 1970 p. 40).

The status of core and foundation subjects of the National Curriculum did indicate the Government's interpretation of their relative importance, demonstrating perhaps a reassertion of a basic grammar school curriculum. The utilitarian emphasis on literacy and numeracy coupled with the achievement of targets was designed to promote a raising of expectations and of standards (Tate 1994 p.19). Cross-curricular themes, reflecting contemporary issues such as health, environment, careers, economics and citizenship were advised but not required. Until 2001 this reform, 'from the top', made little mention of pedagogy - 'the skills of teaching' - and was viewed initially by many teachers who experienced additional administrative processes, as a new system to be put in place and to be managed. Within the Consultation Document the establishing of subsequent schemes of work for the new curriculum was also delegated to head teachers (sec 10.2) who invariably passed the tasks to Heads of Department. Such delegation, seen alongside the very general 'broad and balanced' (sec.10.3) description, that pupils would not have to repeat grades, that no specific texts were recommended and that there were no proposed subject-time allocations might have been interpreted as an unexpected move towards the decentralisation of education. For 'activities' related to the ERA, ninety million pounds was made available of which sixty-five million pounds was earmarked for the

in-service training and education of teachers (*INSET*) (Wilby 1988 p.6). Changes in both school governance and financial procedures taking place simultaneously may have blurred the areas of responsibility between schools and their LEA so reducing the potential effective use of such funds. A timetable for implementing the proposals by a deadline of 1995 was issued along with descriptions of Key Stages and Levels of Attainment, within the Education Order (1991).

Responses to the National Curriculum prompted discussions about the merits or otherwise and had tended to centre on professional, academic and political issues. The National Curriculum, seen by some as (a) resembling the Board of Education's Regulation for Syllabus of 1904 (Aldrich 1988 p.22), (b) a '...teacher-proofed packaged curriculum...' (Simon 1988 p.82) and (c) as rectifying a system where teachers and professional educators had been inclined to 'woolliness' and were '...wary...' of precise objectives (Wilby 1988 p.8), had generated some 18,000 responses to Secretary of State Kenneth Baker during the consultation period between July and November 1987. Such '...overwhelming...' approval (Haviland 1988 p.viii) for a '...shoddy product...' (White 1988 p.116) which some claimed was little more than an '...arbitrary scaffolding for testing...' (Simon 1988 p.89) in schools, may have demonstrated that the New Right of the political scene sought to curb the '...corrupting process and teacher autonomy...'. (Phillips 1991 p.21) and an awareness that the '...excesses of the 1960's and 1970's had swung too far...' (Tate 1994 p.19), although it might be argued that a government could not legislate for unprofessionalism, poor communication or misunderstanding. As the National Curriculum was introduced into schools, it became clear that the requirements for assessment were complex and time consuming and there was some doubt as to whether schools could actually manage the procedure (MacLeod 1992 p.1) and that there had been no discernable rise in standards. However, a marked improvement in the planning of programmes of study had been noted (Rafferty 1994 p.8). From the viewpoint of the general public, 17 per cent had not heard of the National Curriculum some five years after its inception (Dore 1994

p.4). Cross-curricular themes had been neglected due to the pressures of an overcrowded timetable and the difficulties of devising systems of evaluation and assessment (Whitty et al 1994 p.178).

3.8: History in the National Curriculum

From the outset, History was viewed by some as an essential component of the curriculum for all pupils; 'clutter' should be eliminated (Slater 1991 p.8). Over the years, various examination boards had established their own syllabi; there seemed little agreement as to content or what did constitute a 'discipline' of History. At the 11 - 14 stage within schools, teachers of History had often sought to tailor courses to mirror their own interests and specialisms. Many had adopted the SCHP as seemingly more relevant, in an attempt to introduce '...real as opposed to school...' History (Medley and White 1992 p.64). The success of the Nuffield Programme within the teaching of Science had been noted widely and prompted some teachers of all subjects to consider their methodology. The 'new' History was delivered via a spiral curriculum, where aspects were revisited in increasing breadth and depth. But when the then Secretary of State Kenneth Baker set up a History Working Party (January 1989) to consider the implementing of the National Curriculum, only one practising teacher was appointed when additional input for this 'potentially controversial' subject was sought (Aldrich 1991 p.2). Supporters of the SCHP felt that a 'core curriculum' was unworkable due to the wide range of ability found in the majority of classes in comprehensive schools (Wrigley 1983 p.48). The traditional view, based on the accumulation of knowledge, the central role of chronology in History and mainly British in content (Slater 1991 p.13), may have seemed to be restrictive and teacher dominated. This contrasted sharply with the methodology, based on skills and concepts, of the SCHP, an approach viewed as meaningful and contemporary where continuity and change, causation and evidence were the key skills. The number of schools already using the SCHP seemed to indicate that it was a 'pioneering' approach (Dickinson 1991 p.85), but

some politicians viewed it as subversive and ineffectual (Plaskow 1985 p.10). Vague criticisms such as “Tory plots” or “Marxist conspiracies” of the work of the Schools Council in general, and the Council’s impression that civil servants were ‘hamstrung’ by the need to save money and be totally accountable, may have led to political interference and the eventually the demise of Council in 1985 (Mann 1985 p.190). The Order was issued in January 1991 and the document, ‘History in the National Curriculum (England)’ was issued to schools in March 1991.

Within seventy-five pages, details of the three Attainment Targets and ten levels of Attainment were provided; programmes of study incorporating Core Study Units across all four Key Stages were outlined. Information from the ERA (1988) was attached, giving details of commencement dates for cohorts of pupils between 1991 and 1995. History departments, some traditional, some embracing ‘new History’ as exemplified by the SCHP, in schools throughout the country were now faced with the task of ensuring that not only the structure of the National Curriculum was established, but also the content and the assessment procedures.

The publication of the ‘Non Statutory Guidance’ in April (DES b, 1991) may have enabled all teachers, reflecting traditional, contemporary or hybrid approaches to classroom work, to interpret the Study Units, allowing scope for individual schemes of work to be drawn up. Guidance within the document stressed ‘balance’ and teachers were advised to deal with ‘sensitive’ issues: social, religious and moral. (para.c26). The curriculum for History was not about the transmission of dogma and prejudice (sec.15.3) but about the interpretation of evidence. For History teachers dealing with the first cohort of 1991, the structure of Attainment Targets within the Study units provided clearer guidance as regards what the Government had envisaged as ‘historical skills’: The Attainment Targets reflected both the traditional ‘knowledge-based’ and the ‘enquiry-based’ approaches:

1. Range and depth of historical knowledge and understanding
2. Interpretations of History
3. Historical enquiry

These key elements were further divided into two, three or four 'strands' which sought to define sub-skills with more accuracy. For teachers, and head teachers who had the responsibility of ensuring the implementation of the proposals, the content of the Programmes of Study was, in many cases, very similar to models of good practice which had existed in many schools. From the outset, teachers of History focused their attention on the two aspects of the National Curriculum which would require pragmatic responses - Attainment Targets and Programmes of Study. Although the National Curriculum document (DESa 1991) included some user-friendly phrases for example, 'opportunities to study' (p.33), 'opportunities to develop' (p.34) and 'pupils should be helped' (p.35), the overall content of five Core Study Units (*CSU*) was seen as prescriptive.

1. The Roman Empire
2. Medieval Realms; Britain 1066 to 1500
3. The Making of the UK; 1500 to 1750
4. Expansion Trade and Industry; Britain 1750 to 1900
5. The Era of the Second World War

Units (2) to (5) were to be taught in chronological order. A further three Supplementary Study Units, selected to (a) extend the core British History pre 1920, (b) study a turning point in European History pre-1914 and (c) study a past non-European Society, sought to 'make demands' (DESa 1991 p.47) in historical knowledge, understanding and skills. The Dearing review of 1993, as with the whole question of assessment, simplified the Programme of Study:

Medieval Realms 1066 to 1500

The Making of the UK 1500 to 1750

Britain 1750 to c.1900

The Twentieth Century World

A Turning point in European History pre 1914

A Past non-European Society

the first four Study Units being taught in sequence. The guidance issued in 1995 (DfE p.10-15) reaffirmed the requirement that Units 1 - 4 were to be taught in sequence, and clarified the sub-divisions of the Key Elements. For each Study Unit, an outline was provided, indicating the major historical features of that period. Units 3 and 4 were to be taught through an ‘overview’ approach supported by at least one in-depth study of a significant event, development or personality of that period. There was scope for teachers to develop their own Units for 5 and 6 rather than use the examples provided within the document.

3.9: Responses specific to History

- (i) Assessment and Programmes of Study
- (ii) Resources
- (iii) Time

(i) Assessment and Programmes of Study

TGAT, in suggesting a hierarchy of ten levels of pupil response had assumed an emphasis on summative assessment. In promoting such a linear age-stage model, Attainment Targets sought to prompt teachers to base predictions on actual performance, rather than accident, chance or personal prejudice (Patterson 1994 p.196). To develop, write up and install this system in departments would involve a considerable investment of time; as teachers were unfamiliar with seemingly direct intervention from central government, there existed a fear of ‘not doing the right thing’ (Phillips 1993 p.351). Progress throughout the levels of the Attainment Targets was dependent on aggregation and reporting procedures; such aggregation of results from quick recall tests and/or from planned essays, presented difficulties for the practising teachers. There existed so much responsibility for establishing the process of assessment, that central

government's decision to leave it all to the schools to implement and to manage, may have, ironically, strengthened to some degree, the autonomy felt by teachers (Medley and White 1992 p.74). Yet some teachers, in acknowledging the underlying issue of accountability, feared that the whole assessment process was an '...absurd...straitjacket...' (Phillips 1991 p.23) where attainment targets and statements of attainment were little more than a '...superficial...' measure of a pupil's progress (Patterson, 1994 p.211). OFSTED, having reviewed inspection findings for the year 1993-4, agreed that assessment was '...problematic...' and that some targets had been '...unsuccessful...' (OFSTED 1994 p.3).

The whole process of implementing the NC for all subjects was perceived by some as 'arbitrary and ill-defined' and 'over-complicated' (Haydn 1994 p.215) and led to a review in 1993. In History, the Dearing Report (SCAA 1993) expressed the view that the Programmes of Study could not be put onto a plausible linear scale, that it was simplistic to assume that pupils would progress through ten levels of attainment in an orderly way and that the lack of precision in the criteria for Statements of Attainment had resulted in teachers interpreting them in different ways (Dearing 1993 p.40).

Consequently the ten levels of assessment were reduced to eight and it was confirmed that there would be no statutory tests for History or for other Foundation subjects. The original three Attainment Targets were incorporated into one, entitled 'History', within which five 'key elements' were to be addressed.

1.Chronology

2. Range and depth of historical knowledge and understanding

3. Interpretations of History

4. Historical enquiry

5. Organisation and communication.

These emphasised the inter-relatedness of knowledge, understanding and skills (Oldham 1994 p.4). In 1996, advice from the (SCAA) recognised the professional judgement of teachers and suggesting that no particular system was recommended, that adaptation of tests could be developed and the ‘overall judgement.’ of the teacher was accepted when reporting on the single Attainment Target ‘History’ utilising the five key elements (SCAA 1996 p.8).

Guidance from SCAA (1997 p.2-4) stated that funding would be available from the Government’ Grants for Education, Support and Training scheme (*GEST*). This was four years after teachers had boycotted the SATs in 1993 (Halpin and Troyna 1994 p.173). This support was intended to provide training for teachers in assessment and reporting techniques that would be required to administer the record keeping process. The National Curriculum, as envisaged, was linked to a plan of national assessment that could be used by parents, as customers, to judge, compare and select schools for their children. Thus, the new curriculum, driven by attainment rather than by aims, specified the content areas of each of ten subjects in terms of knowledge and skills deemed appropriate at certain ages. The levels of attainment in core subjects, measured by tests administered nationally, would be published. Then parents might decide to choose better performing schools for their children; under LMS funding, an age-weighted formula linked to pupil numbers might lead to successful schools expanding whilst under-performing schools might contract or close. The application of such a funding formula would have implications for staffing, teaching resources and the provision of services from outside the school.

(ii) Resources:

The inspectorate also noted that within History teaching there had been an undue, uncritical reliance on texts in the classrooms (OFSTED 1994 p.4 and p.16). Indeed, the whole question of the provision of adequate resources had been raised earlier: the HA, in consultation with

educational publishers, had estimated that £58.3million would be required for the first five years in order to replace older textbooks and to provide materials relating to the Study Units of the National Curriculum (TH Editorial 4/1990 p.2). In 1994, some schools were still relying on inadequate and inappropriate books (Hofkins 1994 p.2) and other surveys revealed that 62 per cent of materials used by Year 8 pupils had been in the form of school-produced information and work sheets (John 1993 p.18). In many cases this was a cost effective way for teachers to select and adapt relevant materials for pupil use, without having to purchase sets of textbooks, many of which contained topics which individual teachers might not require. For many teachers, the preparation of suitable teaching materials in order to introduce effectively the content of the National Curriculum and the establishing of appropriate assessment procedures, made significant demands on their time.

(iii) Time

Anecdotal evidence has indicated that, generally, there were three dimensions to History teachers' comments regarding 'time'; these were the task of departmental consultation and the subsequent writing up of Programmes of Study, the review and familiarisation process associated with Attainment Targets and Statements of Attainment, seminal to the Assessment procedure, the 'squeezing in' the huge content of the proposed syllabus and additionally, competing with other departments for timetable 'space'. Such demands experienced to some extent by all foundation subject departments. Government's policy as regards subject-time allocation was reiterated in 2003;

The amount of time spent on each National Curriculum subject is for individual schools to decide. Schools are required to cover the programmes of study for each subject during the relevant key stage but are free to organise the timetable as they wish. The Department does not collect comparative data which relates to the average amount of time spent per week on a particular subject.

(Miliband 2003 Col. 414W)

The lack of teaching time available for Haydon's 'jam-packed' curriculum during KS3 History

was still seen as a problem when writer John Mortimer (2005)) told The Sunday Times

...with just an hour for History each week...the child who goes to the lavatory may well miss the Spanish Armada...

(Review: p.10)

Within the teaching of History the interweaving of so many demands led some teachers to complain that the quality of their teaching was being compromised and that cross-curricular themes were being neglected (Phillips 1994 p.346). The consensus was that the curriculum was overcrowded and that there was a resultant lack of coherence (Dunford 1995 p.19). Headlines from the popular press announcing the ‘...wasting of £500million...and six years...’(Garner 1994 p.8) may not have reflected the implementation of Dearing’s (1993) consensus curriculum for Key Stages 1, 2 and 3. However, agreement had yet to be reached about the details of Key Stage 4; issues such as the structure and accreditation of short courses, the role of vocational education and qualifications and the breadth and balance of core subject (Dunford 1995 p.39) indicated the lack of coherence across the 14 – 19 year-old timeframe. For all intents and purposes the National Curriculum was there to stay; yet how could its effectiveness, its success, be demonstrated or measured?

Initially, Kenneth Baker had hoped that a National Curriculum would enhance the 'health and wealth' of the country and so ensure the availability of 'worthwhile jobs' for young people in a modern society (Baker 1988 p.1-2), but the degree of compulsion and prescription was considered by some, to be too great (Hargreaves 2001). Such ideals were echoed at the Labour Party Conference at Brighton in 1997 when then Prime Minister Tony Blair promised repairs, equipment, computers, nursery places and a greater emphasis on literacy and numeracy (Blair 1997 p.1-2). These promises were to be matched with discipline and leadership: failing schools and LEAs would be taken over by Government control and management, all head teachers would have appropriate qualifications and poor, that is ineffective, teachers would ‘go’. Truancy and discipline in schools would be tackled and support from parents was expected – a

point also promoted by the previous government (Baker 1988 p.6). Both Baker and Blair had hinted at the development of further funding for Universities and for Further Education. To measure the development and successful implementation of all such measures, the Government would be able to provide statistics. However, data did not focus on one salient point; pupils within the initial cohorts had been in an ‘...experimental maze...’ and would not have the opportunity to undo any inappropriate experiences (Byrne 1994 p.16). Results of SATs for Core subjects for LEAs, individual schools and subjects were to be published to in order that parents (and the public at large) would be informed about the education progress (or the lack of it) at national, local and school level. Yet the real benchmark that government, employers, schools, pupils and parents continued to regard as valid was the national GCSE examination, taken by pupils at the end of Year 11, the final year of compulsory education. It is not surprising that many teachers utilise the KS3 '20th Century' study to, additionally, introduce GCSE topics to their Y9 pupils who might then decide to opt to study History at KS4 (Laffin 1998 p.16). Whether the inclusion of such topics influenced how pupils perceived not just Y9 History, but also the essential elements of a possible GCSE History course, is worthy of consideration and pupils' comments, perceptions and recollections are relevant. Rudduck and Flutter (2004 p.2) suggested that pupil-focussed research had tended to refer to pupils' experiences but had not addressed pupils being consulted about wider school-based policy issues.

Chapter 4

Research planning and design

4.1: Introduction

To identify influences within schools and more specifically within Y8 and Y9, that act on pupils when they have the opportunity to select History as an option during KS3, is key purpose of this study. A well planned conceptual framework would seek to secure comprehensive and easily handled information, key aspects of which should be standardised so that replication could be attempted (Sanger 1996 p.13) The sample studied here attempts to broadly reflect the attributes present in the wider population. The associated selective process may not record all characteristics but will focus the observations towards those that are evident (Harrison-Barbet 1990 p.243); thus one may be aware of the limitations of the research.

In order that the results reflected possible relationships within the data it was important that the sample of pupils was reasonably representative of the cohort as a whole. Nationally, cohorts of pupils in secondary schools' KS3s have tended to be around 550,000 during the years 2001-2005. It would have been unrealistic for a sole researcher to consider dealing with such numbers; even a 10 per cent sample would have been prohibitive. Thus this study was designed to involve 500 pupils, from a total of ten schools, tracking two classes from each during their Y8, Y9 and History groupings in Y10. Schools were asked, that where possible, the two KS3 classes should have the same teacher.

Schools vary in many ways: for example, size, levels of pupils' achievement at the end of KS3 and KS4, truancy rates, the socio-economic status of the catchment area and numbers of pupils not having English as their first language. Any sample of schools needs to reflect such factors. Initially, pilot studies (see section 4.6) were carried out at other schools in order to provide guidelines for the structure and wording of proposed questionnaires, surveys and interviews which were designed to explore (a) pupils' perceptions of History during their Y8, Y9 and Y10 and (b) factors which influenced their choice or rejection of History as a potential GCSE

subject. The data collected, along with observation and reference to school documents provided sufficient material for the information to be categorised broadly in order that further refinement of such categories would reveal underlying relationships.

I will outline the backgrounds to the methodology, ethics and sampling procedures, which were considered.

4.2: Methodological considerations

Descriptive surveys are a familiar feature of everyday life, often used to compare trends across a period of time. For example, it may be reported that less KS4 pupils are choosing to study Modern Languages at GCSE level than was the case ten years ago. The reasons for such decline are not demonstrated and it is the reasons which are important to educationalists. To explain the reasons one must identify issues or variables and then seek to explore relationships among those variables. The strength of such an explanatory approach is that relationships are explored in their real setting, that is, pupils in their classrooms.

When KS3 pupils have the opportunity to select History as a GCSE option for KS4, they may be influenced by a variety of factors. To identify those factors within Y8 and Y9, and to seek relationships, is the purpose of this study. A well planned framework would seek to secure comprehensive and easily handled information, key aspects of which should be standardised so that replication could be attempted (Sanger 1996 p.13). Educational research it appears not to be high on the list of priorities of the busy practicing teacher. Whilst some 25 per cent of schools' History departments in the UK may subscribe to 'Teaching History' (Woodman 2005), the HA's publication which deals with classroom practice, none of those interviewed subscribed to 'educational journals' which reported current research usually carried out by staff within Higher Education. In 1996 Hodges had suggested that regarding curriculum planning and learning styles in maintained schools '...abstract talk doesn't percolate outside the world of

academic educationalists...' (p.15). Referring to classroom management in an autobiographical account of his time as teacher, Frank McCourt commented 'Professors of Education never lectured on how to handle the flying sandwich situation' (2005 p.16). Teachers are not particularly '...rattled by professional historians...' (Watts 1972 p.9), they are more likely to be unaware of such research; pressures of preparation, teaching, marking and assessment present difficulties for teachers to keep up with scholarship (Kitson et al 2004 p.2).

...no amount of Government policy or school guidelines matter as much as the simple human dynamic between teacher and taught. It was true in the age of Tom Brown's Schooldays and Mr. Chips; it remains true in the age of students who come to school with mobile phones and iPods...

(Allen-Mills 2005 p.3)

For the majority of teachers, the weekly 'Times Educational Supplement' (*TES*) was the only source of information which referred, sometimes very briefly, to new research, latest findings and government policy.

The National Foundation for Educational Research (*NFER*) does have links within schools and directly to teachers, but its 2003 Director Seamus Hegarty reported that many classroom teachers applied what he termed the 'Monday morning test' (Hegarty 2003). In other words, extract the relevant tips and guidelines from the research summary and assume that they are immediately applicable to a class of pupils and thus, teaching and learning will be enhanced. Creative teaching should not be viewed as an artistic skill but rather the simultaneous, intellectual application of judgement, experience and insight at any particular moment to match the pupil, the class and the subject matter being developed. This is a sophisticated and finely tuned process; experienced teachers may apply appropriate criteria, instantly, to differing situations. Teachers are aware of the culture and processes which create an individual ethos within their own classrooms, yet they are acutely aware that they coexist as part of the laid-down procedures of the school which in turn is just one unit within the delivery of the National

Curriculum. This research, will focus on a wide age-range; Y8, Y9, and Y10 from a variety of schools. Thus the selecting of an appropriate sample is paramount.

Constraints within schools

Schools are not only educational institutions but are places where many levels and types of professional and social interactions co-exist, compete and develop. Within them, teachers and pupils reflect personal aspects of socio-economic, gender, religious and ethnic issues which may not be explicit in publicly available data, for example, reports from OFSTED, Standard Attainment Tests results and GCSE statistics. Such personal aspects may be catered for within the internal organisation and management procedures and may vary from school to school but generally, teachers teach and pupils learn subjects within a departmental structure following an established timetable, all overseen by a hierarchical management. Thus, the National Curriculum is delivered to pupils. Research involving teachers and pupils requires their co-operation and involvement, which to some extent, will disrupt the normal day-to-day expectations of the classroom. The aims of this research, to see if there is a reduction in pupils' enthusiasm for History as they progress through Y9 and explore the possibility that may be one of the factors which influences their decision to choose or decline the opportunity to study History in KS4. Such research must involve active contact and discussion with teachers and pupils and disruption must be kept to a minimum.

Pupils reflect many differences - gender, socio-economic status and religious background - and attend schools which demonstrate varieties of size, geographical location (rural, urban, suburban) and status, for example maintained, grammar, City Technology College (*CTC*), Voluntary Aided or Controlled. When referring to a school, anecdotal descriptions tend to focus on the academic performance of pupils as a whole and the behaviour of those pupils (usually out of school) as viewed by the public. Observers may apply relatively simplistic

labels, 'good' or 'bad' and may also be unaware of staff qualifications, departmental staffing and financial provision within the school. A crude indicator of a school's performance is the nationally published 'league tables' of GCSE results. These figures, taken alongside SATs scores, may indicate relative performance among schools, but take little account of individual departments and of specific classroom teaching of non-statutory subjects such as History. How the publication of these figures, available within the public domain, influence teachers might be an important factor. Yet to examine, record and compare a variety of assessment procedures across a number of schools may provide a series of data which, for non-statutory subjects, is not comparable empirically. If such measurements in the social sciences are indirect, the researchers may not be measuring that they think they are (Nachmias and Nachmias 1976 p.59).

4.3: Choosing an approach: Qualitative and quantitative research

Qualitative research

Qualitative research is a field of inquiry that may cut across disciplines and subject matters. It involves an in-depth understanding of human behaviour and the reasons that govern human behaviour. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behaviour (Hammersley 1995 p.103). Simply put, it investigates the why and how of decision-making, as compared to what, where, and when of quantitative research. Thus, the need is for smaller but focused samples rather than large random samples, and the data is categorized into patterns as the primary basis for organizing and reporting results. Qualitative researchers typically rely on four methods for gathering information: (i) participation in the setting, ii) direct observation, (iii) in depth interviews and (iv) analysis of documents and materials.

Qualitative researchers may use different approaches, such as the grounded theory practice (see Glaser and Strauss 1967), storytelling, classical ethnography, or shadowing. Qualitative methods are also loosely present in other methodological approaches such as action research (see Robson 2002). Such qualitative approaches are sometimes supported by computer programs, such as NVivo, and the benefits of using such software are mainly in the storing and segregating of data, in preparation for processing and analysis.

Quantitative research

Quantitative research is systematic scientific investigation. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of relationships.

In the social sciences particularly, quantitative research is often contrasted with qualitative research which is the examination, analysis and interpretation of observations for the purpose of discovering underlying meanings. Qualitative research is often used to gain a general sense of phenomena and to form theories that can be tested using further quantitative research. For instance, in the social sciences qualitative research methods are often used to gain better understanding of such things as 'intention' from within the response of the subject (Shand 1993 p.205). The modern ideas of quantitative processes have their roots in Auguste Comte's positivist framework (Hughes and Sharrocks 1997 p.26).

Quantitative research may involve the use of proxies for other quantities that cannot be directly measured. Tree-ring width, for example, is considered a reliable proxy of ambient environmental conditions of the past. In schools, the percentage of pupils entitled to free school meals (FSM) has been used as a proxy to indicate socio-economic levels within the catchment area, levels which may not be measurable accurately. When used in this way, the proxy only

reconstructs a certain amount of the variance.

A positivistic approach

Achievements in the natural sciences have long been viewed as exemplars of 'proper' knowledge (Hughes and Sharrock 1997 p.196) reflecting the positivist methodology of direct observation, accurate measurement and recording: this has had so deep an influence on modern problem solving, that such an approach is almost considered normative and the methodology is used and accepted without question. It was used to describe the world empirically and so discern natural laws through the construction of models. Early positivist views accepted that social science could be transformed in the direction of the natural sciences' 'superior values' (Sanger 1996 p. 39). Replication was a key condition for the 'truth', law' or 'fact' to be accepted, although Popper's falsification (Sanger 1996 p.40) introduced an alternative view.

To apply a purely positivist methodology when investigating a social organisation, in this case schools, would present difficulties. From a methodological standpoint, it was decided that for the purposes of this study the *assumption* of a neutral position when conducting the fieldwork was paramount from the outset, as I did not wish to risk overtly or indirectly influencing the views expressed by the participants. Whilst some values may seem overt, underlying, external values may be active; the awareness of policies and assumptions of, for example, the Local Education Authority (*LEA*), subject advisors, Department for Education and Science (*DfES*) guidelines and the proximity of an Ofsted visit, may influence in subtle ways what happens within a school.

Observation, the starting point for the application of positivist research, should be neutral, in the absence of all extraneous influencing factors. But observations within the context of a school or a classroom may be influenced by the previous experiences of the pupil, the teacher

or the researcher (Warburton 1992 p. 83); there is difficulty resisting and eliminating biasing influences (Pratt 1978 p.107). The choosing of statements, questions or events to be observed and recorded might be selected on the basis of presupposed, unproved information on the part of the researcher (Warburton 1992 p. 85). The national political scene may exert expectations or assumptions whereas a micro-political situation might operate within the human relationships found in the social organisation (Hammersley 1995 p.103). Observation within schools would be unlikely to provide *exactly* the same outcomes even when re-enactment involved exactly the same people within the same context, on a second or third occasion. The observing and recording of pupils' behaviour, interactions, learning outcomes within the school, agreed under a teacher's 'in loco parentis' role might be viewed as an intrusion. When dealing with smaller scale research within schools, (McMahon 1996) I have as a matter of policy, always explained in advance that confidentiality was a priority, why I was there, what we would do and the purposes to which their contributions would be put; there was always the option for anyone to opt out without negative assumptions: even such a candid introduction to the research tasks may have had an influence on the neutrality of the whole process.

Where quantitative data is available there is a temptation to draw conclusions, to apply causation. Using two variables, perhaps truancy rates and 5 A-C GCSE pass rates, a tenuous link may be demonstrated; the difficulty is in accepting that the assumption that the truancy rates and the GCSE pass rates are objective criteria, an attribute necessary for positivist research. Positivist methodology makes use of control groups. To ascertain any subsequent effectiveness of particular policies or actions within schools involves 'using' people. To interfere with the development of human beings, unsure of the outcome, cannot be accepted from a moral standpoint (Pratt 1978 p.102). The future lives of those involved may be affected (Hammersley 1995 p.112). In examining, as in this case, the perceptions on teachers and pupils, it would seem that the researcher would have difficulty in establishing positivism's core

element of ‘control group observation’; the assumption that the social world operates within an on-going scenario of cause and effect which can be measured, is not easily retained. The premise that empirical research is superior had prompted some social scientists to seek a positivist but inappropriate methodology to ‘copy slavishly’ (Hammersley 1995 p.11) a positivist rationale, which should have been avoided. Teachers and pupils, as individuals or as group members make choices, act and change their minds. Factors dictating these actions might be deeply subconscious or might be an immediate, unforeseen, pragmatic response. Human temperament and disposition cannot be predicted and an individual may act ‘out of character’, or may be *perceived* to do so (Pratt 1978 p. 73). The social science researcher must find ways to anticipate and appreciate such ‘rich inner life’ (Hughes and Sharrock 1997 p.123) of the individual within an educational context.

A qualitative approach

An interpretative methodology may reveal that data collected from social situations may be ‘vague, value laden, opinionated and ambiguous’ (Hughes and Sharrock 1997 p.125). If such attributes are exposed then they must be considered as part of the complete investigation. Indeed, some researchers have indicated that situations involving human interactions may exist more productively based on false, misunderstood or unquestioned belief (Hughes and Sharrock 1997 p.72). It would be unlikely that such undercurrents, which drive the day-to-day interactions, events and more importantly decision making processes within schools, would be revealed by a positivist methodology. The precise nature of the language of empirical research is a prerequisite for positivists. A regulated language with a clearly defined pattern of usage had been proposed for all the sciences (Hammersley, 1995, p. 13) in an attempt to avoid inconsistencies; it would be unlikely that such a language and usage would be used freely by teachers and pupils whose interactions are variable and sometimes inconsistent. Yet teachers often note that the same lessons prepared meticulously and delivered to different classes on the

same day do not always necessarily promote the same levels of interest, learning or response from the pupils. The aims, the language, the pedagogy, were all applied equally, yet unforeseen and unexplained inconsistencies seemed to emerge.

It is a requirement that within interviews, questionnaires and in classroom observation where participation is enacted, the language is comprehended by all. It would be inappropriate to apply a positivist approach to examine the questions with which I am concerned. Firstly, there is not a theory to prove in an empirical sense; these questions seek to explore the possibility of the existence of undefined, subjective influences. Secondly, it would be difficult to assume consistent levels of neutrality from the researcher, the teachers and the pupils - the effect of varying influences would be difficult to eliminate. Thirdly, using pupils with the approval of their school (or more narrowly, the teacher) may cause some ethical concerns. To set up control groups for comparative analysis might interfere with the normal development of the subject. Fourthly, throughout education, at all levels, the content and usage of language is not regulated or precise as demanded by objective, empirical research. History is about exploring the nuances of behaviour of humans as group members and as individuals, each with *modus operandi*, sometimes very subtle. Thus finally, much of the data generated within schools may reflect (sometimes very discretely) the influences created by other out of school factors which may originate within the peer group, in the home or in society at large.

As an alternative to the positivist approach, whose demands for a particular kind of rigour and pre-defined parameters are not easily placed within the social context of a school, the interpretative tradition may seek to understand social events and processes by unobtrusive observation, and so avoid the problem of respondents acting out of character. The variety of contexts within schools where interactions and negotiations may follow trends but are not necessarily 'fixed' to a set of rules for every occasion, presents the problem of interpretation.

Plural perspectives may lead to contextual ambiguity in reporting a social event (Sanger 1996 p.113). A neutral observer does not easily discern which perspective is being utilised by the respondent or agent and many aspects of the cultures adopted by the teachers and the pupils are seldom explained. In an attempt to discern the private processes of individuals within a school setting, undercurrents which drive those processes may reflect complex relationships between the pupil's self-image and the expectations associated with being a member, sometimes simultaneously, of more than one community (Urmston and Ree 1991 p.58). The hidden rules and conventions of such memberships, followed by people within a school, might not be formulated but exist only by tacit agreement (Pratt 1978 p.45). Pupils may behave differently with different teachers in classroom situations and teachers may behave differently within whole school, departmental or one-to-one professional encounters. Such ambiguity and context-related relationships may have to be regarded as a central characteristic of the language used by teachers and pupils (Kelle 1995 p.2).

Within the teaching-learning situation, strategies used by the teacher may reflect a concern that the information provided ensures access for all pupils. The pupil's strategy may reflect a desire to appear to have understood the information and finish in an expedient manner. Thus both the teacher and the pupil may have considered it to have been a successful lesson; but the positivists have cited that people are not very reliable in the process of achieving 'validity' as a problem where re-enactments would be unlikely (Sanger 1996 p.40). The range of strategies available within the different contexts seems to indicate that some form of interpretative methodology may be appropriate. Indeed the timing of observations in classrooms may be significant, for example, immediately after an active P.E. lesson or last lesson of the day may introduce other influences.

In seeking to analyse the perceptions of teachers and pupils and their perceptions of each

other's perceptions, a theory is not immediately apparent, and the hypothetic-inductive methodology is concerned with the validation or verification of a theory, not with the origins of a theory. Researchers may be influenced by some elements of grounded theory methodology; such an approach would seek to move away from a requirement of verification (Glaser and Strauss 1967 p.32). Among the attributes of the schools, some are descriptive, factual or subjective, even problematic. The formation of a generalised hypothesis from an on-going comparison is not tested as such, but is 'verified' by its emergence during the course of the research, where replication is not a primary goal (Glaser and Strauss 1967 p.23). Progressive focusing may tease out the existence of internal and external forces and complementary factors; the systematising of the actions and responses of teachers and pupils may reveal patterns. Within interviews, a 'funnel sequence' may provide the opportunity for the respondent to relate to more specific and detailed information, whilst the using of the 'inverted funnel sequence' would enable a respondent to reply more generally if required. The researcher should have these strategies prepared (Nachmias and Nachmias 1976 p.106) before approaching social structures which have cultural attitudes demanding neutrality: Glaser and Strauss (1967 p.3) suggest that the researcher does bring along a personal perspective in order to recognise relevant events and responses. In order to elicit data from the various, changing perspectives within schools, a flexible approach may be beneficial: - questionnaires, interviews, observations and access to documentation. From a relatively wide base initially, observations may be focussed progressively to make available a more discriminating access. Such may be inductive in nature (Strauss and Corbin 1990 p.24).

The advantage of using a positivist methodology would be that one could begin with a clearly defined question, that the process of investigation is planned in stages and a conclusion, a result, anticipated. Verification may proceed by repeating the investigation. This seemingly simple process has promoted the status of science. An assumption that the nuances, values,

feelings and subjectivity which influence the daily actions and behaviours of teachers and pupils, are part of an on-going scenario of 'cause and effect' is not easily retained as positivism seeks consistency, reliability, and quantitative predictions. But the complex nature of society, represented within every school and the groupings therein, make such an approach inappropriate if it is pupils' perceptions which are at the core of their own decision-making. Although the interpretative tradition may not always have a rigid structure it does have the flexibility to be adaptable to the sometimes shifting attributes of the modern classroom and can be tailored to be structured and reliable within the circumstances. Between the poles of a purely scientific positivist approach and a neo-postmodernist observation, lies a continuum from which appropriate methodology may be selected.

4.4: Ethical considerations

Efforts to improve the experiences which school pupils encounter often depend on investigations that use children as research subjects. Even the most observant and vigilant teachers would not flatter themselves that they can know all that is happening within the minds of individual pupils where diverse influences are interacting constantly. Seeking to explore those influences and how they operate may be useful in the advancement of knowledge but that does not imply an entitlement to override the rights of others. Pupils are children and, as such, are a vulnerable population and so are accorded special protection from risks which may arise during a research procedure if adequate preparation has not been completed. A clear strategy which outlines all stages of proposed research, from initial contact to completion, should be available from the outset.

There is a long-standing moral and legal tradition that supports parents as the primary decision makers for their minor children; that decision making process in ensuring the safety, welfare and development of each child is considered part of the role of individual teachers working

within the framework of a recognised school, that is, in 'loco parentis'. Therefore, all actions must be in the best interests of the child (British Educational Research Association 2004 p.7) (*BERA*). The ethical concept of assent provides a framework to assist researchers with efforts to incorporate the views of children who, when recruited as research subjects, must be afforded care, sensitivity and respect (Oliver, 2004 p135). For pupils within schools, assent is analogous to consent where the researcher has explained fully the purpose of the investigation and the proposed procedure to the Headteachers and to subject teachers, who have in turn been satisfied that no part of the pupils' experiences would be compromised. The researcher must operate within established codes of practice where "...an ethic of respect...regardless of age, sex, race, religion, political beliefs and lifestyle..." should be understood and followed (*BERA* 2004 p.6). If the researcher, using a variety of methodologies, seeks to investigate any aspect other than that which would be carried out by the teachers as part of their professional role, parental permission must be sought. Researchers must acknowledge the obligation to recognise and meet ethical standards at every stage of the enquiry.

Ethical issues

In this case, the purpose of the research, to identify pupils' interests during the teaching of History during Y8 and Y9, to identify the influence of such interests when pupils chose subjects for GCSE and to seek out other influencing factors, may provide information which would give teachers insights into (a) the content and methodology of History during KS3 and (b) how pupils negotiate the GCSE option process. If generalizations are appropriate, teaching and learning may be enhanced. In the case of this research, before pupils were involved in consent and participation, approval to proceed was sought from, initially, the Local Education Authorities (*LEAs*), then the Headteachers and the Heads of History Departments. For all of these 'managers', summaries of the proposal and the procedure were available at the outset in

order that internal discussions at school management level could take place if required. The aim was that all levels would have the opportunity to consent having been informed fully, have the opportunity to seek clarification on any point, have the freedom to arrange visits to fit in with school schedules and have the option of declining the invitation to participate.

At the early stage it was important to have available a clear timetable for the research, with some degree of flexibility in order to reduce any 'sense of intrusion' into the overall running of the schools (BERA 2004 p.9). For all LEAs, schools, teachers and pupils emphasis was given to the element of total confidentiality, the use of pseudonyms where appropriate, the secure storage of all data and the proposed means of publication. The specific approach used (a) to inform and (b) to apply for the appropriate consent from LEAs, Headteachers, Heads of Department and pupils to this study is outlined below.

Local Education Authority:

A written request, which outlined the aims and procedure of the proposed research, was submitted to the Chief Education Officers (CEOs) of the relevant LEAs, indicating those schools which might be part of the sample. Where a Subject Officer or Advisor was available, the CEOs office was requested to forward a copy of the request and outline.

Headteachers:

Following LEA approvals, a written request which outlined the aims and procedure of the proposed research and indicated the potential demands on school staff and pupils who might be involved was submitted to the Headteachers. An opportunity was offered to discuss the outline in greater detail. An appropriate time scale was proposed to avoid conflict with examinations, visits or other activities scheduled within the school.

History teachers:

Following approval from the Headteachers, a written request which outlined the aims and procedure of the proposed research and indicating the possible extent of staff and pupil involvement, was submitted to the heads of department. A request for an introductory meeting was made, where a possible time scale and the organisation of data collection was explored. Incorporated within the outline was a consent form, explaining all aspects as fully as possible. As this research was not planned to be completed with just one visit, i.e. it was on-going, there always existed the opportunity to re-negotiate any aspect.

Pupils:

It was envisaged that pupils from Y8 and Y9 would be involved (a) in recording their perceptions of History as a subject during their Y8 and again during their Y9 and (b) when in Year 9, those pupils would be asked to record their initial preferences of school subjects for study at GCSE. As all of these stages incorporated strategies which a teacher might include within a normal review of their own effectiveness, it was considered to be unnecessary to seek formal permission from parents. However, pupils were advised that when the data collection was to take place, it would be voluntary, anonymous and confidential. They were further assured that if any of their quotations were used, pseudonyms would be applied reflecting only Year group and gender. The researcher emphasised that their contributions to the data would be used to explore the possibility of enhancing the teaching of History. Any subsequent teacher-originated proposals to alter aspects of content or method within Schemes of Work, would have to be a matter for that teacher's own professional judgement.

4.5: Sampling considerations

It is widely accepted that people behave in similar ways within similar situations and that common attitudes can be identified from a small segment of the population and then generalised. Yet aspects that reflect geographical, social, economic, political and religious

differences must be considered. Within this 'frame' the devising of a thorough sampling plan is 'crucial' (Robson 2002 p.260) if it is to reflect the various organisational and management procedures of schools and the range of pupils therein. What is sometimes forgotten, is that schools are not autonomous, almost corporate units with a neutral identity, they are places where differing levels of complex interactions, processes and aspirations allow an 'inorganic solidarity' (to use Bernstein's socio-linguistics label, out-of-context). It is the attributes and achievements of the pupils that give the school its identity; this is reflected in the myriad of statistics collated by the DfES. Initially, the wider characteristics of the overall population within secondary education need to be identified, that is, the schools and their pupils. The goal of sampling is to find out who to ask so that inferences may be drawn about how everyone feels about the topics being researched. Only a slice of the population is involved; thus one must ensure that the relevant characteristics of the overall population are represented (Morrison 1993 p.115). These characteristics may be represented by distinct subsets or be merged within each other so that they are proportionally accurate. In general, the size of the sample is a decision that must be made on a case-by-case basis, having considered the variety of goals to be achieved and taking into account other aspects which may be particular to individual schools and perhaps cannot be quantified. Management structures, school and departmental policies and inter-personal relations may all play complex roles in how schools and individual subject departments operate.

The size of the sample depends upon the basic characteristics of the population, in this case KS3 pupils within a variety of educational settings. If there was complete homogeneity, a sample size of 1 would be sufficient, while a larger sample would obviously be required where the required characteristics display wide heterogeneity. A random sample, unless large, may produce skewed results which would be unreliable.

One of the ways of dealing with heterogeneity is to break the population into sub-groups or strata, which display homogeneity among the sample units. This is known as stratified (random) sampling, which is statistically more efficient than simple random sampling. In this country, schools are not homogeneous; different types of school management are permitted which may allow the governing bodies to exercise preferred policies. Within the schools, pupils are not homogeneous; apart from basic differences of age and gender, they display wide varieties of ability, ethnicity, religion, socio-economic experience and behaviour. Thus, a sampling frame should reflect such factors.

SCHOOLS

Management of schools

The establishments within which education is delivered have in the past, been created to provide schools within easy reach of local communities. Although some demographic changes have occurred, there is still the public expectation of a 'local school'. The management of schools, under the Schools Standards and Framework Act (1998), falls broadly into three categories each having its own characteristics. 'Community' which are wholly maintained by LEAs, 'Voluntary' which have retained some degree of control and financial responsibility to cater for the needs of specific groups, for example, religious, as Voluntary Aided, Controlled and 'Foundation' schools where the Governing body retains control of admissions and they, or a charitable body, own the buildings and land. The schools in these three categories have a lot in common in that they work in partnership with other schools and the LEAs, and they receive their funding from LEAs and they have to deliver the national curriculum. Other types of secondary schools, such as Specialist, City Technology Colleges and Academies emphasise particular aspects of the overall curriculum.

Other schools, Independent and Private are outside the financial remit of the Local Education Authority. The Government's DfES department provides a website to make available statistics

relating to the numbers of schools and pupil populations, not just within the Community sector, but those which are Voluntary Aided or Controlled, Foundation or Independent. From these Tables it is possible to examine distributions of schools and pupils. For example, in 2002-2003 the total number of schools in England that provided mainstream secondary education was 3436. Of this total, 2248 were wholly maintained, 678 were within the Voluntary sector and 510 were Foundation schools. (DfES Table 21) To represent these aspects of management within a sample would require a distribution of:

Maintained - 66 per cent Voluntary - 19 per cent Foundation - 15 per cent

The type of school

The schools themselves may be categorized using different criteria. Post 1944 there was a general assumption that schools were one of three types, Grammar, Modern and Technical catering for specific pupils and delivering what was considered appropriate curricula, but during the interim until 2002 other types of educational units had been considered. Within the total of 3457 maintained schools (Table 3.1 below) the DfES listed six types of establishment providing secondary education.

Table 4.1: Distribution of types of school 2002

<i>Type</i>	Middle	Modern	Grammar	Technical	Other	Comprehensive	Total
<i>Number</i>	300	130	161	3	27	2836	3457
<i>%</i>	8.67	3.76	4.65	0.086	0.78	82.03	100
<i>%pupils</i>	4.0	3.0	4.5	0.1	0.6	87.8	100

(DfES 2002-2003 Table 41)

However, the 'types of schools' are not fixed entities; during the 1990 and the early years of the 21st Century, specialist schools such as 'sports colleges', 'technology colleges' and 'academies' have been introduced, in many cases not as 'new' units, but 'redefined' and providing particular

emphases on the curricula. In 2006, the Secretary of State proposed the introduction of a new style of 'Trust' school which might apply what seemed 'selection by ability'.

It is estimated that some 8.6 per cent of all secondary school pupils were educated at Independent schools which are not included within this table. As this study has focussed on KS3, figures for that section have been quoted. Cohort size has fluctuated between 550,000 and 600,000 during the last three years (DfES Table 43A) with no significant gender variations. However, such a basic categorising of schools ignores the idea that schools are more than bare statistics; they are social constructs wherein people work, learn, play and develop social skills. These constructs reflect wide variations among and within their populations.

The size of schools.

In England, secondary school size varies between the smallest and the largest - 4 schools had fewer than 100 pupils and 63 had over 1800 pupils (DfES Table 9b). The average size was 962 but these figures do not indicate how many schools were on split sites, or in the process of closure, reorganisation or amalgamation. These factors may have an influence on pupil performance and behaviour. Classes of 25 accounted for 95 per cent of the secondary school population; 65 per cent of those classes were taught by one teacher, the remainder having some input from general teaching assistants or staff dealing with the specific needs of individual pupils (DfES Table 18a). The size of a school, indicated by the number of pupils on roll has a direct effect on the budget which in turn relates to the provision of staff, teaching and subjects offered. These three aspects of schools, management, type and size are little more than a 'head count' and are useful only in that they provide a basis, albeit of three distinct layers, for selecting a small sample of schools which reflect the total distributions.

PUPILS

Statistics issued annually by the Government and published widely by the media, outline the

GCSE Examination results for every school in the country. Two sets of data are available (a) percentage of pupils who gained five or more GCSE passes at grades A – C and (b) percentage of pupils who gained five or more GCSE passes at grades A – G. Information less readily available publicly but on the internet websites of OFSTED and the DfES gives percentages (a) of pupils eligible and taking free school meals, (b) of pupils on the Register as having Special Educational Needs (*SEN*) or having Statements (c) of fixed and permanent exclusions of pupils (d) of pupils from varying ethnic backgrounds and (e) of pupils for whom English is an additional language. These figures go somewhat to demonstrate the variance within and among schools as seen from socio-economic, cultural, academic and behavioural standpoints and help to identify characteristics of the wider school population.

GCSE passes A – C

Of all pupils aged 15+ in 2002, 91.1 per cent were entered for five or more GCSE examinations nationally: the national average of pupils gaining five or more GCSE passes at grades A – C was 51.6 per cent in that year (Stubbs 2006 p.2). My communications with the DfES have confirmed that the range of percentages was from 0 to 100 (Kelly F. 2004). In spite of the pass structure of A – G, grades A – C are considered as ‘...valid, useful, currency, worthwhile...’(words often used by teachers, parents and pupils) towards study at GCE Advanced (A) – Level, entry to Further Education and for career entry. Whilst enlightened and realistic observers may see grades C - G as useful and positive statements of the achievement and progress made by individual pupils, the expressions ‘pass’ and ‘fail’ are still often used in the classroom, the street and the home. However the Government uses A – C as an indicator; annually league tables are eagerly awaited by schools and LEAs. OFSTED uses statistics as a measure of relative performance of individual departments within school reports; those departments and the schools themselves, rather like football clubs, seek to climb the league-table-ladder. As these examinations are externally set, marked and moderated, they may be

seen by both those within and those outside the field of education, as an objective measure. Within a survey, the batch of selected schools should demonstrate a relatively wide range and an overall average of around 50 per cent GCSE A – C passes.

GCSE passes A – G

Nationally, of all the entrants an average of 88.9 per cent gained five or more A – G passes. However, the range is markedly different from the A – C group; some 90 per cent of entrants fell within the 65 to 100 range.

Socio-economic background

Among the general public there are many almost anecdotal generalisations about the ‘ethos’ of an individual school: commonly, expressions such as ‘a good school’, ‘a rough school’, ‘an inner city school’ or ‘a well run school’ are heard often. In such cases, the speaker and the listener may have their own, not quite formed interpretation of the meaning; judgement of a school's 'worth' is a complex undertaking (Hedger and Raleigh 1992 p.61). Commentators on psychological, sociological and linguistic research during the 1960s and the 1970s sought to find a link, almost causal, between social class and academic achievement. With the widespread adoption of comprehensive schools, it was hoped that equality of opportunity across the social classes would be established, so providing motivation, academic success and career paths for all. Yet Halsey, speaking some thirty-five years later felt that despite some notable successes, comprehensive schools had not in the main been able to break out from the effects of social deprivation (Halsey 1994).

Social deprivation, poverty, lack of money management skills or other expressions of financial need are not easy to quantify, even though society at large recognises the attributes. Within

schools, all levels of social strata may be represented and whilst the circumstances of children and their families must be confidential, schools do need to be aware of background issues which may affect the performance and behaviour of individual pupils within the classroom. The combination of deprivation and disadvantage experienced by individuals may reflect household issues concerned with levels of income, employment, health disability, educational and training skills, access to services, social environment, housing condition and incidences of local crime. Sometimes, it is only when a Social Worker employed by the Department for Social Services (*DfSS*) visits the school that the teacher is made aware of the challenging circumstances and difficulties at a pupil's home. As the Department for Social Services oversees these confidential issues the school may only be aware of one aspect. Free School Meals (*FSM*) is a benefit associated with means-testing a family's income and circumstances and whilst this not a reflection or measure of a pupil's abilities, it may be used as a 'proxy for (the) socio-economic status' of the pupil's household (DfES 2003 p.64). The percentage of such households within a school's catchment area is accepted as a relative indicator of poverty and has been associated with pupils' low aspiration and potential underachievement (Miliband 2003 p.19). Nationally, some 14.5 per cent of secondary pupils are eligible to receive free school meals although only 11 per cent actually take them (DfES Table 14). The range however is quite different; there are schools where no one (0 per cent) is eligible and there are schools where everyone (100 per cent) is eligible (Cole 2004). A preliminary survey within the initial forty school revealed that truancy rates, free school meal rates and percentages of A - C passes at GCSE seemed in many cases to relate to each other. Truancy rates tend to be compiled within schools themselves and final published rates may or may not indicate varying policies as regards the interpretation of the term 'unauthorised absence'. The inclusion of data relating to free school meals administered externally to meet national criteria and compiled objectively by Government agencies may be useful when constructing a sample, bearing in mind that the government may have applied a particular rationale when choosing a mode of presentation.

Special educational need (SEN)

Schools must record data about any of their pupils who have special educational needs. The first stage is assessed internally within the school, the need defined and the pupil's name placed on a 'register'. The second stage is the formal assessment of that pupil, perhaps with the assistance of outside agencies, the involvement of parents, the local authority and ancillary staff. Through this process the 'needs' are defined more clearly and specifically within a 'statement' in order that appropriate support be provided within the school. The important distinction between these two stages is that Stage 1 is handled internally and that Stage 2 involves outside agencies and has legally enforceable requirements. The DfES collates the numbers of Stage 2 pupils – at present nationally 2.4 per cent of secondary pupils have statements (DfES Table 34). OFSTED quotes figures for both Stage 1 and 2 in the reports for individual schools. As the Stage 2 procedure follows statutory guidelines, it may be assumed that the criteria applied are valid nationally. My own initial survey within schools seemed to indicate that the procedures adopted for Stage 1 were not always identical, and as such may not be useful to include when constructing a sample. Although the process of assessing and recording Stage 2 should be standardised, individuals might apply slightly varying interpretations of pupils' response but the limits on such interpretations are significantly tighter than for Stage 1.

Exclusions

There are two types of exclusions; fixed term (temporary) or permanent which schools apply when the behaviour of a pupil breaches the (school's) code of behaviour. When expectations of behaviour, movement around the building, dining room procedures and attitudes towards staff and other pupils are less than expected, teachers, exercising professional judgement, will normally bring any 'infringements' to the attention of the pupil concerned. It is only when the infringements become persistent and escalating that temporary exclusion may be considered. This is a matter handled internally within the school, and may result in the pupil being

excluded for a fixed period, usually up to three days. In some cases, the misbehaviour may be of such a serious nature even after temporary exclusions that the head teacher may seek to have the individual 'permanently excluded', a procedure previously known as 'expulsion'. This is not just an internal matter; the LEA, governors, parents and sometimes Social Services are involved. Rather like the collecting of data for special education needs, the DfES reports the numbers of permanent exclusions nationally at 0.23 per cent and this total is further broken down to reveal regional variation among the LEAs (DfES Table 50). OFSTED records the numbers of fixed and permanent exclusions within the reports for individual schools. Because schools may use different criteria for fixed period exclusions, it would not be useful to include such data when constructing a sample.

Culture

The DfES makes available two sets of data which may relate to the home background of pupils (i) ethnicity (DfES Table 47b) and (ii) English as an additional language. Language and ethnicity are not separate issues nor are they always dependent on each other, In some schools the ethnic makeup of the pupils or roll may indicate a potential for special provision. This may impact on staffing issues, curriculum planning, budget allocation and examination entries. The extent of the effect may be minimal or it may demand a rethink of the accepted, traditional processes within the school. The issue of pupils' languages which has been associated with access to the curriculum, learning, understanding and succeeding, may at times have been used as an influencing factor when individual schools commented on GCSE pass rates. This may be valid and may be useful when constructing a sample.

In summary, for the sample to be representative, the following factors were considered.

SCHOOLS: type of management (e.g. maintained, aided etcetera), school size and type of school, for example, comprehensive.

PUPILS: age, gender, GCSE (A-C and A-G), SEN, permanent exclusions, free school meals and English as an additional language.

The sample

During the late 1990s I had been involved in the teaching of History to KS3 and KS4 pupils. Formal and informal contact with colleagues at a variety of schools seemed to indicate that teachers of all foundation subjects i.e. not compulsory after Y9, experienced additional pressures as they sought to ensure that sufficient numbers of pupils would opt for their particular subjects and so provide viable teaching groups for KS4.

Heads of History Departments and their staffs who had indicated concerns about the difficulties encountered when (a) trying to provide a broad and balanced content during KS3 and (b) adapting to modes of GCSE option procedures at their individual schools, had used on-going departmental discussions to explore these issues. Experiences and suggestions were exchanged at subject panel meetings and during in-service training sessions. Generally, many of those teachers were concerned that there appeared to be a decline in pupils' enthusiasm during Y9 at a time when option procedures were enacted in schools. Some teachers suggested that the inclusion of socio-economic, modern History lacked excitement, others claimed that concentrating on the First and Second World Wars during Y9 had led to more pupils choosing History. Forty years ago D.B. Heater (1960 p.6) had suggested in the inaugural issue of *Teaching History*, that academic experts had drawn arbitrary lines between History and economics/sociology reflecting a '...morbid condition of western intellectual life...'. The underlying debate was based around the questions (a) do pupils become less enthusiastic about History during their Y9 and (b) what prompts them to accept or reject the opportunity to study that subject at KS4?

At that stage I could have been accepted as a participant observer but as no formal or structured investigation had been proposed or was in progress, any information gained with the ongoing approval of colleagues, was viewed as groundwork, exploring the issues. An outline research proposal was drawn up and communicated to Headteachers and Heads of History Departments of 40 schools and each school was asked to provide a 'school profile' (see Appendix A-1) which indicated factors such as size, status, examination results, ethnicity of pupils, and socio-economic indicators, and brief summaries of the History Departments' policies, resources and staffing. 34 schools replied positively. A policy of total confidentiality was reiterated and all schools were assigned a 'coded' number which was not disclosed.

In order to design questionnaires and surveys, pilot studies were carried out at five of the schools, randomly chosen, where Y8 and Y9 pupils were interviewed during subject neutral 'form time', to explore the issues of how those pupils compare all subjects they encounter. In order to choose a sample, I had arranged for two colleagues, unconnected with the study, the schools, or the teaching of History to examine the attributes of the remaining 'anonymous' 29 schools whose identities had been carefully coded in order to provide total confidentiality and to select 10 which, taken as a whole, reflected the wider dimensions of schools and pupils. In this way, I was able to avoid bias by being influenced by any of my own professional, personal or geographical preferences. During the interim I became aware that two of the schools were experiencing 'staffing difficulties' and at two others there had been changes within the senior management teams regarding Deputies who would be dealing with KS3 option procedures; after some discussion I felt that these circumstances might impact on the intended procedure and thus with the approval of the respective Headteachers, four schools were removed from the list. The 10 schools chosen from 25 were recoded 1 to 10 and ranked in order of GCSE passes A - C: this was to facilitate the initial overview of possible relationships among the factors.

The details of the proposed research were then submitted to the relevant LEAs for permission

to proceed. To build in external validity at the design stage the initial allocation of adequate resources and of an appropriate time scale for the collection of data, was paramount. Further analysis of the data had been carried out in order to relate the sample to national trends. It was considered important to try to match as far as possible national averages over the final sample as a whole, even though there existed wide variations among most of the factors.

Some of those variations may, at a future point be the focus of further investigation. For example, the generally accepted link between poverty as indicated by free school meal rates and achievement measured by A – C passes at GCSE is not so definite when schools (1) and (5) are compared; both have a similar free school meal rate but school (5)'s A- C pass rate is twice that of school (1). At School (2) there appears to be a relationship between ethnicity and free school meals, whilst school (5) demonstrates no such relationship. Within the table of figures there are many such nuances, which do illustrate the individual, perhaps immeasurable nature of each school, but the purpose of this exercise was to attempt to mirror national statistics although it was accepted that it was virtually impossible to have a 100 per cent comparison across such a relatively small sample.

These graphs shown at Figure 4.2 p. 111) show pupil-related factors more clearly than the table of numerical data (see appendix A-3), the range of each variable and its relationships to the averages published annually by the DfES. Those official averages vary from year to year. The data contained within each of these six pupil-related factors is averaged and compared with the DfES figures for the years 2000/01/02. It should be noted that some inclusions within Government's summaries might not be directly comparable. Dual Award Science counts as two awards in Science and two within the overall totals. More recently, schools have been offering the option to study vocational subjects, for example the General National Vocational Qualification (*GNVQ*) at Foundation and Intermediate level, Vocational GCSEs or awards from the Business and Technology Education Council (*BTEC*) at Foundation or Intermediate

level. Pupils' achievements in GCSEs and Vocational Qualifications are allocated a 'points score' for each subject taken. The overall structure of provision is changing: in 2001 the establishment of the Learning and Skills Council (*LSC*) with a budget of £5.5bn – ‘...the country’s biggest quango...’ (Kingston, 2002,) – sought initially to oversee education and training, both academic and vocational, for the 16 to 19 year-olds and then, when fully operational, the 14 to 19 year-olds. By the end of 2005 the budget had increased to £10.4bn and 11 per cent of 16 - 18 year-olds were not in education, employment or training (*NEET*) (LSC 2006).

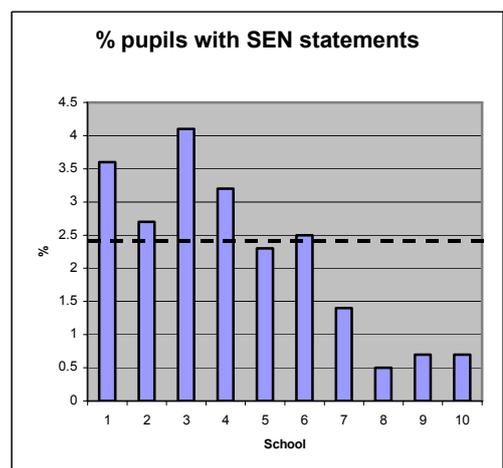
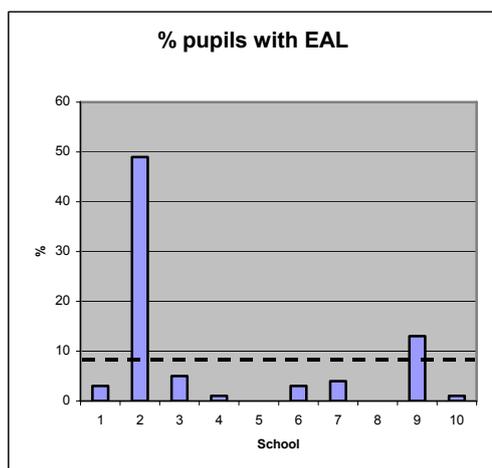
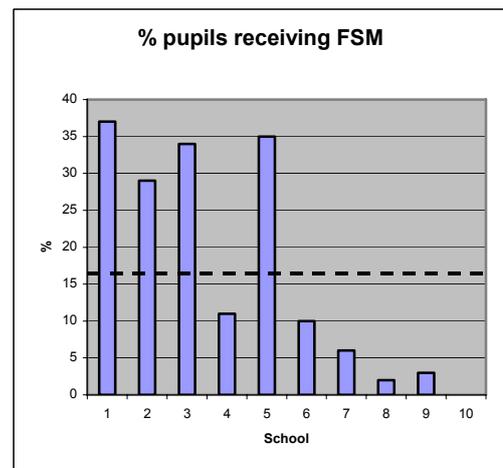
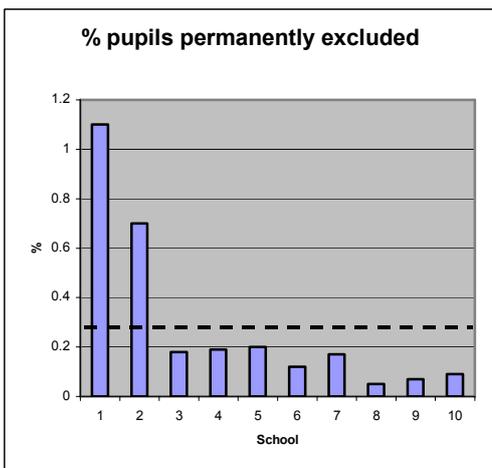
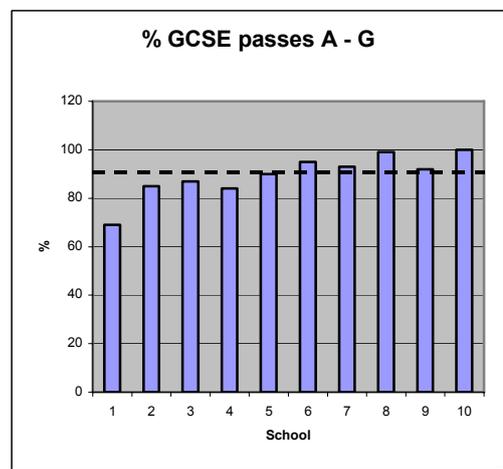
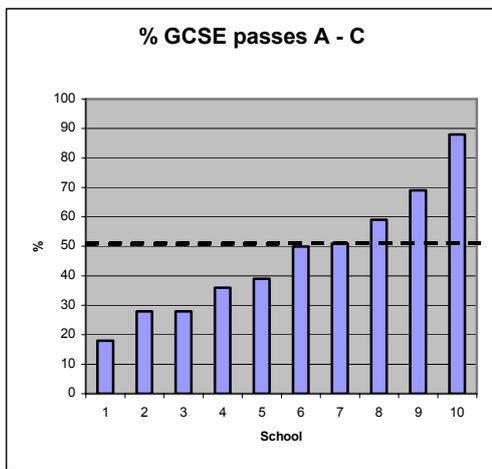


Figure 4.2: Sample schools compared with DfES averages

National averages (years 2000/01/02) for each category are shown at - - - - - on each chart.

4.6: Survey and interview design

There were two stages to the proposed procedure. Firstly, survey sheets, questionnaires and interview schedules had to be designed and secondly, the timeframe for data collection had to be drawn up in order to:

- (i) Survey Y8 classes Spring term (perceptions of History)
- (ii) Survey those same classes in their Y9 Autumn term (preliminary option choice)
- (iii) Survey those same classes, as in (i) in their Y9 Spring term (perceptions of History)
- (iv) Collect completed option data from the schools (Summer term) and select one class from each.
- (v) Interview individuals and small groups in Y9 and later in the Autumn term, some Y10 who had/had not opted for GCSE History re. their perceptions of the 'option procedure' and of KS3 and KS4 History

Alongside this procedure, ongoing discussions with individual teachers of History and of other foundation subjects continued.

Survey design.

In order to design questionnaires for survey purposes, pilot studies were carried out at five schools randomly chosen from the 34 participating. Groups of Y8 and Y9 pupils were invited to explore the issues of how they compared all school subjects they encounter. These discussions had been arranged to take place during subject neutral 'form time' and where possible in a neutral environment; the school libraries or dining areas were used when available and their teachers were asked not to be present. These discussions were introduced to separate groups of pupils (Y8 and Y9) with the following guidelines:

- i. The aim was to find out what KS3 pupils thought about different subjects and how they compared them.
- ii. All comments were confidential and would not be disclosed to the school.
- iii. The pupils were asked to refrain from identifying individual teachers.

The responses were lively and candid and were recorded in note form during the sessions.

Discussions with pupils from Y8 and Y9 during this design stage of the questionnaire had revealed that their perceptions of school subjects fell into three broad categories; personal preferences (4 factors), amount or type of school work demanded (3 factors) and usefulness in later life either vocationally or personally (4 factors). During these discussions, although Y9 pupils were somewhat more aware than Y8 of the implications of potential career and study paths after the age of 16, their specific knowledge on these matters was limited. Other factors did crop up but they were specific to individual pupils, teachers, buildings or schools, for example

...you get done if you're one minute late...

...you get soaked 'cause you've got to go all the way across the yard...

...there 's a couple of kids in my (*subject*) group and they're always messin'...

Such types of comments were few but did indicate that certain events, sometimes acknowledged as relatively unimportant within the "cut and thrust" of daily school life, may have a greater effect on some individual pupils. On a few occasions some pupils failed to remember not to identify individuals and, although I had to interrupt their comments, one could sense a 'knowing look' around the group when a particular teacher was referred to, even with the use of '...there's a Maths teacher who...'. There was also the occasional attempted comment referring to their perception of (anonymous) teachers' personalities or competence as influencing their overall view of a subject: such viewpoints, whether accurate or not, are important, but it would have been unprofessional and unethical to permit further discussion.

Personal preferences:

There was some debate around the theme that pupils only enjoyed subjects in which they were successful. Individual pupils' commented along the lines of

Wayne: 'I'm good at Art but I'm not really that keen' *or*

Ste: 'I love Games and P.E. but I'm only about average in my group but I'm doing well, getting reasonable grades!'

demonstrate that any 'rule' relating levels of success and enjoyment is not absolute. The suggestion that some subjects may have a gender-bias was not fully explained by any of the groups; this may have been a reflection of *some* pupils' perceptions of approaches adopted by individual teachers.

Pupils suggested that to have more or less of a particular subject was a useful indicator of a positive perception; however this factor, more so than any of the others, caused many pupils not only to decide on an appropriate response, but to consider the consequences. More time for History would mean less time for some other subject(s) and *visa versa*. Year 9 pupils had indicated a greater awareness of this dilemma than had Year 8 and had viewed it from two perspectives. Firstly, making a decision based solely on the basis of personal preference for or against History. Secondly, making a decision based on how it could affect other subjects: for example, more History could mean less, perhaps, Modern Languages or less Science and conversely, less History could mean more time with some other subjects which may be preferred.

For this section on 'personal preference' pupils stressed levels of enjoyment, success and difficulty as personal preferences along with the possibility of having more time for a particular subject. 'Enjoyment' was considered as the most important, not just of these three aspects, but also of all 12. Having a 'good' teacher, having general ability or a specific aptitude, coping with the subject-specific language, the availability of appropriate supporting texts or sheets and

being within a group of positive, motivated pupils were all mentioned as important. The pupils had suggested also, the reverse of any of these points which might prompt feelings of disengagement and negativity for individuals.

Demands of work:

The demands of homework, class-work and especially the required levels of literacy were cited as important, alongside skills that were useful and transferable across other subjects. Pupils had suggested that there were two distinct types of school work demanded for any school subject, namely what was done in the classroom (classwork) and what was set for completion during the pupils' own time (homework). They acknowledged that these demands varied from subject to subject, sometimes due to the practical nature of the subject, for example P.E., Drama or I.T. and sometimes as a result of the approaches of individual teachers. The pupils also recognised that the need for literacy skills was more evident in some subjects than others: History was cited as requiring a high level of such skills.

Pupils had discussed the theme of the different work-patterns; control and direction was applied differently in different parts of their schools as they attended different subjects. Control was, they suggested, more consistent and obvious during Modern Languages and indoor P.E lessons. For other subjects, History included, the atmosphere of the classroom, flexibility of seating arrangements, the quantity and the pace of classwork and feelings of achievement were part of an ongoing series of complex interactions with individual teachers. Generally, homework was regarded as a 'chore' and from the pupils' comments, not applied by teachers with absolute consistency across the range of subjects. Classwork was viewed more favourably; the pupils cited clear targets, relevant tasks and ongoing advice from teachers. The classwork demanded in History, they suggested, revolved around topics and themes,

understanding presentations and supporting materials but most of all, classwork was centred on reading and writing.

Usefulness of History:

Pupils tended to agree that some school subjects were more necessary than others. There was a general acceptance among them that the skills of reading, writing and mathematics were important in all walks of life. Even though those pupils may have availed of Information and Communication Technology (ICT) as a 'tool' in many subjects, discussions revealed that skills in ICT had been accepted as some of the 'new' important skills of the present age. The pupils, especially Y8, had little more than a hazy idea of which career or extended education path they might follow, but they acknowledged that some subjects and skills may be useful in adulthood, not only from a vocational standpoint, but personal perspective of enjoyment or endeavour; for example, sports, arts or technologies. Pupils recognised that proficiency in specific skills associated with Modern Languages, Technologies, the Sciences and the Arts could be related to possible career choices. History was a little different, they suggested: careers as historians, archaeologists or archivists are not as readily available as, say technicians, designers, office managers or production operatives. The Historical Association, when advising potential GCSE students (see p.7), lays great stress, not on Historical knowledge alone, but on the skills of analysis, criticism, understanding human behaviour, thinking independently and problem solving. For Y9 pupils, such skills may seem abstract and objective rather than concrete and subjective: indeed it may be likely that Y9 pupils may be unable to conceptualise these skills either way. The relevance of particular subjects to career or employment prospects was highlighted as potentially different from the demands of adult daily life and from the preferences to pursue personal interests, hobbies or skills.

Pupils were aware that some aspects of History referred to other school disciplines. For example, one group had studied survival rates among passengers and crew on 'The Titanic' and their tasks had included using databases and writing reports; another group studying 'Slavery', had applied knowledge learned in Geography lessons to plot the routes and distances of the 'Slave Trade' and a third group had spent some time preparing visual and active displays using various media, to present evidence of their work on the 'First World War'. Many of the pupils had applied such knowledge and skills but had not consciously labelled it as 'non-History'; during our discussions later, they realised more clearly the wider nature of their studies.

Whilst literacy and presentation skills were accepted by the pupils to be an integral part of work in History, if not most subjects, aspects such as empathy, analysis and comparison of source materials, the ascription of motive, bias and reliability are introduced in varying degrees in most history lessons at some time during KS3. One group of Y9 pupils had indicated that, during the previous week, their teacher had also discussed two main themes concerning the utilisation of skills developed when studying History. Firstly development of wide-ranging, even-handed and discriminating approaches to everyday life, making the *individual* a 'better', more sensitive human being - what the pupils called 'being fair'; secondly, having been made aware of past events they might be able to apply of objective assessment to the changing circumstances within a modern society in order to ensure that truth and justice prevail for the overall well-being of *communities*, large, and small. This type of discussion was not common within the schools visited.

Following Robson's (2002 p.294) suggested procedure further examination of the notes taken during these sessions revealed fifteen factors or 'items' of which eleven had been stressed most frequently by the pupils as important (see appendix B-1). Although not mentioned to the same extent as these eleven, the topic of a school subject generating differing responses from boys

and girls was discussed frequently and it was included in a final list of twelve factors. The list of factors was similar to that used in Harland and Lord's cohort study (from 1996) for the NFER, although semantic differences in the statements would elicit differing responses.

A Likert-type survey sheet was drawn up where pupils from other groups were asked to respond to a single statement for each factor on a five-point scale i.e.

I enjoy (subject) 5 4 3 2 1

where '5' was total agreement and '1' was total disagreement. (see appendix B-3) Response sheets were prepared and included all the common KS3 subjects; in this way, each pupil was asked to consider a randomly chosen subject. What was important at this stage was not to discover their preferences about Maths, History, French or whatever subject was on their individual sheet, but to discuss how they negotiated the task. The pupils found the task quite straightforward but two points arose during follow-up discussions. Firstly, some interpreted a score of '1' as indicating a degree, albeit small, of agreement with the statement, as illustrated by pupil Anna's comment

...I would have given it '0'...I hate it!...

Secondly, a score of '3' seemed to indicate a variety of interpretations about the subject - along the lines of 'it's OK', 'I'm not bothered' or 'I don't know'. Although Robson (2002 p.294) suggests that such a mid-score reflects neutrality or indecision further discussion with the pupils indicated that they regarded a score of '3' positively and probably leaning more towards 'agreement' with a score of '4' than 'disagreement'.

The survey sheet was then edited into a bi-polar format specific to History e.g.

I enjoy History 5 4 3 2 1 I dislike History

(see appendix B-4)

Subject option sheets

There were two aspects to this procedure. Firstly, participating schools were each asked to provide a copy of their 'Option Booklet' from the previous academic year; these booklets contained details of which subjects were available for study in Y10 and explained how the procedure of 'choice' would take place (see p.65 for information on examination providers). The format of the schools' booklets was similar; listed were (i) compulsory GCSE subjects (ii) compulsory non-GCSE subjects, for example Citizenship and (iii) optional GCSE subjects: in some schools 'skills support' opportunities were available as options. The amount of information in the booklets varied; some schools provided one page per Department and some one page to each course available; booklets of 40+ pages were not unusual. Where subjects were 'capped' as regards numbers of pupils for reasons of supervision or facilities for example Drama or I.C.T., pupils were advised of such restrictions and further interviews and discussions were arranged with the individual pupil's Form Tutor and the Head of the Department concerned. Each school had its own system of categorising optional subjects into 'groups' or 'blocks' from which pupils could choose their preferred 'options' - for example, (i) History was listed in one block at school 4, in two blocks at school 2 and in three blocks at school 10 and (ii) alongside prescribed compulsory subjects schools 2, 4 and 10 offered four options while schools 1 and 5 offered 2. Firstly, the combinations of optional subjects varied from school to school, and secondly, the range of subjects available and how it was presented was reviewed annually at each school in order to reflect accommodation, staffing, facilities available and changes to the statutory requirements of the NC; for example, a Modern Foreign Language was not compulsory for pupils choosing options from 2003.

Having consulted the booklets for each school, a Stage 1 'preliminary option sheet' was drawn up (see appendix D-1) where the subjects were listed alphabetically without any groupings or restrictions which had been indicated in the original booklet. As many of these pupils had met

me whilst completing the survey stage in the context of History, form tutors with the agreement of schools' management, carried out this stage during 'subject neutral' form time. The staff concerned agreed to a brief form of introduction to the task. The Y9 pupils were asked to consider that if they were to choose GCSE subjects then, during the Autumn term, which would they select; for this stage each pupil was asked to record their name and class details on their sheet. It was emphasised that this was not the 'real thing' but would provide them with an insight to types of subjects, which might be available, and that their responses were confidential. To complete this aspect of the survey, details of the actual choices made by those pupils when they had participated in the 'official' option procedure later in Y9, were collected: the timing of the 'option process' varies from school to school, but generally takes place between the latter half of the Spring term and the middle of the Summer term.

The second aspect of this survey was to compare the selections made by each pupil on the preliminary option sheet with the actual GCSE choices made later in the year. From the data, a selection of pupils who had changed their mind, eventually choosing or rejecting History, were interviewed in order to focus on possible influences. It had been planned to use the responses of around 200 Y9 pupils who were participating in the survey of perceptions of History, that is, one of the two classes from each of the ten schools, but three schools indicated some reluctance to facilitate this second stage of the study. In one case, changes in school management had prompted a review of the option process and it was suggested to me that a survey 'would fit in better' after 12 - 18 months. At the other two schools, it was the decisions of the Deputy Headteachers responsible for administering the processes and finalising pupils' choices, that they were 'too busy'. Even though the Headteachers at those schools had sanctioned the survey, the Deputies continued, with skill and diplomacy to dodge my requests. Although the Heads of History Departments at those three schools were able to provide a percentage uptake for KS4 History later, the lack of details of individuals was inconsistent with that of the other seven

schools. In order to maintain the original target number of pupils, the second Y9 class was included from each of schools 1, 2 and 3.

Discussions during this study with teachers of foundation subjects revealed that many of them did not know *exactly* how the option choices were managed in order to construct teaching groups; this is illustrated by a teacher's comment - 'He disappears into his office for a week and emerges with class lists, all done and dusted!' This is not to suggest that Deputies have acted with anything other than professionalism when dealing with the needs of the pupils and the school. Some teachers suspected that where the school had a 'name', a *raison d'être*, for example an Academy, a Technology College or other Specialist College, then some foundation subjects might be at risk. At one Technology College in this study, a group of five high-achieving Y9 pupils had opted for History but when interviewed were persuaded to modify their original choices and so take on the three separate Sciences; they were offered the possibility of doing History if one of the History Department staff would 'volunteer' to arrange additional classes after school hours: volunteering is now in its third year.

During preliminary meetings with 43 teachers of different school subjects, the question of what influences pupils to select certain non-compulsory subjects for GCSE study was discussed. Many of the suggestions were particular to individual schools and their procedures for permitting 'choice' for Y9 pupils, but a number of themes were common to the majority of teachers of those subjects which were, as one teacher of French put it, '...in the annual firing line...'. It was interesting to note that the teachers had identified ten of the factors used for subject comparison, which had been generated by pupils during the survey design stage (see appendix B-2) Teachers stressed also, that perceptions and GCSE option choices may be subject to the possible influences exerted by other *people*, for example career advisors, parents, peers, siblings and interactions at parent-teacher meetings (see appendix D-4). The possibility

of some pupils assuming the existence of gender bias attached to some subject areas was also emphasised more strongly by teachers than had been the case with the pupils; teachers who did feel that such a bias existed were unable to give specific examples but suggested that for some pupils, a subjective perception did exist.

Interview schedules

Interviews with teachers and KS3 and KS4 pupils were organised on a semi-structured basis and were designed to reflect and explore opinions and suggestions which had emerged since the beginning of the research process (see appendix E-1).

CHAPTER 5

Presentation and examination of data

5.1 Introduction

The NFER Report of 2005 examined the potential for a 'dip' in pupils' motivation and performance following transfer from primary to secondary school. What did seem to be consistent was that the middle years in general (after primary school; age 11- 14) appeared to constitute a phase in education where least progress is made by pupils. Stables has suggested that enjoyment, interest, ability and previous performance may all be involved as 14 year-old pupils become involved in GCSE option procedures (1996 p.161) and Brown has indicated that there are few marked differences as to *how* important such influences are when pupils are making choices (2001 pp.182-183).

The surveys of pupils in their Y8 and Y9 sought to collect information from a representative sample from which inferences might be drawn. The survey during Y8 might be considered descriptive in that it presented information without explanation; similarly, the Y9 survey of those same pupils listed their responses. Each survey on its own does not explain the rationales of pupils' perceptions or of any shifts during KS3 but taken together, they demonstrate evidence of change in those perceptions over a 12-month period. Neither of these surveys may be considered purely explanatory, but any relationships or shifts in pupils' perceptions which became evident provided scope, firstly, to address the first two questions, as stated below, and secondly, to seek to relate and patterns of KS3 perceptions to the choosing of History as an option for GCSE.

This study seeks to explore several questions;

- (i) do pupils' perceptions of History alter from Y8 to Y9?
- (ii) if there are changes, are patterns, associations or conflicts established clearly?
- (iii) do option procedures at different schools offer pupils equal degrees of subject choice?

(iv) can any changes in perceptions or school environments be associated with rates of uptake for GCSE?

History Questionnaires were completed by pupils in their Y8 and again in their Y9, secondly a survey of Y9 pupils' possible GCSE option choices compared with actual choices later in Y9 was undertaken and thirdly, ongoing interviews (formal and informal) during the research programme with pupils and teachers were conducted.

In order to relate the results of this survey of the 'perceptions of History' with the percentages of pupils opting to study GCSE History the data will be presented thus:

Section A: Survey of perceptions of KS3 History for Y8 and Y9 pupils

Section B: Survey of numbers of pupils opting for GCSE History

5.2 Section A: Survey of perceptions of KS3 History

During the Spring term of 2003 classes of Y8 pupils from a total of 10 schools, were surveyed by means of a questionnaire. Those same groups of pupils were surveyed again by questionnaire one year later (Y9) in Spring 2005.

Table 5.4: Numbers of pupils surveyed

	Boys	Girls	Total
Y8 in 2003	204	216	420
Y9 in 2004	208	208	416

Allowing for the fact that pupil numbers in classes and schools are not fixed, it was not expected that the two survey totals would match exactly; indeed, it was assumed that whilst the majority would participate, some individual pupils would not be available for one or both stages of the survey. All questionnaires recorded the school and the gender of the respondent. Each pupil had been asked to respond to a series of opposing statements, using a scale as shown in the example below, in order to indicate their personal opinion.

Example of survey statements

Factor (1):	I enjoy History	5	4	3	2	1	I dislike History
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For the survey in Y8 the raw data was collected from two classes at each of 10 schools i.e. a total of 20 classes; from all the schools, the responses from boys and girls were separated providing overall, responses from 10 groups of boys and 10 groups of girls (see App. C-1).

Using Microsoft Office 2000 software the numbers of pupils selecting each score (5, 4 etc) for each factor were calculated and totals were produced for Y8, for Y9 and for the boys and the

girls in each Year group. The totals for boys and for girls from each school were separated and all results converted to percentages. Thus for each 'perception factor', figures were available for each Year group as a whole, for all boys or all girls separately and for boys or girls at each individual school (App. C-6).

During the design stage pupils had suggested three categories of perceptions; the data will be presented within three separate sections:

- (i): Personal perceptions of KS3 History
- (ii): Demands of KS3 History
- (iii): Usefulness of KS3 History

Although not discussed specifically within informal and semi-structured group interviews, it was apparent that many pupils had opinions about how particular teachers might influence perceptions, both positively and negatively; for ethical reasons these opinions were not explored further at that time.

A preliminary examination of the data revealed, that in some cases, the changes in scores for boys and girls in Y9 did not follow patterns. If School 3 is used as an example, boys' and girls' scores *both* increased by eight percent for factor 8 indicating an increased awareness of the *importance of reading and writing skills* in Y9, but for factor 12 - *History has lots of useful skills* - the boys' score fell by 14 per cent in contrast to the girls' rise of eight per cent. Of the nine Y9 pupils at this school who has expressed an interest in GCSE History during the autumn term, only four opted later in the year.

There are many such anomalies, some very small, across the groups in the schools, but all indicative of the potential for variability and inconsistency in pupils' 'rich inner lives' as they progress through this stage of their school experiences. Similarly, Table 5.5 below indicates

that the mean scores for the 12 'Perceptions of History' factors were all clustered around the mid-point '3' (from 2.4 to 3.9) and that the overall percentage changes on mean scores from Y8 to Y9 were small, As with the numbers opting for GCSE History where a summary mean score of 27.1 per cent of pupils opting for History did not reveal overtly the extent of changes within individual schools (from 11.1 to 47.6 per cent), much wider shifts in perceptions occurred at those individual schools (from +16 per cent to -34 per cent), than are indicated by the mean scores (from +1.4 percent to -7.6) per cent shown in Table 5.5 below

Table 5.5: Percentage changes in all boys' and all girls' mean scores for 12 survey factors:

Factor	Y8 Boys	Y9 Boys	<i>% change</i>	Y8 Girls	Y9 Girls	<i>% change</i>
1 Enjoyment	3.9	3.52	-7.60	3.3	3.02	-5.6
2 Difficulty	3.25	3.00	-5.00	3.14	3.04	-2
3 Gender	3.11	2.95	-3.00	2.94	2.87	-1.4
4 Homework	3.46	3.36	-2.00	3.40	3.37	-0.6
5 More History	2.98	2.79	-3.00	2.69	2.47	-4.4
6 Success	3.6	3.5	-2.00	3.38	3.25	-2.6
7 Classwork	3.18	3.25	+1.40	3.21	3.17	-0.8
8 Reading & Writing	4.23	3.95	-5.60	3.97	3.83	-2.8
9 Adult life	3.17	3.13	-0.08	2.93	3.07	+2.6
10 Careers	3.15	3.17	+0.04	3.07	2.99	-1.6
11 Other subjects	3.35	3.03	-6.40	3.17	3.20	-1.6
12 Other skills	3.76	3.41	-7.00	3.40	3.22	-3.6

In order to explore the data for each factor, firstly, a brief summary of the overall analysis trends will precede a more detailed breakdown of the data. Secondly, using

SPSS 12.0.1 software to assist further analysis, the means, standard deviations for each factor will be provided for individual school groups. Bar charts and tables have been produced in order to demonstrate shifts in opinions from Y8 to Y9; further charts, presenting responses from boys or girls from each Year or school group, have been included where appropriate in order to focus on which particular groups of pupils, if any, may have influenced the overall trend. For each factor a Chi-Square test will be applied in order to record the significance of any change from Y8 to Y9. Information from the schools' profiles (see p.111) and comments from teachers and pupils that provide useful supporting or contradictory insights will be included. Pseudonyms will be used for individual pupils, indicating where appropriate, school, year-group or gender.

5.3 Pupils' personal perceptions of KS3 History

At the design stage of this study pupils had suggested that to enjoy a school subject was an important factor and was viewed generally to be linked to levels of success, finding the work easy, the possibility of having more subject time available and a perception of gender-neutrality of that subject. These suggestions were incorporated into the statements as shown in the example (p.127).

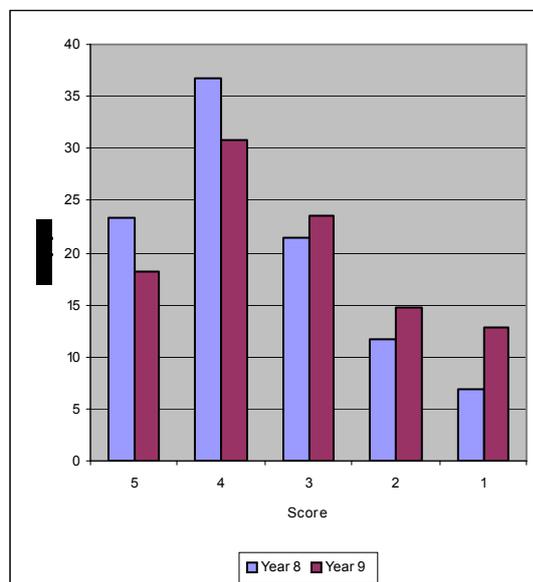
Factor 1: Pupils' enjoyment of KS3 History.

The QCA Report for History (2005 p.15) suggested that as many as 40 per cent of pupils transfer to secondary school with negative perceptions of the subject and that many pupils '...appeared to have forgotten...' much of what they had learned at primary school. By Y9 almost 70 per cent of pupils reported that they found History 'quite enjoyable' (p.16) and QCA noted that the 'climate in the lesson' - the personality and nature of the teacher and his or her relations with the class - was an important determinant of levels of enjoyment.

Summary:

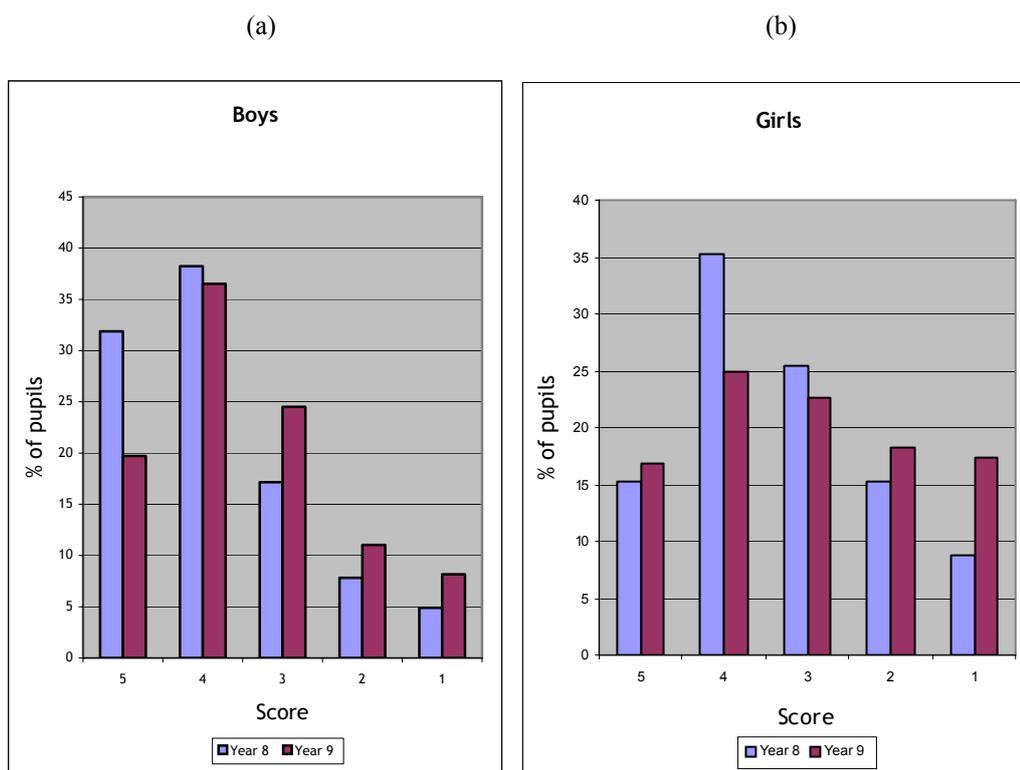
Initially, two aspects are discernable; firstly, any increases in the mean scores relating to greater enjoyment of History in Y9 are small (2 to 6 percent) but decreases indicating less enjoyment are relatively large (2 to 34 per cent). Secondly, comparing their responses in Y9 girls were twice as likely to experience reduced levels of enjoyment of History.

Figure 5.6: Factor 1: Pupils' enjoyment of KS3 History



There is close agreement between Y8 (21.3 per cent) and Y9 (23.5 per cent) as regards the percentages of pupils choosing '3', that is, not to commit to enjoying (5 and 4) or disliking (2 and 1) History. However, it is the Y8 pupils who appear to be more positive; almost 60 per cent have indicated enjoyment ('5' or '4') and 18.5 per cent have indicated dislike ('2' or '1') whilst the respective figures for Y9 are 49 per cent and 27.4 per cent. In other words, when in Y8, 39.8 per cent of pupils had expressed dislike or no concern for History, but when in Y9 that figure had risen to 51 per cent, a shift of 11 per cent. The distributions of boys' and girls' scores in each Year group shown in the following Figure 5.6 (a) and (b), show that the percentage of boys who scored 4 has remained almost unchanged from Y8 to Y9, just a drop of 1.7 per cent, but there has been a drop of 12.1 per cent among those scoring 5. For the girls, it is almost the reverse: scores for 5 have increased by 1.5 per cent but the scores for 4 have decreased by 10.2 per cent in Y9.

Figure 5.6: Factor 1: enjoyment/dislike of KS3 History: Y8 and Y9 (a) boys and (b) girls



Reference to the mean scores for these groups (see Table 5.6 (c)) reveals that the Y8 mean scores for boys and girls fell in Y9. Standard deviations, (see Table 5.6 (d)) are relatively

small in Y8 but have widened in Y9, particularly for the girls.

Table 5.6: Factor I: pupils' enjoyment of History

Table 5.6: Factor I: pupils' enjoyment of History

(c) Mean scores

(d) Standard deviations

	Boys	Girls
Y8	3.9	3.3
Y9	3.52	3.02
% Change	-7.6%	-5.6%

	Boys	Girls
Y8	0.79	0.78
Y9	0.94	1.24
% Change	+19.0%	+59.17%

Reference to the data from individual schools (App. C-5) shows that two groups of boys and three of girls increased their mean score slightly in Y9. Some examples of the wide variations in Y8 - Y9 mean scores are shown in Table 5.6 (e) below.

Table 5.6 (e): Factor 1: pupils' enjoyment of KS3 History: mean score percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-32%	-34%
School 2	-6%	-12%
School 3	-2%	no change
School 4	+6%	+6%
School 5	no change	-6%
School 6	-6%	no change
School 7	+2%	-6%
School 8	-16%	-8%
School 9	-12%	-6%
School 10	-4%	-6%

Factor 2: Pupils' perceptions of KS3 History as easy or difficult.

Teachers of History face difficulties in presenting their subject to pupils. Elliot suggests that there are three problematic areas (1980 p.41). Firstly, the complexities of human (adult) experiences are beyond pupils' understanding, echoing Elton's view (1969 p.182). Secondly the 'evidence' available does not match the impact of, for example, field trips for geography or laboratory experiments in Science and finally, the sheer volume and continuing expansion of historical knowledge creates difficulties in planning a coherent syllabus. QCA noted that pupils who found the subject difficult referred to the 'overuse' of worksheets, textbooks and essay tasks (2005 p.16).

Summary:

Boys were more likely to express an apparent awareness of increasing difficulty in Y9; seven groups' mean scores fell between 6 and 14 per cent and five girls' groups had scores where reductions ranged from 4 to 14 per cent.

Pupils' comments during the pilot discussions had indicated that alongside 'enjoyment', how 'easy' a subject seemed could be linked to several positive experiences. (Stables and Stables 1995 p.49) During the surveys, pupils who selected a score of '3', about 40 per cent, indicated that they had no particular concern as to the ease or difficulty of studying History: the distributions of scores were similar during Y8 and Y9 for boys and for girls, as shown in Figure 5.7 (a) and (b), but boys appear to have experienced some degree of greater difficulty

Figure 5.7: Factor 2: pupils' perceptions of ease/difficulty of KS3 History: by Year group (a) and by gender (b)

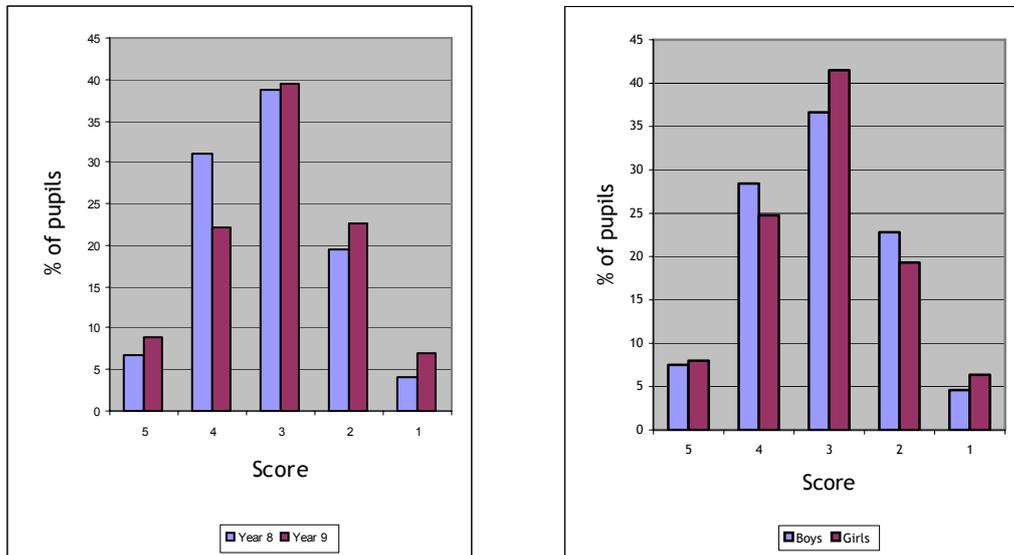


Table 5.7(c) below, shows that the mean scores of both boys and girls have increased slightly indicating pupils having perceived greater difficulty in Y9 and although SDs have

Table 5.7 (c): Factor 2: difficulty of History

(c) Mean scores

	Boys	Girls
Y8	3.25	3.14
Y9	3.00	3.04
% Change	-5.0%	-2%

Table 5.7 (d): Factor 2: difficulty of History

(d) Standard deviations

	Boys	Girls
Y8	0.93	0.89
Y9	1.0	1.06
% Change	+5.5%	+19.1%

also increased they are still around the '1' mark [see Figure 5.7 (d)]. Pupils who scored '1' or '2' indicated that they perceived History as having some degree of difficulty; in Y8 49 girls and 60 boys had expressed a degree of difficulty. These numbers had risen to 60 and 63 respectively in Y9, an increase of 22 per cent (boys) and of 5 per cent (girls). (see App.

C-6)

Table 5.7 (e): Factor 2: pupils' perceptions of the difficulty of KS3 History:
mean score percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-6%	-4%
School 2	-8%	-4%
School 3	-10%	no change
School 4	no change	+10%
School 5	-6%	+4%
School 6	-10%	+10%
School 7	+12%	-8%
School 8	+2%	no change
School 9	-14%	-18%
School 10	-8%	-14%

Factor 3: Perception of gender-bias in KS3 History.

Ofsted's report for History 2002/03, published in 2004 (Ofsted 2004), showed that girls consistently outperformed boys at GCSE History 1996 - 2003 by some 3 per cent A - C grades. QCA's report for History (2004-2005) also noted that proportionally more girls studied the subject at GCSE and proportionally more girls achieved higher grades than boys. Discussions with pupils during the progress of this study did not reveal any strong feelings of gender bias, overall, but a small minority of pupils, mostly girls, had indicated polarised opinions. Whether these were due to a genuine perception of History or as results of personal experiences is difficult to explore. The middle years of schooling is a period when children move from childhood, through adolescence towards adulthood, and move away from a family dominated value system towards peer group influences. Whitehead (1996 pp.148 - 149) suggests that girls are more sensitive to sex stereotypes than are boys and that as History is about 'people' then the subject is more suitable for females rather than males. Stables and Stables (1995 p.41) state that girls are more likely to prefer 'writing subjects' such as History while boys were more likely to refer to practical activities as reasons for preferring a subject (p.50); the same study recorded that girls more so than boys tended to rate their teacher's personality as important.

Summary:

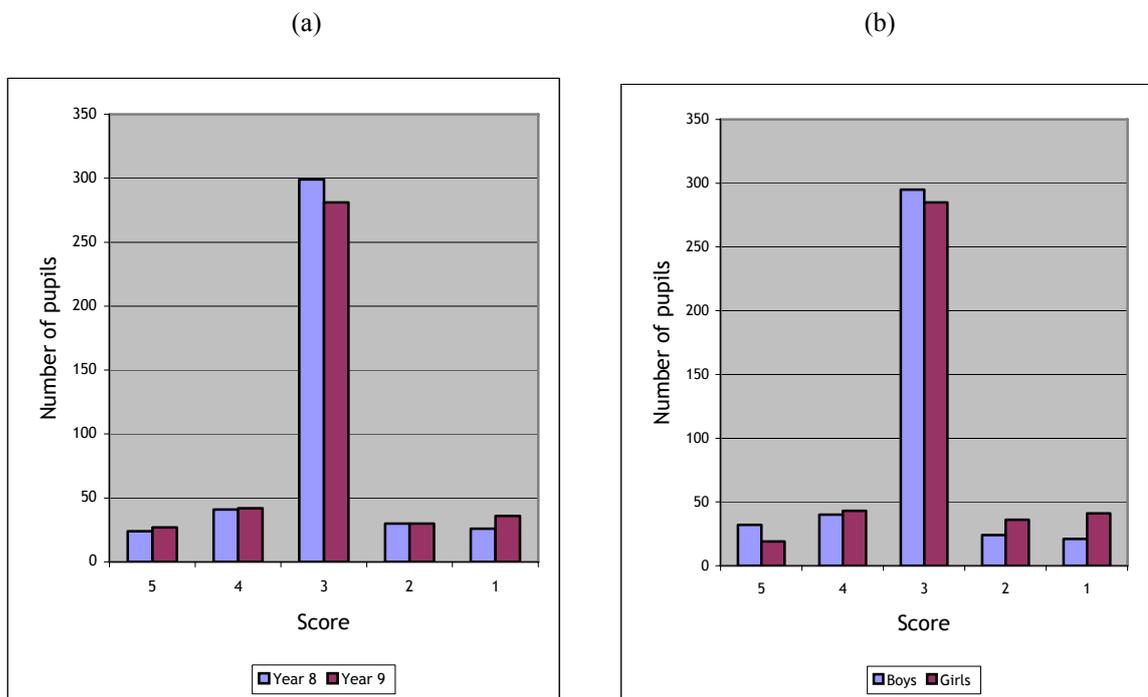
Although over 70 percent of Y8 and Y9 pupils chose '3' on their surveys - a neutral standpoint - seven groups of boys and five of girls had reduced mean scores in Y9 indicating that they felt that History was more suited to girls; conversely, two groups of boys and four of girls felt the opposite. Generally, percentage changes were small but there were exceptions.

Of all the twelve factors, this one returned the highest numbers of respondents scoring '3'

see Table 5.8 (a) and (b), a score which the pupils had referred to as reflecting attitudes of 'middle of the road, ' not bothered', or 'it's OK'.

Table 5.8: Factor 3: Perceived bias in KS3 History:

(a) by Year group and (b) by gender of pupils



Looking at the Year 8 and Year 9 boys' results (see App. C-6), 71.6 per cent chose '3'; for the girls, the figure was 67.5 per cent as is indicated by SDs which are also relatively small. (see Table 5.8 (d)) However, this does show that 28.4 per cent of boys and 32.5 per cent of girls felt they had perceived some degree of a 'gender factor' within their experiences of KS3 History. The mean scores appear to show a very slight move towards 'preferred by girls' (see Table 5.8 (c) below).

Table 5.8: Factor 3: perceived gender bias in KS3 History (a): mean scores: (b) Std.Dev.

(c)

	Boys	Girls
Year 8	3.11	2.94
Year 9	2.95	2.87
% Change	-3%	-1.4%

(d)

	Boys	Girls
Year 8	0.69	0.83
Year 9	0.81	0.80
Change	+17.3%	-3.6%

Looking at the extreme responses of '5' and '1' (see App. C-6) from Y8, 30 girls and 20 boys chose these scores; for Year 9 the numbers were 30 and 33 respectively. These totals are shown in Table 5.8 (e) below in order to clarify the small changes listed in Table 5.8 (c) above.

Table 5.8 (e): Factor 3: Numbers of pupils in Y8 and Y9 scoring '5' or '1'

	Boys	Boys	Girls	Girls
Score	5	1	5	1
Year 8	12	8	12	18
Year 9	20	13	7	23
% Change	+66%	+62%	-41%	+27%

Although the same individual pupils may not be scoring '5' or '1' in Year 8 and in Year 9, it does seem that 13 boys and 3 girls have confirmed their perceptions. As stated, these numbers are relatively small but do indicate that some individual pupils may perceive a bias and thus their overview of History may be influenced. Within these overall figures, specific trends at individual schools which may have exercised influences may not be apparent, but

reference to Table 5.8 (f) shows that some relatively large, sometimes conflicting shifts in mean scores have occurred at some schools.

Table 5.8 (f): Factor 3: pupils' perceptions of gender bias in History:
mean score percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-4%	-8%
School 2	-8%	+2%
School 3	-10%	no change
School 4	no change	+10%
School 5	-6%	+4%
School 6	-10%	+10%
School 7	-8%	+8%
School 8	+2%	no change
School 9	-14%	-18%
School 10	-8%	-14%

Factor 5: Prefer more or less History on the KS3 timetable.

During the survey design stage this factor, although considered important, had prompted much discussion about the consequences of altering the KS3 timetable. (see p.115)

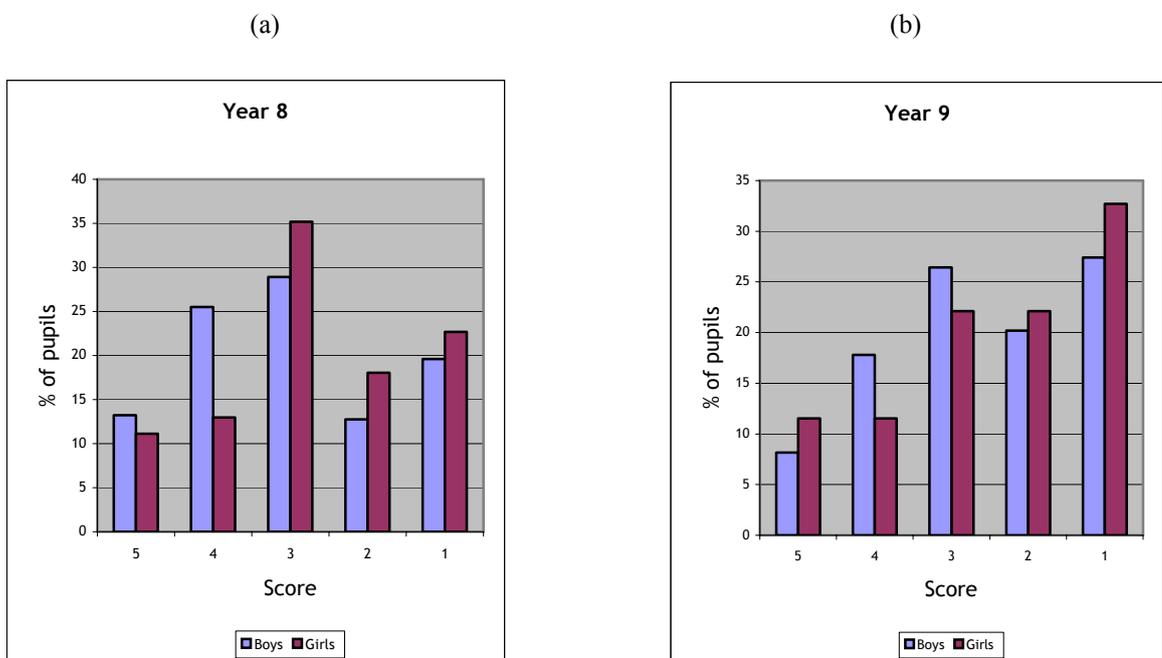
Summary:

In Y9 there was a general expression of preferring less History (13 groups) with mean score reductions from 2 to 32 per cent, with no definite difference between boys' and girls' responses. It is difficult to ascribe motives to the pupils' reasoning with this factor; the 'notion' of manipulating the timetable may have been at play (see p.114).

Overall, Figure 5.10 (a) and (b) below, show that there was a general indication of pupils preferring 'less History' during Year 9.

Figure 5.10: Factor 5: prefer more or less KS3 History

percentages of pupils' scores (a) Y8 and (b) Y9



None of the Y8 8 groups scored means above 3.8; 10 had scores above a mean of 3. In Year 9, five groups scored between 3 and 3.7. For each year group as a whole, the mean was

below 3. (see Table 5.10 (c) below)

Table 5.10: Factor 5: preferring more or less KS3 History: (a) Mean scores and (b) SDs

	(c)		(d)	
	Boys	Girls	Boys	Girls
Year 8	2.98	2.69	1.07	1.19
Year 9	2.79	2.47	1.18	1.25
% Change	-3.8%	-5.4%	+10.3%	+5.0%

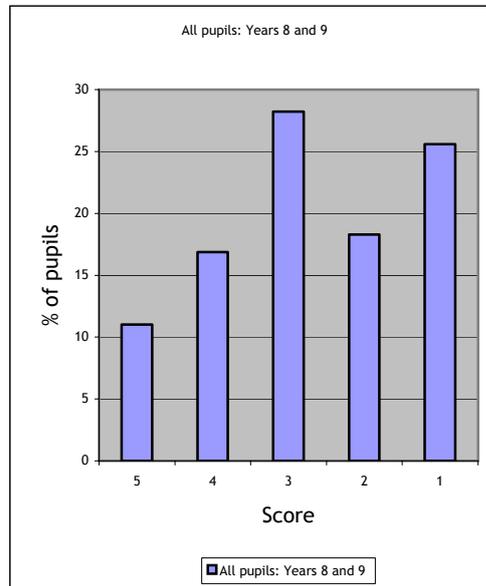
Table 5.10 (e) below indicated that whilst mean scores at some schools 3 and 4 showed very little change, reference to overall returns (see App. C-7) shows that seven groups scored slightly higher means in Year 9, ranging from ranging +0.6 per cent to +9 per cent; such trends are virtually eliminated when other schools, or gender groups returned significant reductions of mean scores in Year 9 for example, schools 7 and 8 or the girls at school 2 and boys at school 10, shown below.

Table 5.10 (e): Factor 5: preferring more or less KS3 History: Mean scores changes from Y8 to Y9

School	Boys	Girls
School 1	-28%	-32%
School 2	no change	-14%
School 3	-4%	-2%
School 4	no change	+8%
School 5	+8%	+10%
School 6	-6%	-10%
School 7	no change	+8%
School 8	-18%	-28%
School 9	+4%	-2%
School 10	-14%	-2%

The relative lack of consensus shown by the spread of scoring among the pupils, about this particular factor, is demonstrated in Figure 5.10 below.

Figure 5.10 (f): Factor 5: preferring more or less KS3 History: Percentages of all pupils' scores



Factor 6: Pupils' perception of being successful or unsuccessful in KS3 History

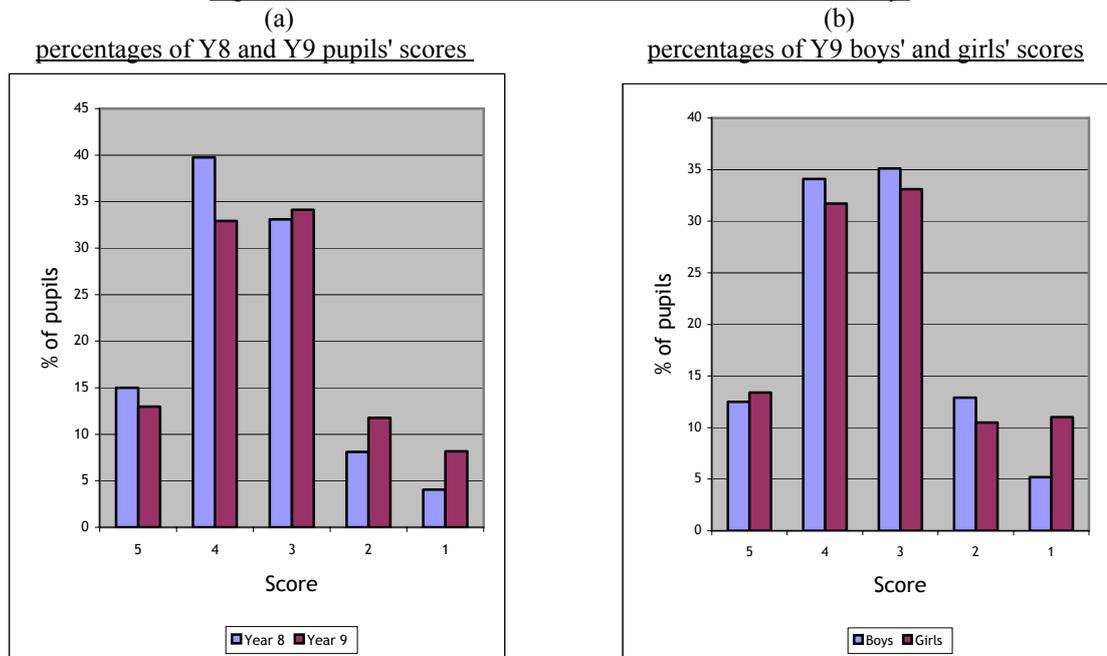
Dekker's work examining pupils' perceptions of their levels of achievement indicated that KS3 girls were more likely to attribute any failure to their 'lack of ability' whilst boys tended to refer to their own 'lack of effort' (1996 p.189).

Summary:

Five groups felt more successful in Y9 while 14 felt less so. Boys' and girls' responses were very similar within the range of 2 to 16 per cent change of mean scores but the number of girls scoring '1', that is no feeling of success, doubled in Y9.

During the discussion stage, it became clear that very many pupils did not separate 'enjoyment' and success', or indeed the reverse, 'dislike' and 'unsuccessful' acceptance that as a 'rule', success and enjoyment went together. The distribution of scores for Y8 and Y9 are shown in Figure 5.11 (a) below and appears to show quite similar trends across each Year group; also shown is a shift towards 'unsuccessful' from Y8 to Y9.

Figure 5.11: Factor 6: successful or unsuccessful in KS3 History:



In Y8 all of the groups, boys and girls, had mean scores of greater than '3'; in Year 9, only one group returned a mean score of less than '3' (2.95). (see App. C-5) The other scores

ranged from 3 to 4.1. Table 5.11 (c) below shows that although there has been a small drop in the pupils' perceptions in Year 9, the summary means, all above 3, indicate positive responses, that is, feeling some degree of success. A comparison of the distributions of boys' and girls' scores shown in Figure 5.11 (b) (above) seems to show similarities, but reference to the data (see App. C-6) indicates some level of reciprocal relationship between Y8 and Y9 boys' scores of '5' and '1' see Table 5.11 (e) below: the girls' scores show a degree of polarisation, especially towards 'feeling unsuccessful' in KS3 History.

Table 5.11: Factor 6: Successful or unsuccessful in KS3 History:(a) mean scores (b) SDs for Y8 and Y9

(c)			(d)		
	Boys	Girls		Boys	Girls
Year 8	3.60	3.38	Year 8	0.89	0.90
Year 9	3.50	3.25	Year 9	1.02	1.15
% Change	-2.0%	-2.6%	% Change	+7.6%	<u>+5.0%</u>

These extreme movements in the scoring patterns are not reflected so clearly in the overall mean scores of the Year groups. (see Table 5.11 (e) below)

Table 5.11 (e): Factor 6: successful or unsuccessful in KS3 History:
numbers of pupils choosing scores of '5' or '1'

	Boys	Boys	Girls	Girls
Score	5	1	5	1
Year 8	38	8	25	9
Year 9	26	11	28	23
% Change	-31.6%	+30%	+15.8%	+156.2%

Shifts in mean scores at individual schools as shown in Table 5.11 (f) below indicate that in some cases any change was marginal (for example school 4) whilst changes were more significant at others (for example school 8).

Table 5.11 (f): Factor 6: successful or unsuccessful in KS3 History: Mean scores changes from Y8 to Y9

School	Boys	Girls
School 1	-16%	-16%
School 2	no change	-12%
School 3	-2%	+4%
School 4	+2%	+2%
School 5	-4%	-6%
School 6	-10%	+2%
School 7	+4%	-6%
School 8	-10%	-10%
School 9	-6%	-4%
School 10	-4%	-4%

5.4 Pupils' perceptions of the demands made of them when studying KS3 History

Factor 4: Too much or too little homework in KS3 History.

It might have been anticipated that the overwhelming majority of pupils tended to agree somewhat with the statement 'History has lots of homework'; anecdotal comments would suggest that for some pupils, *any* homework was too much.

Summary:

There was very little change in boys' or girls' perceptions of the amount of homework set; the distributions are somewhat skewed, showing that about 50 per cent of all pupils in both Y8 and in Y9 felt that there was lots of homework, the remaining 50 per cent were either undecided or felt there was too little.

The distributions of scores for Y8 and Y9 shown below in Figure 5.9 present broadly similar patterns of some skew towards 'too much homework'.

Figure 5.9: Factor 4: too much/too little homework in KS3 History:

percentages of pupils' scores (a) Y8 and (b) Y9

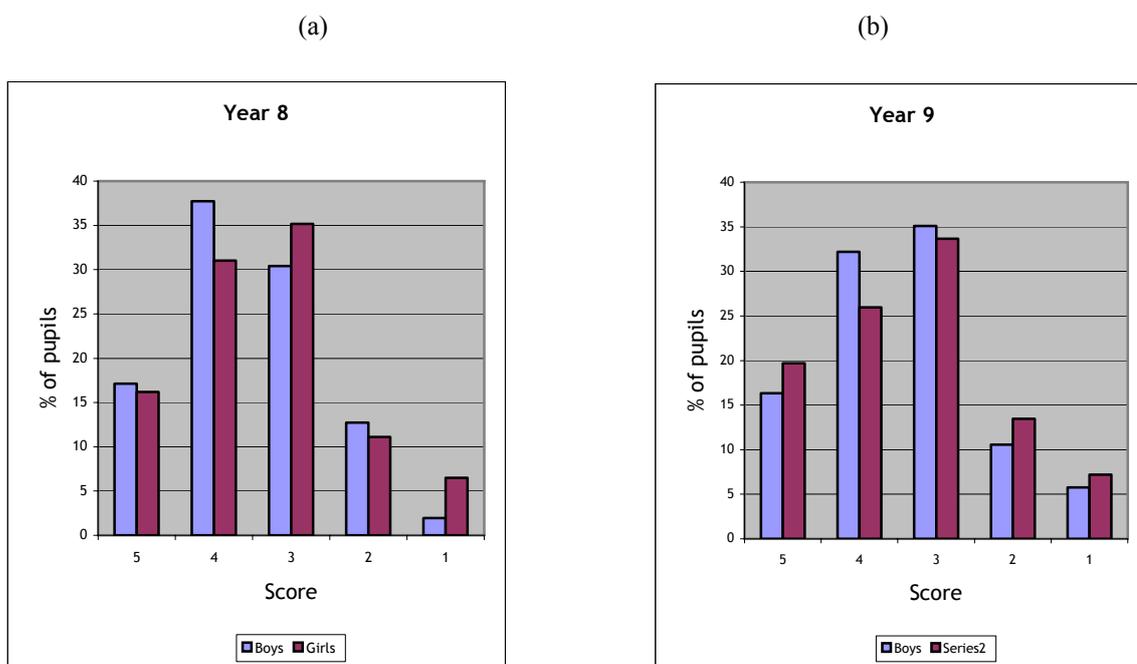


Table 5.9 (c) below, showing the mean scores for each Year group confirms the skew and

the lack of any great change in Y9 of the pupils' perception of 'lots' of homework. SDs have widened very slightly but are still clustered around the '1' mark.

Table 5.9(c): Factor 4: too much/too little homework in KS3History: mean scores (c) and SDs (d)

(c)			(d)		
	Boys	Girls		Boys	Girls
Year 8	3.46	3.40	Year 8	0.92	1.02
Year 9	3.36	3.37	Year 9	1.00	1.15
% Change	-2%	-0.6%	% Change	+8.6%	+12.73%

Although 11 of the 20 groups recorded reduced mean scores in Year 9, there are exceptions: boys and girls at school 4 had both returned mean scores of less than 3 in Year 8, but showed slight increases of 7.4 per cent (boys) and 3.8 per cent (girls). At school 7, the boys' score rose by 8.5 per cent and the girls' by 25.4 per cent. Both of these instances indicate that for some pupils at specific schools there was a greater awareness of the increased demands of homework when in Year 9. The variations are shown in Table 5.9 (e) below

Table 5.9 (e): Factor 4: too much/too little homework in KS3 History: Mean scores changes from Y8 to Y9

School	Boys	Girls
School 1	+4%	+16%
School 2	-8%	-8%
School 3	-6%	+8%
School 4	+6%	+4%
School 5	-10%	+2%
School 6	-2%	-6%
School 7	-10%	-10%
School 8	+2%	-8%
School 9	no change	+4%
School 10	+8%	-6%

Factor (7): Too much or too little classwork in KS3 History

Discussions with KS3 pupils revealed that most were able to recall with some enthusiasm a selection of the themes/topics/study units that they had encountered. The recurring criticism from boys and girls was that at times it seemed (to them) that teaching patterns began with some discussion and then moved to worksheets or textbook exercises.

Summary:

Responses in Y8 and Y9 were very similar with very little difference in mean scores; the patterns of scoring for boys and girls remained much the same. Of the 20 Y9 groups 19 had mean scores between 3 and 3.4, indicating a slight, but definite perception of workload in class.

The survey revealed that over 50 per cent of all pupils in Y8 and Y9 scored '3', indicating that their experiences of working in the classroom had not led them to have definite perceptions of the demands of KS3 History. There has been very little change across the Year groups as a whole, as shown in Figure.12 (a) and (b) below.

Figure 5.12: Factor 7: Too much or too little classwork in KS3 History

Percentages of Year 8 (a) and Year 9 (b) pupils' scores

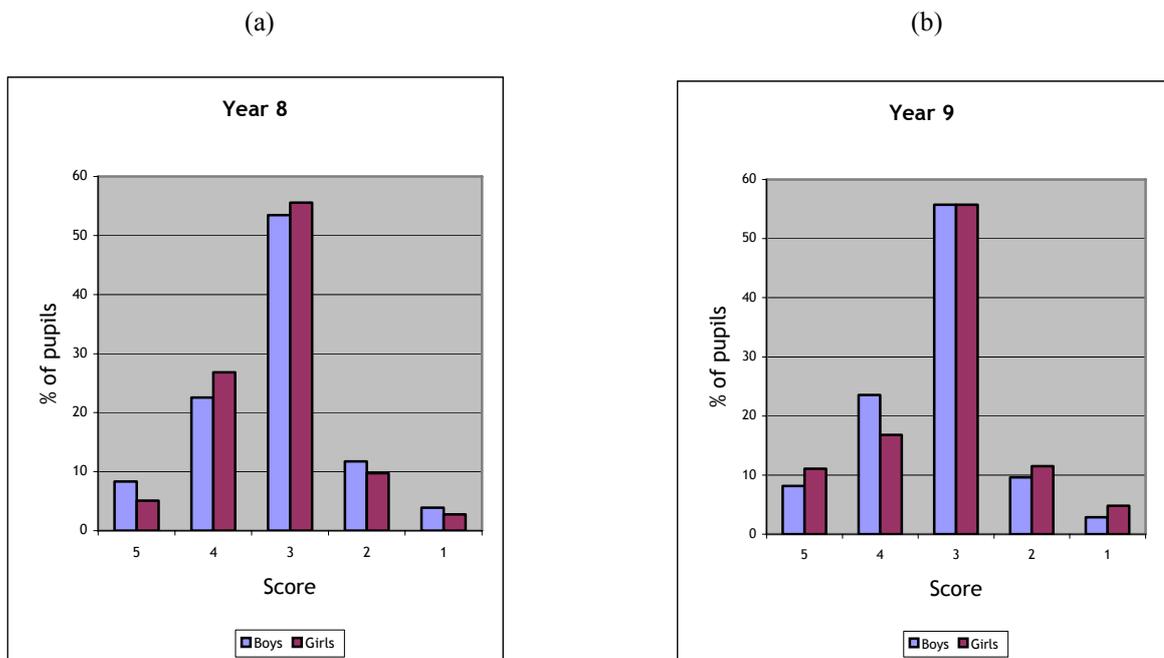


Table 5.12 (c) below confirms the patterns of Figures 5.12 (a) and (b) and that the overall percentage change in mean scores was very small. In Y8, only one group had a mean of less than 3 (2.85), the rest being in the range 3 to 3.6; in Y9, one mean was less than 3 (2.63) and the rest in the range 3 to 3.5.

Table 5.12: Factor 7: too much/too little classwork in KS3 History: Mean scores (c) and SDs (d)

(c)

	Boys	Girls
Year 8	3.18	3.21
Year 9	3.25	3.17
% Change	+1.4%	-0.8%

(d)

	Boys	Girls
Year 8	0.92	0.76
Year 9	0.84	0.91
% Change	-6.5%	+19.7%

SDs have remained less than '1'. Of the 20 Y9 groups, 10 (7 boys and 3 girls) had increased their mean score very slightly (2 per cent or less).

Table 5.12 (e): Factor 7: too much/too little classwork in KS3 History: Mean scores changes from Y8 to Y9

School	Boys	Girls
School 1	no change	no change
School 2	-2%	no change
School 3	+2%	+2%
School 4	no change	no change
School 5	-10%	-2%
School 6	+2%	-8%
School 7	+12%	+4%
School 8	+2%	-2%
School 9	+2%	+4%
School 10	+4%	-2%

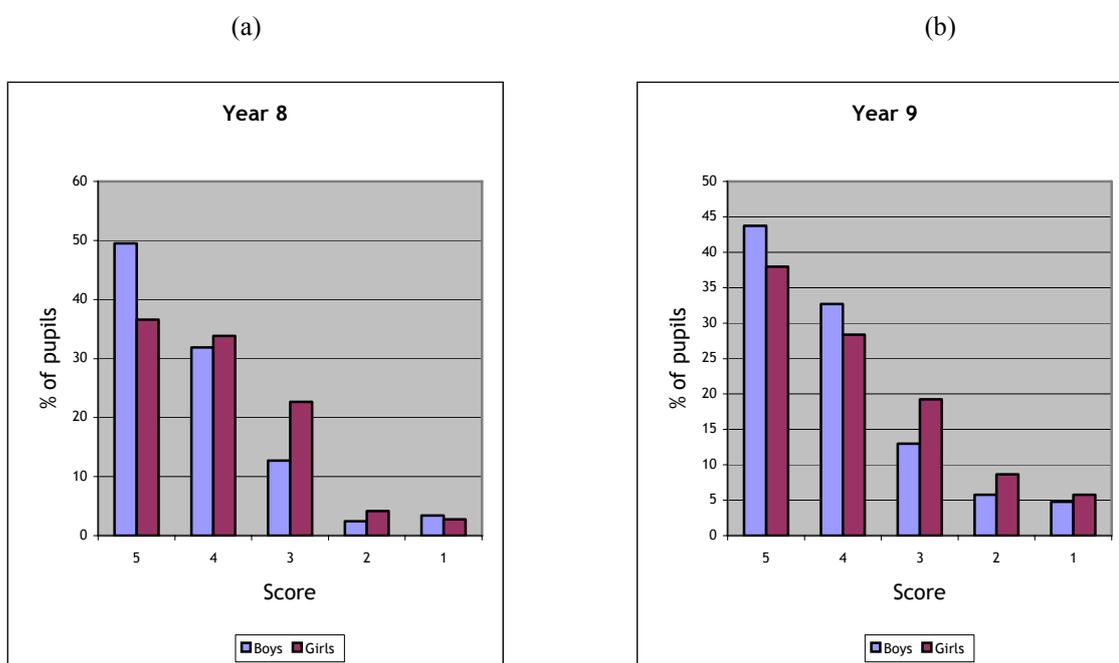
Factor 8: Reading and writing are important/unimportant in History

Summary:

There was general agreement among the pupils about the importance of these skills; in spite of slight reductions in Y9 mean scores, they remained just below '4'. The pattern of responses for boys and girls was very similar but Y9 boys were slightly more likely than the girls to attribute importance to this factor.

Pupils' collective responses to these statements produced the highest mean scores of all the factors, as shown in Figure 5.13 (a) and (b) below.

Figure 5.13: Factor 8: Reading and writing are important/unimportant in KS3 History: percentages of pupils' scores (a) Y8 and (b) Y9



In terms of numbers of pupils, 420 in Y8, 328 (about 78 per cent) scored '4' or '5', indicating agreement that reading and writing were important in KS3 History: in Y9, 297 out of 416 (about 72 per cent) pupils scored similarly. (see App. C-6) At About 6 per cent of Y8 and 15 per cent of Y9 chose the opposite scores of '2' and '1'. The slight reversal from Y8 to Y9 at the '4' mark, shown above (a) to (b) represents about 1 per cent of boys and 5 per cent of girls.

In Y8 the scores ranged from 3.39 to 4.78, 11 of which were greater than 4; in Y9 the range was from 3.42 to 4.75 with 5 groups scoring more than 5. Tables 5.13 (c) and (d) below shows small reductions in mean scores and although the percentage increases in SDs seems

large, the figures close to the '1' mark.

Table 5.13:Factor 8:Reading/writing are important/unimportant in KS3 History: Mean scores (c) and SD (d)

	(c)		(d)	
	Boys	Girls	Boys	Girls
Year 8	5.23	3.97	0.87	0.93
Year 9	3.95	3.83	1.07	1.23
% Change	-5.6%	-2.8%	Change	+22.9%
				+32.2%

The relatively small percentage mean scores as shown above do not reveal the large shifts in perceptions by some groups at individual schools, or indicate the existence of (i) consistent patterns such as at School 3 or (ii) inconsistent patterns as at Schools 1, 2 and 6 as shown below in Table 5.13 (e).

Table 5.13 (e): Factor 8: reading and writing are important/unimportant in KS3 History:

Mean scores percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-10%	-20%
School 2	+2%	-12%
School 3	+8%	+8%
School 4	+2%	+8%
School 5	-12%	-6%
School 6	22%	-4%
School 7	-22%	+2%
School 8	no change	-8%
School 9	-12%	-2%
School 10	-6%	no change

5.5 Pupils' perceptions of the usefulness of studying History

In Chapter 1, the acquisition of skills for 'work, study and life', the understanding of human behaviour, the generation of qualities sought by employers and the involvement of citizenship were all cited by commentators as factors demonstrating the usefulness of studying History. Chapter 2 records contributors suggesting that studying History may also promote the transmission of 'culture' and that leaders would be more likely to make sound political judgements. But these are based on adult interpretations; KS3 pupils, from their relatively inexperienced 13 and 14 year-old viewpoints had suggested that there were four 'usefulness' factors to be considered when choosing to study a subject, such as History.

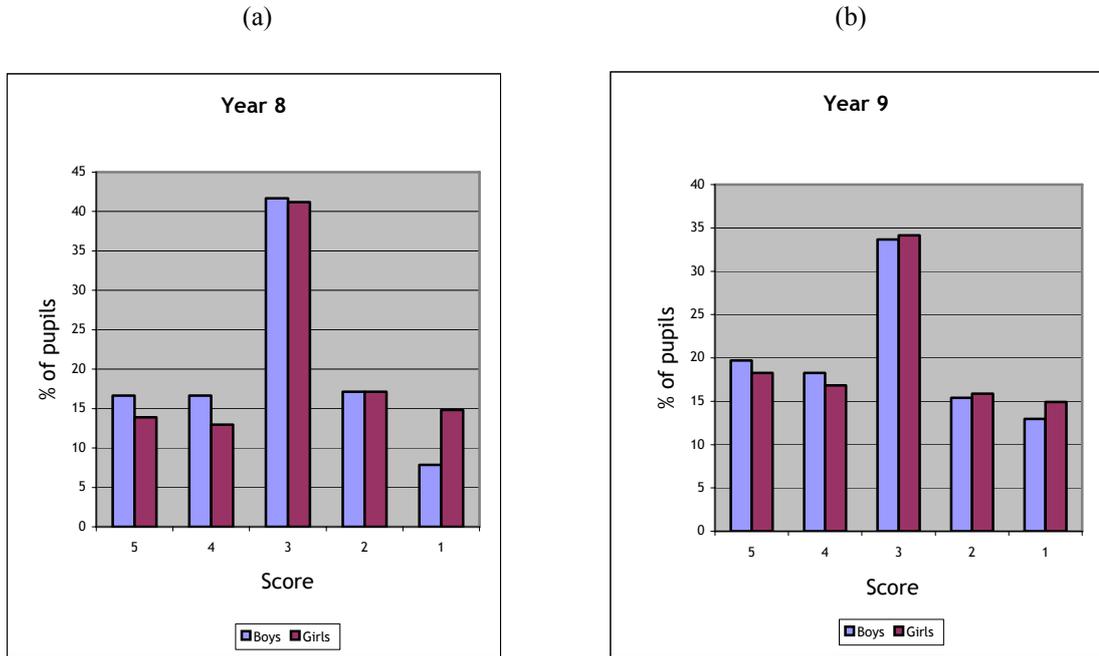
Factor 9: History is important/not important for adult life

Summary:

There were slight shifts of opinion in Y9: ten groups felt more strongly than in Y8 that history was important for adult life and eight thought the opposite. Overall the mean scores barely changed, remaining around the '3' mark.

It may be seen from Figures 5.14 (a) and (b) that the patterns of distributions of pupils' scores has not altered significantly from Y8 to Y9. The numbers choosing '3' in Y8 (46 per cent) appear to have reduced to about 36 per cent in Y9 and those scoring '4' or '5' have increased slightly. There is a small but noticeable increase (about 6 per cent) in the number of boys choosing '1' when in Y9.

Figure 5.14: Factor 9: History is important/unimportant for adult life: percentages of pupils' scores (a) Y8 and (b) Y9



Changes in the mean scores, (see Table 5.14 (c) below) remaining around the '3' mark are small and the SDs show little change for the boys and slightly more for the girls whose '4' and '5' scores increased in Y9.

Table 5.14: Factor 9: History is important/unimportant for adult life: (c) Mean scores for Y8 and Y9: (d) SDs for Y8 and Y9

	Boys	Girls
Year 8	3.17	2.93
Year 9	3.13	3.07
% Change	-0.08%	+2.6%

	Boys	Girls
Year 8	1.09	1.16
Year 9	1.02	1.26
% Change	+0.6%	-8.6%

Responses from boys and girls at each school tended to reflect similar levels of change from Y8 to Y9; for example schools 2, 3 5 and 9, shown in Table 5.14 (e) below.

Table 5.14 (e): Factor 9: History is important/unimportant for adult life:

Mean scores percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-6%	+2%
School 2	-14%	-8%
School 3	+14%	+10%
School 4	no change	+8%
School 5	-6%	-6%
School 6	-16%	no change
School 7	+14%	+4%
School 8	+6%	+14%
School 9	-10%	-12%
School 10	+4%	+10%

Factor 10: History is/is not important for a job or career

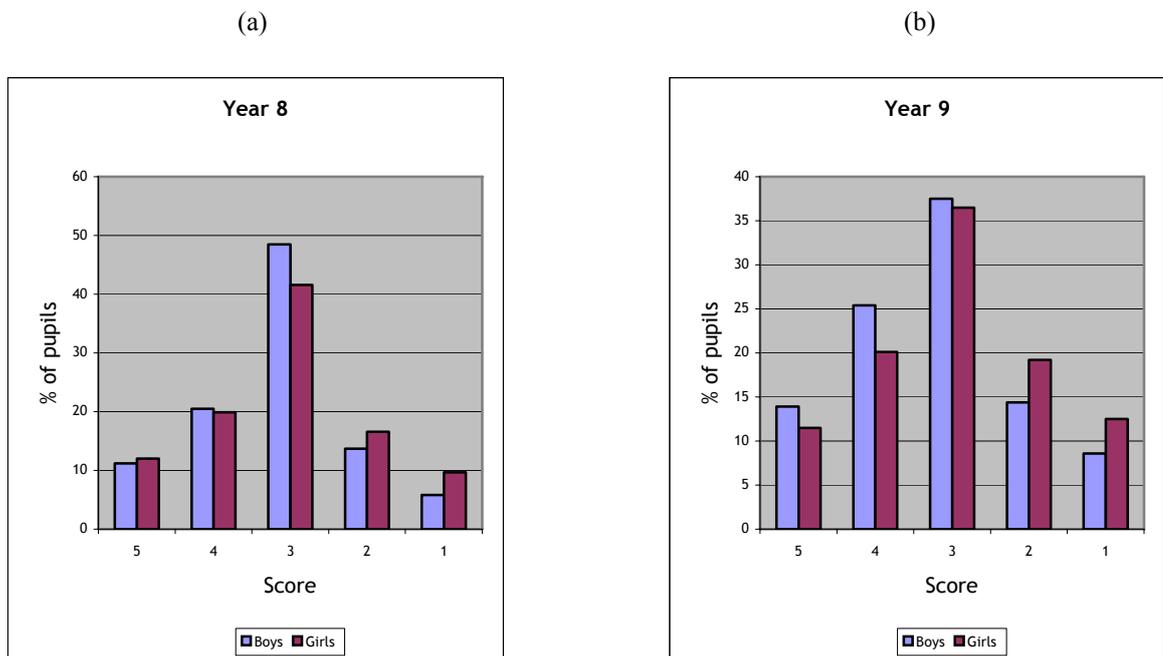
The Y8 pupils in this study made little comment about possible career paths but in Y9, when confronted with the option of dropping out of some subjects and the availability of advice from careers advisors and GCSE subject teachers, they began to express some awareness of the adult, working world. Kniveton (2004) found that pupils expressed interest in potential career paths without a great deal of knowledge about particular occupations. One quarter of boys sought advice compared to between one third and one half of girls (Stables and Stables 1995 p.45). The boys considered themselves more independent as regards making their option choices but were less clear about their post-Y11 intentions.

Summary:

In Y8, opinions among boys and girls were very similar but in Y9 Girls were less likely than the boys to consider that History was useful for a job or career.

With reference to future employment, it would appear that more Y8 boys than Y8 girls tended to regard History as important (see Figures 5.15 (a) and (b) below) and those perceptions showed a degree of further polarisation in Y9.

Figure 5.15: Factor 10: History is important/unimportant for a job or career: percentages of pupils' scores (a) Y8 and (b) Y9



The mean scores for this factor, shown at Table 5.15 (c) show very little differences between the gender or year groups.

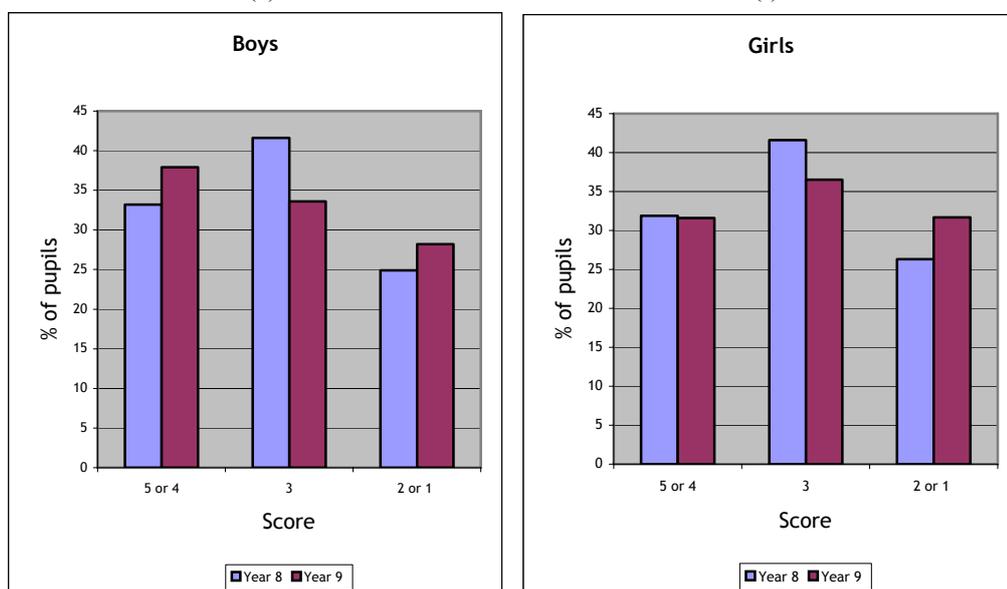
Table 5.15: Factor 10: History is important/unimportant for a job or career:
(c) Mean scores for Y8 and Y9: (d) SDs for Y8 and Y9

	Boys	Girls
Year 8	3.15	3.07
Year 9	3.17	2.99
% Change	+0.04%	-1.6%

	Boys	Girls
Year 8	0.98	1.07
Year 9	1.06	1.15
% Change	+8.0%	+13.5%

The distributions of scores for this factor, at Figure 5.15 (a) and (b) above, seem to show relatively large percentages of both Year 8 and Year 9 pupils choosing '3' and in this respect are similar to those of Factor 9 which had also required the pupils to 'look to the future'. If the data is sorted by gender and the 'important' scores ('5' and '4') are combined, as are the 'unimportant' scores ('2' and '1') Figure 5.15 (f) below, shows that girls' perceptions of 'important for a career' (scores '5' or '4') barely altered from Year 8 to Year 9; however, it is clear that about 4 per cent changed their '3' score to '1' or '2' over the same period. Although there was a similar shift of around 4 per cent for the boys towards '1' or '2', see Figure 5.15 (e) below, another 4 per cent had moved towards '5' or '4'.

Figure 5.15: Factor 10: Percentages of (5-4, 3 or 2-1) scores for (a) Boys and (f) Girls
(e) (f)



These are small shifts but do seem to suggest that some Y9 pupils have moved away from a state of indecision, that is, from scoring '3'. The patterns of boys' and girls' responses appear to be consistent although there is some disagreement at schools 4, 6 and 7. See Table 5.15 (g) below

Table 5.15 (g): Factor 10: History is important/unimportant for a job or career:

Mean scores percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-14%	-10%
School 2	-14%	-8%
School 3	+14%	+10%
School 4	no change	+8%
School 5	-6%	-6%
School 6	-16%	no change
School 7	+12%	+12%
School 8	+6%	+14%
School 9	-10%	-12%
School 10	+4%	+10%

Factor 11: History does/does not include other school subjects.

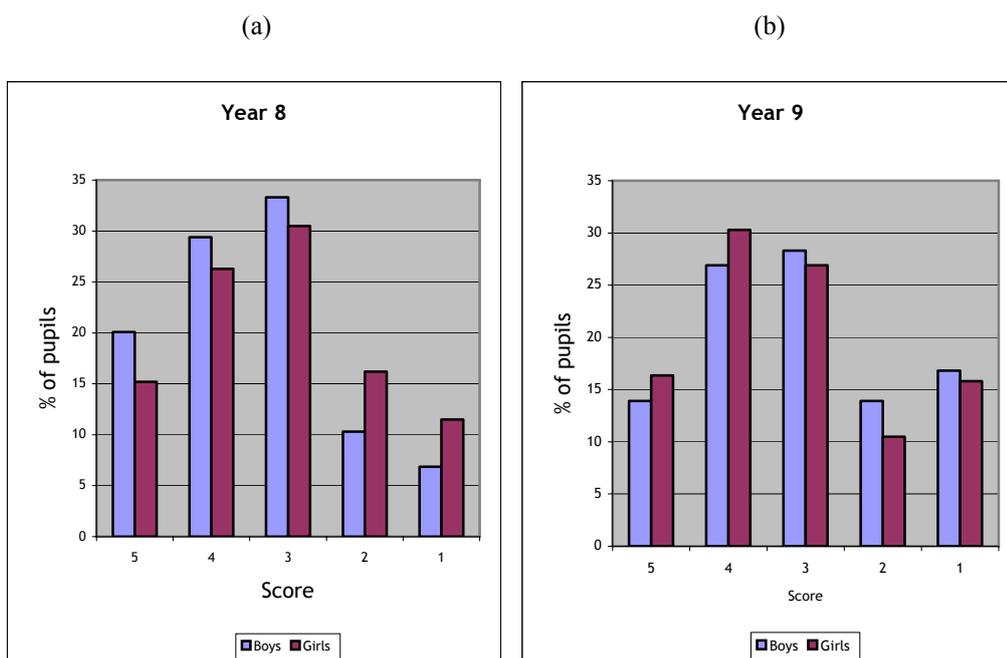
As none of the History departments participating in this study were involved in formally designed cross-curricular projects, pupils' responses to this question, when interviewed, were vague. Common associations were linked to Geography (exploration and wars), to Sciences (Industrial Revolution, inventions and the History of Medicine) and to English (the constant demands for reading and writing).

Summary:

There was no clear consensus about this factor. Although more than 40 per cent agreed to some degree that History did involve other subjects, the remaining 60 per cent of pupils were fairly evenly split between 'undecided' and 'disagreement'. If anything, there was a slight move towards disagreement in Y9, especially among the boys.

There is a general agreement in both year groups that, to some degree, the using of other school subjects is part of the classroom experience when History is being taught (see Table 5.16 (a) and (b): over 40 per cent of boys and girls scored '5' or '4' even though it appears that boys were less positive in Y9 and girls were more positive.

Figure 5.16: Factor 11: History does/does not include other school subjects
percentages of pupils' scores (a) Y8 and (b) Y9



Although the mean scores for all groups are above the '3' mark, they reflect a ranges of 2.47 to 4.45 in Y8 and 2.4 to 3.61 in Y9. The Y9 SDs have widened slightly from just above the Y8 '1' level.

Table 5.16: Factor 11: History does/does not include other school subjects
(c) Mean scores for Y8 and Y9: (d) SDs for Y8 and Y9

(c)

	Boys	Girls
Year 8	3.35	3.17
Year 9	3.03	3.20
% Change	-6.4%	-1.6%

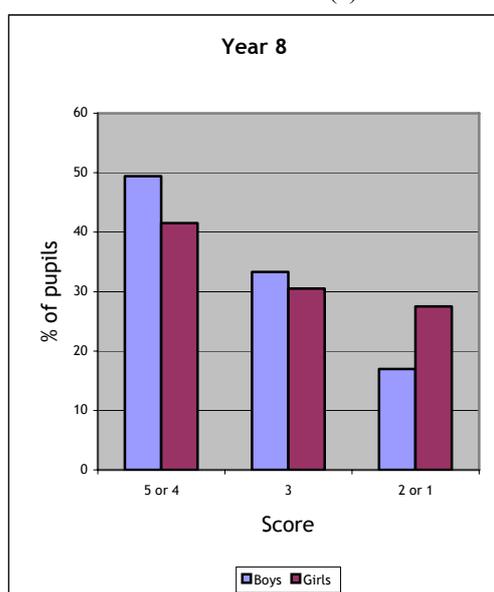
(d)

	Boys	Girls
Year 8	1.05	1.15
Year 9	1.25	1.26
% Change	+19%	+9%

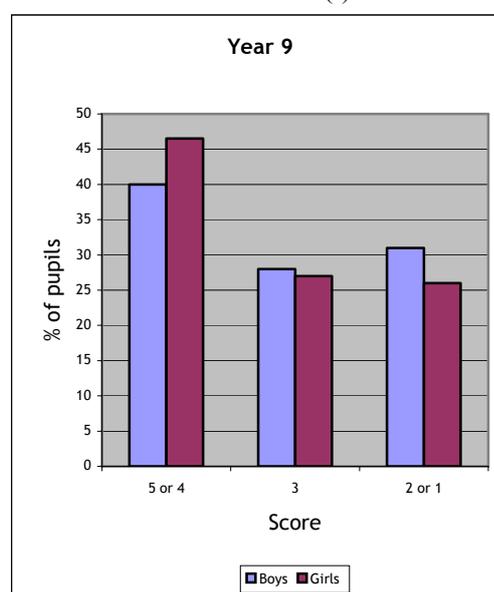
Figures 5.16 (e) and (f) below shows that in Y8 the number of boys scoring '5' or '4' was 8 per cent greater than the girls' but that situation was reversed in Y9 when the girls moved 6 per cent ahead of the boys. At the '2' or '1' score, the opposite occurred; when in Y9 5 per cent more boys than girls chose this score thus reversing the situation in Y8 when the girls were 10 per cent ahead.

Figure 5.16: Factor 11: History does/does not include other school subjects:
Percentages of (a) Y8 and (b) Y9 Boys' and Girls' (5-4, 3 or 2-1) scores

(e)



(f)



In Year 8, there is no distinct pattern to the scores at individual schools; at five schools, it was the boys who returned scores higher than the girls, and at other five schools it was the girls who returned scores higher than the boys' (see App. C-6). This pattern was repeated in eight of the schools in Year 9. Of the four Year 8 groups (two each of boys and girls) scoring less than a mean of '3', all of them scored below '3' in year 9. Table 5.16 (g) below shows that only four of the 20 groups increased their mean scores in Y9 to indicate greater awareness of 'other subjects' being part of KS3 History.

Table 5.16 (g): Factor 11: History does/does not include other school subjects:

Mean scores percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-6%	+6%
School 2	-4%	-6%
School 3	-6%	-4%
School 4	-2%	-2%
School 5	+6%	no change
School 6	-12%	-2%
School 7	-16%	-4%
School 8	-8%	+2%
School 9	-10%	+2%
School 10	no change	+4%

Factor 12: History does/does not include lots of useful skills

The HA (see p. 7) has indicated what it regarded as 'useful' skills developed when studying History. QCA's report for History (2004-2005) suggested that KS3 pupils failed to acquire a good overview, due in many cases to school departments presenting unrelated in-depth studies. Discussions with the pupils in Y8 and Y9 indicated that they were very aware of the requirements to be able to read accurately, to write legibly and to express their responses clearly, but they seemed less aware of the skills of comparison and analysis. Many of the pupils were able to mention skills such as 'using sources' and 'comparing evidence' but few were able to give more than vague comments.

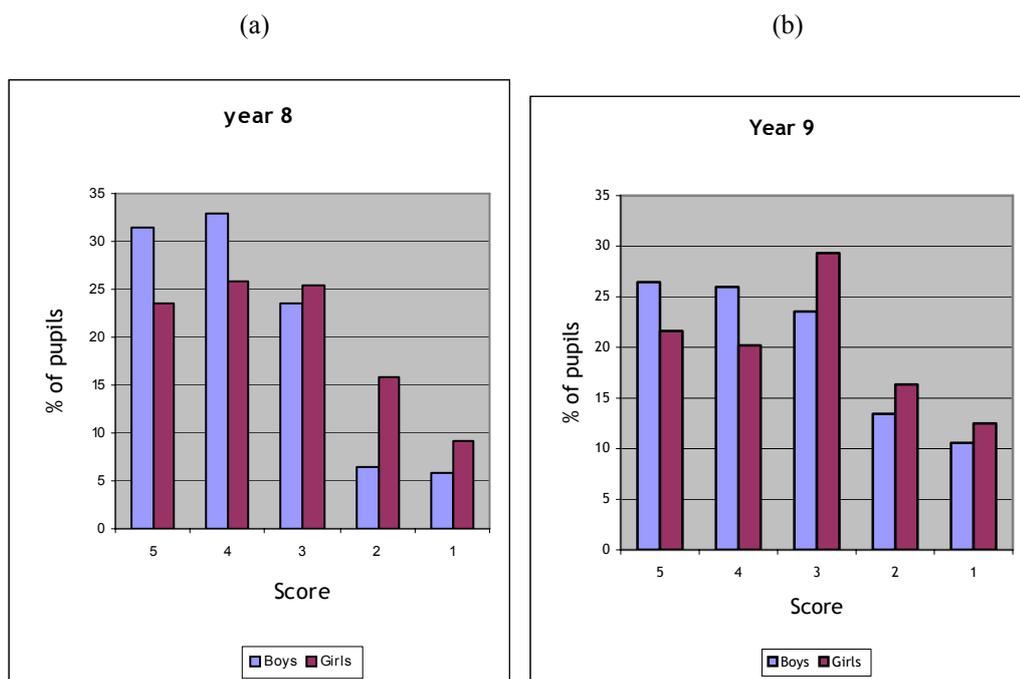
Summary:

Boys seemed more likely than girls to be more aware of useful skills in Y9 although the percentages of boys and girls *not* responding positively, that is scoring 3, 2 or 1 were still quite high, 47 per cent (boys) and 58 per cent (girls).

The distribution of scores from Y8 to Y9 shows a clear shift (see Figures 5.17 (a) and (b) below); in Y9 the percentage of boys scoring '5' or '4' has fallen 12 per cent and the girls by 8 per cent. For those scoring '1' or '2', the percentage of boys has doubled from 12 per cent to 24 per cent and the girls' percentages have increased by 4 per cent to 29 per cent. (App. C-6) In Year 9, about 25 per cent of all pupils had opted to score '3', which if taken with the 26 per cent who scored '2' or '1', seems to indicate that 50 per cent of pupils may not have grasped the significance of the skills offered in History lessons.

Figure 5.17: Factor 12: History does/does not include useful skills:percentages of pupils' scores (a) Y8 and (b)

Y9



The mean scores and SDs shown in Table 5.17 (d) below confirm the trends shown above.

Table 5.17: Factor 12: History does/does not include lots of useful skills

(a) Mean scores for Y8 and Y9: (b) SDs for Y8 and Y9

(c)

	Boys	Girls
Year 8	3.76	3.40
Year 9	3.41	3.22
% Change	-7.00%	-3.6%

(d)

	Boys	Girls
Year 8	0.99	1.01
Year 9	1.21	1.29
% Change	+22.2%	+27.7%

The shifts in mean scores for the 20 groups of boys or girls at individual schools, indicate that in Y9 only five of these groups' scores had moved towards showing greater awareness of 'useful skills' in History. (see Table 5.17 (e) p.163)

Table 5.17 (e): Factor 12: History does/does not include lots of useful skills:

Mean scores percentage changes from Y8 to Y9

School	Boys	Girls
School 1	-34%	-16%
School 2	-12%	-20%
School 3	-14%	+8%
School 4	no change	+4%
School 5	+4%	no change
School 6	no change	-8%
School 7	-10%	-4%
School 8	-8%	+4%
School 9	-2%	-12%
School 10	+6%	-12%

5.6 Summary of trends found in the survey of perceptions of KS3 History

Firstly, the data presented in Section 2 demonstrates that there are wide variations, not only from school to school but also between groups within some individual schools. The overall trends as shown in Table 5.18 below indicate that, generally, Y9 pupils wanted less History, felt reduced levels of enjoyment and success, were less concerned about literacy skills or classwork and had sensed some degree of gender bias in History.

Table 5.18: 20 groups; Summary of trends in pupils' perceptions of KS3 History

N = 20 groups

Perception	Number of groups 'more aware' in Y9	Number of groups 'less aware' in Y9	Number of groups aware of 'no change' in Y9
1 Enjoyment	3	14	3
2 Easy	5	12	3
3 Gender bias	18	0	2
4 Homework	9	10	1
5 Want More History	5	12	3
6 Success	5	14	1
7 Classwork	9	6	5
8 Reading & Writing	6	12	2
9 Adult life	9	8	1
10 Careers	8	11	1
11 Other subjects	6	12	2
12 Other skills	6	11	3
<i>Percentage</i>	<i>37.4%</i>	<i>51.1%</i>	<i>11.5%</i>

The distribution of opinions also varies considerably: in almost 50 per cent of cases at individual schools, boys' and girls' had expressed opposite perceptions of some factors. The instances of 'agreement' between boys and girls at (i) each school and (ii) for each factor are shown below at Figure 5.19 and 5.20; for details of the scale of such agreement

or disagreement, App. C-7.

Figure 5.19: Number of agreements (out of 12 factors) between boys *and* girls at each school

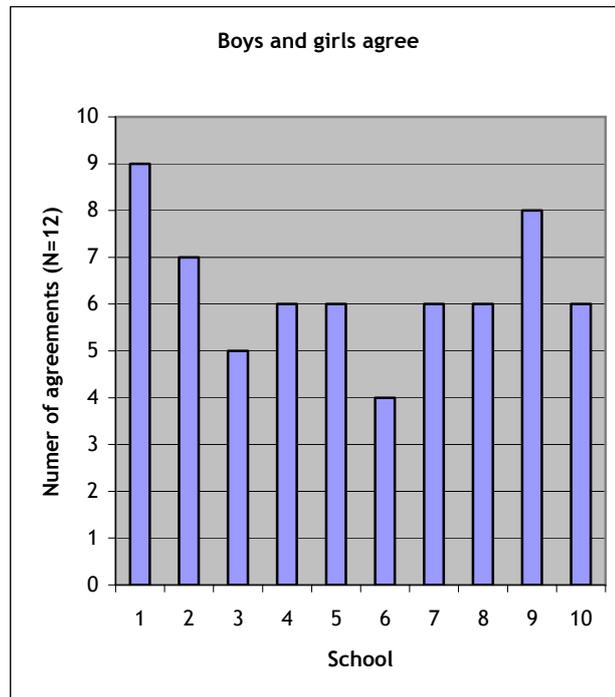
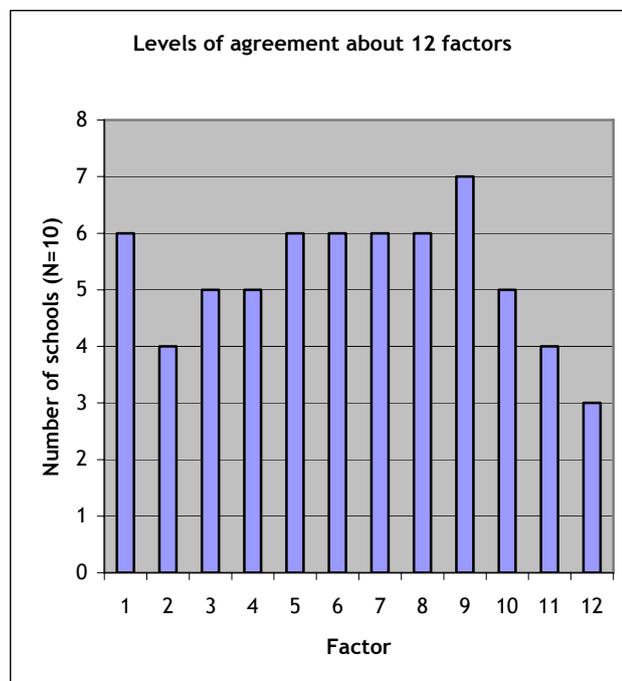


Figure 5.20: numbers of agreements (out of 10 schools) between all boys *and* all girls about each factor



5.7 GCSE option choice survey

Reference has been made (see p.7) to an audio-visual presentation, *'Choosing History at 14'*, which is provided annually by the HA to their members' History departments in secondary schools across the UK. The content could be customised by individual schools and included three presentations, firstly for every pupil in the school, secondly for parents who attended 'option evenings' and thirdly for the teachers of the History department at each school. All the presentations emphasised in different ways the importance of skills which would be useful in '...work, study and life...' (HA 2005 1:1).

The message common to all three was:

Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers...History is an excellent preparation for very many other jobs

and continues to list very many individuals who had studied History, among them Gordon Brown, Anita Roddick, Michael Palin, Salman Rushdie and Lord Sainsbury. Creed and Patton (2003) suggest that pupils may express career preferences without a great deal of knowledge about individual jobs and Siann et al (1988 p.197) comment that career paths may be influenced by local socio-economic circumstances and differing expectations within various ethnic groupings.

The teachers within the History department were guided in such a way that they would respond in a consistent way to common option-related questions from pupils although Brown has stated that some pupils chose a subject for 'want of a better alternative' (2001 p.178) and Stables and Stables noted that subjects perceived as 'easier' may affect pupils' choices (1996 p.49). The HA suggested that the individual pupil's past experience of KS3 History was a strong determining factor of subject choice. A second vital factor was the popularity and perceived effectiveness of staff (HA 2005 TP: p.1). For ethical reasons this

second factor had not been included in the Y8 and Y9 surveys of pupils' perceptions of History. Other factors included a Department having a good GCSE success rate, staff who taught both KS3 and KS4 pupils with evident enthusiasm, good discipline and maintained good relationships with all pupils(p.4). Addnett (2003 p.2) has shown that generally pupils will choose subjects at which they are comparatively successful and Adey and Biddulph (2001) noted that some ten per cent of 14 year-olds said that a school department's GCSE results were an important influence.

All of these would seem to indicate that the pupils' experiences during KS3 were more influential than discussions about career paths or the reading of brief course specifications laid out in technical, or at worst simplistic language in an option booklet (HA TP: p.1).

The survey data collected from the remaining seven schools indicates that from the sample of 173 Y9 pupils, 47 (27.1 per cent) made a firm commitment to study GCSE History, although there were wide variations across the schools from just over 10 per cent to almost 50 per cent (see Table 5.2 p.). The initial purpose of this part of the study had been (Stage 1), to identify those pupils who had indicated during their first term of their Y9 a preference to study History for GCSE and to record later in the academic year (Stage 2) when they had completed their official option forms and had been assigned to subjects for study in KS4, if they had or had not changed their minds. Comparison of the data from both Stages also identified pupils who had not chosen History at Stage 1 but had done so at Stage 2 (see pp.169 for details of procedure). The following Table 5.1 indicates the numbers of pupils involved and the numbers who (i) chose History at Stage 1, (ii) chose History again at Stage 2 and (iii) did not choose History at Stage 1 but did so at Stage 2.

Table 5.1: Numbers of pupils participating in Stages 1 and 2 of option choice survey.

School	Respondents Stage 1	Respondents Stage 1 and 2	Chose History Stage 1	Chose History Stage 1 and 2	Chose History Stage 2
1	35	27	4	1	2
2	44	38	15	7	3
3	39	29	9	4	2
4	24	21	11	7	3
8	23	18	7	4	2
9	24	21	5	3	0
10	22	19	10	8	1
<i>Totals</i>	<i>211</i>	<i>173</i>	<i>61</i>	<i>34</i>	<i>13</i>

Responses from pupils who had been present for *both* Stages and who had chosen History at either or both Stages, were considered.

In summary, 34 pupils had continued to prefer History as a GCSE option throughout their Y9, 28 had decided against it and a further 13, in spite of not having chosen it earlier in the Autumn term, did choose it when definite decisions had to be made before entering KS4.

Table 5.2: Numbers and percentages of pupils in sample classes choosing GCSE History.

School	Sample: Number of pupils	Sample: Number and (%) of pupils choosing History	Year 9: Number of pupils	Year 9: Number and (%) of pupils choosing History
1	27	3 (11.1%)	156	21 (13.4%)
2	38	10 (26.3%)	172	<u>42 (24.4%)</u>
3	29	6 (21.0%)	158	41 (25.9%)
4	21	10 (47.6%)	180	64 (35.5%)
8	18	6 (33.3%)	190	57 (30.0%)
9	21	3 (14.2%)	213	36 (16.9%)
10	19	9 (47.6%)	97	41 (42.2%)
<i>Totals</i>	<i>173</i>	<i>47 (27.1%)</i>	1166	<i>302 (26.9%)</i>

For illustrative purposes, the final uptakes at Schools 5, 6 and 7, which had not completed Stage 2, are shown at Table 5.3 below but it should be noted that these figures refer only to the Stage 1 sample groups and whole Y9 groups.

Table 5.3: percentages of pupils opting for GCSE History at Schools 5, 6 and 7

School	Figure for Stage 1 sample	Final figures for Y9
5	23%	21%
6	25%	32%
7	36%	28%

Towards the end of the Summer term in 2004, schools were requested to facilitate the arranging of interviews with selections of Y9 pupils, who had opted for History or who had changed their mind for or against, about choosing the subject. Unlike Biddulph and Adey's two studies where schools were asked to select pupils who 'would not be shy about participating in discussion' (Biddulph and Adey 2001 p.2) and in (Biddulph and Adey 2003 p.291) when it was left to the teachers who had tended to select those individuals who 'would contribute readily to discussion', this study was planned to include all pupils in the focus groups, that is, 34 who chose History at Stage 1 and 2, 27 who chose only at Stage 1 and 13 who chose only at Stage 2. The timing and accommodating of the interviews were organised by the teachers to fit in with their normal routines.

The GCSE choices made by the pupils during Stages 1 and 2 of this part of the study will be compared with compared with shifts in perceptions of History from Y8 to Y9, in Chapter 6.

CHAPTER 6

Further analysis and discussion

6.1 Introduction

Elsewhere in this study references have been made to the development of the present system of educational provision. School attendance became compulsory, curricula were defined and refined, leaving ages were altered, school units were re-organised and re-labelled and at each stage, there was almost a feeling of accomplishment - 'having arrived'. It would be wrong to assume in 2008 that society has reached its educational objectives, as its goals have not been stated with any long-term certainty; Trust schools may be appearing, having degrees of self-determination for themselves and their local authorities, and possibly having 'selective' admission policies which might have been considered inappropriate during the 1965 - 1985 era. Examinations, which were standardised in 1988, may be replaced by Diplomas that record achievements in combinations of vocational and academic subjects, subjects which may be revised and re-defined. The age of 14+ could be considered as a pivotal stage when pupils are presented with 'pathways' to education, training and employment, underpinned by a credit system that recognises achievement of units and qualifications. This system would be, stated the QCA, within a National Qualifications Framework (*NQF*)

- more responsive to employer and learner needs
- demand- and market-led
- simple, flexible and with currency for learners

(QCA 2005).

In 10 years time, the educational provision in secondary schools may demonstrate features which teachers and pupils who have participated in this study might not recognise.

6.2 Addressing the research questions

The GCSE survey data collected from the seven of the ten schools as presented in Chapter 4 indicates that from the sample of 173 Y9 pupils, 47 (27.1 per cent) made a firm commitment to study GCSE History, although the numbers at individual schools varied from just over 10 per cent to almost 50 per cent. Of the 61 Y9 pupils who, in their Autumn term had expressed an interest in GCSE History, only 34 (55 per cent) maintained that intention. The Perceptions data revealed wide variations in pupils' opinions about History. Before exploring the data from individual schools and comparing pupils' perceptions alongside the GCSE take-up rates, in order to consider the patterns and variations, it may be useful to acknowledge other possible influencing factors, that is, perceived difficulty, academic and vocational choices, pupils' physiological and psychological development, events within the school and pupils' experiences of the content and structure of KS3 History.

Difficulty

Reference has been made earlier in this study to the perceived difficulty of History, but 'difficult' in relation to what? The QCA, the Government's body for examination regulation, had stated consistently that different GCSEs were equally difficult (Halpin 2006 p.27), yet John Dunford, representing schools and college stated that 'we have always known that some (*GCSEs*) are harder' than others and that there was nothing wrong with students 'playing the system' (Mansell 2006 p.2). In Bell's study (2001 p.214) it was found that History was more likely to be studied by 'high attaining pupils rather than low attaining pupils' and that the reduction in numbers opting for GCSE History was most marked for low and medium attaining pupils. Practical subjects were liked best by boys and girls (Colley and Comber (2003 p.62). Coe's (2006) investigation involving over 600.000 pupils, each entered for at least one GCSE, concluded that different levels of

difficulty did exist and that Drama, Physical Education and Media Studies as the easiest subjects for students to get good grades; Sciences and Modern Foreign Languages were the most difficult (pp.4-10) and differences in the quality of teaching or student motivation could not fully explain anomalies (Coe 2006 p.11). During Coe's study Y10 and Y11 pupils who were interviewed confirmed that they regarded the GCSE History course as difficult and demanding but, generally, they were enjoying it.

Choice

The introduction of GCSE 'league tables' (see p.6) provided schools with the opportunity, perhaps the obligation, to be seen to be 'improving'. It was suggested that some schools had achieved success by 'steering pupils away from challenging exams' (NUT 2006 p.1) and encouraging those pupils to take vocational GNVQs which would be worth (in league table sense) depending on level, two or four GCSE passes. This is a very different approach from schools which offered only GCSE courses. Another dimension of this 'vocational ploy' was that the criteria of five A - C passes at GCSE could be made up with any combination of subjects that would not necessarily include the core subjects of English and Mathematics. Smithers (2005 p.1) has suggested that although the Government had hailed the rate of 55.7 per cent A - C GCSEs, the pass rates for English and Mathematics had actually fallen. The Government has signalled its intention, that in the future, these two subjects will be included in 'the five'. The LSC had suggested that reforming the provision of education and training for 14 - 19 year-olds would require influence at the option stage at the end of KS3 (Nash 2003 p.2); by the end of 2005 89 per cent of 16 - 18 year olds were in some form of education, employment or training (LSC 2006 p.2).

Another influencing factor is that of the design of option booklets; pupils may be given free choice to select from one list of subjects or, as in most schools in this survey, pupils were asked to select one subject from each 'block' where selections of subjects had been grouped together. This latter approach may be seen as restrictive and perhaps forcing pupils into a situation where they are unable to exercise their 'real' preferences. After Stage 2 at School 4, pupils who opted for History were interviewed: they suggested that from the subject teachers' perspectives the following occurred

Andy: more GCSE passes made them (*subject teachers*) look good
Ian: they tried to make you do it (*their subject*)
Sally: they discouraged the deadlegs (*sic*)

Perhaps not typical, one School 8 parent recalled the experience of 'Option Evening' at her son's school:

We went to see everybody that night, all the teachers, and every one told us that Ashley - and Ashley's not the brightest (*sic*) - would pass GCSE - now I know the differences between passes and none of those teachers would commit themselves.

Asked why they had chosen History, the following responses indicate the some of the difficulties faced by the Y9 pupils at different schools who had completed Stage 2:

Usman: there's no guarantee you'll be good at it
Carly: if it doesn't fit on the timetable you might not get it
Emma: it's (*GCSE*) two years off

The pupil: development

Stables (1997 p.199) has suggested caution should be exercised when offering subject options at a time when the naivety and volatility of 14 year-old pupils' aspirations might lead to their making potentially major life choices even though they are legally *children*. Blakemore and Choudhury have researched the differing and non-linear rates of change between boys and girls (2005 pp.9-10) during puberty. Advice to parents from the Royal College of Psychiatrists (*RCPsych*) (2004 p.2) acknowledged that during adolescence

there will be the instances of moodiness, restlessness and the need for reassurance as teenagers begin to move from a family-orientated to a social-peer group experience, partly during KS3. These changes occur at a time when pupils are asked to consider the initial steps towards potential career paths when inconsistent advice from parents, teachers, siblings or peers may lead to additional stress (Blenkinsop et al 2005 p.5). The implications of decisions made at this stage may not be clearly understood by the pupils (Munro and Elsom 2000 p.149).

Social and gender issues may also be contributing factors. The impact of family background, a combination of social class, economic and what van de Werfhorst (2003 p.41) termed 'cultural' capital, could exert an influence on the pupil's decision making progress; middle-class parents were more likely to steer their children, regardless of ability, towards Law or Medicine (p.44). Jonsson (1999 p.391) suggested that girls have a comparative advantage in the Arts and Humanities.

Events within school

I wish to focus on a less defined area and it is not the intention here to review the relevant research, but to note an important dimension of school life. When planning an approach to this study reference was made to the potential difficulties of identifying 'real' human activities. All who work in and visit schools will be aware of the interacting dynamics; levels of pupils' behaviour, interest, motivation, application and attainment are seldom totally constant. To some extent, one might observe similar variations among teachers. The ten schools were visited on numerous occasions for surveys, interview and informal classroom observation. Professionally, one must acknowledge the commitment of teachers to teach, encourage and support all pupils. Equally, one must accept that the pupils are not static units to be plied with information; their levels of motivation and

interest change, sometimes from subject to subject, teacher to teacher and day to day. In some cases schools serve socially and economically deprived local areas with high numbers of pupils receiving FSMs and there *may* at times, be difficulties in recruiting and maintaining staff at 'challenging' schools. At such schools, a DfES (2005) survey conducted by Price Waterhouse Cooper, revealed that Additional Educational Needs (*AED*) could be identified by reference to the percentages of pupils with EAL, identified SEN, receiving in-class support and coming from homes where the effects of domestic and community circumstances led to increased emotional, economic and physical stress. The Ofsted Report for one such school in this study (School 1), summed up a combination of difficult circumstances which management were 'unable to prevent or correct' (Ofsted School 1-p.8):

a high turnover of staff
high rates of staff absence due to illness
poor behaviour of pupils
increased stress among teachers

It was not unusual for up to 20 per cent of staff to leave annually. Invariably, most were replaced by relatively inexperienced or supply teachers. In 2001 for example, four permanent and ten supply teachers in School 1 replaced 14 staff who had left. It would be unjust to attribute a school's problems to newcomers, but Ofsted reported that some GCSE History pupils were taught by non-specialist supply teachers in classes where there was insufficient support for SEN pupils, contributing to levels of achievement, 'well-below' the national average. Of 29 unsatisfactory lessons (all subjects), 19 had been taught by supply teachers. Yet at School 2 which had more than average SEN pupils and almost double the national rate for FSM, Ofsted found that all History teaching was at least 'satisfactory' although not enough attention was paid to the 'particular learning styles of gifted pupils' (Ofsted School 2- p.42); staff turnover and absence were minimal and the Deputies kept a 'preferred list' of supply teachers, who were in great demand by other

schools as well. It may not be unreasonable to accept that at some schools, the combination of factors such as local environment, intake, levels of effective school management, staff turnover and relative experience of teachers could contribute an almost self-fulfilling increase or lack of success and self-esteem; to a greater or lesser degree, all schools are subject to the combined influences of these factors which may act positively or negatively.

Ofsted reports (3, 6 and 8) for Schools 3, 6 and 8 refer to the need to adapt teaching strategies and materials to cater for the lower attaining pupils; at School 5 it was suggested that the higher attaining pupils were insufficiently challenged (Ofsted 5-p.44). At School 9 which had the second lowest uptake of GCSE History, Ofsted suggested that pupils (in History classes) were passive, lacked encouragement and on occasion 'too much was expected' (Ofsted 9-p.63). At School 4 where more pupils than in most schools chose GCSE History, OFSTED suggested that this was a result of teachers applying appropriate strategies and materials for pupils with different levels of attainment (Ofsted 4-p.45).

The experience: KS3 History

Although all of the schools in this study followed the National Curriculum there was considerable variety as to what was taught during KS3. The three British themes (1066 - 1500, 1500 - 1750 and 1750 - 1900) tended to have similar content in all schools but different aspects were emphasised. For example, at School 8, for four weeks Henry II was used as a backdrop to aspects of affirming royal authority, new coinage, the conflict between Church and State, the death of à Beckett and Strongbow in Ireland; at School 2 'Beckett and Henry' (*sic*) was a research task for pupils during a three week taught unit dealing with feudal agriculture and village life. There are very many such individual interpretations of KS3 Study Units. Units dealing with European History pre-1914, World

History pre-1900 and World History post-1900 also reflected differences of choice and emphasis; 'The rise of Islam', 'Black peoples of the Americas' and 'The Mughal empire' are some examples of schools' schemes for pre-1900 World History.

The general pattern of distribution of Study Units in KS3 was similar although, as stated, emphasis was varied perhaps reflecting the interests and expertise within each History Department. Y7 tended to cover 'Britain 1066 - 1500', Y8, 'Britain 1500 - 1750' and, in most cases, 'Britain 1750 - 1900'. Also, in all the schools pre-1914 European and the pre-1900 World Studies were covered in Y7 or Y8. Only at Schools 4 and 10 was the unit 'Britain 1750 - 1900' delivered during the first half of Y9. It is clear that schools are devoting the majority of Y9 to the delivery of post-1900 World History emphasising two World Wars, the Holocaust and the Cold War. Suggestions from the DfES (see App. E-3) are much wider ranging and include, for example, America in the 1920s and 30s, developments in communications, science or technology and the extension of franchise. Some schools do include similar short study units. Teachers at all ten schools have stated that, increasingly, they are inclined towards using Y9 as preparation for the GCSE course even though more than half of the pupils will not opt for History. Comments from some pupils, interviewed towards the end of their Y9 hint at differing reactions:

Emma: We did women getting the vote - that was good. (*pause*)The bit about the Duke being shot was good but the war (*WWI*) was boring.

Farana: It's (*Y9*) all wars - it's not like real history (*prompt for more*) - like Henry VIII, he wore dodgy clothes and you couldn't trust him

Paula: Yeah it was good, we did the trenches and then Hitler and the Jews

Jack: It was O.K. I'm not doing History so I wasn't bothered

Overall, the consensus among pupils was that Y9 History was difficult, detailed and lacked sufficient variety.

Questions:

The data listed in Chapter 4 highlights the general trends and specifies information for each school and is intended to provide answers to these questions:

- (i) do pupils' perceptions of History alter from Y8 to Y9?
- (ii) if there are changes, are patterns, associations or conflicts established clearly?
- (iii) do option procedures at different schools offer pupils equal degrees of subject choice?
- (iv) can any changes in perceptions or school environments be associated with rates of uptake for GCSE?

Question (i) Do pupils' perceptions of History alter from Y8 to Y9?

The simple answer is 'yes'.

The data in Chapter 5 indicates that there were 213 instances of change out of a possible 240 (12 factors for each of 20 groups) varying in scale from 2 to 34 per cent (see Appendix C-7). The significance of those changes is shown below in Table 6.1.

Table 6.1: Chi-Square tests applied to perception factors for Y8 and Y9

Factor	Change from Y8 to Y9 Chi Square	Significance of Change
1 Enjoyment	.008	Very significant
2 Difficulty	.020	Significant
3 Gender	.675	Not significant
4 Homework	.401	Not significant
5 More History	.001	Very significant
6 Success	.017	Very significant
7 Classwork	.356	Not significant
8 Reading & Writing	.054	Just significant
9 Adult life	.125	Not significant
10 Careers	.191	Not significant
11 Other subjects	.034	Significant
12 Other skills	.043	Significant

The reductions in enjoyment, feelings of success and wanting more History are all very significant, indicating definite shifts in opinions. It may be noted that any changes in the pupils' perceptions of 'usefulness in careers or adult life', even though they were a year older and being made aware of 'the future', were not significant.

Question (ii) if changes do exist, are patterns, associations or conflicts established clearly?

If the criterion is '*clearly*,' then the answer is 'no'.

The following paragraphs may illustrate the complex and sometimes unpredictable nature of interactions among personal perceptions, the school environment and GCSE options.

(a) Pupils at School 1 provided the greatest number of shifts in perceptions (9 out of 12) where boys and girls were in agreement and the widest range of mean score changes (boys - 32 per cent and girls - 34 per cent for decreasing enjoyment). This school also had the smallest percentage (11.1 per cent) of pupils opting for GCSE. Ironically, their responses to factor 2 (Ease - Difficulty) scarcely changed; their lack of enjoyment did not seem to stem from History being too difficult, but they did indicate increased homework demands in Y9. Reference to the school profile shows that 37 per cent of pupils received free school meals (FSM), the highest in the sample, and it may be tempting to attribute that fact as a major contributor (Milliband 2003, DfES 2003, McCallum and Sumner 2005) to the apparent lack of pupils' interest or aspirations. But along with School 1, Schools 2, 3 and 5 all have rates of FSM of at least double the national average of 14.5 per cent and whilst the uptake of History GCSE at School 1 was 11per cent, the figures at those other schools were 26, 21 and 30 per cent respectively. The

percentage of pupils at School 1 with SEN is 50 per cent above the national average but at School 3 the figure is almost 75 per cent above and does not seem to have been a factor when comparing 5 GCSE A - C data: School 1 (18 per cent) and School 3 (28 per cent).

(b) The lack of uniform associations shown so far would seem to indicate that the socio-economic status of the pupils (FSM), the numbers of SENs have not had any direct influence on pupils' decision to choose or reject History. Anecdotally the rates of permanent exclusions are sometimes used as a vague indicator of how schools are managing pupils: School 2 had a rate which was three times the national average yet attracted more GCSE history options than three other schools whose rates were below half that average.

(c) School 1 and School 9 had the lowest uptakes of GCSE History, 11 per cent and 14 per cent yet surprisingly these two schools are almost at opposite ends of the scales for 5 A - C passes, number of SENs, permanent exclusions and FSMs. For History, responses from boys and girls at both schools did demonstrate patterns of increasing dislike, greater difficulty, more work, less success and less awareness of literacy skills.

Although many pupils referred to the increased demands of reading and writing in Y9, the fact that they 'perceived' it as less important may be a result of their own increasing proficiency.

At the schools which had the highest uptakes of 47 per cent, pupils differed in their perceptions; at School 10, pupils expressed less enjoyment, more difficulty and less success whilst at School 4, pupils cited increased enjoyment, more

homework, greater success and more emphasis on literacy skills. School 4 had four times more SEN pupils, 11 times more with FSM and less than a third of School 10's 5 A - C GCSE passes. In the option booklets, School 4's pupils had only one opportunity to choose History, while at School 10 pupils had three. Interestingly, School 4 was the only school where boy *and* girls demonstrated increased enjoyment in Y9 even though their mean scores still remained below of '3'.

(d) The interpretation of pupils' perceived workloads is less clear. At only three schools did boys and girls agree about there being more homework and classwork in Y9. Three schools agreed that there was less homework. The distribution of responses of perceived levels of work appears not to follow any patterns at the remaining schools.

(e) Changes in pupils' perceptions of History having a 'gender bias' were small except at School 9 where pupils of both sexes felt, in Y9, that the subject was preferred by girls. This is difficult to explain; the school has 13 per cent EAL pupils and support teachers assist in classes. The teacher assigned to the pupils in the surveyed classes was bilingual, an Historian and sought, with professionalism, skill and enthusiasm to promote positive self-perceptions among her female pupils and did appear to be successful. Discussions with the teachers afterwards when the shifts in scores were apparent did not reveal any explanation; indeed the staff referred back to records to see if a particular part of the course might have implied a gender bias. At Stage 1 of the option survey, three boys and two girls 'opted' but at Stage 2 two of the boys did not.

Question (iii) do option procedures at different schools offer pupils equal degrees of subject choice?

The answer is 'no'.

Whilst one must appreciate that option booklets presented what was available in terms of the staffing and resources available, there is wide variation in what is offered, how it is offered and how many options are offered (see Table 6.2 below).

Table 6.2: The numbers of opportunities at each school to opt for GCSE History

School	1	2	3	4	5	6	7	8	9	10
Number of options	2	4	3	4	2	3	4	3	4	4
Reserve option available	YES	NO	NO	YES	YES	YES	NO	NO	NO	NO
Number of opportunities to choose History from blocks	1	2	1	1	1	1	2	2	2	3

All the schools did include the 'caveat' that every effort would be made to accommodate pupils' choices.

During preliminary interviews at the schools, staff made it clear that options were reviewed annually. For an illustration of how one expanding school adapted the choices available and the format of the subject blocks over a three-year period, from a total of 20 subjects in four blocks to 27 subjects in three blocks, see appendix D-3.

Question (iv) can any aspects of schools' environments or changes in pupils' perceptions be associated with rates of uptake for GCSE History?

The answer is 'yes'.

At all ten schools, History pupils received between 75 and 105 minutes weekly; all Heads of Department and full time members were graduates. Part-time Department members, in all but one school, had some third-level training in History. It was difficult to compare

financing arrangements as all school had their own 'formula' for the allocating of funds, but overall, the situations seemed equitable although Ofsted reported that at School 1, funding for the Humanities had been halved (Ofsted-1 p.60 para 148). Resources were similar, with supplies of relevant texts, in-house printed materials and access to electronic presentations, interactive whiteboards and IT. As this was a relatively small sample, some degree of generalisation may be necessary. Firstly, aspects such as FSM, SEN, EAL and exclusions do not appear to have exercised any direct influence on the percentages of pupils opting for History. It may be that any one of these, or any combination may contribute to the *overall* performances in schools and so affect annual A - C and A - G GCSE outcomes.

What is clear is that pupils' attitudes to History surveyed in this study did change in Y9, generally towards a more negative standpoint. Observing Y8 classes, one is struck by the enthusiasm and variety of responses of pupils; one must also acknowledge the sheer range of historical themes which are available and which can be tailored and presented to suit the teachers' interests and the pupils' needs. In some ways the current provision during Y7 and Y8 is not very different from the pre-ERA of 1988 when very many schemes of History were delivered in very many ways. Somehow, that 'spark' does not seem to be as active in Y9. This is not to deny that there exists some splendid and exciting teaching in Y9 but teachers of all foundation subjects are under pressure to ensure that sufficient numbers of pupils will choose *their* subject and there is the added dimension, the aspiration, that those pupils will be able to perform well at GCSE. The 'volunteering' teacher referred to on page 122 (para. 2) summed up the situation with 'At least I know I'll have five (*pupils*) with grades A or B'.

Although teachers of foundation subjects did seem somewhat anxious about the annual option process, pupils appeared to be quite relaxed. Pupils' recollections of their 'options experiences' tended to be positive, for example,

Tony: it was dead simple, just fill in the form

Fay: I was doing Geography and they let me change into History after a week

and pupils were more likely to quote their siblings' and peers' advice and experiences, rather than that of teachers, parents and other adults:

Asad: My sister told me it was hard, lots of work, but I ignored her

Chris: I asked (Years) 10 and 11 - they said it's hard

Debbie: They (Y10) said as long as you keep up, it's OK

Although there is tremendous variety of historical themes taught in Y7 and Y8, there is a remarkable 'preparing-for-GCSE' uniformity across Y9 classes. Perhaps that uniformity was what the NC was all about and somehow teachers of Y7 and Y8 managed to maintain choices of content and pedagogy. In KS3 almost 2000 years of History are selectively pruned and squeezed into Y7 and Y8; following this selective expediency, Y9 - one-third of KS3 time - deals with scarcely 50 years. This is hardly the broad and balanced curriculum as envisaged in 1988. Schools 4 and 10, with the highest uptake for GCSE History at almost 50 per cent above the national average, did not devote all of Y9 to the 20th Century. School 4 allocated the Autumn and first half of the Spring terms to 'Industrial Revolution' themes - changes in agriculture, transport, urban development and social conditions. The remainder of the year was allocated to WW1, the rise of Hitler, the Holocaust and a 'profile study' of J. F. Kennedy. School 10's programme was broadly similar but included also a unit of the 'boom and bust' of 1920-30's America and an opportunity for pupils to compile biographies from their choice of historical characters from their studies in Y7 and Y8 - William Wallace, à Beckett, Henry VIII, Mary Stuart, the Stephenson brothers and Florence Nightengale are examples. At the other eight

schools, Y9 studies were based around WW1, WW2, the Holocaust and the Cold War. In the introduction to this study it was suggested that after 'Britain 1500 - 1750' in Y8, the socio-economic content of 'Britain 1750 - 1900' followed by the '20th Century' in Y9 led to a decline in pupils' enthusiasm for History. Discussions with Y9 pupils who had or had not opted for GCSE History have led me to revise that suggestion. Interviews with those pupils revealed that their studies of the Plague, the Tudors, the Gunpowder Plot, Slavery, Factory Children, the development of transport, the Suffragette Movement and aspects of Local History were all enjoyed equally. Significantly, those pupils were able to discuss aspects of such themes in some detail, while their recall of studying the First World War, apart from trench warfare, was limited and the Second World War was summarised with 'Hitler was mad and he killed the Jews'. Perhaps teachers may revert into a less flexible mode as they present what is in reality, an introduction to GCSE History and pupils may not find that experience inspiring.

The late TES columnist Ted Wragg had commented that the present, the evolving, secondary examination system 'drives the curriculum and in so doing, strangles it' (2005 p.2). The 2006 - 2007 budget of £10.4bn (up from £5.5bn in 2001) available to the LSC for 14 - 19 provision demonstrates Government's concern over a priority area. Funding since 2002 (LSC 2006) has failed to attract the 11 per cent of 16 to 18 year-olds who are not in education, employment or training (*NEET*). Such funding may not be entirely altruistic; Godfrey et al. (2002) provided data for the DfES which indicated that the lifetime 'costs to the state' for each 16 - 18 cohort exceeded £15bn and any reduction in NEET numbers would benefit the individual, of course, and the treasury: this approach - to provide education in order to protect the public purse - appears to be broadly similar to proposals put before Parliament in 1837 (see p.37 in Chapter 3 of this study). Current debates about the future provision of education for the 14 - 19 year-olds could provide

opportunities for KS3 be seen as a free-standing stage, almost as a 'lower school' which is not part of the post-14 examination or training structures. In 2005 the then Secretary of State for Education, Ruth Kelly, writing to Chris Banks, Chairman of the LSC, stated that the reform of KS3 curriculum would be part of the LSC's remit (Kelly 2005). It may be overly optimistic to presume a more independent KS3 when History may flourish, but it is likely that the dead hand of examination bureaucracy will continue to apply Wragg's 'strangulation'. The NFER's (2006 p.3) survey of headteachers revealed that only three per cent regarded KS3 curriculum as a main concern - a long way behind the 50 to 60+ per cents of headteachers who cited budgets, staffing and pupil behaviour as priorities.

As things are today, almost two-thirds of 14 year olds do not opt for GCSE History; if their last formal experiences of the subject is a constricted overview of modern, mostly European, 20th Century political and military History which overshadows centuries of change, development and individuals, then it is possible to argue that we do a disservice to education generally, and to our pupils in particular.

During this study, I observed that the vast majority of pupils had approached the GCSE option choice processes calmly and without undue stress (see p.185***). The HA suggests that the '...option ritual is a time of great anxiety for all (*History*) teachers...' and that the '...spectre of low uptake and potential over-staffing...' was a real threat (HA 2005 TP:p.1). Such anxieties may have the effect prompting such teachers to greater efforts to 'promote' the subject.

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APPENDICES:

Contents

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- A. Sample: school data AND DfES data
- B. Survey sheet design
- C. Perceptions of KS3 History: Survey data
- D. GCSE options: survey data
- E. Interviews and other surveys

Schedule

Schedule

<u>Year</u>	<u>Term</u>	<u>Task</u>
2000-01	Autumn	Informal school visits: background reading
	Spring	Informal school visits: background reading
	Summer	Informal school visits: background reading
2001-02	Autumn	Collect data from schools: construct a sample
	Spring	Pupil interviews: design Survey sheets
	Summer	Trial and refine Survey sheets
2002-03	Autumn	Confirm sample: arrange schedule for Survey
	Spring	Administer Survey - Year 8 - stage 1
	Summer	Interview teachers: option procedures
2003-04	Autumn	Administer GCSE option choice - Year 9 - stage 1
	Spring	Administer Survey - Year 9 - stage 2
	Summer	Collect GCSE option choice - Year 9 - stage 2
2004-05	Autumn	Informal interviews with teachers and Year 10 students
	Spring	Initial review of all data
	Summer	Clarification sought from schools where required
2005-06	Autumn	Informal interviews with Year 11 students
	Spring	Final data analysis

Appendix A: The sample

1. Initial survey-form for schools
2. Comparison of DfES data with sample data
3. Six factors used for school comparison

Does History appear on the school timetable as a distinct, discrete subject, for

<i>Tick:</i>	
<i>yes</i>	<i>no</i>
Year 7	
Year 8	
Year 9	

How much time [minutes] is allocated weekly to the teaching of History for

<i>Minutes</i>
Year 7
Year 8
Year 9

Is Key Stage 3 History taught as part of an Integrated/Humanities programme

<i>Tick:</i>	
<i>yes</i>	<i>no</i>
Year 7	
Year 8	
Year 9	

Are there times, on rota, of the academic year when some Key Stage 3 pupils would not be taught History?

<i>Tick:</i>	
<i>yes</i>	<i>no</i>
Year 7	
Year 8	
Year 9	

Please state the average size of classes/teaching groups for History:

<i>No. in class</i>
Year 7
Year 8
Year 9

Staffing in the History department

	Number	Weekly teaching time	
		hours	mins
Head of Dept.	1		
Post holders			
Other f/t Staff			
Part time staff			
Support Staff			
Other/clerical			hrs.

Year 7
Year 8
Year 9

Total number of teaching staff (full and part time) within the History department who are History graduates or who have some third level education related to History

no.

GCSE examinations:

Which Board and syllabus is followed?

Annual allowance for teaching materials [texts, photocopies, video etc] do not include stationery/consumables.

Does the *SCHOOL* operate a policy of mixed ability, streaming, setting or any other means of grouping pupils?
Please describe briefly:

Does the *HISTORY DEPARTMENT* operate a policy of mixed ability, streaming, setting or any other means of grouping pupils?
Please describe briefly:

Do any *OTHER* departments group pupils on the basis of ability?

Classroom organisation: does the department have a policy as regards the seating arrangements (e.g. rows, clusters etc.) for all groups of pupils, or do individual teachers operate their preferred system?

Does the department arrange visits out of school during the year? Please indicate briefly Year group and venue:

Text books and teaching materials used with Key Stage 3 pupils

Core Texts for Key Stage 3

Title	Author(s)	Publisher/year/edition

Additional Texts

Title		Author(s)

Additional Materials

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Comparison of national (DfES) averages (2002-2003) with
sample

FACTOR	National average2002/3/4	Sample average
Age	KS3	KS3
Gender	M / F	M / F
% GCSE passes A – C	50.2	49
% GCSE passes A - G	91.1	90.2
% SEN Statements	2.4	2.04
% Exclusions (perm.)	0.235	0.287
% Free school meals	15.25	16.4
% English Additional language	8.4	9.7
Average number on roll	954	990
Average class size	25	24
% Pupils in Comprehensive schools	87.9	91.7
% Pupils in Grammar schools	4.6	5.9
% School Management LEA	66	66.8
% School Management Voluntary	19	16.6
% School Management Foundation	15.	16.6

Statistics for schools' sample

<i>Original code</i>	RQ	RB	DT	LM	JH	CS	LV	CR	RW	BG
<u>School</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<i>% 5 GCSE A-C</i>	18	28	28	36	39	50	51	81	89	92
<i>% 5 GCSE A-G</i>	69	85	87	84	90	95	93	99	92	100
<i>% SEN Stat.</i>	3.6	2.7	4.1	3.2	2.3	2.5	1.4	0.5	0.7	0.7
<i>% EXCL Perm.</i>	1.1	0.7	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1
<i>% FSM</i>	37	29	34	11	35	10	6	2	3	0
<i>% EAL</i>	3	49	5	1	0	3	4	0	13	1

Appendix B: Survey sheet design

1. Factors from pilot discussions with pupils
2. Factors cited by teachers
3. Pilot single-pole Likert survey
4. Final bi-pole History survey sheet

YEAR 8 & 9 PUPILS – RANDOM CLASS SAMPLES

12 Factors employed when comparing school subjects

Emphasis on reading and written tasks

Reference to other school subjects

Amount of time available for the subject

Relevance for a job

Degree of enjoyment

Degree of difficulty

Amount of homework

Usefulness in adult life

Transferable skills

Degree of success

Amount of work in class

Perceived to have gender bias

KS3 Teachers

15 Factors suggested as influencing pupils' perceptions

Emphasis on reading and written tasks

Reference to other school subjects

Amount of time available for the subject

Relevance for a job

Degree of enjoyment

Degree of difficulty

Amount of homework

Perceived to have gender bias

Usefulness in adult life

Transferable skills

Degree of success

Amount of work in class

Personality of the teacher

Competence of the teacher

Parent perception of subject value

Here are statements about the school subject 'French'.

'5' means you agree strongly and '1' means you disagree strongly. Please read each statement carefully and try to decide how you feel about it by putting a circle around the number which is closest to what you think

I enjoy French	5	4	3	2	1
French is easy	5	4	3	2	1
French is preferred by boys	5	4	3	2	1
French has lots of homework	5	4	3	2	1
I would like more French on my timetable	5	4	3	2	1
I am successful in this subject	5	4	3	2	1
I have too much work to do in class	5	4	3	2	1
Reading and writing are very important in French	5	4	3	2	1
French is important for adult life	5	4	3	2	1
French is important for a job or career	5	4	3	2	1
French includes other school subjects	5	4	3	2	1
French includes lots of useful skills	5	4	3	2	1

Class? _____ Boy or Girl? _____

Please leave
this box empty

Final Survey Sheet B-4

School:

Form.....
Boy or Girl.....

Here are statements about the subject of History. Please read each statement carefully and try to decide how you feel about it.

I enjoy History	5 4 3 2 1	I dislike History
<u>History is easy</u>	<u>5 4 3 2 1</u>	<u>History is difficult</u>
History is preferred by boys	5 4 3 2 1	History is preferred by girls
History has lots of homework	5 4 3 2 1	History has very little homework
I would like more History on my timetable	5 4 3 2 1	I would like less History on my timetable
I am successful in this subject	5 4 3 2 1	I am not successful in this subject
I have too much work to do in class	5 4 3 2 1	I do not have enough work to do in class
Reading and writing are very important in History	5 4 3 2 1	Reading and writing are not very important in History
History is important for adult life	5 4 3 2 1	History is not important for adult life.
History is important for a job or career	5 4 3 2 1	History is not important for a job or career
History includes other school subjects	5 4 3 2 1	History does not include other school subjects
History includes lots of useful skills	5 4 3 2 1	History does not include lots of useful skills

Appendix C: Survey of pupils' perceptions

1. Raw data: Year 8
2. SPSS data Year 8
3. Raw data Year 9
4. SPSS data Year 9
5. Mean scores and standard deviations for 12 factors
6. Numbers and percentages of pupils' responses
7. Percentage shifts in mean scores of 12 factors

C-1. Raw data: Year 8

1. School 1
2. School 2
3. School 3
4. School 4
5. School 5
6. School 6
7. School 7
8. School 8
9. School 9
10. School 10

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	1	3	5	1	2	1	5	3	3	5	5
4	3	3	4	2	2	3	4	4	2	3	3
4	3	3	4	1	2	4	5	2	3	5	3
5	2	3	4	3	4	3	5	1	4	5	5
3	3	3	5	1	3	3	4	3	3	4	3
5	2	3	5	1	3	3	4	3	3	4	3
5	2	3	4	5	4	3	5	5	2	5	5
4	3	3	4	1	3	4	5	3	4	3	5
3	1	5	5	1	1	5	5	5	3	5	5
4	2	2	4	3	3	3	5	3	3	3	1
3	4	3	4	3	1	2	5	3	2	5	3
4	2	3	4	3	4	1	5	3	3	5	5
5	3	3	2	5	5	1	5	2	3	5	5
4	3	3	2	4	3	4	1	2	3	3	5
5	2	3	2	4	4	2	5	4	3	5	5
4	2	3	3	3	3	3	5	3	3	4	4
5	4	3	2	5	5	3	4	2	4	5	5
4	3	3	2	3	4	3	5	1	3	5	5
5	2	3	4	3	4	5	5	3	3	5	3
2	1	1	5	5	5	1	5	1	2	5	5

SCHOOL	1
YEAR	8
GENDER	M
N =	20

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	1	3	5	2	4	4	5	3	4	4	5
2	4	3	5	1	3	3	4	3	1	1	1
2	3	1	5	1	4	2	2	3	1	1	3
4	3	3	5	1	4	3	5	5	3	5	5
4	3	3	5	2	3	4	5	2	2	4	3
4	2	2	4	2	3	3	5	3	4	3	4
2	2	3	5	1	4	3	3	4	3	4	2
5	3	3	1	1	3	4	5	1	3	1	3
4	3	3	5	3	4	4	5	3	2	4	3
5	3	2	5	2	4	3	5	3	3	5	4
4	4	3	3	3	2	3	1	3	3	3	3
1	3	2	5	1	4	3	3	3	3	2	4
4	3	5	4	5	3	4	3	3	3	1	3
4	4	3	3	2	3	4	3	3	3	2	3
1	3	3	4	1	4	3	3	5	3	3	3
4	5	3	5	1	5	3	5	3	3	5	5
3	3	1	1	1	4	2	4	3	2	3	4
2	4	3	5	1	3	4	3	1	2	3	3

SCHOOL	1
YEAR	8
GENDER	F
N =	18

APPENDIX:: RD: 8: Sch 1

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	2	3	4	3	4	3	2	4	1
1	5	3	3	1	4	3	3	5	1	1	1
4	3	3	4	3	4	3	4	1	5	5	5
1	3	3	3	1	1	3	5	1	5	3	4
2	4	3	4	3	2	1	5	5	4	4	5
2	3	5	5	2	3	3	4	2	1	1	1
3	3	3	2	3	3	4	4	3	3	2	4
1	1	3	5	1	1	5	5	1	1	2	4
2	4	3	4	2	3	3	1	5	3	4	2
2	4	3	4	2	3	2	4	2	1	4	4
4	3	3	5	3	5	5	1	1	1	3	5
3	3	1	5	3	3	5	5	5	5	1	5
5	5	5	5	3	5	3	5	5	5	1	5
3	3	3	4	2	3	3	5	3	1	4	5
4	2	3	3	2	3	5	4	2	5	3	3
2	5	1	1	1	1	2	1	5	3	2	1
3	4	1	2	1	3	3	4	3	3	5	3

SCHOOL	2
YEAR	8
GENDER	M
N =	17

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	4	3	4	4	5	3	4	3	4
2	4	3	3	2	4	3	5	4	3	2	4
4	5	3	3	5	4	3	5	3	4	3	4
4	4	3	3	5	4	3	5	2	4	5	5
2	4	3	4	2	2	3	3	4	3	2	4
2	3	3	3	4	3	3	3	3	2	4	4
4	3	3	3	4	5	3	3	2	3	4	4
3	2	3	4	3	3	4	4	4	4	5	5
5	5	1	1	5	5	2	3	5	5	4	4
5	2	1	5	1	4	1	3	5	5	3	3
4	3	3	5	3	4	4	5	5	3	5	5
4	3	3	3	5	4	4	4	3	2	4	5
4	3	3	2	3	4	3	5	2	5	2	5
4	4	3	4	5	4	4	5	3	2	4	4
4	2	3	4	3	5	3	5	5	3	5	5
2	3	3	4	1	2	3	4	1	2	4	2
3	3	5	3	1	3	3	3	4	3	3	3
1	4	3	4	1	2	3	4	1	2	5	2
3	3	4	3	3	4	3	3	2	1	3	3
4	5	3	2	3	4	3	5	4	3	5	5
4	2	3	4	3	4	3	5	3	3	5	4
2	3	3	4	3	3	3	4	3	3	4	3

SCHOOL	2
YEAR	8
GENDER	F
N =	22

APPENDIX:: RD: 8: Sch 2

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	2	3	4	3	3	4	5	3	3	4	4
5	3	3	3	5	3	3	3	3	4	3	5
5	3	3	5	3	4	3	3	1	5	3	5
5	4	3	5	3	4	4	5	1	5	3	5
4	3	2	3	4	3	3	4	3	3	3	5
5	4	3	3	4	4	3	5	2	3	3	4
5	4	3	3	5	5	2	5	3	4	3	4
5	3	3	4	5	5	3	5	2	4	3	5
5	4	4	3	3	4	3	4	3	3	3	4
4	3	4	3	4	4	3	5	1	3	4	4
3	4	3	3	2	4	3	4	2	3	3	4
4	4	3	3	5	4	3	5	3	4	3	5
5	4	4	3	4	4	3	4	3	5	4	5
4	3	3	3	4	4	3	5	3	3	3	5
5	4	3	4	5	4	2	5	2	3	4	4
5	4	2	3	5	5	2	5	2	4	3	4
4	3	3	5	4	4	4	4	3	4	3	4
5	5	1	3	4	5	5	5	3	5	4	5
5	2	2	4	2	4	3	3	5	3	5	5
4	3	3	4	3	4	3	4	2	5	3	5
4	4	3	4	4	3	3	4	3	3	3	4

SCHOOL	3
YEAR	8
GENDER	M
N =	21

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	2	3	4	4	3	3	4	3	2	1	5
3	5	1	1	2	3	3	5	5	5	5	5
3	4	4	3	2	4	3	4	3	3	3	2
3	2	3	4	3	4	3	5	2	3	4	3
2	1	4	4	2	2	4	5	1	3	4	2
3	3	3	3	3	2	3	3	3	3	1	1
3	3	3	3	2	3	3	4	2	3	2	2
2	1	3	5	3	1	5	5	1	1	1	1
4	3	3	3	3	4	4	4	1	4	1	3
3	3	3	4	3	3	3	3	3	3	3	3
2	2	3	4	1	3	5	4	1	1	1	3
4	2	3	3	2	4	3	5	1	5	3	3
2	3	3	4	3	3	4	5	2	3	4	5
4	2	3	5	4	4	2	5	1	4	3	5
4	4	3	4	4	4	4	3	3	3	4	5
2	3	3	4	2	4	3	3	2	2	4	3
2	3	3	4	2	4	4	3	1	1	3	2
3	3	3	3	3	1	3	5	1	1	1	1
5	3	4	4	4	5	4	5	1	5	5	4
4	3	3	1	3	2	1	3	3	3	4	2
4	3	3	2	3	4	3	4	1	2	1	2
4	3	3	2	2	4	3	4	4	3	2	2
2	4	1	1	5	1	1	3	3	4	1	2
3	3	1	3	3	3	3	2	5	4	5	5
1	5	4	1	1	2	1	1	5	1	1	1

SCHOOL	3
YEAR	8
GENDER	M
N =	25

APPENDIX:: RD: 8: Sch 3

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
1	3	3	5	1	1	4	3	5	2	3	4
2	3	3	4	1	3	3	3	3	3	5	3
1	2	5	3	1	2	3	5	5	3	3	2
1	3	2	1	1	2	3	4	2	1	5	2
3	3	3	2	1	3	4	2	3	3	5	2
2	2	3	3	4	3	3	5	4	4	5	3
1	3	2	1	1	2	3	4	3	4	3	5
5	3	3	2	3	5	3	1	4	3	2	5
3	4	3	3	1	5	3	3	3	4	5	3
3	2	3	4	2	5	2	5	2	3	4	2
3	2	3	4	1	1	4	1	3	2	5	1
2	3	3	2	1	3	3	4	4	2	3	3
3	3	3	4	3	4	3	2	2	2	3	3
4	4	3	2	4	4	2	2	5	5	3	4
3	4	3	2	3	2	5	3	4	5	2	5
3	2	3	4	1	2	3	3	5	3	1	1
1	2	3	4	1	2	2	3	2	4	3	3
3	3	3	3	1	3	5	3	1	3	2	1
3	3	3	3	3	3	3	3	3	3	3	3
1	2	1	5	1	3	4	4	4	2	2	2
3	3	4	5	3	3	4	5	5	3	5	3
3	3	3	4	3	2	3	5	3	4	3	5
3	4	3	2	1	2	3	4	3	2	4	1

SCHOOL	4
YEAR	8
GENDER	M
N =	23

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
1	3	3	5	1	1	4	3	5	2	3	4
1	3	3	4	1	3	3	3	3	3	5	3
1	2	5	3	1	5	3	5	5	3	3	2
1	3	2	1	1	2	3	4	2	1	5	2
1	3	3	2	1	3	4	2	3	3	5	2
3	2	3	3	3	3	3	5	4	4	5	3
1	3	2	1	1	2	3	4	3	4	3	5
3	1	3	2	3	5	3	1	4	3	2	5
1	4	3	3	1	5	3	3	3	4	5	3
3	2	3	4	2	5	2	5	2	3	4	2
3	2	3	4	1	1	4	1	3	2	5	1
1	3	5	2	1	1	3	3	3	3	3	3
1	3	2	2	1	3	5	3	3	4	3	3
2	4	1	3	1	2	5	4	3	2	3	4
1	4	3	3	1	5	2	5	1	5	3	2
2	3	3	3	1	3	2	3	3	4	2	3
1	2	5	3	3	3	5	5	1	5	3	5
4	4	2	3	4	5	2	5	3	3	2	4
2	3	3	1	1	3	3	5	3	2	5	4
1	5	3	5	1	1	5	1	1	3	3	3
3	4	3	3	4	3	2	1	1	1	4	2
1	3	3	4	3	2	3	4	2	3	5	2

SCHOOL	4
YEAR	8
GENDER	F
N =	22

APPENDIX:: RD: 8: Sch 4

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	3	2	3	4	4	3	2	2	3
4	4	2	4	3	4	4	3	4	3	2	2
4	3	3	4	4	3	4	5	3	2	4	4
4	4	3	4	5	3	3	5	4	3	4	4
4	4	3	4	3	3	4	5	3	4	4	3
4	4	3	4	3	4	3	5	4	3	3	3
4	3	2	4	2	4	4	4	3	3	2	4
4	4	3	3	4	5	4	5	5	4	3	3
5	4	3	4	3	4	3	5	3	3	3	3
4	4	3	2	4	5	3	3	5	3	3	4
4	4	3	5	3	5	5	5	4	1	3	4
5	4	3	4	4	5	3	5	3	3	3	4
5	2	3	4	5	5	3	4	2	2	2	4
5	4	3	4	4	4	4	3	4	3	3	3
4	3	3	4	2	2	4	5	4	3	4	3
3	3	3	4	2	3	4	4	4	3	4	4
3	4	3	2	1	3	4	5	4	3	3	2
5	4	3	4	4	4	4	5	2	1	3	1
4	4	3	3	3	4	3	4	3	3	3	3

SCHOOL	5
YEAR	8
GENDER	M
N =	19

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	2	3	3	3	3	4	4	2	3	4	3
3	2	3	3	3	3	3	4	3	3	1	2
2	2	2	2	3	2	4	4	1	1	3	3
2	3	4	2	1	3	4	4	2	3	2	2
2	4	3	3	1	4	3	3	2	4	2	1
5	3	5	2	4	5	5	4	3	5	3	1
4	3	3	4	5	4	4	3	1	4	4	5
3	1	3	4	3	3	3	5	5	5	5	5
4	2	3	4	3	3	3	4	4	3	3	4
3	3	3	4	2	3	3	4	2	2	3	2
2	3	3	4	3	3	4	2	3	1	2	1
3	2	5	5	1	4	4	4	1	3	3	1
4	4	3	3	4	4	3	4	4	3	5	4
4	4	3	3	2	3	2	4	3	4	4	5
5	2	2	3	4	4	3	5	5	4	4	5
3	3	2	4	2	3	3	5	2	5	3	3
3	4	3	4	2	4	3	4	5	4	1	3
3	3	4	4	2	4	3	4	5	4	1	3
3	3	3	3	2	3	4	5	3	2	4	4
2	1	4	3	1	3	4	4	4	3	1	2
5	3	4	5	3	4	3	4	5	3	4	3
4	3	3	4	3	4	3	4	1	4	3	4
4	3	4	5	3	3	4	4	5	3	4	3
5	4	3	3	5	5	4	5	5	3	5	5

SCHOOL	5
YEAR	8
GENDER	F
N =	24

APPENDIX:: RD: 8: Sch 5

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	4	3	3	3	4	3	3	4	5
5	4	3	5	4	4	1	4	5	5	4	5
4	3	5	4	2	3	4	3	4	3	1	3
4	4	3	4	2	4	2	4	3	2	3	3
5	4	3	4	3	5	3	4	4	3	3	5
5	4	3	4	3	5	4	4	5	2	3	5
5	5	5	5	3	3	5	5	5	3	1	5
4	3	3	3	3	3	3	4	2	4	2	3
4	2	3	5	4	4	3	5	4	3	4	5
4	4	3	5	1	3	5	5	5	3	5	5
5	4	3	4	4	4	3	4	4	4	4	4
5	3	3	4	4	5	3	5	3	3	5	4
5	4	4	3	4	4	3	5	3	3	4	4
5	4	3	3	5	5	3	4	3	3	3	3
4	2	3	2	4	3	2	5	4	4	2	4
5	2	3	3	5	4	2	5	2	3	3	4
5	5	4	3	4	5	3	5	4	4	4	5
5	4	3	3	5	5	4	5	5	4	4	5
4	1	3	4	2	3	3	5	4	3	2	3
5	4	3	5	4	4	5	4	3	3	4	4
4	3	5	4	1	4	4	4	5	2	4	2
4	4	5	3	4	4	3	3	4	2	3	3

SCHOOL	6
YEAR	8
GENDER	M
N =	22

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	3	1	5	1	3	3	4	2	2	3	3
2	1	1	5	1	2	1	4	5	1	4	1
3	3	1	5	1	3	4	4	3	4	3	4
2	2	1	4	3	3	4	4	3	3	2	3
3	3	3	3	2	3	3	3	1	4	4	1
2	3	2	5	2	3	3	3	3	3	4	2
3	4	3	5	3	4	3	3	3	3	3	4
1	3	3	3	3	4	3	3	4	4	3	2
3	4	3	4	1	3	4	5	3	3	2	2
4	4	3	1	4	4	2	2	1	3	3	5
3	4	3	3	4	4	3	5	4	3	5	5
4	3	3	5	1	3	3	5	5	5	3	3
5	3	5	4	5	3	4	5	3	5	3	5
3	2	3	3	2	4	3	3	5	5	5	5
2	4	3	3	3	2	3	5	3	4	5	3
3	5	1	2	1	3	5	5	5	3	4	5
5	4	3	5	5	3	4	2	3	4	5	5
3	2	2	3	1	2	2	3	5	2	3	4
4	3	3	1	1	5	1	5	5	5	4	5
3	2	1	5	3	4	3	4	4	2	2	4
2	4	3	1	1	3	4	3	3	3	1	4
3	4	3	4	2	3	2	3	3	3	3	4
5	5	5	2	5	3	5	3	4	5	3	3
1	1	3	1	5	4	2	3	2	2	3	4

SCHOOL	6
YEAR	8
GENDER	F
N =	24

APPENDIX:: RD: 8: Sch 6

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	1	3	5	1	2	1	5	3	3	5	5
4	3	3	4	2	2	3	4	4	2	3	3
4	3	3	4	1	2	4	5	2	3	5	3
5	2	3	4	3	4	3	5	1	4	5	5
3	3	3	5	1	3	3	4	3	3	4	3
5	2	3	5	1	3	3	4	3	3	4	3
5	2	3	4	5	4	3	5	5	2	5	5
4	3	3	4	1	3	4	5	3	4	3	5
3	1	5	5	1	1	5	5	5	3	5	5
4	2	2	4	3	3	3	5	3	3	3	1
3	4	3	4	3	1	2	5	3	2	5	3
4	2	3	4	3	4	1	5	3	3	5	5
5	3	3	2	5	5	1	5	2	3	5	5
4	3	3	2	4	3	4	1	2	3	3	5
5	2	3	2	4	4	2	5	4	3	5	5
4	2	3	3	3	3	3	5	3	3	4	4
5	4	3	2	5	5	3	4	2	4	5	5
4	3	3	2	3	4	3	5	1	3	5	5
5	2	3	4	3	4	5	5	3	3	5	3
2	1	1	5	5	5	1	5	1	2	5	5

SCHOOL	7
YEAR	8
GENDER	M
N =	20

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	1	3	5	2	4	4	5	3	4	4	5
2	4	3	5	1	3	3	4	3	1	1	1
2	3	1	5	1	4	2	2	3	1	1	3
4	3	3	5	1	4	3	5	5	3	5	5
4	3	3	5	2	3	4	5	2	2	4	3
4	2	2	4	2	3	3	5	3	4	3	4
2	2	3	5	1	4	3	3	4	3	4	2
5	3	3	1	1	3	4	5	1	3	1	3
4	3	3	5	3	4	4	5	3	2	4	3
5	3	2	5	2	4	3	5	3	3	5	4
4	4	3	3	3	2	3	1	3	3	3	3
1	3	2	5	1	4	3	3	3	3	2	4
4	3	5	4	5	3	4	3	3	3	1	3
4	4	3	3	2	3	4	3	3	3	2	3
1	3	3	4	1	4	3	3	5	3	3	3
4	5	3	5	1	5	3	5	3	3	5	5
3	3	1	1	1	4	2	4	3	2	3	4
2	4	3	5	1	3	4	3	1	2	3	3

SCHOOL	7
YEAR	8
GENDER	F
N =	18

APPENDIX:: RD: 8: Sch 7

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
2	2	3	5	1	3	4	5	3	3	4	5
4	3	3	4	3	4	3	4	4	3	5	4
2	3	3	4	3	4	3	4	3	3	4	4
4	3	3	4	3	4	3	3	3	3	4	3
4	3	3	3	4	4	3	5	4	3	3	3
5	2	3	5	4	3	3	2	3	2	1	4
5	2	3	2	5	4	3	4	1	5	5	4
5	4	4	3	4	3	2	2	3	3	4	4
5	2	3	4	4	4	4	5	3	4	4	5
4	5	4	3	3	4	4	4	3	2	1	2
4	4	3	4	4	3	3	3	4	4	3	4
1	1	3	3	1	1	3	4	5	2	3	3
3	2	4	4	1	4	3	5	3	3	2	1
4	3	3	4	4	3	3	4	3	3	5	3
4	2	4	4	3	4	4	5	3	3	4	2
4	2	3	3	2	4	3	4	1	4	5	5
5	4	3	4	4	4	3	4	2	3	4	4
5	5	3	4	3	5	3	4	4	4	4	5
4	3	3	5	4	4	3	4	3	4	4	3
3	2	5	5	1	4	4	4	1	3	3	1
4	4	3	3	4	4	3	4	4	3	5	4
4	4	3	3	4	3	2	4	3	4	4	5

SCHOOL	8
YEAR	8
GENDER	M
N =	22

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	2	3	3	3	3	4	4	2	3	4	3
3	2	3	3	3	3	3	4	3	3	1	2
3	2	2	2	3	2	4	4	1	1	3	3
3	3	4	2	1	3	4	4	2	3	2	2
2	4	3	3	1	4	3	3	2	4	2	1
5	3	5	2	4	5	5	4	3	5	3	1
4	3	3	4	5	4	4	3	1	4	4	5
3	1	3	4	3	3	3	5	5	5	5	5
4	2	3	4	3	3	3	4	4	3	3	4
4	3	3	4	2	3	3	4	2	2	3	2
2	3	3	4	3	3	4	2	3	1	2	1
4	3	3	3	3	4	3	4	4	3	2	3
5	5	4	3	5	5	4	4	4	3	4	5
5	3	3	5	3	4	3	4	3	2	2	4
2	3	1	5	1	3	4	3	1	1	1	2
4	2	3	5	3	4	4	5	1	1	3	1
4	4	3	4	3	3	4	5	4	4	3	4
5	4	3	4	3	5	3	5	5	5	4	4
4	2	3	2	2	4	3	3	3	2	2	1
3	2	3	2	2	1	2	4	3	1	2	1
3	3	1	5	1	3	3	3	3	3	1	1

SCHOOL	8
YEAR	8
GENDER	F
N =	21

APPENDIX:: RD: 8: Sch 8

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	3	3	4	3	3	4	1	3	3
4	3	3	4	3	3	3	4	5	5	3	5
3	3	3	4	1	2	3	4	3	4	3	3
5	5	3	2	5	3	1	5	5	3	5	3
5	5	3	2	1	5	2	5	2	4	1	4
4	3	3	5	2	4	3	5	5	5	4	3
2	3	3	5	1	2	4	5	3	4	4	3
5	3	3	5	3	4	3	3	5	3	4	3
3	3	3	3	1	3	3	5	3	4	3	4
3	3	3	3	2	3	3	3	3	3	3	4
5	2	3	4	2	4	4	5	2	5	4	4
4	3	4	4	3	3	4	4	2	3	4	3
4	3	4	4	3	5	4	5	3	1	4	2
3	2	3	1	3	4	5	3	3	3	4	4
4	3	3	2	1	4	3	5	3	3	4	4
2	4	3	4	2	3	4	4	4	3	2	4
4	2	3	3	3	3	4	5	2	3	5	4
4	2	3	5	2	3	4	5	3	3	5	5
4	3	3	5	2	3	4	5	3	3	5	5
4	3	3	5	2	3	4	5	3	3	5	5
3	4	3	3	3	3	2	3	4	3	5	3
3	5	4	5	3	4	1	3	5	3	5	3

SCHOOL	9
YEAR	8
GENDER	M
N =	22

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	3	4	3	2	3	3	4	2	2	2	3
4	3	3	4	2	3	4	3	3	2	2	3
3	4	3	3	3	3	3	2	3	3	2	2
4	4	3	2	3	4	3	3	4	3	4	2
2	4	3	4	2	2	3	5	2	1	4	2
4	3	4	3	3	4	3	4	3	3	4	3
4	3	4	4	3	3	3	2	3	3	4	3
4	4	3	4	2	3	3	4	2	2	4	4
4	4	3	3	3	4	3	4	4	2	4	3
4	4	3	4	3	4	3	4	3	3	2	4
3	4	3	4	3	4	3	4	4	2	2	3
4	4	3	3	3	4	4	4	3	3	1	4
3	3	3	2	3	3	3	4	3	2	2	3
5	4	3	2	5	5	2	5	4	4	4	3
4	4	3	3	4	3	2	4	4	3	4	3
4	3	3	3	3	3	4	5	3	3	3	3
3	3	2	4	3	4	3	4	4	4	3	3
4	4	3	3	2	3	3	5	2	3	3	2
3	3	3	3	2	4	3	4	3	3	4	3
4	3	3	3	3	4	3	4	3	3	2	3

SCHOOL	9
YEAR	8
GENDER	M
N =	20

APPENDIX:: RD: 8: Sch 9

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	4	4	5	3	4	3	3	3	4
5	4	3	4	5	4	3	5	3	3	4	4
4	2	5	4	3	3	2	5	2	5	2	5
5	3	3	2	4	4	3	5	2	4	1	4
3	2	3	2	3	4	3	5	3	1	2	4
5	2	3	4	4	5	3	5	5	4	5	4
4	2	3	4	3	4	3	5	1	5	1	4
4	3	4	2	5	3	4	5	3	2	1	3
5	3	3	4	4	5	3	5	3	3	5	4
5	4	4	3	4	5	3	5	3	3	4	4
5	4	3	3	5	5	3	4	3	3	3	3
4	2	3	2	4	3	2	5	4	4	2	4
4	1	3	2	1	3	3	5	2	2	2	4
5	2	3	3	5	4	2	5	2	3	3	4
5	5	4	3	4	5	3	5	4	4	4	5
5	4	3	3	5	5	4	5	5	4	4	5
4	1	3	4	2	3	3	5	4	3	2	3
5	4	3	5	4	4	5	4	3	3	4	4
4	3	5	4	1	4	4	4	5	2	4	2

SCHOOL	10
YEAR	8
GENDER	M
N =	19

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	3	5	4	1	1	4	4	3	1	2	1
4	2	3	4	3	3	4	5	3	3	4	4
5	3	3	3	5	3	3	3	3	4	3	5
5	3	3	5	3	4	3	3	1	5	3	5
5	4	3	5	3	4	4	5	1	5	3	5
4	4	2	3	4	3	3	4	3	3	3	5
5	4	3	3	4	4	3	5	2	3	3	4
5	5	3	3	5	5	2	5	3	4	3	4
5	3	3	4	5	5	3	5	2	4	3	5
5	4	4	3	3	4	3	4	3	3	3	4
4	3	4	3	4	4	3	5	1	3	4	4
4	4	3	3	5	4	3	5	3	4	3	5
5	4	4	3	4	4	3	4	3	5	4	5
4	4	3	3	4	4	3	5	3	3	3	5
5	4	3	4	5	4	2	5	2	3	4	4
5	4	2	3	5	5	2	5	2	4	3	4
4	5	3	5	4	4	4	4	3	4	3	4
5	5	1	3	4	5	5	5	3	5	4	5
5	3	2	4	2	4	3	3	5	3	5	5

SCHOOL	10
YEAR	8
GENDER	F
N =	19

APPENDIX:: RD: 8: Sch 10

C-2. SPSS data: Year 8

1. School 1
2. School 2
3. School 3
4. School 4
5. School 5
6. School 6
7. School 7
8. School 8
9. School 9
10. School 10

Key: 8-1 m = Year **8** - school **1** **male**

8-1 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	19	2.00	5.00	3.8947	1.10024
EASY	19	2.00	5.00	3.6842	.88523
M - F	19	1.00	5.00	3.0526	1.02598
H'WORK	19	3.00	5.00	3.3158	.58239
MORE HIS	19	1.00	5.00	3.7368	1.09758
SUCCESS	19	2.00	5.00	4.0526	.77986
C'WORK	19	2.00	5.00	3.1053	.87526
READ-WRI	19	1.00	5.00	4.3684	1.01163
ADULT	19	1.00	5.00	2.9474	1.07877
CAREER	19	2.00	5.00	3.4737	1.07333
SUBJECTS	19	1.00	5.00	3.4737	.90483
SKILLS	19	3.00	5.00	4.4737	.61178
Valid N =	19				

8-1 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	3.00	5.00	3.8571	.65465
EASY	21	2.00	4.00	3.0000	.77460
M - F	21	1.00	5.00	2.9524	.80475
H'WORK	21	2.00	4.00	3.2857	.71714
MORE HIS	21	2.00	5.00	3.3333	.85635
SUCCESS	21	3.00	5.00	4.0000	.54772
C'WORK	21	2.00	4.00	3.1905	.51177
READ-WRI	21	3.00	5.00	4.6190	.58959
ADULT	21	1.00	5.00	3.0000	1.09545
CAREER	21	1.00	5.00	3.1905	1.12335
SUBJECTS	21	1.00	5.00	3.1905	1.32737
SKILLS	21	2.00	5.00	4.1905	.74960
Valid N =	21				

8-2 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	17	1.00	5.00	2.7059	1.21268
EASY	17	1.00	5.00	3.4706	1.06757
M - F	17	1.00	5.00	2.8824	1.11144
H'WORK	17	1.00	5.00	3.5882	1.27764
MORE HIS	17	1.00	3.00	2.1176	.85749
SUCCESS	17	1.00	5.00	3.0000	1.22474
C'WORK	17	1.00	5.00	3.2941	1.15999
READ-WRI	17	1.00	5.00	3.7647	1.43742
ADULT	17	1.00	5.00	3.0588	1.63824
CAREER	17	1.00	5.00	2.8824	1.69124
SUBJECTS	17	1.00	5.00	2.8824	1.40900
SKILLS	17	1.00	5.00	3.4118	1.62245
Valid N =	17				

8-2 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	1.00	5.00	3.3636	1.09307
EASY	22	2.00	5.00	3.3636	.95346
M - F	22	1.00	5.00	2.9545	.78542
H'WORK	22	1.00	5.00	3.4091	.95912
MORE HIS	22	1.00	5.00	3.0909	1.37699
SUCCESS	22	2.00	5.00	3.6818	.89370
C'WORK	22	1.00	4.00	3.0909	.68376
READ-WRI	22	3.00	5.00	4.1364	.88884
ADULT	22	1.00	5.00	3.2273	1.23179
CAREER	22	1.00	5.00	3.1364	1.08213
SUBJECTS	22	2.00	5.00	3.8182	1.05272
SKILLS	22	2.00	5.00	3.9545	.95005
Valid N =	22				

8-3 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	3.00	5.00	4.5238	.60159
EASY	21	2.00	5.00	3.4762	.74960
M - F	21	1.00	4.00	2.9048	.70034
H'WORK	21	3.00	5.00	3.5714	.74642
MORE HIS	21	2.00	5.00	3.8571	.96362
SUCCESS	21	3.00	5.00	4.0000	.63246
C'WORK	21	2.00	5.00	3.0952	.70034
READ-WRI	21	3.00	5.00	4.3810	.74001
ADULT	21	1.00	5.00	2.5238	.92839
CAREER	21	3.00	5.00	3.7619	.83095
SUBJECTS	21	3.00	5.00	3.3333	.57735
SKILLS	21	4.00	5.00	4.5238	.51177
Valid N =	21				

8-3f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	25	1.00	5.00	3.0400	.97809
EASY	25	1.00	5.00	2.9200	.99666
M - F	25	1.00	4.00	2.9200	.81240
H'WORK	25	1.00	5.00	3.1600	1.21381
MORE HIS	25	1.00	5.00	2.7600	.96954
SUCCESS	25	1.00	5.00	3.0800	1.11505
C'WORK	25	1.00	5.00	3.1200	1.05357
READ-WRI	25	1.00	5.00	3.8800	1.09240
ADULT	25	1.00	5.00	2.3200	1.37598
CAREER	25	1.00	5.00	2.8800	1.26886
SUBJECTS	25	1.00	5.00	2.6800	1.49220
SKILLS	25	1.00	5.00	2.8800	1.42361
Valid N =	25				

8-4 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	23	1.00	5.00	2.4783	1.08165
EASY	23	2.00	4.00	2.8696	.69442
M - F	23	1.00	5.00	2.9565	.70571
H'WORK	23	1.00	5.00	3.1304	1.21746
MORE HIS	23	1.00	4.00	1.8261	1.11405
SUCCESS	23	1.00	5.00	2.8261	1.15413
C'WORK	23	2.00	5.00	3.2609	.81002
READ-WRI	23	1.00	5.00	3.3478	1.22877
ADULT	23	1.00	5.00	3.3913	1.15755
CAREER	23	1.00	5.00	3.0435	1.02151
SUBJECTS	23	1.00	5.00	3.4348	1.23679
SKILLS	23	1.00	5.00	2.8696	1.32474
Valid N =	23				

8-4 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	1.00	4.00	1.7273	.98473
EASY	22	1.00	5.00	3.0000	.92582
M - F	22	1.00	5.00	3.0000	.97590
H'WORK	22	1.00	5.00	2.9091	1.15095
MORE HIS	22	1.00	4.00	1.6818	1.08612
SUCCESS	22	1.00	5.00	3.0000	1.44749
C'WORK	22	2.00	5.00	3.2727	1.03196
READ-WRI	22	1.00	5.00	3.4091	1.46902
ADULT	22	1.00	5.00	2.7727	1.15189
CAREER	22	1.00	5.00	3.0455	1.09010
SUBJECTS	22	2.00	5.00	3.6818	1.12911
SKILLS	22	1.00	5.00	3.0455	1.13294
Valid N =	22				

8-5 m	N	Min	Max	Mean	Std. Dev.
ENJOY	19	3.00	5.00	4.1579	.60214
EASY	19	2.00	4.00	3.6842	.58239
M - F	19	2.00	3.00	2.8947	.31530
H'WORK	19	2.00	5.00	3.6842	.74927
MORE HIS	19	1.00	5.00	3.2105	1.08418
SUCCESS	19	2.00	5.00	3.8421	.89834
C'WORK	19	3.00	5.00	3.6842	.58239
READ-WRI	19	3.00	5.00	4.4211	.76853
ADULT	19	2.00	5.00	3.5263	.84119
CAREER	19	1.00	4.00	2.7368	.80568
SUBJECTS	19	2.00	4.00	3.0526	.70504
SKILLS	19	1.00	4.00	3.2105	.85498
Valid N =	19				

8-5 f	N	Min	Max	Mean	Std. Dev.
ENJOY	17	3.00	5.00	4.1765	.52859
EASY	17	2.00	5.00	3.2353	.90342
M - F	17	1.00	4.00	2.8824	.60025
H'WORK	17	2.00	5.00	3.1765	.72761
MORE HIS	17	2.00	5.00	3.6471	.93148
SUCCESS	17	2.00	5.00	3.6471	.78591
C'WORK	17	3.00	4.00	3.1765	.39295
READ-WRI	17	2.00	5.00	3.8824	.99262
ADULT	17	1.00	5.00	3.2941	.98518
CAREER	17	2.00	4.00	3.0588	.65865
SUBJECTS	17	1.00	5.00	3.3529	.93148
SKILLS	17	2.00	5.00	3.4706	.79982
Valid N =	17				

8-6 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	4.00	5.00	4.5455	.50965
EASY	22	1.00	5.00	3.5000	1.01183
M - F	22	3.00	5.00	3.4545	.80043
H'WORK	22	2.00	5.00	3.8182	.85280
MORE HIS	22	1.00	5.00	3.3636	1.17698
SUCCESS	22	3.00	5.00	3.9545	.78542
C'WORK	22	1.00	5.00	3.2273	1.02036
READ-WRI	22	3.00	5.00	4.3636	.65795
ADULT	22	2.00	5.00	3.8182	.95799
CAREER	22	2.00	5.00	3.1364	.77432
SUBJECTS	22	1.00	5.00	3.2727	1.12045
SKILLS	22	2.00	5.00	4.0455	.95005
Valid N =	22				

8-6 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	24	1.00	5.00	3.0417	1.12208
EASY	24	1.00	5.00	3.1667	1.09014
M - F	24	1.00	5.00	2.5833	1.13890
H'WORK	24	1.00	5.00	3.4167	1.47196
MORE HIS	24	1.00	5.00	2.5000	1.50362
SUCCESS	24	2.00	5.00	3.2500	.73721
C'WORK	24	1.00	5.00	3.0833	1.05981
READ-WRI	24	2.00	5.00	3.7083	.99909
ADULT	24	1.00	5.00	3.4167	1.21285
CAREER	24	1.00	5.00	3.3750	1.13492
SUBJECTS	24	1.00	5.00	3.3333	1.04950
SKILLS	24	1.00	5.00	3.5833	1.28255
Valid N =	24				

8-7 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	2.00	5.00	4.0500	.88704
EASY	20	1.00	4.00	2.4000	.88258
M - F	20	1.00	5.00	2.9500	.68633
H'WORK	20	2.00	5.00	3.7000	1.12858
MORE HIS	20	1.00	5.00	2.8500	1.49649
SUCCESS	20	1.00	5.00	3.2500	1.20852
C'WORK	20	1.00	5.00	2.8500	1.22582
READ-WRI	20	1.00	5.00	4.6000	.94032
ADULT	20	1.00	5.00	2.8000	1.15166
CAREER	20	2.00	4.00	2.9500	.60481
SUBJECTS	20	3.00	5.00	4.4500	.82558
SKILLS	20	1.00	5.00	4.1500	1.18210
Valid N =	20				

8-7 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	18	1.00	5.00	3.3333	1.32842
EASY	18	1.00	5.00	3.1111	.90025
M - F	18	1.00	5.00	2.7222	.89479
H'WORK	18	1.00	5.00	4.1667	1.33945
MORE HIS	18	1.00	5.00	1.7222	1.07406
SUCCESS	18	2.00	5.00	3.5556	.70479
C'WORK	18	2.00	4.00	3.2778	.66911
READ-WRI	18	1.00	5.00	3.8333	1.24853
ADULT	18	1.00	5.00	3.0000	1.02899
CAREER	18	1.00	4.00	2.6667	.84017
SUBJECTS	18	1.00	5.00	3.0000	1.41421
SKILLS	18	1.00	5.00	3.3889	1.03690
Valid N =	18				

8-8-m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	1.00	5.00	3.8636	1.08213
EASY	22	1.00	5.00	2.9545	1.09010
M - F	22	3.00	5.00	3.2727	.55048
H'WORK	22	2.00	5.00	3.7727	.81251
MORE HIS	22	1.00	5.00	3.1364	1.20694
SUCCESS	22	1.00	5.00	3.6364	.78954
C'WORK	22	2.00	4.00	3.1364	.56023
READ-WRI	22	2.00	5.00	3.9545	.84387
ADULT	22	1.00	5.00	3.0000	1.02353
CAREER	22	2.00	5.00	3.2273	.75162
SUBJECTS	22	1.00	5.00	3.6818	1.17053
SKILLS	22	1.00	5.00	3.5455	1.22386
Valid N =	22				

8-8-f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	2.00	5.00	3.5714	.97834
EASY	21	1.00	5.00	2.8095	.92839
M - F	21	1.00	5.00	2.9524	.86465
H'WORK	21	2.00	5.00	3.4762	1.07792
MORE HIS	21	1.00	5.00	2.7143	1.14642
SUCCESS	21	1.00	5.00	3.4286	.97834
C'WORK	21	2.00	5.00	3.4762	.67964
READ-WRI	21	2.00	5.00	3.8571	.79282
ADULT	21	1.00	5.00	2.8095	1.24976
CAREER	21	1.00	5.00	2.8095	1.36452
SUBJECTS	21	1.00	5.00	2.6667	1.11056
SKILLS	21	1.00	5.00	2.6190	1.49921
Valid N =	21				

8-9 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	2.00	5.00	3.7273	.88273
EASY	22	2.00	5.00	3.2273	.92231
M - F	22	3.00	4.00	3.1364	.35125
H'WORK	22	1.00	5.00	3.6818	1.21052
MORE HIS	22	1.00	5.00	2.3182	.99457
SUCCESS	22	2.00	5.00	3.4091	.79637
C'WORK	22	1.00	5.00	3.2273	1.02036
READ-WRI	22	3.00	5.00	4.2727	.88273
ADULT	22	2.00	5.00	3.4091	1.05375
CAREER	22	1.00	5.00	3.2727	1.03196
SUBJECTS	22	1.00	5.00	3.8636	1.08213
SKILLS	22	2.00	5.00	3.6818	.83873
Valid N =	22				

8-9 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	2.00	5.00	3.6500	.67082
EASY	20	3.00	4.00	3.5500	.51042
M - F	20	2.00	4.00	3.1000	.44721
H'WORK	20	2.00	4.00	3.2000	.69585
MORE HIS	20	2.00	5.00	2.8500	.74516
SUCCESS	20	2.00	5.00	3.5000	.68825
C'WORK	20	2.00	4.00	3.0500	.51042
READ-WRI	20	2.00	5.00	3.9000	.85224
ADULT	20	2.00	4.00	3.1000	.71818
CAREER	20	1.00	4.00	2.7000	.73270
SUBJECTS	20	1.00	4.00	3.0000	1.02598
SKILLS	20	2.00	4.00	2.9500	.60481
Valid N =	20				

8-10 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	19	3.00	5.00	4.4737	.61178
EASY	19	1.00	5.00	2.8947	1.14962
M - F	19	3.00	5.00	3.3684	.68399
H'WORK	19	2.00	5.00	3.2632	.93346
MORE HIS	19	1.00	5.00	3.6842	1.24956
SUCCESS	19	3.00	5.00	4.1053	.80930
C'WORK	19	2.00	5.00	3.1053	.73747
READ-WRI	19	4.00	5.00	4.7895	.41885
ADULT	19	1.00	5.00	3.1579	1.11869
CAREER	19	1.00	5.00	3.2105	1.03166
SUBJECTS	19	1.00	5.00	2.9474	1.31122
SKILLS	19	2.00	5.00	3.8947	.73747
Valid N =	19				

8-10 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	19	4.00	5.00	4.6316	.49559
EASY	19	2.00	5.00	3.7368	.80568
M - F	19	1.00	5.00	3.0000	.88192
H'WORK	19	3.00	5.00	3.5789	.76853
MORE HIS	19	1.00	5.00	3.8421	1.11869
SUCCESS	19	1.00	5.00	3.8947	.93659
C'WORK	19	2.00	5.00	3.1579	.76472
READ-WRI	19	3.00	5.00	4.4211	.76853
ADULT	19	1.00	5.00	2.5789	.96124
CAREER	19	1.00	5.00	3.6316	1.01163
SUBJECTS	19	2.00	5.00	3.3158	.67104
SKILLS	19	1.00	5.00	4.3684	.95513
Valid N =	19				

C-3: Year 9: raw data

1. School 1
2. School 2
3. School 3
4. School 4
5. School 5
6. School 6
7. School 7
8. School 8
9. School 9
10. School 10

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	3	2	4	1	2	5	1	4	4	5	2
4	3	3	4	2	3	3	2	4	3	4	4
5	3	3	3	4	4	3	2	1	4	4	5
5	4	1	3	5	5	2	5	3	2	5	4
4	4	1	5	3	4	3	5	3	5	1	4
3	2	1	4	1	3	4	5	5	3	5	5
4	3	3	3	4	3	3	5	5	5	5	5
5	5	3	3	2	3	4	4	5	5	5	4
4	3	3	2	4	4	3	2	2	3	4	3
5	5	3	3	3	5	3	5	3	3	5	4
5	3	3	3	4	5	3	3	5	4	4	4
5	2	3	2	1	3	5	5	5	2	3	5
5	3	1	4	3	2	5	5	2	4	1	1
4	2	2	2	3	4	4	3	2	2	3	4
4	4	2	3	4	4	3	4	4	3	3	4
4	2	3	3	4	4	3	1	3	4	1	1
2	2	4	3	3	2	4	2	3	3	3	2
3	2	5	5	1	2	2	4	5	5	4	5

SCHOOL	1
YEAR	9
GENDER	M
N =	18

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	2	2	3	2	4	3	5	5	4	4	5
3	3	2	4	2	3	3	5	2	5	3	3
3	4	3	4	2	4	3	4	5	4	1	3
4	3	4	4	2	4	3	4	5	4	1	3
3	3	3	3	2	3	4	5	3	2	4	4
2	1	4	3	1	3	4	4	4	3	1	2
3	3	4	5	3	4	3	4	5	3	4	3
4	3	3	4	3	4	3	4	1	4	3	4
4	3	4	5	3	3	4	4	5	3	4	3
5	4	3	3	5	5	4	5	5	3	5	5
2	3	3	3	2	4	3	2	2	3	3	3
3	2	3	2	2	1	3	2	2	3	4	2
4	4	3	5	1	4	3	4	3	2	4	5
2	2	3	3	1	1	3	5	1	1	1	1
3	4	3	4	2	4	4	3	2	3	4	4
2	3	3	3	1	3	3	3	5	5	1	5
5	5	5	2	5	5	3	5	4	4	4	5
1	1	3	5	1	1	5	4	1	5	2	1
1	1	4	4	1	3	5	4	1	1	2	1
2	2	3	4	2	2	3	2	2	2	1	2
5	2	1	3	3	4	4	5	5	4	4	3

SCHOOL	1
YEAR	9
GENDER	F
N =	21

APPENDIX:: RD: 9: Sch 1

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	2	3	4	2	3	3	4	3	2	1	5
2	5	1	1	1	3	3	5	5	5	5	5
3	4	4	3	2	4	3	4	3	3	3	2
3	2	3	4	2	4	3	5	2	3	4	3
1	1	4	4	1	2	4	5	1	3	4	2
1	3	3	3	1	2	3	3	3	3	1	1
3	3	3	3	2	3	3	4	2	3	2	2
1	1	3	5	1	1	5	5	1	1	1	1
1	3	3	3	1	4	4	4	1	4	1	3
2	3	3	4	2	3	3	3	3	3	3	3
1	2	3	4	1	3	5	4	1	1	1	3
4	2	3	3	3	4	3	5	1	5	3	3
3	3	3	4	3	3	4	5	2	3	4	5
4	2	3	5	2	4	2	5	1	4	3	5
4	4	3	4	4	4	4	3	3	3	4	5
2	3	3	4	2	4	3	3	2	2	4	3
2	3	3	4	1	4	4	3	1	1	3	2
1	3	3	3	1	1	3	5	1	1	1	1
5	3	4	4	4	5	4	5	1	5	5	4
2	3	3	1	1	2	1	3	3	3	4	2
3	3	3	2	2	4	3	4	1	2	1	2
3	3	3	2	2	4	3	4	4	3	2	2
1	4	1	1	5	1	1	3	3	4	1	2
4	3	1	3	5	3	3	2	5	4	5	5
1	5	4	1	1	2	1	1	5	1	1	1

SCHOOL	2
YEAR	9
GENDER	M
N =	25

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	1	3	1	1	3	5	5	3	5	3	5
3	5	3	5	1	2	2	5	5	5	3	3
5	5	3	2	3	5	3	5	3	3	4	5
1	5	1	2	1	2	2	2	2	2	1	2
1	4	3	2	1	2	2	1	5	1	3	1
3	3	4	3	4	4	3	4	3	2	5	3
3	3	4	3	4	4	3	4	3	2	5	3
4	4	3	3	1	4	4	4	4	2	5	4
2	3	3	2	2	2	1	2	2	2	4	2
4	3	4	3	2	3	3	4	4	4	5	2
4	3	3	5	3	3	3	3	2	5	5	3
2	2	3	1	1	3	2	3	3	2	5	4
4	4	3	2	4	4	3	5	1	3	5	4
4	3	3	2	4	4	3	4	2	2	1	2
4	4	3	2	4	4	3	2	2	3	4	3
3	2	3	4	1	2	3	3	1	3	1	1
1	2	3	4	1	2	2	3	4	4	3	3
2	3	3	3	1	3	5	3	5	3	2	1
3	3	3	3	3	3	3	3	3	3	3	3
1	2	1	5	1	3	4	4	2	2	2	2
3	3	4	5	3	3	4	5	1	3	5	3
1	3	3	4	5	2	3	5	3	5	3	5

SCHOOL	2
YEAR	9
GENDER	F
N =	22

APPENDIX:: RD: 9: Sch 2

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	4	3	4	5	4	3	5	3	4	4	4
4	3	3	3	3	4	4	5	3	4	4	4
4	2	5	4	3	2	2	5	2	5	2	5
5	3	3	2	4	4	3	5	2	4	1	4
3	2	3	2	3	4	3	5	3	3	2	4
5	2	3	4	4	5	3	5	5	4	5	4
4	2	3	4	3	3	3	5	1	5	1	4
4	3	4	2	5	3	4	5	3	3	1	3
5	3	3	4	4	5	3	5	3	3	5	4
5	4	4	3	4	4	3	5	3	3	4	4
5	4	3	3	5	5	3	4	3	3	3	3
4	2	3	2	4	3	2	5	4	4	2	4
4	1	3	2	1	3	3	5	2	2	2	4
5	2	3	3	5	4	2	5	2	3	3	4
5	5	4	3	4	5	3	5	4	4	4	5
5	4	3	3	5	5	4	5	5	4	4	5
4	1	3	4	2	3	3	5	4	3	2	3
5	4	3	5	4	4	5	4	3	3	4	4
4	3	5	4	1	4	4	4	5	3	4	2
4	4	5	3	4	4	3	3	4	3	3	3

SCHOOL	3
YEAR	9
GENDER	M
N =	20

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	2	3	5	3	4	4	5	5	3	3	2
3	3	3	4	3	2	4	5	2	2	3	3
2	2	2	4	2	1	3	4	2	3	1	3
3	2	4	2	3	4	5	5	3	1	2	4
4	3	3	4	3	4	2	5	3	3	4	4
4	2	3	3	3	4	3	5	4	4	4	4
2	3	1	4	2	3	3	4	3	4	4	3
1	5	3	1	1	2	1	1	3	3	1	1
1	1	2	4	1	1	3	5	2	4	2	5
3	3	3	2	3	4	3	4	4	4	5	2
5	4	3	3	4	4	3	5	3	3	3	4
2	4	3	3	2	4	3	4	3	3	4	4
3	2	3	5	3	5	3	5	3	2	3	5
4	3	3	4	4	3	3	5	3	4	3	5
3	3	3	3	3	3	3	3	3	3	3	3
3	4	3	4	3	2	3	3	2	1	1	1
5	5	5	5	1	5	5	5	1	1	1	2
4	3	3	4	3	4	3	4	3	3	4	4
2	3	3	4	3	3	5	4	1	1	2	2
2	2	3	3	2	2	3	4	3	3	4	4

SCHOOL	3
YEAR	9
GENDER	F
N =	20

APPENDIX:: RD: 9: Sch 3

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	2	3	3	4	4	4	3	2	3	4	1
3	4	4	2	1	1	3	1	5	1	1	1
3	2	3	2	3	2	3	5	3	3	3	4
3	5	3	4	1	3	3	4	5	2	3	2
1	3	3	3	1	3	3	1	1	1	2	4
2	3	3	2	2	3	3	4	4	3	2	4
4	3	2	3	1	3	2	2	2	1	3	1
1	3	3	3	1	3	4	5	2	3	4	4
3	3	3	3	1	1	5	4	5	5	5	1
3	3	3	3	1	3	4	3	1	1	3	2
4	1	3	3	4	3	3	4	5	3	4	4
4	5	3	1	4	3	3	5	5	5	5	5
3	4	3	1	1	3	2	1	5	4	4	2
5	5	3	3	5	4	3	4	5	4	1	3
4	2	3	3	4	4	3	4	4	3	2	3
2	3	3	4	1	3	4	3	4	3	4	1
4	5	4	1	1	3	3	1	3	1	1	1
3	3	3	3	2	4	4	4	4	2	2	2
2	3	2	2	3	4	3	4	4	3	4	3
2	3	3	3	3	3	4	3	2	4	3	2
2	3	3	3	3	3	4	3	2	4	3	2
3	3	3	3	3	4	2	4	4	2	4	3
1	5	5	1	1	5	1	5	5	5	1	5
1	3	5	1	1	3	3	5	4	4	2	5

SCHOOL	4
YEAR	9
GENDER	M
N =	24

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
2	4	3	2	2	3	3	4	4	3	2	1
4	4	3	3	4	4	3	5	5	4	5	4
1	4	2	1	2	1	3	1	4	2	1	2
4	4	3	3	4	3	4	5	4	4	4	2
1	3	1	2	1	3	3	2	4	1	2	3
5	4	3	3	4	4	2	5	3	3	4	5
3	3	2	2	3	3	3	5	3	3	4	3
3	3	4	3	1	1	4	5	3	1	5	5
3	3	3	2	3	3	3	3	4	3	3	3
1	3	3	2	3	4	4	5	1	4	2	5
3	3	3	2	1	5	2	5	4	3	4	3
3	5	3	5	3	5	5	5	3	3	5	5
1	3	3	2	1	1	3	3	1	3	4	4
2	3	3	4	3	3	3	5	4	3	4	4
2	3	3	4	2	4	4	5	2	3	5	3
1	3	3	3	1	3	4	3	3	2	3	5
1	3	3	5	1	3	4	3	1	2	3	2
1	1	1	5	1	1	1	1	5	1	5	1
1	5	1	5	1	5	5	1	1	1	1	1
1	5	3	3	1	3	3	5	4	5	3	4
1	5	3	4	1	4	2	5	4	1	5	4

SCHOOL	4
YEAR	9
GENDER	F
N =	21

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	4	3	3	4	4	3	2	5	4	4	5
4	4	3	3	3	4	3	4	3	3	3	4
5	5	3	2	5	5	3	4	4	3	3	2
5	3	3	4	5	4	3	4	3	2	4	4
3	3	1	5	2	3	4	5	3	2	3	2
4	4	3	3	4	4	3	4	3	3	4	4
4	2	3	4	3	4	3	4	2	4	3	4
4	3	3	3	3	2	3	4	3	3	3	4
4	3	3	4	3	4	3	2	1	4	1	3
4	3	3	3	4	4	4	5	3	3	4	3
5	3	3	3	4	2	3	2	4	3	2	3
4	2	3	3	3	4	3	4	4	3	4	4
4	2	2	3	3	3	3	5	5	2	4	3
4	4	3	2	3	4	3	4	3	3	5	4
5	4	4	3	5	4	4	5	4	4	3	4
4	2	3	3	5	3	3	4	3	3	4	3
4	4	3	3	3	4	3	4	3	3	3	3

SCHOOL	5
YEAR	9
GENDER	M
N =	17

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
2	3	3	3	2	4	3	2	2	3	3	3
3	2	3	2	2	1	3	2	2	3	4	2
4	4	3	5	1	4	3	4	3	2	4	5
2	2	3	3	1	1	3	5	1	1	1	1
2	4	3	4	2	4	4	3	2	3	4	4
2	3	3	3	1	3	3	3	5	5	1	5
5	5	5	2	5	5	3	5	4	4	4	5
1	1	3	5	1	1	5	4	1	5	2	1
1	1	4	4	1	3	5	4	1	1	2	1
2	2	3	4	2	2	3	2	2	2	1	2
5	2	1	3	3	4	4	5	5	4	4	3
4	5	4	3	3	4	4	4	3	2	1	2
4	4	3	4	4	3	3	3	4	4	3	4
1	1	3	3	1	1	3	4	5	2	3	3
3	2	4	4	1	4	3	5	3	3	2	1
4	3	3	4	4	3	3	4	3	3	5	3
3	2	4	4	3	4	4	5	3	3	4	2
2	4	3	4	2	3	2	3	4	3	3	2
4	2	3	3	2	4	3	4	1	4	5	5
5	4	3	4	4	4	3	4	2	3	4	4
5	5	3	4	3	5	3	4	4	4	4	5
3	3	3	5	2	4	3	4	3	4	4	3

SCHOOL	5
YEAR	9
GENDER	F
N =	22

APPENDIX:: RD: 9: Sch 5

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	2	3	2	3	2	3	5	3	4	4	4
4	2	3	3	3	4	3	4	2	4	4	4
3	2	5	4	2	2	3	3	3	2	3	3
4	2	3	3	4	4	3	4	4	3	3	5
5	4	3	4	3	4	3	4	4	4	4	5
5	3	3	5	3	4	4	5	2	2	1	3
5	4	2	4	2	5	4	5	5	3	4	5
4	3	5	4	1	1	4	4	3	1	2	1
5	3	3	3	5	3	3	3	3	4	3	5
5	3	3	5	3	4	3	3	1	5	3	5
5	4	3	5	3	4	4	5	1	5	3	5
4	2	5	3	5	3	3	4	3	3	1	3
4	3	3	4	4	3	4	4	2	3	3	4
3	3	4	4	2	3	4	5	1	2	2	3
4	4	3	4	2	4	3	5	3	4	3	5
5	2	2	4	2	5	3	5	5	5	2	3
5	4	3	5	5	3	4	5	4	3	3	5
4	3	3	3	2	4	3	4	4	2	1	3
4	3	3	3	2	4	3	4	3	4	2	3
4	4	3	3	3	4	3	4	5	4	1	5
4	3	3	3	4	3	3	4	4	4	3	5

SCHOOL	6
YEAR	9
GENDER	M
N =	21

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	5	3	2	3	5	1	5	3	4	1	3
4	4	3	2	3	4	1	4	3	4	2	3
4	4	3	2	3	4	1	5	5	3	4	4
3	3	3	3	2	3	5	3	3	3	3	5
3	3	3	3	5	2	2	4	2	5	4	3
2	3	4	2	5	2	2	3	5	5	3	5
1	3	2	3	1	2	3	3	5	4	2	3
1	3	3	5	1	3	3	3	5	1	3	1
5	3	4	1	5	4	4	4	4	3	3	2
1	3	3	5	1	3	2	3	5	1	3	1
5	4	2	4	5	5	1	5	1	3	5	5
1	4	3	2	5	1	4	1	3	3	3	2
4	5	3	3	4	5	3	4	3	4	5	3
2	3	3	3	2	3	3	2	3	3	4	4
4	2	3	4	1	3	3	3	2	2	5	5
4	5	3	4	2	4	3	4	4	2	1	2
3	4	3	4	4	3	3	3	4	3	4	3
4	5	3	4	3	4	3	4	3	3	4	3
3	3	4	3	2	3	3	5	3	3	3	2

SCHOOL	6
YEAR	9
GENDER	F
N =	19

APPENDIX:: RD: 9: Sch 6

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	4	3	4	1	3	4	4	3	2	3	3
3	3	3	2	4	1	3	4	3	1	3	5
4	4	3	4	3	3	3	4	2	3	4	3
5	5	3	5	1	5	2	4	5	2	5	1
1	3	3	5	1	3	3	3	1	3	3	1
3	2	2	4	2	4	2	5	3	4	4	4
4	4	3	5	1	4	3	5	4	4	4	4
4	5	2	3	2	5	2	4	4	2	2	5
2	5	2	1	1	1	5	5	1	3	1	5
3	2	3	4	2	3	2	4	3	3	4	3
2	3	3	1	1	3	2	3	3	1	2	3
3	4	3	4	2	3	4	4	3	3	4	4
3	4	3	3	2	3	3	2	4	2	5	4
4	5	5	5	1	4	5	1	1	5	1	1
3	3	2	4	3	3	3	5	2	3	5	2
2	3	3	2	1	3	3	3	4	3	4	2
3	2	3	3	3	5	4	5	2	4	3	1
2	1	1	3	3	3	2	4	2	2	4	1
4	2	3	4	4	5	4	5	3	3	3	4
2	3	3	4	2	3	3	3	2	4	3	2
1	3	3	5	1	1	5	3	1	1	1	1
3	4	3	4	1	3	3	5	2	3	2	2

SCHOOL	7
YEAR	9
GENDER	M
N =	22

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	3	3	3	2	4	3	4	4	2	4	3
1	3	3	5	1	3	3	3	5	3	5	3
2	3	3	3	2	3	3	3	4	2	3	3
3	3	3	4	2	3	3	4	3	2	4	5
3	4	2	3	4	3	4	2	4	4	4	2
4	4	3	5	2	4	3	3	3	3	4	3
2	3	3	5	1	3	3	2	3	4	3	4
1	2	3	5	1	3	2	3	5	2	5	1
2	3	3	3	2	3	3	5	3	2	3	3
3	4	3	4	2	3	3	5	4	3	4	2
2	1	3	3	1	3	3	3	1	1	3	3
4	4	3	5	1	5	5	1	3	5	2	4
2	2	3	2	1	3	3	2	4	1	3	3
3	3	4	5	3	3	3	4	3	4	3	3
2	2	3	4	1	2	3	5	3	2	3	4
2	3	3	3	2	3	3	4	4	4	4	4
1	1	3	5	1	1	3	5	1	1	1	5
2	2	3	5	2	3	3	5	3	4	5	4
2	3	3	5	1	3	4	5	3	3	4	3
4	4	3	4	1	5	3	4	1	1	3	4
4	3	3	5	3	4	3	5	3	3	4	5

SCHOOL	7
YEAR	9
GENDER	F
N =	21

APPENDIX:: RD: 9: Sch 7

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	4	3	4	1	3	3	5	4	3	5	5
2	4	3	4	1	2	3	5	3	2	2	2
2	2	3	4	4	3	4	2	3	4	2	2
4	3	3	3	3	3	3	4	3	4	4	4
4	2	3	4	3	5	5	5	1	3	5	4
2	1	1	5	1	1	5	1	1	1	1	1
3	4	3	3	4	3	3	4	5	4	4	5
3	3	3	4	2	4	3	5	3	2	3	3
3	4	3	2	2	3	2	4	3	3	3	3
2	3	1	3	2	3	4	5	3	3	4	3
2	3	3	5	2	4	3	5	5	3	3	2
4	4	4	4	3	4	4	4	3	3	3	3
3	3	3	5	1	3	5	5	3	1	1	1
4	4	3	2	2	5	2	4	4	3	4	4
3	3	3	5	4	3	3	3	3	4	5	3
1	1	3	5	1	1	1	1	5	1	1	1
5	3	3	5	3	5	3	5	5	3	5	5
4	3	3	4	1	3	3	5	3	3	3	3
3	3	4	3	1	2	3	2	4	4	4	5
3	3	3	3	3	3	3	5	3	3	3	3

SCHOOL	8
YEAR	9
GENDER	M
N =	20

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	4	3	4	2	5	3	5	2	4	5	4
1	2	2	1	1	1	2	1	5	2	1	1
3	2	3	5	5	3	5	3	2	2	3	5
1	3	3	2	1	1	5	5	3	5	3	4
5	5	3	2	5	5	3	3	2	3	5	5
3	2	4	3	1	3	2	4	5	4	4	5
2	3	1	4	1	2	5	2	1	2	1	2
5	3	1	3	4	4	3	5	5	4	4	1
5	2	3	3	3	3	2	5	2	4	3	3
5	3	3	3	4	3	1	4	5	3	2	2
4	2	3	3	4	4	3	4	3	3	4	4
1	1	3	4	1	1	3	4	5	1	1	3
1	2	1	3	1	1	2	3	5	1	2	2
3	4	3	3	3	2	4	4	3	3	4	3
4	4	1	5	1	5	5	1	1	1	1	1
3	3	1	5	1	4	4	5	5	3	3	3
4	3	2	1	1	3	3	3	4	2	2	3
2	4	1	3	1	3	5	4	3	3	3	3
4	3	3	1	1	4	3	2	5	2	1	1
2	2	3	1	1	3	4	2	5	1	2	1
3	3	3	4	2	2	4	3	3	4	3	3

SCHOOL	8
YEAR	9
GENDER	F
N =	21

APPENDIX:: RD: 9: Sch 8

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
3	3	3	4	3	3	4	5	3	4	4	4
4	3	4	5	1	3	2	4	5	5	4	4
4	2	5	5	3	4	3	5	5	5	5	5
3	2	5	3	4	2	1	5	3	1	5	5
2	4	1	5	1	3	3	5	3	5	3	5
3	2	3	4	1	2	5	5	3	3	5	3
3	4	3	4	3	2	3	4	5	4	2	5
3	4	3	4	1	2	5	4	5	4	2	5
1	2	3	5	1	2	5	3	4	5	3	3
4	1	5	4	1	3	3	5	3	5	4	5
5	4	5	5	3	5	3	5	3	5	3	5
4	3	5	5	3	4	3	5	3	5	5	5
4	5	5	5	1	5	5	5	2	5	5	2
1	2	5	5	1	2	4	5	5	5	4	3
3	2	3	5	3	4	4	5	1	3	5	4
4	4	3	5	3	2	3	3	1	5	4	4
3	4	5	5	1	4	3	5	3	3	5	2
3	2	5	4	2	5	3	5	2	2	3	5
2	4	1	1	1	3	3	5	5	4	3	4
3	3	3	4	1	2	3	4	5	3	3	5
4	3	3	4	3	2	2	5	4	3	5	5

SCHOOL	9
YEAR	9
GENDER	M
N =	21

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	5	5	1	5	4	4	5	1	1	3	3
1	1	1	5	1	1	5	5	3	3	1	1
2	2	1	3	2	3	2	5	2	3	4	3
1	5	1	1	1	2	3	1	5	3	1	1
3	3	3	4	3	3	3	3	3	3	3	3
5	3	1	1	1	5	5	5	1	5	5	5
4	3	3	4	2	4	3	3	1	2	4	5
5	1	2	5	5	3	5	5	3	5	5	5
1	2	3	4	3	3	2	1	4	1	2	1
4	4	3	5	5	3	4	4	1	3	3	4
4	2	5	5	2	4	3	5	1	2	5	4
2	1	5	5	2	1	3	3	3	3	3	3
4	1	4	5	1	4	3	4	4	4	3	4
5	1	1	1	5	5	5	5	1	4	1	5
5	3	3	5	5	5	3	5	3	5	5	2
4	4	3	5	5	5	4	3	4	3	1	5
3	2	1	4	2	3	3	2	3	3	4	5
4	3	3	1	1	5	1	5	1	5	5	5
5	5	1	1	1	1	1	5	5	5	1	3

SCHOOL	9
YEAR	9
GENDER	F
N =	19

APPENDIX:: RD: 9: Sch 9

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
4	3	4	4	3	3	2	5	3	5	2	5
4	2	4	2	3	3	3	5	2	4	1	3
5	2	3	3	3	5	4	5	3	2	2	4
3	2	3	4	4	4	4	4	5	4	4	4
5	3	4	3	3	4	4	5	2	5	1	4
4	3	3	4	4	3	4	4	2	3	3	4
3	3	4	4	2	3	4	5	1	2	2	3
4	1	3	4	2	4	3	5	3	4	3	5
5	2	2	4	2	5	3	5	5	5	2	3
5	4	3	5	5	3	4	5	4	3	3	5
4	3	3	3	2	4	3	4	4	2	1	3
4	3	3	3	2	4	3	4	3	4	2	3
4	2	3	3	3	4	3	4	5	4	1	5
4	2	3	3	2	2	3	4	3	3	3	5
4	3	3	3	4	3	3	4	4	4	3	5
3	1	5	4	2	2	3	3	3	2	3	3
4	2	3	3	4	4	3	4	4	3	3	5
5	4	3	4	3	4	3	4	4	4	4	5
5	2	3	5	3	4	4	5	2	2	1	3
5	2	2	4	2	5	4	5	5	3	4	5

SCHOOL	10
YEAR	9
GENDER	M
N =	20

ENJOY	EASY	BOYS	HWORK	MORE H	SUCCESS	WORK	R-WRI	ADULT	CAREER	SUBJECTS	SKILLS
5	4	2	3	4	4	3	4	3	3	3	4
5	1	1	3	5	5	5	5	2	5	4	5
5	2	5	4	2	4	2	1	5	5	5	5
5	4	3	3	4	4	3	4	3	5	4	5
4	4	3	3	4	4	3	4	3	3	4	5
5	4	3	3	5	4	2	5	2	3	4	4
5	4	3	3	5	5	2	5	3	4	3	4
4	2	3	3	3	4	3	5	2	2	5	4
5	3	4	4	5	5	3	5	5	5	3	3
4	3	3	3	3	4	2	3	3	4	3	3
4	3	4	3	3	1	4	5	5	5	1	2
5	3	3	4	5	5	3	5	2	4	3	5
4	4	2	3	3	3	3	4	3	3	3	4
4	2	3	3	4	4	3	5	1	3	4	2
4	4	3	3	5	3	3	5	3	3	4	3
3	2	3	4	2	2	3	5	3	4	4	2
4	4	1	3	3	5	3	5	3	3	5	5
4	3	2	3	3	4	3	4	3	2	4	4
3	3	2	3	5	4	4	5	3	2	2	2
4	3	3	3	4	3	4	5	4	2	3	4
4	3	3	4	3	4	3	4	2	2	4	3
5	3	3	3	3	4	3	4	4	3	4	5

SCHOOL	10
YEAR	9
GENDER	F
N =	22

APPENDIX:: RD: 9: Sch 10

C-4: SPSS data Year 9

1. School 1
2. School 2
3. School 3
4. School 4
5. School 5
6. School 6
7. School 7
8. School 8
9. School 9
10. School 10

Key: 9-1 m = Year 9 - school 1 male

9-1 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	1.00	5.00	2.9091	1.01929
EASY	22	1.00	5.00	3.3636	1.13580
M - F	22	1.00	5.00	2.8182	.73266
H'WORK	22	1.00	5.00	3.5909	1.22121
MORE HIS	22	1.00	4.00	1.9091	1.01929
SUCCESS	22	1.00	5.00	3.2273	1.19251
C'WORK	22	2.00	5.00	3.1818	1.00647
READ-WRI	22	1.00	5.00	3.8636	1.08213
ADULT	22	1.00	5.00	2.6364	1.13580
CAREER	22	1.00	5.00	2.7727	1.06600
SUBJECTS	22	1.00	5.00	3.1818	1.25874
SKILLS	22	1.00	5.00	2.7727	1.44525
Valid N =	22				

9-1 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	1.00	4.00	2.4762	.98077
EASY	21	1.00	4.00	2.8571	.91026
M - F	21	2.00	4.00	3.0000	.31623
H'WORK	21	2.00	5.00	4.0952	.99523
MORE HIS	21	1.00	4.00	1.7143	.84515
SUCCESS	21	1.00	5.00	3.1905	.87287
C'WORK	21	2.00	5.00	3.1429	.57321
READ-WRI	21	1.00	5.00	3.6667	1.23828
ADULT	21	1.00	5.00	3.1905	1.12335
CAREER	21	1.00	5.00	2.6667	1.19722
SUBJECTS	21	1.00	5.00	3.5238	.98077
SKILLS	21	1.00	5.00	3.3810	1.02353
Valid N =	21				

9-2 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	25	1.00	5.00	2.4000	1.22474
EASY	25	1.00	5.00	2.9200	.99666
M - F	25	1.00	4.00	2.9200	.81240
H'WORK	25	1.00	5.00	3.1600	1.21381
MORE HIS	25	1.00	5.00	2.0800	1.25565
SUCCESS	25	1.00	5.00	3.0800	1.11505
C'WORK	25	1.00	5.00	3.1200	1.05357
READ-WRI	25	1.00	5.00	3.8800	1.09240
ADULT	25	1.00	5.00	2.3200	1.37598
CAREER	25	1.00	5.00	2.8800	1.26886
SUBJECTS	25	1.00	5.00	2.6800	1.49220
SKILLS	25	1.00	5.00	2.8800	1.42361
Valid N =	25				

9-2 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	1.00	5.00	2.7727	1.23179
EASY	22	1.00	5.00	3.1818	1.05272
M - F	22	1.00	4.00	3.0000	.75593
H'WORK	22	1.00	5.00	3.0000	1.27242
MORE HIS	22	1.00	5.00	2.3182	1.39340
SUCCESS	22	2.00	5.00	3.0455	.89853
C'WORK	22	1.00	5.00	3.0000	.97590
READ-WRI	22	1.00	5.00	3.5909	1.18157
ADULT	22	1.00	5.00	2.8636	1.24577
CAREER	22	1.00	5.00	3.0000	1.19523
SUBJECTS	22	1.00	5.00	3.5000	1.43925
SKILLS	22	1.00	5.00	2.9091	1.23091
Valid N =	22				

9-3 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	3.00	5.00	4.4500	.60481
EASY	20	1.00	5.00	2.9000	1.11921
M - F	20	3.00	5.00	3.4500	.75915
H'WORK	20	2.00	5.00	3.2000	.89443
MORE HIS	20	1.00	5.00	3.6500	1.22582
SUCCESS	20	2.00	5.00	3.9000	.85224
C'WORK	20	2.00	5.00	3.1500	.74516
READ-WRI	20	3.00	5.00	4.7500	.55012
ADULT	20	1.00	5.00	3.2000	1.10501
CAREER	20	2.00	5.00	3.5000	.76089
SUBJECTS	20	1.00	5.00	3.0000	1.29777
SKILLS	20	2.00	5.00	3.8500	.74516
Valid N =	20				

9-3 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	1.00	5.00	3.0500	1.23438
EASY	20	1.00	5.00	2.9500	1.05006
M - F	20	1.00	5.00	2.9500	.75915
H'WORK	20	1.00	5.00	3.5500	1.05006
MORE HIS	20	1.00	4.00	2.6000	.88258
SUCCESS	20	1.00	5.00	3.2000	1.19649
C'WORK	20	1.00	5.00	3.2500	.96655
READ-WRI	20	1.00	5.00	4.2500	1.01955
ADULT	20	1.00	5.00	2.8000	.95145
CAREER	20	1.00	4.00	2.7500	1.06992
SUBJECTS	20	1.00	5.00	2.8500	1.22582
SKILLS	20	1.00	5.00	3.2500	1.25132
Valid N =	20				

9-4 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	24	1.00	5.00	2.7917	1.14129
EASY	24	1.00	5.00	3.2917	1.08264
M - F	24	2.00	5.00	3.1667	.70196
H'WORK	24	1.00	4.00	2.5000	.93250
MORE HIS	24	1.00	5.00	2.1667	1.34056
SUCCESS	24	1.00	5.00	3.1250	.89988
C'WORK	24	1.00	5.00	3.1667	.86811
READ-WRI	24	1.00	5.00	3.4167	1.34864
ADULT	24	1.00	5.00	3.5833	1.38051
CAREER	24	1.00	5.00	2.9167	1.31601
SUBJECTS	24	1.00	5.00	2.9167	1.24819
SKILLS	24	1.00	5.00	2.7083	1.39811
Valid N =	24				

9-4 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	1.00	5.00	2.0952	1.26114
EASY	21	1.00	5.00	3.5238	.98077
M - F	21	1.00	4.00	2.6667	.79582
H'WORK	21	1.00	5.00	3.0952	1.22085
MORE HIS	21	1.00	4.00	2.0476	1.16087
SUCCESS	21	1.00	5.00	3.1429	1.27615
C'WORK	21	1.00	5.00	3.2381	.99523
READ-WRI	21	1.00	5.00	3.8571	1.52597
ADULT	21	1.00	5.00	3.1905	1.28915
CAREER	21	1.00	5.00	2.6190	1.16087
SUBJECTS	21	1.00	5.00	3.5238	1.32737
SKILLS	21	1.00	5.00	3.2857	1.38358
Valid N =	21				

9-5 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	17	3.00	5.00	4.1765	.52859
EASY	17	2.00	5.00	3.2353	.90342
M - F	17	1.00	4.00	2.8824	.60025
H'WORK	17	2.00	5.00	3.1765	.72761
MORE HIS	17	2.00	5.00	3.6471	.93148
SUCCESS	17	2.00	5.00	3.6471	.78591
C'WORK	17	3.00	4.00	3.1765	.39295
READ-WRI	17	2.00	5.00	3.8824	.99262
ADULT	17	1.00	5.00	3.2941	.98518
CAREER	17	2.00	4.00	3.0588	.65865
SUBJECTS	17	1.00	5.00	3.3529	.93148
SKILLS	17	2.00	5.00	3.4706	.79982
Valid N =	17				

9-5 f	N	Min.	Max.	Mean	Std. Dev.
EASY	22	1.00	5.00	3.0455	1.36198
EASY	22	1.00	5.00	2.9091	1.30600
M - F	22	1.00	5.00	3.1818	.73266
H'WORK	22	2.00	5.00	3.6364	.84771
MORE HIS	22	1.00	5.00	2.2727	1.20245
SUCCESS	22	1.00	5.00	3.2273	1.26986
C'WORK	22	2.00	5.00	3.3182	.71623
READ-WRI	22	2.00	5.00	3.7727	.97257
ADULT	22	1.00	5.00	2.8636	1.32001
CAREER	22	1.00	5.00	3.0909	1.10880
SUBJECTS	22	1.00	5.00	3.0909	1.30600
SKILLS	22	1.00	5.00	3.0000	1.44749
Valid N =	22				

9-6 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	3.00	5.00	4.2381	.70034
EASY	21	2.00	4.00	3.0000	.77460
M - F	21	2.00	5.00	3.2381	.83095
H'WORK	21	2.00	5.00	3.7143	.84515
MORE HIS	21	1.00	5.00	3.0000	1.14018
SUCCESS	21	1.00	5.00	3.4762	.98077
C'WORK	21	3.00	4.00	3.3333	.48305
READ-WRI	21	3.00	5.00	4.2381	.70034
ADULT	21	1.00	5.00	3.0952	1.26114
CAREER	21	1.00	5.00	3.3810	1.11697
SUBJECTS	21	1.00	4.00	2.6190	1.02353
SKILLS	21	1.00	5.00	4.0000	1.14018
Valid N =	21				

9-6 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	19	1.00	5.00	3.1053	1.41007
EASY	19	2.00	5.00	3.6316	.89508
M - F	19	2.00	4.00	3.0526	.52427
H'WORK	19	1.00	5.00	3.1053	1.10024
MORE HIS	19	1.00	5.00	3.0000	1.52753
SUCCESS	19	1.00	5.00	3.3158	1.10818
C'WORK	19	1.00	5.00	2.6316	1.11607
READ-WRI	19	1.00	5.00	3.5789	1.07061
ADULT	19	1.00	5.00	3.4737	1.17229
CAREER	19	1.00	5.00	3.1053	1.10024
SUBJECTS	19	1.00	5.00	3.2632	1.19453
SKILLS	19	1.00	5.00	3.1053	1.28646
Valid N =	19				

9-7 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	18	2.00	5.00	4.1667	.85749
EASY	18	2.00	5.00	3.0556	.99836
M - F	18	1.00	5.00	2.5556	1.09664
H'WORK	18	2.00	5.00	3.2778	.89479
MORE HIS	18	1.00	5.00	2.8889	1.27827
SUCCESS	18	2.00	5.00	3.4444	1.04162
C'WORK	18	2.00	5.00	3.4444	.92178
READ-WRI	18	1.00	5.00	3.5000	1.50489
ADULT	18	1.00	5.00	3.5556	1.29352
CAREER	18	2.00	5.00	3.5556	1.04162
SUBJECTS	18	1.00	5.00	3.6111	1.41998
SKILLS	18	1.00	5.00	3.6667	1.32842
Valid N =	18				

9-7 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	1.00	5.00	3.0476	1.20317
EASY	21	1.00	5.00	2.7619	1.09109
M - F	21	1.00	5.00	3.1429	.85356
H'WORK	21	2.00	5.00	3.6190	.92066
MORE HIS	21	1.00	5.00	2.1905	1.16701
SUCCESS	21	1.00	5.00	3.2857	1.18924
C'WORK	21	3.00	5.00	3.4762	.67964
READ-WRI	21	2.00	5.00	3.9524	1.02353
ADULT	21	1.00	5.00	3.2381	1.64027
CAREER	21	1.00	5.00	3.2381	1.17918
SUBJECTS	21	1.00	5.00	2.8571	1.38873
SKILLS	21	1.00	21.00	4.0000	4.02374
Valid N =	21				

9-8 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	1.00	5.00	3.0000	.97333
EASY	20	1.00	4.00	3.0000	.91766
M - F	20	1.00	4.00	2.9000	.71818
H'WORK	20	2.00	5.00	3.8500	.98809
MORE HIS	20	1.00	4.00	2.2000	1.10501
SUCCESS	20	1.00	5.00	3.1500	1.13671
C'WORK	20	1.00	5.00	3.2500	1.01955
READ-WRI	20	1.00	5.00	3.9500	1.39454
ADULT	20	1.00	5.00	3.3500	1.13671
CAREER	20	1.00	4.00	2.8500	.98809
SUBJECTS	20	1.00	5.00	3.2500	1.33278
SKILLS	20	1.00	5.00	3.1000	1.33377
Valid N =	20				

9-8 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	1.00	5.00	3.1429	1.45896
EASY	21	1.00	5.00	2.8571	.96362
M - F	21	1.00	4.00	2.3810	.97346
H'WORK	21	1.00	5.00	3.0000	1.30384
MORE HIS	21	1.00	5.00	2.0952	1.48003
SUCCESS	21	1.00	5.00	2.9524	1.32198
C'WORK	21	1.00	5.00	3.3810	1.20317
READ-WRI	21	1.00	5.00	3.4286	1.28730
ADULT	21	1.00	5.00	3.5238	1.47034
CAREER	21	1.00	5.00	2.7143	1.18924
SUBJECTS	21	1.00	5.00	2.7143	1.30931
SKILLS	21	1.00	5.00	2.8095	1.36452
Valid N =	21				

9-9 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	21	1.00	5.00	3.1429	1.01419
EASY	21	1.00	5.00	3.0000	1.04881
M - F	21	1.00	5.00	3.7143	1.30931
H'WORK	21	1.00	5.00	4.3333	.96609
MORE HIS	21	1.00	4.00	1.9524	1.07127
SUCCESS	21	2.00	5.00	3.0476	1.11697
C'WORK	21	1.00	5.00	3.3333	1.06458
READ-WRI	21	3.00	5.00	4.6190	.66904
ADULT	21	1.00	5.00	3.4762	1.32737
CAREER	21	1.00	5.00	4.0000	1.18322
SUBJECTS	21	2.00	5.00	3.9048	1.04426
SKILLS	21	2.00	5.00	4.1905	1.03049
Valid N =	21				

9-9 f	N	Min.	Max.	Mean	Std. Dev.
ENJOY	19	1.00	5.00	3.5263	1.46699
EASY	19	1.00	5.00	2.6842	1.41628
M - F	19	1.00	5.00	2.5789	1.46499
H'WORK	19	1.00	5.00	3.4211	1.77375
MORE HIS	19	1.00	5.00	2.7368	1.69450
SUCCESS	19	1.00	5.00	3.3684	1.38285
C'WORK	19	1.00	5.00	3.2632	1.24017
READ-WRI	19	1.00	5.00	3.8947	1.41007
ADULT	19	1.00	5.00	2.5789	1.42657
CAREER	19	1.00	5.00	3.3158	1.29326
SUBJECTS	19	1.00	5.00	3.1053	1.55973
SKILLS	19	1.00	5.00	3.5263	1.46699
Valid N =	19				

9-10 m	N	Min.	Max.	Mean	Std. Dev.
ENJOY	20	3.00	5.00	4.2000	.69585
EASY	20	1.00	4.00	2.4500	.82558
M - F	20	2.00	5.00	3.2000	.69585
H'WORK	20	2.00	5.00	3.6000	.75394
MORE HIS	20	2.00	5.00	2.9000	.91191
SUCCESS	20	2.00	5.00	3.6500	.87509
C'WORK	20	2.00	4.00	3.3500	.58714
READ-WRI	20	3.00	5.00	4.4500	.60481
ADULT	20	1.00	5.00	3.3500	1.18210
CAREER	20	2.00	5.00	3.4000	1.04630
SUBJECTS	20	1.00	4.00	2.4000	1.04630
SKILLS	20	3.00	5.00	4.1000	.91191
Valid N =	20				

9-910	N	Min.	Max.	Mean	Std. Dev.
ENJOY	22	3.00	5.00	4.3182	.64633
EASY	22	1.00	4.00	3.0909	.86790
M - F	22	1.00	5.00	2.8182	.90692
H'WORK	22	3.00	4.00	3.2273	.42893
MORE HIS	22	2.00	5.00	3.7727	1.02036
SUCCESS	22	1.00	5.00	3.8636	.99021
C'WORK	22	2.00	5.00	3.0455	.72225
READ-WRI	22	1.00	5.00	4.4091	.95912
ADULT	22	1.00	5.00	3.0455	1.04550
CAREER	22	2.00	5.00	3.4091	1.09801
SUBJECTS	22	1.00	5.00	3.5909	.95912
SKILLS	22	2.00	5.00	3.7727	1.10978
Valid N =	22				

C-5: Summaries of means and standard deviations
for each of 12 factors across 10 schools: 12 sheets

Factor 1		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= enjoy H		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	4.526	0.512			19		2.909	1.019			22	
	F			4.142	0.727		21			2.476	0.98		21
School 2:	M	2.705	1.212			17		2.4	1.22			25	
	F			3.363	1.093		22			2.772	1.231		22
School 3:	M	4.523	0.601			21		4.45	0.604			20	
	F			3.04	1.143		25			3.05	1.424		20
School 4:	M	2.478	1.081			23		2.791	1.41			24	
	F			1.727	0.984		22			2.095	1.261		21
School 5:	M	4.157	0.602			19		4.147	0.528			17	
	F			3.375	1.013		24			3.045	1.361		22
School 6:	M	4.545	0.509			22		4.238	0.7			21	
	F			3.041	1.122		24			3.105	1.41		19
School 7:	M	4.05	0.887			20		4.166	0.857			18	
	F			3.333	1.328		18			3.047	1.203		21
School 8:	M	3.86	1.082			22		3	0.973			20	
	F			3.571	0.978		21			3.142	1.458		21
School 9:	M	3.727	0.882			22		3.142	1.48			21	
	F			3.65	0.67		20			3.352	1.466		19
School 10:	M	4.473	0.611			19		4.2	0.695			20	
	F			4.631	0.495		19			4.318	0.646		22
Total						204	216					208	208
Mean		3.904	0.797	3.367	0.788			3.52	0.948	3.02	1.244		

Factor 2		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= H is easy		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.684	0.885			19		3.363	1.135			22	
	F			3	0.774		21			2.857	0.91		21
School 2:	M	3.47	1.067			17		3.055	0.996			25	
	F			3.363	0.953		22			3.181	1.052		22
School 3:	M	3.476	0.749			21		2.9	1.119			20	
	F			2.92	0.996		25			2.95	1.05		20
School 4:	M	3.217	1.042			23		3.291	1.082			24	
	F			3	0.925		22			3.523	0.98		21
School 5:	M	3.684	0.523			19		3.325	0.903			17	
	F			2.791	0.883		24			2.909	1.306		22
School 6:	M	3.5	1.011			22		3	0.774			21	
	F			3.166	1.312		24			3.631	0.895		19
School 7:	M	2.4	0.882			20		3.055	1.022			18	
	F			3.111	0.9		18			2.761	1.091		21
School 8:	M	2.954	1.09			22		3	0.917			20	
	F			2.809	0.928		21			2.857	1.075		21
School 9:	M	3.227	0.922			22		2.571	1.325			21	
	F			3.55	0.51		20			2.681	1.416		19
School 10:	M	2.894	1.149			19		2.45	0.825			20	
	F			3.736	0.805		19			3.09	0.867		22
Total						204	216					208	208
Mean		3.2506	0.932	3.1446	0.898			3.001	1.0098	30.44	1.064		

Factor 3		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= H is preferred by boys		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.052	1.025			19		2.818	0.732			22	
	F			2.952	0.804		21			3	0.316		21
School 2:	M	2.882	1.111			17		2.92	0.812			25	
	F			2.954	0.785		22			3	0.755		22
School 3:	M	2.904	0.7			21		3.45	0.759			20	
	F			2.92	0.812		25			2.95	0.759		20
School 4:	M	3.173	0.716			23		3.166	0.701			24	
	F			3	0.975		22			2.666	0.795		21
School 5:	M	2.984	0.315			19		2.882	0.6			17	
	F			3.25	0.794		24			3.181	0.732		22
School 6:	M	3.454	0.8			22		3.238	0.83			21	
	F			2.583	1.138		24			3.052	0.524		19
School 7:	M	2.95	0.686			20		2.555	1.096			18	
	F			2.722	0.894		18			3.142	0.853		21
School 8:	M	3.272	0.55			22		2.9	0.718			20	
	F			2.952	0.864		21			2.381	0.973		21
School 9:	M	3.136	0.351			22		2.381	1.244			21	
	F			3.1	0.447		20			2.578	1.464		19
School 10:	M	3.368	0.683			19		3.2	0.695			20	
	F			3	0.881		19			2.818	0.906		22
	Total					204	216					208	208
	Mean	3.117	0.6937	29.433	0.881			2.951	0.8187	2.876	0.807		

Factor 4		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= too much H homework		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.315	0.582			19		3.59	1.221			22	
	F			3.285	0.717		21			4.095	1.995		21
School 2:	M	3.588	1.276			17		3.16	1.213			25	
	F			3.409	0.959		22			3	0.775		22
School 3:	M	3.571	0.746			21		3.2	0.894			20	
	F			3.16	1.213		25			3.55	1.05		20
School 4:	M	2.278	0.947			23		2.5	0.932			24	
	F			2.909	1.15		22			3.095	1.209		21
School 5:	M	3.684	0.749			19		3.176	0.727			17	
	F			3.5	0.884		24			3.636	0.847		22
School 6:	M	3.818	0.852			22		3.714	0.845			21	
	F			3.416	1.471		24			3.105	1.258		19
School 7:	M	3.7	1.128			20		3.227	0.894			18	
	F			4.166	1.339		18			3.619	0.92		21
School 8:	M	3.772	0.812			22		3.85	0.988			20	
	F			3.476	1.077		21			3	1.303		21
School 9:	M	3.681	1.21			22		3.666	1.622			21	
	F			3.2	0.695		20			3.421	1.773		19
School 10:	M	3.263	0.933			19		3.6	0.753			20	
	F			3.578	0.768		19			3.227	0.428		22
	Total					204	216					208	208
	Mean	3.467	0.923	3.409	1.027			3.3683	1.0089	3.374	1.155		

Factor 5		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= prefer more H		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.315	0.582			19		1.909	1.019			22	
	F			3.333	0.856		21			1.714	0.845		21
School 2:	M	2.117	0.799			17		2.08	1.301			25	
	F			3.09	1.376		22			2.318	1.393		22
School 3:	M	3.857	0.963			21		3.65	1.225			20	
	F			2.72	1.54		25			2.6	1.05		20
School 4:	M	2.043	1.223			23		2.166	1.34			24	
	F			1.681	1.086		22			2.047	1.16		21
School 5:	M	3.21	1.084			19		3.647	0.931			17	
	F			2.708	1.6		24			2.272	1.202		22
School 6:	M	3.363	1.17			22		3	1.14			21	
	F			2.5	1.503		24			3	1.527		19
School 7:	M	2.85	1.496			20		2.888	1.278			18	
	F			1.722	1.074		18			2.19	1.167		21
School 8:	M	3.136	1.206			22		2.2	1.105			20	
	F			3.476	1.077		21			2.095	1.48		21
School 9:	M	2.318	0.994			22		2.523	1.631			21	
	F			2.85	0.745		20			2.736	1.694		19
School 10:	M	3.684	1.249			19		2.9	0.911			20	
	F			3.842	1.118		19			3.772	1.02		22
	Total					204	216					208	208
	Mean	2.9893	1.0766	2.792	1.197			2.6963	1.1881	2.474	1.253		

Factor 6		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5= successful in H		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	4.052	0.779			19		3.227	1.192			22	
	F			4	0.83		21			3.19	0.872		21
School 2:	M	3	1.277			17		3.08	1.115			25	
	F			3.681	0.893		22			3.045	0.898		22
School 3:	M	4	0.632			21		3.9	0.852			20	
	F			3.08	1.115		25			3.2	1.196		20
School 4:	M	3.087	0.9			23		3.125	0.899			24	
	F			3	1.477		22			3.142	1.276		21
School 5:	M	3.842	0.898			19		3.647	0.785			17	
	F			3.5	0.722		24			3.227	1.269		22
School 6:	M	3.954	0.785			22		3.476	0.98			21	
	F			3.25	0.737		24			3.315	1.108		19
School 7:	M	3.25	1.208			20		3.444	1.041			18	
	F			3.555	0.704		18			3.285	1.189		21
School 8:	M	3.636	0.789			22		3.15	1.236			20	
	F			3.428	0.978		21			2.952	1.321		21
School 9:	M	3.409	0.796			22		3.19	1.289			21	
	F			3.5	0.688		20			3.368	1.382		19
School 10:	M	3.842	0.898			19		3.65	0.875			20	
	F			4.105	0.936		19			3.863	0.99		22
	Total					204	216					208	208
	Mean	3.6072	0.8962	3.509	0.908			3.3889	1.0264	3.258	1.151		

Factor 7		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5 =too much H classwork		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.105	0.875			19		3.181	1.006			22	
	F			3.19	0.511		21			3.142	0.573		21
School 2:	M	3.294	1.599			17		3.12	1.053			25	
	F			3.09	0.683		22			3	0.975		22
School 3:	M	3.095	0.7			21		3.15	0.745			20	
	F			3.12	1.053		25			3.25	0.966		20
School 4:	M	3.173	0.886			23		3.166	0.868			24	
	F			3.272	1.031		22			3.238	0.995		21
School 5:	M	3.684	0.582			19		3.176	0.392			17	
	F			3.458	0.658		24			3.318	0.716		22
School 6:	M	3.227	1.02			22		3.333	0.483			21	
	F			3.083	1.059		24			2.63	1.116		19
School 7:	M	2.85	1.225			20		3.444	0.912			18	
	F			3.277	0.669		18			3.476	0.679		21
School 8:	M	3.136	0.56			22		3.25	1.019			20	
	F			3.476	0.679		21			3.381	1.203		21
School 9:	M	3.227	1.02			22		3.333	1.39			21	
	F			3.05	0.51		20			3.263	1.24		19
School 10:	M	3.105	0.737			19		3.35	0.587			20	
	F			3.157	0.764		19			3.045	0.722		22
	Total					204	216					208	208
	Mean	3.1896	0.9204	3.217	0.789556			3.2503	0.8455	3.174	0.7918		

Factor 8		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5=read/wri are important in H		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	4.368	1.011			19		3.863	1.082			22	
	F			4.619	0.589		21			3.666	1.238		21
School 2:	M	3.764	1.159			17		3.88	1.092			25	
	F			4.136	0.888		22			3.59	1.81		22
School 3:	M	4.381	0.74			21		4.75	0.55			20	
	F			3.88	1.092		25			4.25	1.019		20
School 4:	M	3.391	1.373			23		3.416	1.348			24	
	F			3.409	1.469		22			3.857	1.525		21
School 5:	M	4.421	0.768			19		3.882	0.992			17	
	F			4.041	0.69		24			3.772	0.972		22
School 6:	M	4.363	0.657			22		4.238	0.7			21	
	F			3.7	0.999		24			3.578	1.07		19
School 7:	M	4.6	0.94			20		3.5	1.504			18	
	F			3.833	1.248		18			3.952	1.023		21
School 8:	M	3.954	0.842			22		3.95	1.394			20	
	F			3.857	0.792		21			3.428	1.287		21
School 9:	M	4.272	0.882			22		3.666	1.527			21	
	F			3.9	0.852		20			3.894	1.41		19
School 10:	M	4.789	0.418			19		4.45	0.604			20	
	F			4.421	0.764		19			4.409	0.959		22
	Total					204	216					208	208
	Mean	4.2303	0.879	3.979	0.977111			3.9595	1.0793	3.839	1.231		

Factor 9		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5 =H important for adult life		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	2.947	1.078			19		2.636	1.135			22	
	F			3	1.095		21			3.19	1.123		21
School 2:	M	3.058	1.437			17		2.32	1.375			25	
	F			3.227	1.231		22			2.863	1.245		22
School 3:	M	2.523	0.928			21		3.2	1.105			20	
	F			2.32	1.375		25			2.8	0.951		20
School 4:	M	3.521	1.377			23		3.583	1.38			24	
	F			2.772	1.151		22			3.19	1.289		21
School 5:	M	3.526	0.841			19		3.294	0.985			17	
	F			3.166	1.493		24			2.863	1.32		22
School 6:	M	3.818	0.957			22		3.095	1.261			21	
	F			3.416	1.212		24			3.473	1.172		19
School 7:	M	2.8	1.151			20		3.555	1.293			18	
	F			3	1.202		18			3.238	1.64		21
School 8:	M	3	1.023			22		3.35	1.136			20	
	F			2.809	1.249		21			3.523	1.47		21
School 9:	M	3.409	1.053			22		2.952	1.465			21	
	F			3.1	0.718		20			2.578	1.426		19
School 10:	M	3.157	1.118			19		3.35	1.182			20	
	F			2.578	0.961		19			3.045	1.045		22
	Total					204	216					208	208
	Mean	3.1759	1.0963	2.932	1.168			3.1335	3.1335	3.076	1.268		

Factor 10		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5 =H important for job/career		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.473	0.97			19		2.772	1.214			22	
	F			3.19	1.123		21			2.666	1.197		21
School 2:	M	2.882	1.409			17		2.88	1.268			25	
	F			3.136	1.082		22			3	1.195		22
School 3:	M	3.761	0.83			21		3.5	1.056			20	
	F			2.888	1.268		25			2.75	1.069		20
School 4:	M	2.869	1.324			23		2.916	1.248			24	
	F			3.045	1.09		22			2.619	1.16		21
School 5:	M	2.736	0.805			19		3.058	0.658			17	
	F			3.291	1.082		24			3.09	1.108		22
School 6:	M	3.136	0.774			22		3.381	1.116			21	
	F			3.375	1.134		24			3.105	1.1		19
School 7:	M	2.95	0.945			20		3.555	1.04			18	
	F			2.666	0.84		18			3.238	1.179		21
School 8:	M	3.227	0.751			22		2.85	0.988			20	
	F			2.809	1.364		21			2.714	1.189		21
School 9:	M	3.272	1.031			22		3.476	1.03			21	
	F			2.7	0.732		20			3.315	1.293		19
School 10:	M	3.21	1.031			19		3.4	1.046			20	
	F			3.631	1.011		19			3.409	1.098		22
Total				30.731	10.726	204	216	31.788	10.664	29.906	11.588	208	208
Mean		3.1516	0.987	3.073	1.067			3.1788	1.0664	2.99	1.158		

Factor 11		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5 = H includes other subjects		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	3.473	0.904			19		3.181	1.258			22	
	F			3.19	1.327		21			3.523	0.98		21
School 2:	M	2.882	1.619			17		2.68	1.492			25	
	F			3.818	1.052		22			3.5	1.439		22
School 3:	M	3.333	0.577			21		3	1.297			20	
	F			2.68	1.492		25			2.85	1.225		20
School 4:	M	3	1.206			23		2.916	1.248			24	
	F			3.681	1.129		22			3.523	1.327		21
School 5:	M	3.052	0.705			19		3.352	0.931			17	
	F			3.083	1.282		24			3.09	1.306		22
School 6:	M	3.272	1.12			22		2.619	1.023			21	
	F			3.333	1.049		24			3.263	1.194		19
School 7:	M	4.45	0.825			20		3.611	1.419			18	
	F			3	1.414		18			2.857	1.338		21
School 8:	M	3.681	1.17			22		3.25	1.331			20	
	F			2.666	1.11		21			2.714	1.309		21
School 9:	M	3.863	1.082			22		3.381	1.499			21	
	F			3	1.025		20			3.105	1.559		19
School 10:	M	2.497	1.311			19		2.4	1.046			20	
	F			3.315	0.671		19			3.58	0.959		22
Total						204	216					208	208
Mean		3.3503	1.0519	3.176	1.136			3.039	1.2544	3.2	1.263		

Factor 12		Y8	Y8	Y8	Y8	N	N	Y9	Y9	Y9	Y9	N	N
5 = H includes useful skills		Mean	SD	Mean	SD	(M)	(F)	Mean	SD	Mean	SD	(M)	(F)
School 1:	M	4.473	0.611			19		2.772	1.445			22	
	F			4.19	0.749		21			3.381	1.023		21
School 2:	M	3.411	1.622			17		2.88	1.423			25	
	F			3.954	0.95		22			2.909	1.23		22
School 3:	M	4.523	0.511			21		3.85	0.745			20	
	F			2.88	1.423		25			3.25	1.251		20
School 4:	M	2.695	1.428			23		2.7	1.398			24	
	F			3.045	1.132		22			3.285	1.383		21
School 5:	M	3.21	0.854			19		3.47	0.799			17	
	F			3.083	1.38		24			3	1.447		22
School 6:	M	4.045	0.95			22		4	1.14			21	
	F			3.583	1.282		24			3.105	1.286		19
School 7:	M	4.15	1.182			20		3.666	1.328			18	
	F			3.388	1.036		18			3.19	1.364		21
School 8:	M	3.545	1.223			22		3.1	1.333			20	
	F			2.619	1.499		21			2.809	1.364		21
School 9:	M	3.681	0.838			22		3.571	1.66			21	
	F			2.95	0.604		20			3.526	1.466		19
School 10:	M	3.894	0.737			19		4.1	0.911			20	
	F			4.368	0.955		19			3.772	1.109		22
	Total					204	216					208	208
	Mean	3.7627	0.9956	3.4	1.1012			3.4109	1.2182	3.227	1.2923		

C-6: Numbers and percentages of Boys' and Girls' responses to each of 12 factors

1. Year 8

2. Year 9

Appendix C--6-1

204 Yr 8 B

N =	65	78	35	16	10
% =	31.86275	38.23529	17.15686	7.843137	4.901961
	15	70	69	42	8
	7.352941	34.31373	33.82353	20.58824	3.921569
	12	21	153	10	8
	5.882353	10.29412	75	4.901961	3.921569
	35	77	62	26	4
	17.15686	37.7451	30.39216	12.7451	1.960784
	27	52	59	26	40
	13.23529	25.4902	28.92157	12.7451	19.60784
	38	79	63	16	8
	18.62745	38.72549	30.88235	7.843137	3.921569
	17	46	109	24	8
	8.333333	22.54902	53.43137	11.76471	3.921569
	101	65	26	5	7
	49.5098	31.86275	12.7451	2.45098	3.431373
	34	34	85	35	16
	16.66667	16.66667	41.66667	17.15686	7.843137
	23	42	99	28	12
	11.27451	20.58824	48.52941	13.72549	5.882353
	41	60	68	21	14
	20.09804	29.41176	33.33333	10.29412	6.862745
	64	67	48	13	12
	31.37255	32.84314	23.52941	6.372549	5.882353

216 Yr 8 G

ENJOY	N =	33	76	55	33	19
	% =	15.27778	35.18519	25.46296	15.27778	8.796296
EASY		13	60	94	40	9
		6.018519	27.77778	43.51852	18.51852	4.166667
GENDER		12	20	146	20	18
		5.555556	9.259259	67.59259	9.259259	8.333333
HOMEWORK		35	67	76	24	14
		16.2037	31.01852	35.18519	11.11111	6.481481
MORE H		24	28	76	39	49
		11.11111	12.96296	35.18519	18.05556	22.68519
SUCCESS		25	88	76	18	9
		11.57407	40.74074	35.18519	8.333333	4.166667
CLASSWORK		11	58	120	21	6
		5.092593	26.85185	55.55556	9.722222	2.777778
READ-WRI		79	73	49	9	6
		36.57407	33.7963	22.68519	4.166667	2.777778
ADULT		30	28	89	37	32
		13.88889	12.96296	41.2037	17.12963	14.81481
CAREER		26	43	90	36	21
		12.03704	19.90741	41.66667	16.66667	9.722222
SUBJECTS		33	57	66	35	25
		15.27778	26.38889	30.55556	16.2037	11.57407
SKILLS		51	56	55	34	20
		23.61111	25.92593	25.46296	15.74074	9.259259

Appendix-6-2

208 Yr 9 B

N =	41	76	51	23	17
% =	19.71154	36.53846	24.51923	11.05769	8.173077
	16	47	82	52	11
	7.692308	22.59615	39.42308	25	5.288462
	20	19	142	14	13
	9.615385	9.134615	68.26923	6.730769	6.25
	34	67	73	22	12
	16.34615	32.21154	35.09615	10.57692	5.769231
	17	37	55	42	57
	8.173077	17.78846	26.44231	20.19231	27.40385
	26	71	73	27	11
	12.5	34.13462	35.09615	12.98077	5.288462
	17	49	116	20	6
	8.173077	23.55769	55.76923	9.615385	2.884615
	91	68	27	12	10
	43.75	32.69231	12.98077	5.769231	4.807692
	41	38	70	32	27
	19.71154	18.26923	33.65385	15.38462	12.98077
	29	53	78	30	18
	13.94231	25.48077	37.5	14.42308	8.653846
	29	56	59	29	35
	13.94231	26.92308	28.36538	13.94231	16.82692
	55	54	49	28	22
	26.44231	25.96154	23.55769	13.46154	10.57692

208 Yr 9 G

ENJOY	N =	35	52	47	38	36
	% =	16.82692	25	22.59615	18.26923	17.30769
EASY		21	45	82	42	18
		10.09615	21.63462	39.42308	20.19231	8.653846
GENDER		7	23	139	16	23
		3.365385	11.05769	66.82692	7.692308	11.05769
HOMEWORK		41	54	70	28	15
		19.71154	25.96154	33.65385	13.46154	7.211538
MORE H		24	24	46	46	68
		11.53846	11.53846	22.11538	22.11538	32.69231
SUCCESS		28	66	69	22	23
		13.46154	31.73077	33.17308	10.57692	11.05769
CLASSWORK		23	35	116	24	10
		11.05769	16.82692	55.76923	11.53846	4.807692
READ-WRI		79	59	40	18	12
		37.98077	28.36538	19.23077	8.653846	5.769231
ADULT		38	35	71	33	31
		18.26923	16.82692	34.13462	15.86538	14.90385
CAREER		24	42	76	40	26
		11.53846	20.19231	36.53846	19.23077	12.5
SUBJECTS		34	63	56	22	33
		16.34615	30.28846	26.92308	10.57692	15.86538
SKILLS		45	42	61	34	26
		21.63462	20.19231	29.32692	16.34615	12.5

C-7:

Summaries of percentage shifts in mean scores of 12 factors

10 schools - boys and girls

Appendix: C-7

<i>SCHOOL</i>	1	1	2	2	3	3	4	4	8	8	9	9	10	10
<i>GENDER</i>	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ENJOY	-32%	-34%	-6%	-12%	-2%		6%	6%	-16%	-8%	-12%	-6%	-4%	-6%
EASY	-6%	-4%	-8%	-4%	-10%			10%	2%		-14%	-18%	-8%	-14%
GENDER	-4%	2%	2%	2%	10%			-8%	-6%	-12%	-16%	-12%	-4%	-4%
H'WORK	4%	16%	-8%	-8%	-6%	8%	6%	4%	2%	-8%		4%	8%	-6%
MORE H	-28%	-32%		-14%	-4%	-2%		8%	-18%	-28%	4%	-2%	-14%	-2%
SUCCESS	-16%	-16%		-12%	-2%	4%	2%	2%	-10%	-10%	-6%	-4%	-4%	-4%
C'WORK			-2%		2%	2%			2%	-2%	2%	4%	4%	-2%
READ'WRI	-10%	-20%	2%	-12%	8%	8%	2%	8%		-8%	-12%	-2%	-6%	
ADULT	-6%	2%	-14%	-8%	14%	10%		8%	6%	14%	-10%	-12%	4%	10%
CAREERS	-14%	-10%		-2%	-4%	-2%	2%	-8%	-8%	-2%	4%	10%	4%	-4%
SUBJECTS	-6%	6%	-4%	-6%	-6%	4%	-2%	-2%	-8%	2%	-10%	2%		4%
SKILLS	-34%	-16%	-12%	-20%	-14%	8%		4%	-8%	4%	-2%	12%	6%	-12%

Appendix D: GCSE option sheets

1. Stage 1
2. Stage 2
3. School 2: Comparison of option sheets 2002-2006
4. Teachers opinions of factors which may influence pupils' choices

Each year, Year 9 pupils are asked to select three 'option subjects' to study alongside 'compulsory' subjects for GCSE during Years 10 and 11. The list of option subjects may change from year to year. Here is a list of 'option subjects', which were available last year.



- .
- .
- .
- .

Insert here an alphabetical list of subjects

- .
- .
- .



Read the list carefully: if you had to choose three subjects, which would they be?

1.	2.	3.
----	----	----

****Please note:** you are NOT choosing subjects for GCSE at this stage - you will be given a new list next year along with detailed information about each subject.

School:

Form: Name: Boy or Girl

D-2: Option forms for 10 schools

Subject key

1. School 1
2. School 2
3. School 3
4. School 4
5. School 5
6. School 6
7. School 7
8. School 8
9. School 9
10. School 10

Abbreviation	SUBJECT
Ar	ART
Be	BENGALI
Bu	BUSINESS STUDIES
Ca	CATERING
Da	DANCE
Dr	DRAMA
DT	DESIGN TECHNOLOGY
Fr	FRENCH
FT	FOOD TECHNOLOGY
Ge	GEOGRAPHY
Gm	GERMAN
GT	GRAPHICS TECHNOLOGY
Hi	HISTORY
Hu	HUMANITIES
ICT	INFORMATION and COMMUNICATION TECHNOLOGY
La	LATIN
Me	MEDIA STUDIES
Mu	MUSIC
PE	PHYSICAL EDUCATION
Re	RELIGIOUS EDUCATION
RT	RESISTANT MATERIALS TECHNOLOGY
Sc	SINGLE SCIENCE
So	SOCIOLOGY
Sp	SPANISH
TX	TEXTILES TECHNOLOGY
Ur	URDU

Subject Key

Core subjects:
English Language
English Literature
Mathematics
Dual Science
Technology Option →
Physical education
Religious Studies
Personal, Social, Health and Citizenship Education

Choose ONE Technology	
Resistant Materials	
Food Technology	
Electronics	
Textiles	
Graphics	

School 1

Choose TWO subjects (X) and ONE reserve (R)	
Art	
Business Studies	
Drama	
Geography	
Leisure and Tourism	
History	
Spanish	
French	
German	
Music	
PE (GCSE)	
ICT	
Media Studies	
Child Care	

Compulsory subjects	
English Language and Literature	GCSE double award
Mathematics	GCSE
Science	GCSE double award
Physical Education	Non GCSE
Personal, Social and religious education	Non GCSE

You must choose one subject from each column of the table below: write your choices in the boxes at the bottom of the columns.

Humanities	Creative and Expressive Arts	Design and Technology	Enrichment option
Geography	Art	Food Technology	Business Studies
History	Music	Textiles Technology	Information Technology
Humanities	Drama	Resistant Materials Technology	Geography
Religious Education	Media Studies	Information Technology	History
	Physical Education	Graphic Products Technology	Art
	Dance		Media Studies
			Drama
			French
			German
			Urdu
			Bengali

Core subjects:
English Language
English Literature
Mathematics
Science

Select THREE of the following subjects in order of priority, 1st, 2nd and 3rd.

Optional subjects:	
Art	
Dance	
Design Technology	
Drama	
English as a Second Language	
Fashion and Textiles	
French	
German	
Geography	
History	
Information Technology	
Music	
Physical Education	
Spanish	

Core subjects:
English
Mathematics
Science
Personal Development
Religious Education
ICT
Games

Select FOUR optional subjects: (✓)

and select ONE reserve subject: (R)

Optional subjects:	(✓) or (R)
Art and Design	
Drama	
Media Studies	
Music	
Geography	
History	
French	
German	
Catering	
Design Technology: Resistant Materials	
Design Technology: Graphic Products	
Information and Communication Technology	
Physical Education	

School 4

Compulsory Subjects	GCSE
English Language* and Literature*	2
Mathematics*	1
Double Science**	1
ITC	
Religious Education	
PHSE	
Physical Education.	

You must select (2) optional subjects
and select (1) reserve subject.

Optional subjects:	1st choice	Reserve
Art and Design		
Design Technology: Resistant Materials		
Design Technology: Graphic Products		
Design Technology: Textiles		
Design Technology: Food		
Drama		
French		
Geography		
History		
Media Studies		
Music		
Physical Education		
Spanish		

Compulsory	Block 1	Block 2
<u>GCSE</u>	<u>Choose 2 and 1 reserve</u>	<u>Choose 1 and 1 reserve</u>
English Language	Art	
English Literature	Drama	Food
Mathematics	Dance	Graphics
Dual Science	French	Textiles
	Geography	Resistant Materials
	History	
<u>Not GCSE</u>	Media Studies	
Not	Music	
PE	PE	
PHSE	Spanish	
Citizenship		
RE		
IT		

	<u>Block 1</u> 2 choices and 1 reserve	<u>Block 2</u> 1 choice and 1 reserve
<u>Your choices</u>		
<u>Reserve</u>		

School 6

Core subjects	Block A	Block B	Block C	Block D
	Choose one	Choose one	Choose one	Choose one
English	French	History	DT: Food Technology	Art and Design: Painting and Drawing
English Literature	German	Geography	DT: Textile Technology	Art and Design: Textiles
Mathematics	Spanish	Religious Studies	DT: Product Design	Art and Design: 3D Studies
Dual Award Science			DT: Resistant Materials	Business Studies
PE (non-GCSE)			ICT: Information and Communication Technology	Drama
Citizenship (non-GCSE)				Geography
Religious Education				German
				History
				Music
				Religious Studies
				Physical Studies
				Spanish

School 7

Compulsory subjects:	
English Language	✓
English Literature	✓
Mathematics	✓
R.E Short Course	✓
Choose one Science course:	
Dual Award Science	<input type="checkbox"/>
Three separate Sciences	<input type="checkbox"/>
Choose one Modern Foreign Language:	
French	<input type="checkbox"/>
German	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Choose one Humanity:	
Geography	<input type="checkbox"/>
History	<input type="checkbox"/>

Optional subjects:	
Art	
Design Technology	
Drama	
French	
Geography	
German	
History	
Music	
Physical Education	
Spanish	

If you chose Dual Award Science select TWO of these.

Optional subjects:	
Art	
Design Technology	
Drama	
French	
Geography	
German	
History	
Music	
Physical Education	
Spanish	

School 8

If you chose 3 Sciences select ONE of these

Core subjects	Creative Arts	Languages	Humanities	Technology	Supplementary
	Choose one	Choose one	Choose one	Choose one	Choose one
English	Art and Design	French	History	Food Technology	Art and Design
English Literature	Music	German	Geography	Textiles Technology	Business Studies
Mathematics	Drama		Religious Studies	Graphic Products	Music
Science				Resistant Materials	History
PE (non-GCSE)					Physical Education
PHSE (non-GCSE)					German
Citizenship (non-GCSE)					Sociology
RE (non-GCSE)					Resistant Materials Cert. of Achievement

School 9

Compulsory subjects	Science *	Modern Language	Block A	Block B	Block C
	Choose (A) <u>or</u> one from (B)	Choose one	Choose one	Choose one	Choose one
English Language	A: Three separate Sciences	French	History	Art	Third Separate Science
English Literature	or	German	Geography	DT: Resistant Materials	I.C.T.
Mathematics	B: Science (Core and Additional)		Latin	DT: Graphic Products	Music
Religious Studies (GCSE Short course)	or			Physical Education	Drama
Complementary Studies (non-GCSE)	Biology and Chemistry			French	History
PE and Games (non-GCSE)	or			German	Geography
	Biology and Physics			History	Business Studies
	or			Geography	
	Chemistry and Physics			Latin	
				Business Studies	

School 10 * Note: If you choose three separate Sciences you MUST also select 'Third separate Science' for your choice in Block C.

D-3: School2: Comparison of option sheets used 2002 and so06

Compulsory subjects	
English Language and Literature	GCSE double award
Mathematics	GCSE
Science	GCSE double award
Physical Education	Non GCSE
Personal, Social and religious education	Non GCSE

You must choose one subject from each column of the table below: write your choices in the boxes at the bottom of the columns.

Humanities	Creative and Expressive Arts	Design and Technology	Enrichment option
Geography	Art	Food Technology	Business Studies
History	Music	Textiles Technology	Information Technology
Humanities	Drama	Resistant Materials Technology	Geography
Religious Education	Media Studies	Information Technology	History
	Physical Education	Graphic Products Technology	Art
	Dance		Media Studies
			Drama
			French
			German
			Urdu
			Bengali

Core subjects	Group 1	✘	Group 2	✘	Group 3	✘
	5 hours/fortnight		6 hours/fortnight		7 hours/fortnight	
<i>English</i>	GCSE Art		IT:- DIDA (1-4) CIDA (1-2)		GCSE Applied Art (2)	
<i>English Literature</i>	GCSE Drama		GCSE Product Design & Food (2)		GCSE Applied Business (2)	
<i>Mathematics</i>	GCSE Dance		GCSE Product Design & Graphics (2)		GCSE/NVG Level 1 Catering (2)	
<i>Science</i>	GCSE French		GCSE Product Design & Textiles (2)		BTEC First Certificate Performing Arts (Dance) (2)	
<i>PE (non-GCSE)</i>	GCSE Geography		GCSE Product Design & Resistant Materials (2)		BTEC Intro Certificate Performing Arts (Dance) (2)	
<i>PHSE (Progress File)</i>	GCSE German				GCSE Health & Social Care (2)	
<i>Citizenship (½ GCSE)</i>	GCSE History				GCSE Leisure and Tourism (2)	
<i>RE (½ GCSE)</i>	GCSE Humanities				BTEC First Certificate (Performing Arts in Music and Acting) (2)	
<i>IT (non-GCSE)</i>	GCSE Media Studies				BTEC Intro Certificate (Performing Arts in Music and Acting) (2)	
	GCSE Music					
	GCSE PE					
	GCSE Spanish		↑		↑	
	GCSE Urdu		Number in brackets indicates number of GCSEs or equivalent		Number in brackets indicates number of GCSEs or equivalent	

School 2 : 2006

In each '✘' columns mark your choices in priority using

1, 2 and 3. You may choose also 2 reserves; mark them R1 and R2

D-4. Teachers opinions of factors which may influence pupils' choices

Imagine that you are a Year 9 pupil about to complete your option choices for subjects to study for GCSE. What emphasis would YOU, AS A YEAR 9 PUPIL, attach to the following elements when choosing an optional subject?

Please circle your choice for each element:

4= very important 3= important 2= slightly important 1= neutral 0=

unimportant

Emphasis on reading and written tasks	4	3	2	1	0
Reference to other school subjects	4	3	2	1	0
Relevance for a job	4	3	2	1	0
Degree of enjoyment	4	3	2	1	0
Degree of difficulty	4	3	2	1	0
Amount of homework	4	3	2	1	0
Perceived to have gender bias	4	3	2	1	0
Relevance to FE/HE admission	4	3	2	1	0
Perception of course content	4	3	2	1	0
Usefulness in adult life	4	3	2	1	0
Influence of school-based careers advice	4	3	2	1	0
Transferable skills	4	3	2	1	0
Personality of the subject teacher	4	3	2	1	0
Perceived competence of the subject teacher	4	3	2	1	0
Degree of previous success	4	3	2	1	0
Demands of coursework	4	3	2	1	0
Parental perception of subject value	4	3	2	1	0
Influence of peers	4	3	2	1	0
Influence of siblings	4	3	2	1	0
Influence of parent-teacher evening	4	3	2	1	0

Please indicate your age-range and teaching experience:

21-31 32-41 42-51 52-61 61+ Years teaching

If you think there is a factor not included above, please put it in the box

Appendix E

A Semi-structured interview pattern

Year 10/Year11 Representative sample

Introduction

Pre-amble re. Topics already done from GCSE course

First impressions of GCSE History; demands/content/satisfaction

Why are they studying History?

Procedure for choosing History in Year 9

Recollections/observations of that procedure

Influencing factors during that procedure

Year 9 perceptions of GCSE History

Differences between experiences of Key Stage 3 and Key Stage 4

Compare Coursework with Topic /Project work

Recollections of Year 9 History

Recollections of Key Stage 3 History

Types of tasks/learning

Recall of significant parts of the course

If there are any newspapers or magazines that you read often, list them in this box: say if they are daily, weekly or monthly.

Which sections of these do you enjoy most?

What are your favourite television programmes?

How often, where and at what times do you watch news reports

Are you able to use a computer at home on a regular basis?

Sometimes pupils use the Internet to find information which will help them with their school work: at other times you might 'surf the net'. When you use the Internet for something that is *not* to do with school work, which subjects and web sites do you look for?

