

# Humanities' Humanity: Construing the social in HSC Modern and Ancient History, Society and Culture, and Community and Family Studies

Erika Matruglio

Bachelor of Arts, University of Sydney  
Master of Teaching, University of Sydney  
Master of Arts (Applied Linguistics), University of Technology, Sydney

A thesis submitted in fulfilment of the requirements for a  
**Doctor of Philosophy**

## CERTIFICATE OF ORIGINAL AUTHORSHIP

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

Signature of Student:

A handwritten signature in black ink, consisting of a series of loops and a long horizontal tail.

Erika Matruglio

Date: 16<sup>th</sup> June, 2014

## **Dedication and Acknowledgement**

This thesis is dedicated to two men who have been instrumental in shaping my life.

The first is my father, Gerhard Haupt, who always believed I had it in me to do a PhD. He never failed to believe in my abilities and would have been proud beyond belief to see this thesis. The second is my husband, David Matruglio, whose love and support, both practical and emotional, have enabled me to complete what sometimes seemed the journey of a thousand years. I could not have done this without him and am more grateful than words can adequately express.

Many other people have helped me juggle full-time work, parenting and study and so deserve my heartfelt thanks, especially my mother, Rosalind Haupt, my mother-in-law, Franca Matruglio and my sister-in-law, Laura Singh, to whom have fallen the bulk of the child-minding responsibilities as I managed the life of a working, studying mother. The rest of the family have also helped in immeasurable, and often unseen ways and have my gratitude as well. My children, Alexandra Julijana Matruglio and Sebastian Gerhard Matruglio, also deserve a mention as they have put up with a mother who has been doing a PhD for the entirety of their living memory.

I have received invaluable academic support from the research community in Sydney. Scholars in both Systemic Functional Linguistics and Sociology of Education have been generous with their time and with constructive advice on my research and life in academia. In particular I wish to thank Dr Sally Humphrey, who was my first teacher of Systemic Functional Linguistics at the University of Technology, Sydney and who sparked an interest in Systemic Functional Grammar that has never left me. I also wish to thank Professor Peter Freebody, Professor James R. Martin and Associate Professor Karl Maton who provided me gainful employment as a research assistant and who taught me much about research, linguistics and sociology through the course of the project.

Finally, my thanks go to my supervisor, Associate Professor Dr Susan Hood, who never gave up on me despite what seemed to me to be numerous setbacks. Sue has been an amazing academic mentor. Sometimes I doubted that I would make it to the end, however if Sue ever doubted it she never expressed those doubts to me, for which I am eternally grateful!

# Table of contents

<b>Chapter 1 : Introduction .....</b>	<b>1</b>
1.1 Senior School Literacy – Bridging the gap.....	1
1.2 Locating the current study.....	5
1.2.1 The Senior High School context .....	5
1.2.2 Challenging the notion of the ‘essay’ in literacy practices in senior secondary humanities. ....	9
1.3 Introducing the research design .....	13
1.3.1 The emergence of the research focus .....	13
1.3.2 Rationale for selection of data.....	14
1.3.3 Research questions .....	15
1.3.4 A linguistic focus .....	16
1.3.5 The nature and role of linguistic theory in the research design.....	17
1.3.6 The approach to analyses of the data.....	18
1.4 Significance of the thesis .....	19
1.5 Organisation of the thesis.....	20
<b>Chapter 2 : Positioning the thesis.....</b>	<b>22</b>
2.1 Introduction .....	22
2.2 The humanities .....	23
2.3 Disciplinarity.....	26
2.3.1 The discipline of History.....	30
2.4 Evaluation .....	33
2.4.1 Evaluation and identity .....	33
2.4.2 Evaluation in pragmatics.....	34
2.4.3 Evaluation as APPRAISAL.....	34
2.4.4 Historical keys .....	36
2.5 School literacy.....	38
2.5.1 Literacy pedagogy in secondary schools.....	41
2.6 Theory of language as a social semiotic.....	44
2.6.1 The hierarchy of instantiation.....	45
2.6.2 Genre theory .....	46
2.6.3 APPRAISAL Theory .....	47

2.7 Legitimation Code Theory .....	48
2.8 Conclusion .....	50
<b>Chapter 3 : Research Design .....</b>	<b>53</b>
3.1 Qualitative research design .....	54
3.2 Approach to analysis of text .....	55
3.2.1 System and Text .....	55
3.2.2 Analysis of ATTITUDE .....	56
3.3 The texts .....	62
3.3.1 Texts representative of the subjects .....	64
3.4 Focus on interpersonal meaning .....	70
3.5 Ethical considerations.....	74
3.6 Conclusion .....	75
<b>Chapter 4 : Structuring kinds of knowledge .....</b>	<b>77</b>
4.1 Genre across subjects.....	78
4.1.1 Society and Culture: consequential explanations .....	79
4.1.2 Community and Family Studies: factorial explanations .....	82
4.1.3 Modern History: expositions and discussions .....	84
4.1.4 Ancient History: varied genres .....	87
4.1.5 Profiles of genres across the Humanities .....	90
4.2 Analysis within subjects.....	92
4.2.1 A historical account in Ancient History.....	93
4.2.2 A historical account in Modern History .....	97
4.2.3 Consequential explanations in Society and Culture .....	103
4.2.4 Genre complexes in Community and Family Studies .....	106
4.3 LCT and knowledge building in the humanities.....	113
4.3.1 LCT: Semantics.....	113
4.3.2 Community and Family Studies and the semantic wave.....	115
4.3.3 Reworking the text: making waves.....	118
4.4 Conclusion .....	125
<b>Chapter 5 : ATTITUDE and GRADUATION.....</b>	<b>128</b>
5.1 Inscribed ATTITUDES .....	129
5.1.1 Patterns and preferences for inscribed ATTITUDE in Ancient History .....	129
5.1.2 Patterns and preferences for ATTITUDE in Modern History.....	141
5.1.3 Patterns and preferences for ATTITUDE in Society and Culture.....	147

5.1.4 Patterns and preferences for ATTITUDE in Community and Family Studies.....	150
5.1.5 – Disciplinary variation in ATTITUDE.....	153
5.2 Analysing GRADUATION.....	156
5.2.1 Sparse GRADUATION of explicit ATTITUDE.....	156
5.2.2 Upscaling of ATTITUDES.....	157
5.2.3 Variation of GRADUATION in Society and Culture.....	159
5.2.4 Implications in patterns of GRADUATION.....	160
5.3 Invoked ATTITUDES in the humanities.....	161
5.3.1 Invoked ATTITUDE in Ancient History.....	162
5.3.2 Invoked ATTITUDE in Modern History.....	167
5.3.3 Invoked ATTITUDE in Society and Culture.....	171
5.3.4 Invoked ATTITUDE in Community and Family Studies.....	175
5.3.5 Comparing Invoked ATTITUDE across subjects.....	177
5.4 ATTITUDE profiles in the humanities.....	179
5.5 Cosmologies.....	182
5.6 Conclusion.....	188
<b>Chapter 6 : ENGAGEMENT.....</b>	<b>190</b>
6.1 Engaging with other voices in Ancient History.....	192
6.1.1 Degree of engagement with other voices in Ancient History.....	192
6.1.2 Dialogic expansion in Ancient History.....	196
6.1.3 Engaging with ancient and modern voices in Ancient History.....	197
6.1.4 Engaging imperfectly.....	200
6.2 Engaging with other voices in Modern History.....	201
6.2.1 Degree of engagement with other voices in Modern History.....	202
6.2.2 Engaging with other voices through contraction.....	204
6.2.3 Engaging with ‘facts’.....	207
6.2.4 Engaging with Evidence.....	213
6.2.5 Objectivity in Modern History.....	215
6.3 Engaging with other voices in Society and Culture.....	216
6.3.1 Engaging through dialogic contraction.....	217
6.3.2 Diversity in engaging with other voices in SAC.....	223
6.4 Engaging with other voices in CAFS.....	223
6.4.1 Entertaining other voices.....	224
6.5 Engaging with other voices across subjects.....	229

6.5.1 Engaging with other voices through scare quotes .....	229
6.5.2 Ways of engaging which are avoided .....	232
6.5.3 Confusion in engaging with other voices .....	233
6.6 Knowers in the humanities .....	235
6.6.1 The cultivation of gazes .....	236
6.7 Conclusion .....	240
<b>Chapter 7 : Conclusion.....</b>	<b>243</b>
7.1 Research Findings .....	244
7.1.1 Genres in the humanities .....	245
7.1.2 ATTITUDE in the humanities .....	246
7.1.3 ENGAGEMENT in the humanities .....	248
7.1.4 APPRAISAL profiles .....	249
7.1.5 The humanities' humanity.....	250
7.2 Pedagogical significance of research findings .....	252
7.2.1 Disciplinary specific literacy pedagogy .....	252
7.2.2 Explicit pedagogy .....	254
7.2.3 Programming and planning for literacy.....	256
7.2.4 Transition to tertiary literacy.....	258
7.3 Theoretical significance .....	260
7.4 Future directions .....	263
References .....	265
 Appendix 1 Survey of past HSC examination questions from 2008-10.....	 276
Appendix 2 – Genre .....	304
Appendix 3 Inscribed attitude analyses.....	339
Appendix 4 - Inscribed attitude analysis with graduation.....	364
Appendix 5 - Inscribed attitude analysis with graduation + invocations .....	389
Appendix 6 Engagement Analyses.....	423



## List of figures

Figure 4-1: statistics in MH .....	102
Figure 4-2: Evaluation of Consequences stage in SAC .....	105
Figure 4-3: listing in CAFS.....	108
Figure 4-4: Explanation stage in proto-consequential explanation.....	109
Figure 4-5: Semantic wave.....	115
Figure 4-6: CAFS text reworking.....	124
Figure 6-1: Cline of factivity .....	209
Figure 6-3: Social relations in the humanities.....	239

## List of tables

Table 3-1: The texts.....	64
Table 4-1: Consequential explanation in CAFS.....	80
Table 4-2: Factorial explanation in CAFS .....	82
Table 4-3: Exposition in MH.....	84
Table 4-4: Discussion in MH .....	86
Table 4-5: Historical account in AH .....	88
Table 4-6: Genres in the humanities .....	91
Table 5-1: Inscribed ATTITUDES and subtypes.....	154
Table 5-2: Inscribed and invoked ATTITUDES and subtypes.....	181
Table 5-3: partial constellational analysis of modern and ancient sources .....	183
Table 5-4: constellation: unplanned pregnancy.....	185
Table 7-1: Attitude Profiles.....	249

## **Abstract**

This thesis builds knowledge of the disciplinary differences in the literacy demands of senior secondary school subjects; knowledge that contributes to the development of visible pedagogies supporting more democratic educational outcomes. The focus of the study is specifically on subjects within the general domain of the humanities, here including modern and ancient history, society and culture, and community and family studies. It attends in particular to differences across these subjects in the kinds of interpersonal meanings and the nature of their expression that are rewarded in students' high stakes writing. In other words the thesis aims to map the nature and scope of humanities' humanity, as intellectual fields of the humanities are recontextualised and reproduced in senior schooling.

The question of how students are expected to engage with subject knowledge through writing is explored from two theoretical perspectives. Linguistic analyses are carried out using tools from Systemic Functional Linguistics (SFL), a social semiotic theory of language as meaning. The findings from a detailed linguistic analysis are then re-interpreted into the theoretical framework of Legitimation Code Theory (LCT) as sociological theory of knowledge practices.

From a linguistic perspective, an analysis of genre as the most abstract realisation of disciplinarity provides a basis for the subsequent investigation of discourse semantic choices and patterns of interpersonal meaning. Analysis reveals different preferences in the genres instantiated in each subject and a corresponding variation in the potential for students to engage with more uncommon-sense meanings. Genres in ancient history were found to be variable, texts in modern history favoured argument, consequential explanations were instantiated in society and culture and community and family studies privileged both factorial and consequential explanations.

Appraisal was used to analyse the interpersonal orientations of text. Patterns of attitude were found to vary across subjects, with Ancient History favouring appreciation of artefacts and evidence, Modern History orienting to judgement as

ethical evaluations, Society and Culture to judgements of capacity, and Community and Family Studies favouring expressions of affect, especially related to in/security. While most of the system of attitude is implicated across the humanities, the distribution of kinds of attitude varies across subject, and indicates more or less personal or institutionalised approaches to feelings.

Patterns and preferences in managing multiple voices in texts were also investigated using the engagement system. While all subjects were discovered to be highly heteroglossic in nature, differences in the prosodies of engagement were established. Ancient history and community and family studies were both found to be dialogically expansive, creating space for alternate viewpoints, however they differed in how this was achieved. Preferences for resources of knowledge in ancient history reference knowledge claims to voices external to the writer, while resources of entertain are used in community and family studies to open space around knowledge claims. Similarly, both society and culture and modern history were found to be dialogically contractive but different in how contraction was construed. Writers in society and culture produced strongly contractive texts through resources of deny, while in modern history contraction was achieved through counter expectancy.

What is revealed across the subjects is an interpersonal landscape.

The results of linguistic analyses were then reinterpreted from a sociological perspective, drawing on two dimensions of LCT. The first is Specialization, which investigates relations to both knowledge and knowers as the different bases of legitimation in intellectual fields. From the perspective of Specialization, the highly rated students' literacy practices in different subject areas reveal a variation in the visibility of the basis of legitimation of knowledge claims and differing strengths in their orientations to knowers. While the humanities are generally categorised as a knower code, the subjects occupy relative spaces within this categorical space, some more strongly knower oriented than others.

A second dimension of LCT is Semantics, which can be used to analyse the ability of intellectual fields to build cumulative knowledge. The patterns of meanings enacted in highly rated texts across subjects were interpreted into Semantics to reveal differences

between subjects in the potentials for cumulative knowledge building. In particular, community and family studies was identified as a subject which constrains student knowledge building through reduced requirements to manage the mode demands of extended writing.

The contributions of this study are of particular importance as they are situated in the context of a transitional stage between junior secondary and academic study. This thesis makes visible elements of interpersonal meaning-making which were heretofore under explored in the context of senior secondary learning and which are important for the management of academic writing which must be both 'objective' and evaluative'.



# **Chapter 1 : Introduction**

## **1.1 Senior School Literacy – Bridging the gap**

The history of literacy education in Australia and in the international community more broadly is periodically punctuated with debates around practices from curriculum to pedagogy and assessment. Green, Hodgins and Luke suggest that ‘controversy over literacy has become a permanent fixture of educational debate and policy’ (1997:7). It is a field of education that is rarely far from the public eye. Since the late 1970s in Australia it has also grown as a vibrant field of educational research, largely informed by developments within educational linguistics and through partnerships of researchers and educators. Such research has been a driving force for both pedagogic change and the development of theoretical understandings in the field of literacy education.

One very significant early initiative reflecting such partnerships, constituting a watershed project, was The Writing Project, which took place from 1979 to 1985 (Painter & Martin, 1986; Rothery & Gerot, 1986; Wignell, 1987). Here the focus was on determining what the requirements of writing were in schools when such knowledge remained largely implicit due to the influence of progressive pedagogy. This project began an exploration of the written genres important in schooling and set the ground for future work into the development of a writing pedagogy which would aim to enable all students to succeed. Another significant initiative was the Language and Social Power project (1986-1990) (see Martin & Rose, 2008) which investigated the literacy demands of infants and primary school. A major contribution of this project was the development of a scaffolded teaching and learning cycle, which emphasised explicit talk about language and modelling of text, to prepare students for their own writing tasks. Very significantly in the 1990s, funding from the then Commonwealth supported Disadvantaged Schools Project enabled a large scale initiative into the secondary school system in NSW, as the Write it Right Project (Coffin, 1997; Veel, 2006). This project explored how practices in schools prepared students for their post-school literacy needs. Together, these three projects resulted in improved

understandings of the progress of literacy development over the years of schooling, the types of texts students needed to engage with at differing levels of schooling and the differences reflected in writing for different curriculum areas over time. In terms of impact, the research conducted in primary schools has had a lasting effect, as evidenced for example in a major re-writing of the K-6 English syllabus (New South Wales Board of Studies., 2007) to include a more explicit focus on teaching 'text types', their structure and language. This influence has continued into the shaping of the new national curriculum in the inclusion of a language strand in the Australian Curriculum English (ACARA, 2013b) which reflects a metafunctional understanding of language and also into testing projects such as the NAPLAN which focuses on a particular genre of written text each year.

However, despite the extensive research spanning over 20 years, literacy pedagogy has not been affected equally across all levels of schooling. Overwhelmingly, most of the effort both in making the literacy needs of students explicit and developing a pedagogic model for literacy development has been focused on primary school and junior high school students, or on students with English as a second language or dialect. Where the research has been conducted in high schools, such as the Write it Right Project, it has had a more limited impact. Politically motivated decisions have played a role in this as discussed in Rose and Martin (2012). A change in government during the progress of the project led to the funding of the Disadvantaged Schools Program being cut. Consequently, several reports from the project were never published and planned training of teachers was not able to be funded and carried out.

A strong research attention into school literacy practices at primary and early secondary levels is readily justifiable. In Australia, the focus on young students in particular has been deliberate, with the Department of Employment, Education, Training and Youth Affairs policy stating:

It is in the first years of school that all children can be helped to acquire the foundation skills which will set them on the path of success in reading and writing. Based on this, Government policy for improvement of literacy levels in



Australia focuses on the early years of schooling. (Australian. Dept. of Employment Education Training and Youth Affairs, 1998:7)

However, this has resulted in significant gaps in research that focused on issues of literacy development needs of *senior* school students, that is students in their final two years of schooling (Cambourne, 2001; Cumming & Wyatt-Smith, 2001; Freebody, 2007; Schleppegrell, 2004). Senior secondary students have their own specific and high stakes literacy development needs; needs that link, for example to the final school examinations for the Higher School Certificate (HSC) and to the resultant on-going school-based assessments which contribute to their final grades. Assumptions that the main responsibility for literacy teaching rests with primary school teachers have been challenged (Freebody, 2007). Even according to the National Literacy and Numeracy Plan, schools are to 'develop, for students **throughout the years of schooling**, effective literacy and numeracy skills to support successful participation in the post-school years in training, work, or further study' (Australian. Dept. of Employment Education Training and Youth Affairs, 1998:9, emphasis mine). More recently, it has been acknowledged that adequate literacy skills appropriate for contexts both in and outside of schooling are not always established during early literacy teaching (Freebody, 2007). There remains a significant need for the teaching of literacy to continue throughout the final years of schooling.

However, in the context of the more highly specialised subject areas of the senior secondary curriculum, it is common for subject teachers to feel under-equipped to support literacy development. Senior students need to achieve a sophisticated level of control over written academic language across several different text types if students are going to achieve success in their HSC examinations and progress to further study (Schleppegrell, 2004). There is some acknowledgement at a policy level of the changing nature of literacy development in the senior school in government literature:

Many students need explicit support in managing the literacy demands of the post-compulsory curriculum, and there is a need to monitor the extent to which literacy demands may be creating barriers to success for some students...There are equity issues related to the increasingly complex and often abstract forms

of text which students encounter as they progress through school. (Australian. Dept. of Employment Education Training and Youth Affairs, 1998:40)

Despite this acknowledgement of the need for literacy support in post-compulsory education, few resources are directed to researching and planning interventions for this stage of schooling. The onus for addressing the teaching of literacy in subject areas is placed almost solely on the shoulders of the subject teacher. The Australian Department of Employment, Education, Training and Youth Affairs, for example argues that ‘...all teachers have responsibility for the development of literacy skills...all teachers of all students in all subjects or curriculum areas share this responsibility.’ (1998:39). There is an apparent disjunction between a stated focus on literacy development in the primary and junior years on one hand, while at the same time acknowledging that students need explicit support to manage the literacy demands of the post-compulsory curriculum. It therefore becomes the apparent responsibility of the classroom teacher to overcome this disjunction. Research input into secondary literacy teaching, including the principled training of teachers in how to teach the literacy demands of their subjects, is needed to fill the gap between the continued need for literacy development and the lack of explicit support for such in the senior secondary context.

In this context, teachers struggle with limited timeframes in which to teach both subject content, which many teachers still perceive to be their primary, even *only*, focus, and literacy. This results in ‘explicit teaching about text structure and grammar [being] typically viewed as a distraction from the main task of teaching the content of the subject’ (Veel, 2006:86). Many teachers are unconfident in the area of literacy and how to go about teaching it (Schleppegrell, 2004), preferring to leave it up to the ‘experts’. It is one thing for official documents to acknowledge the necessity for explicit literacy support, and to assert that all classroom teachers are responsible, but another thing entirely to assume that all teachers have the knowledge, skills, confidence and training to be able to do this.

It is against this backdrop that the current study aims to explicate the literacy demands of the senior curriculum in selected humanities subjects in order to enable the more effective teaching of literacy to senior students. The research is driven by a strong pedagogic belief that in order to make it possible for all students to succeed, the nature of the demands on students must be made clear so that they can be explicitly taught by teachers and learned by students (Hammond & Macken-Horarik, 1999), in other words, in the value and values of a visible curriculum (Bernstein, 2000). My primary aim in this study is to make the demands of academic writing in the senior secondary context in different subjects more visible. This necessarily implicates a secondary aim which is to reveal the ways in which student writing is intrinsically connected to the nature of the knowledge that is privileged in their subject areas, and how this differs across subjects, even within broad domains of knowledge; specifically in the humanities in this project.

The presentation of the field of secondary education as an object of study draws both on my extensive personal experience of teaching and on policy and research literature. This chapter locates the study in the senior secondary context and draws to some extent on knowledge acquired in professional practice, alongside the literature, for the identification of salient issues in literacy practices and beliefs in that context. Professional experience is, however, not highlighted in chapter 2 which maintains a more focussed attention to research literature and policy documents.

## **1.2 Locating the current study**

### **1.2.1 The Senior High School context**

The Senior High School context is a significant research site for research into literacy, as year 11 and 12 provide the transition stage between the junior school and tertiary education. Literacy development reaches a critical stage in these two years of study as students are apprenticed into new ways of writing and negotiating meaning which will prepare them for the requirements of academic writing, in genres such as literature

reviews, research reports and theses at various tertiary levels. In the senior years, many students are expected to write in ways they have not written before, as many subjects begin in year 11. Thus the social context for which students have to write is as unfamiliar as the content they are beginning to learn. This can be problematic for both students and teachers as they try to negotiate new and complicated ways of meaning making in unfamiliar territory.

This concern is mirrored in Schleppegrell (2004:25), who asserts that '[c]ompetence with school language involves knowing how to act in a particular context, being willing to assume the expected role relationships and having knowledge about linguistic expectations for performance of school-based tasks.' This knowledge of linguistic expectations can be hard for both students and teachers to obtain. It has even been suggested by some scholars that knowledge about language is taboo in our society (Martin, Christie, & Rothery, 1987) and that language is 'the element of learning that is most unanalysed and least often explicitly addressed' (Schleppegrell, 2004:22). Not only are students learning 'how to act in a particular context', but the linguistic expectations for performance are often not able to be made clear to them. While some teachers do provide models of successful texts in order to make the expectations clearer, both teachers and students often lack the explicit knowledge about language, or the metalanguage to be able to explain explicitly and in detail what makes a model text successful (May & Smyth, 2007). This is unfortunate, as some students, particularly those from low socio-economic backgrounds or language backgrounds other than English, may find it difficult to succeed without an explicit focus on language, as the 'values and hierarchies related to academic genres and registers are not obvious or evident without explicit instruction' (Schleppegrell, 2004:161).

One of the results of the tendency for knowledge *about* language to be overlooked is that language becomes part of the 'hidden curriculum' (Christie, 1985). Formal assessment of learning takes place predominantly through written language, however the linguistic basis upon which judgements are made about students' learning is rarely made explicit (Schleppegrell, 2004) and students are often assigned writing tasks without clear guidelines on text structure and organisation (Marshall, 1984; Schleppegrell, 2004). So although 'schooling is primarily a linguistic process'

(Schleppegrell, 2004:2) as subjects are both taught and assessed through language, there is little overt understanding of this in schools as the link between language and content remains largely only superficially understood at the level of subject specific terminology or 'jargon'.

Furthermore, where there is an explicit focus on language and literacy development for senior high school students it is almost always remedial (Australian. Dept. of Employment Education Training and Youth Affairs, 1998). Instead of a positive focus on continual literacy development for all students at all levels, Freebody states that 'what has often preoccupied government and public policy has in fact been illiteracy and methods for its eradication, rather than the communicational challenges presented by a changing social, cultural and economic environment.' (2007:9). This deficit model of literacy teaching is relatively universal in the school from which my data is drawn and is symptomatic of the fact that many teachers do not see literacy teaching as an integral part of their responsibilities. However, due to the rapidly changing nature of technology and society, and the sophisticated language demands of the HSC, literacy growth and development is crucial for all senior school students, not just those who are perceived as having 'literacy problems'. For example, one of the main areas for improvement identified in recent years in the participating school is to improve the 'value added' scores for students scoring in band 4, which represents the middle of the achievement scale in the HSC. It was found that the school was achieving well at 'adding value' to high scoring students and to lower scoring students, but that students scoring around the average were not improving. The implication is that a focus on literacy development, especially focussing on writing, can play a crucial role in the improvement of results for these 'average' students.

Increasingly in the senior years of schooling, there are strong boundaries between school subjects. Such boundaries are theorised by Bernstein (2000) as strong *classification*, meaning that the content, procedures and practices of one subject cannot readily or necessarily be transferred to another. Subjects are strongly bounded and separated from each other, taught by different teachers in different classrooms. Learning units which cross subject boundaries, common in primary school, are virtually non-existent in the senior years. This separation of learning into discrete subjects could

reasonably be expected to bring with it differing ways of interacting with written text. Differences in literacy practices are assumed across obvious divides such as that between the sciences and the humanities. However the issue of difference between subjects *within* these larger disciplinary areas is less clear. Although there is not yet a significantly large research base, there is acknowledgement within the teaching profession that there are substantial differences between subjects within the broader humanities disciplinary area. My own extensive experience in the senior secondary sector, has suggested for example, that teachers of the subject Society and Culture (SAC) commonly perceive it to be more academically rigorous than the subject Community and Family Studies (CAFS), a perception that is also reflected in differences in the profile of students that tend to take the subjects, and in examination performances. For example, fewer students who study CAFS qualify for the award of an ATAR (Australian Tertiary Admission Rank) (Universities Admissions Centre, 2009), indicating a pattern of subject choice not directed towards university entrance. These differences will be taken up more fully in following chapters, however it suffices to say here that the subjects are perceived differently by teachers, that different students study them for different purposes and that the literacy practices within these subjects are likely therefore to differ.

Alongside potential differences in the literacy requirements of subjects like SAC and CAFS, along with Modern History (MH) and Ancient History (AH), they all require high levels of academic literacy to meet syllabus demands. CAFS and SAC require students to conduct individual research projects which need to include components of literature review, research design, methodology, discussions of ethics, analysis sections and discussion, as would be expected, for example, in any research paper at tertiary level. Both MH and AH require students to write a research essay on a topic of their own choosing. Both CAFS and SAC are subjects which begin in the senior years, requiring a shorter time frame in adjusting to their specific expectations. The Senior High School humanities context constitutes an important, and to some extent neglected research site for an exploration of the differential literacy demands that remain largely invisible to subject teachers and literacy support staff alike.

### **1.2.2 Challenging the notion of the ‘essay’ in literacy practices in senior secondary humanities.**

It is not uncommon in teacher discourse for the four subjects included in this study, along with other humanities subjects, to be referred to as ‘essay subjects’. They are often contrasted with sciences and foreign language studies in terms of the literacy demands they place on students. The point is commonly made that humanities subjects require a great deal of essay writing and there is an underlying view amongst many teachers that students who are not comfortable in their essay writing abilities would be more suited to study in areas other than the humanities. However, although there is a recognition that writing in the humanities places different demands on students than sciences or foreign languages, for example, there is little evidence demonstrating an understanding of the differences between individual humanities subjects themselves. They are frequently seen as placing undifferentiated literacy demands on students and, in the senior years, are marketed at students who are already said to be ‘good at writing essays’.

Perhaps one reason for marketing such subjects to students who can already write is a very low level of explicit knowledge about language amongst the teachers of many humanities subjects (May & Smyth, 2007). Although there is some explicit teaching of essay writing in senior high schools, the same explicit talk about language common in primary schools does not regularly enter into the discourse of secondary school teachers. The K-6 English curriculum (NSW Board of Studies, 2007), for example, distinguishes between the ‘text types’ of Exposition and Discussion, recognising the difference between persuasive writing that argues one particular point of view (Exposition) and persuasive writing that presents two or more viewpoints contesting the same knowledge space (Discussion). However teachers in secondary school do not have this same explicit knowledge about language written into their syllabus documents, nor have the majority of subject specialist teachers received training in how to teach the writing of different types of texts in their pre-service teacher education. This results in a kind of ‘one-size-fits-all’ approach to teaching essays in the disciplines and a lack of metalanguage to think or talk about different types of essays.

A failure to appreciate difference in the nature of essays coupled with a lack of metalanguage to talk about them can lead to writing pedagogy based on common-sense notions of essays. They are often taught as having a beginning, middle and end structure without any understanding of the differing functions the beginning, middle and end may take on according to purpose. The 'introduction' is understood to answer the question and preview the content of the body paragraphs, the 'body' consists of a series of paragraphs outlining the argument, and the 'conclusion' summarises the arguments made and links back to the question. Unlike primary school teachers, secondary teachers cannot articulate as well how an 'introduction' will differ if the essay is an Exposition or a Discussion. This homogeneity in understanding of essays leads to several implicit conclusions in the field of practice which this research aims to challenge. The first is that essays are the same *across* subjects, and so what students learn about how to write an essay in English, for example, is directly transferrable to their essay writing in Ancient History. The second is that all essays are the same *within* subjects, and so once one learns to write an essay in Modern History, for example, one will be well equipped to write all the History essays needed for success.

Although there are features of academic writing that are fairly commonly recognised as 'academic', academic writing is not a single, uniform entity which is stable across all disciplines. Hyland makes the point that 'writers act as members of groups which see the world in different ways that change over time' (Hyland, 2004, p. x). Moreover, academic writing is 'an outcome of a multitude of practices and strategies, where what counts as convincing argument and appropriate tone is carefully managed for a particular audience' (Hyland, 2004, p. 3). Thus, it is important to understand both the similarities and differences which characterise successful writing in different humanities subjects. At present, 'essay writing' is most often perceived as some sort of transferable skill and is frequently taught to senior students as part of a general study skills course, often in the lead up to important examinations. If essay writing is taught in the context of a particular subject, it is usually only used as a tool to discuss and order content necessary to answer a particular homework or assignment question. Students are given a task, the content or topic for each body paragraph will be



discussed and then students are expected to be able to go away and write an essay. This study challenges the effectiveness of such approaches to essay writing.

In addition to this homogenous approach to essays at the level of text structure, there is also no explicit knowledge of how language options below the level of whole-text organisation may be taken up differently according to question, genre type or subject. Discussion of 'essay writing' usually centres around 'essay structure' and important issues at word and sentence level are mostly neglected. There may in some cases be discussion around technical language related to the question, however other lexical choices that impact on persuasion and argumentation are more rarely discussed. Students are often given the advice to remain 'objective' in their writing, but most teachers are unable to explain how one goes about doing this other than avoiding the first person pronoun and 'emotional language'.

Furthermore, the texts that students are required to produce in senior years are not purely impersonal and 'objective' statements of fact but in reality complex constructions in which differing subjective viewpoints are discussed and evaluated, where judgements are sometimes made about the validity or reliability of others' positions and where a particular reading position is constructed with which the reader is expected to align. This appears to contradict the often heard instruction that formal writing by school students should be 'impersonal', 'objective' or 'non-emotive'. In other words, to fulfil syllabus objectives, students must *both* remain 'objective' and also 'evaluative' at the same time. That is, they must be able to 'analyse and evaluate sources for their usefulness and reliability' (NSW Board of Studies, 2004a, p. 11) while still maintaining the appearance of objectivity. This skill is difficult to develop, especially when it is not made explicit that this is what is expected. In order successfully to write in this way, many students need to be taught explicitly. This thesis aims to contribute to an understanding of literacy development for senior students by investigating precisely how successful students manage this task and providing a detailed analysis so that all teachers can be equipped to teach these strategies to their students.

It is clear that all students do not have equality of access to or control of every genre, or more importantly over the most powerful genres in a society. 'In any community access to privileged discourse is controlled by conditions of membership, and without the distinction between insiders and outsiders there would be little hope of describing social structures at all.' (Hyland, 2004, p. 172). The factors of socio-economic status, gender, and age have all been recognised as factors which have an effect on literacy, and if our purpose as educators is to provide all students with an equal opportunity to learn, then we must look to ways of redressing this imbalance. What is needed is 'a thoroughgoing demystification of the processes of reading and writing... [so students] can become fully knowing writers and readers with some ability to exercise power in their own lives.' (Kress, 1986, p. 117). The aim of this study is to achieve, admittedly in a limited way and for a limited number of subjects, such a demystification of the writing practices required for success at the level of the HSC and so to help provide students with the necessary skills to succeed.

One important factor in such a demystification is the provision of models for students learning to write (Christie, 1986; Painter, 1986). In fact, Christie shows that there is a direct relationship between the generic patterns young school children learn to write and the generic models which are made available to them by their teachers (Christie, 1986), highlighting the critical importance of clear modelling for students if they are to master the genres they need to succeed in school. This study will facilitate the production or identification of such models. It not only aims to investigate and describe the most commonly used genres in MH, AH, CAFS and SAC, but also the most commonly used and highly valued literacy strategies in the development of an argument and the positioning of a reader. Such information should make it easier for teachers to identify or produce annotated models of genres to be used in class to teach subject-specific literacy. Once students understand how they are expected to engage with knowledge in a particular subject, what the presumed understandings and expectations of their readers are, and how they are expected to communicate their ideas, they will be more successful in demonstrating syllabus outcomes in a way that is valued by examination markers.

## **1.3 Introducing the research design**

### **1.3.1 The emergence of the research focus**

This research arises out of problems I encountered as the chair of the literacy committee in a public senior high school in Sydney's west. On consultation with teachers I found the prevailing attitude was to recognise that students had literacy needs but I also discovered either frustration or apathy and cynicism born out of perceived lack of skill in the area of literacy pedagogy and repeated cycles of what was seen to be 'faddish' approaches to literacy. Furthermore, the new HSC syllabi introduced into NSW schools several years before the study began, have incorporated more of a focus on the heteroglossic nature of text than previous syllabi. Overall, they require a sophisticated control of resources for managing differing views and constructing a stance with regard to these views. They almost inevitably require students to do things like 'analyse', 'evaluate' 'synthesise information from a range of sources' and 'assess the significance' (NSW Board of Studies, 2004a) of people, artefacts, concepts or events. This trend has continued in the development and application of the national curriculum in Australia (ACARA, 2013a).

A review of the literature reveals that although much has been written on the subjects of literacy and junior high school students, for example, in the Write it Right Project for the NSW Department of Education Disadvantaged Schools Program in the 1990s, and on academic literacies of university students (Hood, 2004b; Hyland, 2004; Swales, 1990), there is less literature which directly addresses the particular needs of senior high school students studying for their HSC. A pilot linguistic analysis of the discourse of texts produced as assessment tasks in senior Ancient History revealed results that suggested that students were indeed expected to construct texts which were on the one hand 'objective' but on the other hand evaluated different sources in terms of reliability and accuracy. That is, senior students must not only be able to convey information about the field of their subjects, but in so doing, must also construct an appropriate stance with regard to the field. Interpersonal meanings were revealed as critical in Ancient History writing. Writing which balances the demands of

demonstrating knowledge for examination, and constructing an argument integrating multiple viewpoints negotiating the same knowledge space (Matruglio, 2004) requires advanced literacy skills. These requirements necessitate, among other things, a sophisticated control of language used in the creation of interpersonal meanings, which can be analysed using the appraisal system within Systemic Functional Linguistics (SFL).

The pilot study indicated a need for more comprehensive analyses focussing on interpersonal meaning-making in senior secondary writing. A more detailed examination of several humanities syllabi, HSC exam papers and the resultant texts produced for assessment tasks with a focus on the construction of interpersonal stance will help elucidate exactly what the requirements for success in the HSC are. Once these requirements are made explicit and accessible to teachers, teachers and literacy experts can work together to produce teaching materials that will aim to improve literacy levels for students across NSW.

### **1.3.2 Rationale for selection of data**

Humanities subjects have been chosen for this study as they are demanding in terms of the amount of writing and sophistication of expression expected. Although literacy is certainly also an important issue in subjects such as mathematics and sciences, students are rarely required to write extended responses and are not required to write essays for their examinations. Furthermore, this study focuses on the way that interpersonal meaning is constructed in student writing, and this type of meaning making is of critical importance in the humanities:

In the humanities – as distinct from the natural and mathematical sciences – there arises the specific task of establishing, transmitting and interpreting the words of others (for example, the problem of sources in the methodology of the historical disciplines). (Bakhtin, 1981, p. 351)

Within the humanities, four subjects were chosen to provide the focus for studying the question of differential approaches to knowledge through writing: Ancient History (referred to as AH hereafter), Modern History (MH hereafter), Society and Culture (SAC) and Community and Family Studies (CAFS). All these subjects require the discussion of different viewpoints, ideas and perspectives and require students to make judgements of opinion. The texts from these subjects were therefore expected to provide evidence of writing containing explicit negotiation of interpersonal meaning suitable for an investigation into the differing ways interpersonal stance may be negotiated in the humanities.

The data from these subjects consists of syllabus documents and past examination papers in each subject and a collection of 'extended responses' or essays. The texts chosen for analysis consist of student texts produced under examination conditions by year 12 students in either their half-yearly or Trial HSC examinations and judged by the class teachers, who were all experienced HSC markers, to be of a high standard. High scoring texts were chosen as these provide the best evidence of what is valued in high-stakes writing in these fields. Published academic texts in each discipline were not collected due to the difference of sophistication in the writing of published writers and novice writers and the potential differences in valued knowledge practices in schools and academia. A more detailed discussion of the data is provided in chapter 3.

### **1.3.3 Research questions**

The concerns that have been addressed in this introduction to the field of literacy in senior secondary education, and the general theories available for its exploration, have lead to the formation of the following general and specific research questions:

The general question explored in the thesis is:

**How are students required to engage with knowledge through writing in senior secondary humanities subjects?**

This question is broken down into a number of sub-questions

1. What profile of genres is revealed in an analysis of highly rated texts across the humanities subjects? What does the profile of genres contribute to an understanding of different orientations to knowledge?
2. What kinds of attitudinal values and authorial positions are evident in highly rated writing in different humanities subjects?
  - a) What attitudinal preferences are evident in the texts from different subject areas and how are they expressed?
  - b) What kinds of authorial stance are enacted in the texts from different subject areas, and how are they expressed?
  - c) How does stance and attitude relate to genre in the texts from different subject areas?
3. What does a comparative study of genre and interpersonal meaning reveal about differences in knowledge-knower practices across humanities subjects in the senior secondary school?

### **1.3.4 A linguistic focus**

An important principle underlying this study is the assertion that in order to improve literacy skills, both knowledge **of** language and knowledge **about** language are important. If students are to learn new ways of writing appropriate to different subjects, then they need to understand 'the generalizable aspects of language' (Poynton, 1986) so that they can apply what they have learnt in one particular circumstance to the production of other texts. Students need to be able to understand what is applicable across contexts and texts and what is not, and explicit knowledge about language enables the objectification of language so that it can be talked about and examined. The study draws for its linguistic analyses on systems of meaning making within Systemic Functional Linguistics (SFL), a theory of language that offers a

very comprehensive modelling of kinds of meanings, systems of choices, and tools for analysis that can frame the analyses of how language is used in particular circumstances to create certain types of meaning. SFL's metafunctional view of language enables the principled, systematic and theoretically based analysis of interpersonal meanings that are the particular focus of this study. (See chapter 2 for an elaboration on the specific dimensions of the theory that are employed and why). Such analyses support the overall aim of the project to enhance the visibility of ways of meaning and kinds of knowledge that are valued in, and across the suite of humanities subjects in senior secondary school.

### **1.3.5 The nature and role of linguistic theory in the research design**

A linguistic approach to discourse analysis based on the theories of SFL (Halliday & Matthiessen, 2004; Martin, 1992; Martin & White, 2005) constitutes the core theoretical foundation of this study. Two theories from within SFL are drawn upon. Genre, a theorisation of meaning-making at the stratum of context (Martin 1992; Rose & Martin 2012), and APPRAISAL, a theorisation of meaning making at the stratum of discourse semantics (Martin, 1997; Martin & Rose, 2003; P. White, 2001) are used in the textual analysis. A critical tenet of SFL is the relationship between text 'as a piece of language in use' (Butt, 1995:3) and the entire system of language. Texts are perceived as being a particular instantiation of the system of language, and the system of language represents the entire meaning potential inherent in the language (Halliday & Matthiessen, 2004). In other words, text and the overall system of language can be seen as 'two poles of the cline' (Halliday & Matthiessen, 2004, p. 27). This means that individual texts can be studied in order to determine what they reveal about the system of language from which they were produced, and vice versa. This study begins with the theory of SFL as it describes the *system* of language and focuses on individual *instances* of the language (texts) in order to discover what choices are made by their writers. The use of particular language systems highlight how the text is functioning in terms of conveying a message and how, within the bounds of a particular subject area,

certain choices from the entire meaning potential of English are more valued than others. Text is analysed looking particularly at text-level strategies (discourse semantics) and how meaning is *realised* by the use of different grammatical features (Halliday, 1994).

The above-mentioned relationship between the theory and individual instantiations of the theory in single texts allows for a robust qualitative methodology. Detailed analyses are carried out on twelve texts in order to determine the nature, the patterning, and the role of a range of discourse semantic features valued in these courses. The design does not privilege a quantitative approach, which would necessarily limit to some degree the attention to a comprehensive array of features in interaction, but rather aims to provide a rich and detailed description of the way language is used in a selected set of highly valued, high stakes texts in the four chosen humanities subjects. An approach which can take account of the unfolding of texts, or their *logogenesis*, is of value as it can provide both description and detailed analysis of how stance is built up cumulatively throughout the course of an unfolding text (Hood, 2006). The relationship between text and context, and text as instance and system of potential, allows not only for the study to generate significant insights to inform current educative practices, but additionally to propose a framework for extended subject comparisons, as well as diachronic comparisons in the light of changing curriculum and /or subject developments.

### **1.3.6 The approach to analyses of the data**

The study, and therefore the organisation of chapters in this thesis, follows a ‘top down’ approach to the data. Analysis begins with the text-level structure and organisation of text to provide a context in which to situate more detailed analysis of meanings at discourse semantic level. This methodology is explained in more detail in chapter 3. The study also takes an interdisciplinary approach. While principally a linguistically oriented study, Legitimation Code Theory (LCT) (Maton, 2014), a recent theory within Bernsteinian sociology of knowledge, is also drawn upon in each of the



analysis chapters to provide a complementary theoretical perspective through which to question differential approaches to knowledge through writing and to provide a bridge between linguistic analysis and pedagogic application. LCT and its use together with SFL are explained more fully in chapter 2. Particular dimensions of LCT used in the analysis are elaborated in each of the analysis chapters (chapters 4, 5 and 6).

## **1.4 Significance of the thesis**

In addressing the research questions identified in 1.3 above, this thesis makes several significant contributions to the body of educational and linguistic knowledge. It contributes to a better understanding of what academic literacy means in the context of senior high school humanities subjects, identifying and analysing ‘appropriate language’ in the context of MH, AH, CAFS and SAC, thus making expectations clear. In particular, the study goes some way to explaining which value judgements are acceptable under which circumstances. This thesis also contributes importantly to the area of literacy pedagogy in the senior school. It aims to fill a gap which has existed in research into literacy in the senior school context to enable more focussed teaching of literacy to senior school students. Making what ‘appropriate’ language is clearer makes it available to be taught to and learned by students. The research solidifies what some teachers already understand intuitively about writing in their subjects and thus makes it available for discussion.

This thesis also results in a greater understanding of the pathway that students traverse between literacy practices of the junior high school and tertiary context, providing a link between the research undertaken on literacy in the earlier years of schooling and that focused on the tertiary environment. It enables a better understanding of the shifts that occur in the literacy needs and demands on students as they progress through their formal education. As such it contributes to both an understanding of academic literacy, and to an appreciation of the pedagogical implications for the ontogenesis of literacy into post-compulsory educational contexts.

The thesis also contributes to the development of systemic functional theory, in particular the appraisal system. The application of appraisal to analysis of texts in fields which have previously not been the subject of linguistic research has resulted in pressure on the boundaries of the system. Areas where more research is needed into the functioning of interpersonal meaning are suggested, for example in relation to the interaction of sub-systems within appraisal.

## 1.5 Organisation of the thesis

**Chapter 2** positions the study with regard to the fields of education, sociology of educational knowledge and linguistics. It begins with a brief investigation of the nature of the humanities before examining representations of disciplinarity, genre and evaluation in research literature. Variations in the definition of literacy in educational policy documents are also briefly explored and key issues in literacy pedagogy in schools are outlined. This chapter also presents introductions to fundamental dimensions of the informing theories, which establish bases for the analyses of texts. From SFL this includes the instantiation hierarchy (e.g. Martin, 2009), the construct of genre as a stratum of context (Martin, 1992; Martin & Rose, 2008) and the discourse semantic system of APPRAISAL (Martin & White, 2005). **Chapter 3** outlines the methodology of the study including its qualitative nature, the data and the approach to analysis of the data. Specifically, it also provides a rationale for the separate analysis of inscribed and invoked ATTITUDE and for the less delicate analysis of invoked ATTITUDE. A rationale for the use of LCT as a secondary analytical approach is also outlined. **Chapter 4** contributes a genre analysis of the texts to provide a context within which to situate the APPRAISAL analyses of chapters 5 and 6. Central to this chapter is the question of which genres are valued in which subjects and the degree to which the writing in each subject enables cumulative knowledge building. The analysis in chapter 4 also provides important insights into the field of each particular subject. In **chapter 5** an analysis of APPRAISAL choices focuses on expressions of ATTITUDE and how they are graded. In a process of trans-theoretical translation, connections are made to LCT, with

a focus on the formation of constellations enabling the axiological bases of each subject to be made clear. **Chapter 6** investigates, through an analysis of ENGAGEMENT, how students negotiate the multiple voices that are drawn into their texts in the presentation and valuing of knowledge . The chapter considers how variation in the patterns and preferences in ENGAGEMENT can be re-interpreted into LCT as shaping the relative strength or weakness of boundaries around who can know and how knower gazes may be shaped. All these elements are drawn together in **chapter 7** which considers the implications for the subjects as intellectual fields. A complete 'APPRAISAL profile' of each subject is built in this chapter, which also examines the pedagogic implications of the findings in the analysis chapters. I conclude chapter 7 with recommendations for future research which emerge from this study.

## Chapter 2 : Positioning the thesis

### 2.1 Introduction

Several intellectual fields are implicated in a study into the differential literacy requirements of writing in senior secondary high school. In this chapter, I consider points of intersection in contributions from education, sociology of educational knowledge and linguistics in order to position this thesis. The literature in each of these domains is vast, and discussion is therefore limited in this chapter in several ways. As this study is informed by a social theory of language, I focus on contributions reflecting social rather than cognitive approaches to education and literacy. I also refrain from giving a detailed explanation of SFL theory in this chapter. The main sections of SFL theory drawn on in this study, genre as a theorisation of context, and APPRAISAL as a theorisation of evaluative meaning at the level of discourse semantics, have been in development since at least the Write in Right project in the 1990s. They have been reworked, refined and extended resulting in robust and widely understood tools for analysis. I therefore make the assumption that most scholars in the field are familiar with the basic dimensions and resources of APPRAISAL as outlined in Martin and White (2005), and Martin and Rose (2007), and the concept of genre introduced in Martin (1992) and more recently detailed in Rose and Martin (2012). I do, however, explain and exemplify certain key features of relevant systems at points of need in relation to reporting on analyses and findings in chapters 4, 5 and 6. The primary focus of discussion in this foundations chapter attends to four relevant themes, namely those of the humanities, disciplinarity, evaluation and literacy for schooling. The final sections provide an initial positioning of the study in theoretical terms.

In 2.2, I begin to examine the characterisation of the humanities from an educational point of view. Discussion begins from the perspective of the ‘two cultures’ debate and progresses to theorisation from code theory within sociology of educational knowledge (Bernstein, 2000). I focus in particular on an examination of the nature of the humanities when compared to other broad disciplinary areas. This discussion

highlights features of the humanities which are important in selecting an interpersonal focus in this thesis. Section 2.3 then narrows the focus to linguistic understandings of disciplinarity and the connection between social linguistic explanations of disciplinary difference and the study of genre. It provides a rationale for beginning with an analysis of genre in chapter 4 as a way to frame investigations of interpersonal meaning in the humanities. Important differences in the theorisation of genre in linguistic traditions are also a focus in this section. Significant aspects of linguistic studies into the genres of school history are also briefly introduced. Different theoretical approaches to interpersonal meaning and evaluation within linguistics are then explored in 2.4. The notion of key is identified as a theoretically principled way of understanding disciplinary difference. Relevant linguistic studies which include some emphasis on evaluative patternings in school subjects are also outlined. Discussion returns to a more educational perspective in 2.5 where I examine definitions of literacy in educational policy documents. I then draw attention to the contributions of SFL research into contextualising the broad, expansive and generalised notions of literacy found in policy documents into a study of text, and specifically of genre. Developments in literacy pedagogy in secondary schools are also briefly outlined. Finally, in 2.6 I provide an introduction to the most relevant aspects of linguistic theory drawn on in each analysis chapter of the thesis and I introduce Legitimation Code Theory as an additional analytical framework in 2.7.

On the basis of this review I argue that there is a need for more study into disciplinary meaning-making in the humanities at senior secondary level. In particular, an improved understanding of the interpersonal meanings valued in different humanities subjects is critical given the nature of the humanities.

## **2.2 The humanities**

Characterisations of the humanities often present them in contrasting terms to the sciences. The ‘two cultures’ debate, initiated by Snow in 1959, characterises these domains as representing two almost mutually incomprehensible cultures (Snow,

1959). This continues to influence their representation as polar opposites, with the sciences often described in common-sense terms as 'hard' and the humanities as 'soft'. Other oppositional glosses (e.g. Becher & Trowler, 2001:36) describe the sciences as 'cumulative...impersonal, value-free...[with] consensus over significant questions to address' and the humanities as 'reiterative...personal, value-laden...[with] lack of consensus over significant questions to address'. These descriptions highlight three important characteristics of the humanities which have been the concern of scholars interested in the nature of disciplines, namely: their segmented nature (MacDonald, 1994; Wignell, 2007a, 2007b), their relationship to values or ethics (Hyland, 2012; Martin, Maton, & Matruglio, 2010; Wignell, 2007b; Wringe, 1974) and their personal orientation (MacDonald, 1994; Maton, 2014; Stenhouse, 1968). In locating this study in the general domain of the humanities, all three characteristics are of significance and contribute to shaping the study, as will become evident in subsequent chapters.

Some of the most significant contributions to a theoretical appreciation of the nature of the humanities as a general body of academic knowledge come from sociology, in particular the later work of the British sociologist, Basil Bernstein. In Bernstein's writings of this period (e.g. 1996, 2000) he theorised the nature of knowledge structures in what he characterised as the field of production, where new knowledge is generated (Bernstein, 1990). He proposed a distinction between the sciences in the field of production as hierarchical knowledge structures, and the humanities as horizontal knowledge structures. Of the hierarchical knowledge structures of the sciences, Bernstein writes:

This form of knowledge attempts to create very general propositions and theories, which integrate knowledge at lower levels, and in this way shows underlying uniformities across an expanding range of apparently different phenomena.

*Hierarchical Knowledge Structures* appear by their users to be motivated towards greater and greater integrating propositions, operating at more and more abstract levels (2000: 161).

Of the horizontal knowledge structures of the humanities, he writes:

*Horizontal Knowledge Structures* consist of a series of specialised languages with specialised modes of interrogation and criteria for the construction and circulation of texts...*Horizontal Knowledge Structures*, unlike *Hierarchical Knowledge Structures* which are based on integrating codes, are based upon collection or serial codes; integration of language in one case and accumulation of *languages* in the other (2000:161-2).

In more recent years Bernstein's important contributions to understanding the nature of 'knowledge structures' has been subsumed and integrated into the broader framework of Legitimation Code Theory (LCT) (Maton, 2014). Critically, Maton extends Bernstein's focus on difference from the perspective of knowledge, to account additionally for knowers. He states that 'practices and beliefs are about or oriented towards something and by someone. They thus involve relations to objects and to subjects' (Maton, 2014: 29). Academic fields may therefore be more accurately described as knowledge-knower structures (Maton, 2014). From this dual perspective of knowledge and knowers, descriptions of the humanities as 'segmented' can be seen to apply to *the way that* knowledge accumulates, which is in contrast to the integration and subsumption of knowledge in the sciences. However from the perspective of knowers a different profile emerges for the humanities, one that is characterised by the integration of knowers. The theorisation of disciplinary differences in LCT constitutes an important informing framework for this study. Relevant aspects of the theory will be explored in greater detail in the analysis chapters of this thesis.

Bernstein's theorisation of knowledge structures focussed on the tertiary academic sphere, or what he calls the field of knowledge production (Bernstein, 2000). That is, his theory of knowledge structures relates to how disciplines advance through the generation of new knowledge through research in the academy. LCT, however, has developed to conceptualise knowledge-knower structures in all three fields of knowledge practices characterised by Bernstein (1990); the field of production where new knowledge is produced (Hood, 2010, 2011b), the field of recontextualisation

where knowledge is transformed to be applied in pedagogy (Howard & Maton, 2011; Maton, 2004; Shay, 2011), and the field of reproduction, or the site of pedagogic practice (Chen, Maton, & Bennet, 2011; Doherty, 2008; J. R. Martin et al., 2010; Weekes, 2014). As each field has its own structure and knowledge-knower practices, it is important not to assume that what holds true in the field of production, for example, also holds true in the field of reproduction (Maton, 2014). This thesis is positioned in the humanities as it is recontextualised into secondary school subjects and enacted in student writing in the field of reproduction.

## **2.3 Disciplinarity**

A consideration of conceptions of humanities begins a broad brush exploration of disciplinarity, at least insofar as it distinguishes the humanities from the sciences. While this discussion so far has been presented largely from the perspective of sociology of knowledge, there is an extensive and growing body of literature from linguistics and from the field of New Rhetoric (e.g. Bazerman, 1988; Freedman & Medway, 1994b; C. Miller, 1984) which explores notions of disciplinarity. To a great extent, this exploration of disciplinarity is tied with the study of genre, as a focus on one has led to the necessary attention to the other.

New Rhetoric (NR) traces its roots back to Aristotelian conceptions of rhetoric. It is influenced by fields as diverse as literary theory (Bakhtin, 1981, 1986; Burke, 1950), composition studies (Bazerman, 1981, 1991), anthropology (Geertz, 1983), philosophy (Toulmin, 1958) and philosophy of science (Kuhn, 1962). Studies of genre from a New Rhetoric perspective privilege an ethnomethodological approach (Martin, 2014; C. Miller, 1984). Martin explains that in such approaches context is understood 'as extra-linguistic – as the sensory and/or conceptual environment in which language is embedded. This orientation can be referred to as circumvenient' (Martin, to appear). Where context is understood as circumvenient to language, non-linguistic means are necessary in order to understand or identify genre (Martin, 2014). This leads to the application of ethnography, for example, 'immersion in a culture' in order to collect



extra-linguistic material such as participant observation or information from interviews (Martin, 2014:312). Additionally, the approach reflects a focus that privileges the action used to accomplish a genre, rather than the nature of the discourse. From this perspective, genre is understood as 'typified rhetorical actions based in recurrent situations' (C. Miller, 1984:159) and genres are relatively fluid, dynamic and indeterminate (Freedman & Medway, 1994a). Genres acquire meaning from the situations in which they are used and 'the primacy of rhetorical or socio-cultural purpose' (Freedman & Medway, 1994a:2) is emphasised. In this approach, an understanding of disciplinarity is a necessary precursor to the understanding of genre.

English for Specific Purposes (ESP) emerges from the field of linguistics and its application to English language teaching and academic writing support in universities. Hood argues that more emphasis on language can be seen in ESP approaches to the study of genre and of disciplinarity than in NR approaches because ESP 'accounts pay attention to genres enacted in language' whereas 'NR foregrounds genre as a "mode of action" outside language' (Hood, 2011a: 9). While still perceiving context as circumvenient to language (Martin, 2014), the study of language is integral to an understanding of genre in the ESP tradition. Social purpose, however, is understood to *shape* language. Accordingly, ESP approaches to genre rely on reference to 'active discourse community members' (Swales, 1990:54-55) to identify and describe genres from context. Disciplinarity is thus understood more from the perspective of membership in 'discourse communities' (Swales, 1990) or 'cultures' (Hyland, 2004) than it is from the perspective of text. Hyland defines disciplinary writing as 'more than mastery of particular disciplinary genres such as research articles or theses. It is a process of disciplinary acculturation that involves control of an entire semiotic system of rhetorical resources and values' (Hyland, 2012:85). This approach also therefore presupposes ethnographical understandings of disciplinary difference for the understanding of genre.

An SFL approach to genre, however, theorises a bi-directional relationship between language and context (Martin & Rose, 2008). Context is understood to be

‘supervenient’, in Martin’s terms, to language. That is, context is at a higher stratum of meaning and in a relationship of metaredundancy with language (Martin, 2014, to appear). In this approach, genre is positioned as the most abstract level of context beyond the register variables of field, tenor and mode (Martin, 2014). ‘This model...treats a culture as a system of genres, realized through recurrent configurations of meaning...Context is thus modelled as genre, in turn realized through field, tenor and mode, with context then realized in turn through language’ (Martin, 2014:312) and other attendant semiotic systems. From an SFL perspective, disciplines are only comprehensible through the study of text, and studies of groups of texts located in specific disciplines are also, by definition, studies of disciplinarity. This study, as an investigation of disciplinary difference in interpersonal meaning-making, therefore begins analysis at the level of genre, the most abstract realization of disciplinarity.

Research into the literacy demands of secondary schooling has already made important contributions to an understanding of disciplinarity through an exploration of genre. The Write it Right project in the 1990s (Veel, 2006) was responsible for mapping genres in subjects as diverse as History (Coffin, 1996), English (Rothery, 1994b), Science (Veel, 1993), the creative arts (Rothery, 1994a), Maths (Veel, 1999) and Geography (Humphrey, 1996). Not only did this work identify the most common genres in each subject, but their structure or staging was also described, along with common features of language implicated by the preference for particular genres. In addition, progress through different genre families according to schooling year was often noted and pedagogic pathways identified highlighting the main linguistic understandings necessary for students to succeed. For example, as students progressed through their study of school history, Coffin (2006) found that they were expected to move from genres recording history, through explaining genres and towards genres arguing history. This progress involves increasing levels of abstraction and the gradual dismantling of time as an organising principle in text (Coffin, 2006). This, in turn, necessitates the use of grammatical metaphor and clause expressed within rather than between clauses to construct more abstract reasoning (Christie & Derewianka, 2008; Coffin, 2006; Martin, 1993a). Work in many of these subjects has

continued, further developing an understanding of the genres of schooling. In brief, engaging, informing and evaluating genre families consisting of over 20 different genres have now been identified as integral to schooling and have been described from the perspective of field, tenor and mode. This work is reported more extensively in Martin and Rose (2008) and Rose and Martin (2012).

More recent contributions to an understanding of disciplinary meaning making in Music and Business Studies (Weekes, 2014) and Legal Studies (Kompara, 2012) have added to the picture of disciplinarity in the secondary schooling context. These studies have extended systemic functional research into fields not previously explored and focus on the implications of disciplinarity for the high-stakes written texts of secondary schooling. Weekes' (2014) analysis, for example, highlights the importance of cause and effect relationships, construed through implication sequences, for successful writing in Business Studies. Weekes also demonstrates how the importance of cause and effect remains implicit in business studies as the importance of implication sequences is not apparent from syllabus 'dot points' from which teachers and students gain their understanding of course content. Kompara-Tosio (2014) found that the use of APPRAISAL resources is highly significant to success in Legal Studies examinations which privilege evaluative genres. Texts scoring lower grades contained lower concentrations of APPRAISAL resources, and in particular scarce use of GRADUATION and ENGAGEMENT and did not represent instances of argument genres. More highly rated texts, however, made greater use of GRADUATION and ENGAGEMENT resources, not only increasing the concentration of APPRAISAL overall, but also implicating a shift toward more implicit evaluation.

Much of the research to date, however, focuses on individual subjects (e.g. Coffin, 2006; Humphrey, 1996; Kompara, 2012) or distinguishes broad categories or groupings of subjects one from the other, for example History and Science (Martin, 1993a; Martin, 2007). There is less research which investigates more fine-grained disciplinary difference within the general grouping of the humanities itself.

In the tertiary sector there are a number of significant studies that focus on disciplinary differences between the humanities and social sciences. Here the differentiations are explored in the field of production (e.g. MacDonald, 1994; Wignell, 2007b). MacDonald (1994), for example, characterises the humanities as diffuse, segmented, particular and concerned more with interpretation while the social sciences are portrayed as more compact, generalised and explanatory. Wignell (2007b) broadly characterises the humanities as possessing a horizontal knowledge structure while the social sciences are characterised by a more hierarchical knowledge structure. However, in the field of reproduction, the humanities and social sciences are often grouped together as 'Studies of Society and Environment' (SOSE) or as 'Human Society and Its Environment' (HSIE) (Harvie, 2013). In the primary school context the teaching of individual subjects within social sciences and humanities is also often undifferentiated, in 'Connected Outcome Groups' (COGS) (NSW Department of Education and Training, 2008). Mitchell draws attention to the interrelationships between humanities and social sciences in the secondary school, grouping History, Geography, Economics, Sociology, Anthropology and Psychology together as 'history and the human sciences' (Mitchell, 2006:135) while also acknowledging tensions between them. Rose and Martin include school History in their section dealing with 'classification in social sciences' (Rose & Martin, 2012:94-98). There appears, therefore, to be some difference in the categorisation of humanities and social sciences in the fields of production and reproduction. As an investigation of disciplinary difference in a suite of 'humanities' subjects, this study contributes to a better understanding of disciplinary difference in an apparently related set of subjects and will inform further exploration of the nature of the humanities and social sciences in secondary schooling.

### **2.3.1 The discipline of History**

Disciplinary difference in the genres and literacy requirements of Society and Culture and Community and Family studies has not previously been examined. However the school subject of History has already been the subject of some significant research (for

more detail see Christie & Derewianka, 2008; Coffin, 1996, 1997, 2006; Eggins, Martin, & Wignell, 1987; Martin, 2002). The focus of that research has been to identify the genres of importance in school history, the language features attendant on those genres, the progression through the genres over the years of schooling and a pedagogy for literacy development within the history classroom.

Coffin (1996, 1997), for example, investigated the progression in written genres in History, noting the movement from writing about history as *story* to writing about history as *argument*. This corresponds to a shift in focus from 'concrete events unfolding through time' towards a focus on 'abstract theses organised in text time' (Coffin, 1997:196). Coffin found *logical argument* to be the current most valued way of making meaning in secondary school History. While such texts appear to 'pursue truth from a neutral, value-free position, the interpretations reached are inevitably subjective and ideologically motivated' (Coffin, 1997:199). Writing argument genres requires students to on the one hand maintain the appearance of objectivity, while on the other hand presenting a particular point of view - in Coffin's words 'learning how to present perspective as truth' (1997:215).

Recent research suggests that the technicality of History plays an important role in the presentation of perspective as truth. While previous research, (e.g. Martin, 1993c) suggested that most technicality used in History (apart from technicalised references to periods in time) is borrowed from other fields and is instantial, recent research on the language of the classroom (J. R. Martin et al., 2010) has indicated that there is more technicality in History than was previously thought. The nature of this technicality differs in important ways to the technicality in subjects like Science, however. The technicality in Modern History revolves around –isms (such as communism, colonialism, imperialism) which reflect concerns with the struggle for power (J. R. Martin et al., 2010). These –isms are axiologically charged with values, so that the technicality of History is implicated in the creation of interpersonal meaning. Both the progression of genres in History and the interpersonal nature of writing in

History are particularly relevant to the present study, as will become apparent in subsequent chapters.

Other language features arising from the genres of History have been well documented in the literature. From a lexico-grammatical perspective, abstraction, the compartmentalisation of time into segments which can then be technicalised, and Theme have been explored by multiple researchers, (Christie & Derewianka, 2008; Coffin, 2006; Martin, 1993a; Martin, 2002). In addition, increasing lexical density towards the senior years of schooling has been noted (Christie & Derewianka, 2008). Nearly all the work on History includes mention of grammatical metaphor, which enables the packaging of time, the abstraction of causation, the manipulation of agency and thematic progression, and has been described as 'the key to understanding the texture of the advanced literacy needed for secondary and postsecondary schools' (Martin, 2002: 114).

At the stratum of discourse semantics in SFL, interpersonal meaning has been explored in history to the level of preferences at broad distinctions between AFFECT, JUDGEMENT and APPRECIATION and the tendency for the expression of ATTITUDE to become more covert towards the final years of schooling (Christie & Derewianka, 2008; Coffin, 2006; J. R. Martin et al., 2010). I return to a fuller discussion of this in section 2.4.4 below. As noted above, work has also contributed at the level of genre not only to our understanding of the genres in history but also a pathway through these from more junior years to senior years. Pedagogic pathways through these genres have been proposed according to the notion of a spiral curriculum, which takes account of language developments necessary for students to be able to achieve the major shifts in the language of history, such as nominalisation, a progression from sequence in time through setting in time to abstraction of time, and the expression of causation within rather than between clauses (Christie & Derewianka, 2008; Coffin, 1996, 2006; Martin, 2002).

Despite this significant body of research, there are two aspects of school history which remain under-theorised. One involves the question of subject difference within the broader disciplinary area of history itself. The studies reported on above treat history as a single disciplinary domain and do not differentiate between studies of Modern and Ancient history, which become separate subjects in the senior years in NSW schools. Additionally, finer distinctions in more delicate choices from the ATTITUDE system are also scarce in research on the writing of history. This study aims to contribute to a more delicate understanding of evaluative meaning in both Ancient and Modern History to investigate this question of disciplinary difference.

## **2.4 Evaluation**

### **2.4.1 Evaluation and identity**

Previous sections have investigated disciplinarity from the perspective of differentiating between humanities and sciences and from different theoretical perspectives and approaches to genre. A further perspective from which to view disciplinarity is through the related notions of identity and evaluation. Identity is explored by Hyland as central to a consideration of disciplinarity. He asserts that 'taking on a voice associated with a particular field involves aligning oneself with its knowledge-making practices', in a sense 'buying into the practices of a discipline' (2012:15). Disciplinary participation is therefore viewed through 'communicating, and learning to communicate, in appropriate ways' (Hyland, 2012:22). The principal research question of how students are required to engage with knowledge through writing aims to understand what the appropriate ways of communicating in each subject are. In this sense the current study also has the potential to contribute to discussion of disciplinary identity. In fact, for Hyland interpersonal meaning is the key to explorations of identity. He mentions elements such as knowledge of reader-writer relationships, credibility, the writer's personality and the writer's relationship to the message as elements of 'interpersonality' which reveal how writers 'embed their writing in a particular discipline through approved discourses' (2012:63). A study of

interpersonal meaning making is therefore critical in approaching the question of disciplinary identities and to understand disciplinary difference.

## **2.4.2 Evaluation in pragmatics**

Interpersonal meaning has been explored from multiple angles in applied linguistic literature, particularly from within the general field of pragmatics. Studies of *evaluation* (Hunston, 2010; Hunston & Thompson, 2000), *stance* (Biber, 2006; Gray & Biber, 2012; Hyland, 2005a, 2005b; Sinclair, 1986) and *emotion talk* (Bednarek, 2008) all deal with aspects of interpersonal meaning. Hyland (2000), for example, identifies a number of 'rhetorical practices' which contribute to interpersonal meaning making, including 'discursive markings', 'promotional statements', 'claims of topic centrality', 'claims of disciplinary relevance', 'attitude markers', 'hedges', 'boosters' and the construction of an appropriate rhetorical structure through the manipulation of generic stages, or 'moves'. 'Non-factive citation' may also be used to ascribe evaluation to a particular author (Hyland, 2004). 'Metadiscourse' or 'material which organises this [ideational] content and conveys the writer's beliefs and attitudes towards it' (Hyland, 2012:178) is another attempt to come to terms with interpersonal meaning in applied linguistic traditions outside SFL (Hyland, 1998, 2005a; Swales, 1990). Swales (1990), however, admits that the borders of metadiscourse are hard to identify and that there is debate about it in scholarly communities. Hood explores the differential definitions of the term in the literature, concluding that the 'common thread seems to be meanings other than ideational ones' (2010: 21) and Hyland characterises his own relationship to it as 'tempestuous' and frustrating (2005a: viii).

## **2.4.3 Evaluation as APPRAISAL**

Martin and White (Martin & White, 2005) argue that these disparate interpersonal strategies are more systematically theorised in the APPRAISAL system. They demonstrate APPRAISAL as a systematic theorisation of evaluative meaning-making which can



simultaneously account for the use of multiple lexico-grammatical systems and also describe and explain the prosody of unfolding and cumulative interpersonal meaning over the course of a whole text or extended section of writing (Martin & Rose, 2003; Martin & White, 2005). APPRAISAL's efficacy for analysing interpersonal meaning in academic writing is particularly evident in Hood's (2004a, 2010) research. Working in a similar academic context to Swales and Hyland, Hood (2004a, 2010) uses APPRAISAL to explore how undergraduate writers position themselves in relation to other writers. Hood's work demonstrates how writers manage the demand of seeming 'objective' while still writing 'critically' and evaluatively through an exploration of which attitudes are expressed (ATTITUDE), how they are graded (GRADUATION) and how responsibility for these attitudes is either taken up by the writer or attributed to voices outside the text (ENGAGEMENT). It can therefore provide a more theoretically motivated understanding of disciplinarity than notions of identity. APPRAISAL brings what appears like a series of separate 'rhetorical practices' into a system of related sets of choices from the overall meaning potential of language, giving meaning to what choices are made by writers in comparison to what meanings could have been made but have not.

Key is a concept within APPRAISAL which describes meaning potential at a level down from APPRAISAL on the cline of instantiation. It is used to describe broad patterns in the evaluative options taken up by writers across texts in particular institutional settings (Martin & White, 2005). Key concerns 'situational variants or sub-selections of [meaning] potential,... [a] reconfiguration of the probabilities of the occurrence of particular evaluative meaning-making options or the co-occurrence of options' in particular disciplinary contexts (Hood, 2012:54). In other words, if APPRAISAL represents the interpersonal meanings possible in language at a more *global* level, key represents the interpersonal meanings possible at a *situational* level. Disciplinary identities, as revealed through interpersonal language, can therefore be understood from an SFL perspective to be a study of key.

There already exists some exploration of key in several secondary schooling contexts, both in Australia and abroad. In Australia, explorations of the disciplinary keys of

secondary schooling began with the Write it Right project. While the theorisation of 'key' as a linguistic concept came later (Martin & White, 2005), the Write it Right project explored the different meanings valued in different secondary subjects and how these were enacted, and was therefore foundational in establishing an understanding of the evaluative meaning-making options (and constraints) in subjects such as Geography (Humphrey, 1996), English (Rothery, 1994b), History (Coffin, 1996), Science (Veel, 1993) and the creative arts (Rothery, 1994a). Historical keys are explored briefly in section 2.4.4 below.

More recently, disciplinary and situational choices in evaluative meaning have been explored in subject English by Macken-Horarik and associates (Macken-Horarik & Isaac, 2014; Macken-Horarik & Morgan, 2011). Macken-Horarik and Isaac (2014) explore key in narratives and student responses to these in subject English, detailing both a methodology for APPRAISAL analysis and the institutional and cultural constraints on choices from interpersonal meaning-making systems in particular genres. Macken-Horarik and Morgan (2011) explore key in the context of student writing in a senior level extension English course. They focus on 'voicing' in three different types of text readings, or keys, influenced by post-structuralist approaches to literature: performed readings, theorized readings and problematized readings. Common to all the schools-based research on key is not only the identification of which interpersonal meanings are important, but also the linguistic means necessary for the construal of these interpersonal meanings and the intention to make a contribution to the more effective teaching of evaluative writing in schools.

#### **2.4.4 Historical keys**

Sections 2.4.1 to 2.4.3 have outlined various approaches to evaluation in the literature and identified key from SFL as a theorisation of how evaluative options are generalised across a wide range of texts and recur generally in particular institutional settings (Martin & White, 2005). Studies into evaluative meaning in school subjects, which can be understood from an SFL perspective as studies of key, have also been

identified. Of the subjects included in this study, History is the only subject which has been investigated in detail already. Coffin's later work on key in secondary history explores the various ways that 'language gives value to historical phenomena and how such evaluations may be presented in ways that render the historian (...) as a relatively impartial, neutral arbiter of truth' (2006:140). She identifies three distinct 'voices'. The first is the emoter voice, which is characterised by more resources of AFFECT, construing emotional meanings common in 'empathy tasks'. It is more commonly found in the earlier years of schooling. Coffin's second voice, the recorder voice, appears relatively objective due to the absence of directly inscribed attitudes of JUDGEMENT and appears in the middle years of secondary schooling. The arbiter voice is associated with more explicit forms of evaluation and occurs in the senior years of schooling. The ontogenetic development of these voices is also linked by Coffin to the progression in historical genres from recount through account and to explanation and argument.

The construct of Key in the school subject of History has also been explored in other contexts. While much of the work cited above investigates the language of student writing, Oteiza (2003) investigates the construal of stance in history textbooks in Chile. Her work focuses on the ways that apparently 'objective' texts, which present historical events in a 'just happened' way, nevertheless construct implicit systems of evaluation, notably through the use of resources of JUDGEMENT and AFFECT. Oteiza and Pinto (2008) also identify 'conciliatory discourse', writing which aims to convey political and social harmony in the face of great social change, as a particularly important key in history textbooks.

The studies discussed above focus on 'History' as a single discipline and do not differentiate between, for example, Modern History and Ancient History. In the NSW context, Modern and Ancient History are not differentiated as subjects until the final two years of schooling, so a focus on the undifferentiated subject of 'History' is not surprising. Most of the texts analysed in the studies reported on in this chapter, however, appear to be texts concerning the events of Modern History, (e.g. Coffin, 2006; Oteiza, 2003; Oteiza & Pinto, 2008). This study aims to contribute a more

detailed investigation of key in historical writing through differentiating between Modern History (MH) and Ancient History (AH). It also investigates key in a number of subjects previously not investigated (Society and Culture and Community and Family Studies). As an exploration of disciplinary difference in writing, it draws heavily on APPRAISAL to theorise recurrent patterns in choices writers make according to subject and therefore contributes to a wider understanding of key in the context of senior secondary humanities subjects.

## **2.5 School literacy**

Preceding discussion has traversed a path from broader notions of disciplinarity, such as the distinction between hierarchical and horizontal knowledge structures, to more fine-grained approaches distinguishing different disciplinary keys. Conceptions of literacy in literature may similarly be characterised as favouring very broad and generalised understandings of literacy, or may reflect a more disciplinary specific focus.

In the context of educational policy documents, the perspective on literacy has most often reflected very broad, abstracted and generalised understandings. For example, the 1991 Australian Language and Literacy Policy defines literacy as an expansive and abstract concept.

Effective literacy is intrinsically purposeful, flexible and dynamic and involves the integration of speaking, listening and critical thinking with reading and writing. (Department of Employment Education and Training (DEET), 1991: 5)

Similarly, the 1998 Commonwealth Literacy Policy indicates a holistically-oriented broad approach to literacy. In addition to its inclusion of the quotation above, the policy quotes Sensborough on the nature and purpose of literacy:

... “literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyse, respond, and interact with the growing variety of complex sources of information” . (Sensborough, 1990, in Department of Employment Education Training and Youth Affairs (DEETYA), 1998: 8).

These definitions of literacy are broad enough to capture a wide variety of practices and focus beyond the educational context to ‘aspects of literacy in modern life’ (Department of Employment Education Training and Youth Affairs (DEETYA), 1998: 8).

Generalised and abstracted perspectives on literacy are also visible in the academic sphere. The New London Group (1996) extend their definition of literacy widely, to the concept of ‘multiliteracies’, incorporating notions of technological literacy and linguistic diversity which result from the rapidly changing society in which we live. They suggest that a pedagogy of multiliteracies ‘focuses on modes of representation much broader than language alone’ and suggest the term ‘mere literacy’ for a view that ‘remains centred on language only, and usually on a singular national form of language at that, which is conceived as a stable system based on rules such as mastering sound-letter correspondence.’ (New London Group, 1996:64). From this perspective, changes in the way that we work, engage in our private lives and the societal changes that are occurring at a rapid pace mean that we have evolving literacy needs that must extend to new forms of semiosis. The concept of multiliteracies has become influential in many areas of language and educational research and has resulted in a new understanding of what literacy development may mean:

In the twenty-first century the notion of literacy needs to be reconceived as a plurality of literacies and *being* literate must be seen as anachronistic. As emerging technologies continue to impact on the social construction of these multiple literacies, *becoming* literate is the more appropriate description. (Unsworth, 2001:8)

Very broad and general understandings of literacy are also visible in the pairing of the term 'literacy' with multiple different content areas. Examples of this proliferation include computer literacy (Corbel & Macquarie University National Centre for English Language Teaching and Research, 1997, 1999), media literacy (Iedema, White, De Silva Joyce, Feez, & Write-it-Right Project, 2008; Potter, 2005), health literacy (Hay, 2010; Naidu, 2008), scientific literacy (Jane, 1998; J. D. Miller, 1983; Prewitt, 1983), cultural literacy (Boomer, 2003; Trefil, Kett, & Hirsch, 1987) visual Literacy (Burmark, Association for Supervision and Curriculum Development, & Alexandria, 2002; Elkins, 2008) and even Asia literacy (Lane, 2013) to name a few. These pairings reflect common-sense approaches to the concept of literacy in that they have more to do with an understanding of a particular field than the semiotic resources in question. They also often suggest the notion of literacy as a set of skills. Computer literacy, for example, is understood among other things as the ability to be able to operate a computer.

Literacy in the context of schooling can similarly be very broadly and abstractly defined. Cairney and Ruge (1997:194) state that '[s]uccessfully negotiating "school literacy" involves learning the norms and expectations, and ways of participating, that are valued and reproduced in school contexts.' While such a definition has the potential to be understood in very general ways as negotiating the culture of schooling, culture is theorised in SFL as a collection of genres, and valued ways of participating in school revolve around written text (J. R. Martin, 2013a; Matruglio, Maton, & Martin, 2013). From an SFL perspective, a study of the written genres of subjects is critical in the exploration of literacy in schools.

Both the Language as Social Power project (Disadvantaged Schools Program, 1988, 1989; Murray & Zammit, 1992; Rose & Martin, 2012) in primary schools and the Write it Right project in secondary schools (Rose & Martin, 2012; Veel, 2006) were investigations of school literacy aimed at improving educational outcomes for students. These projects focussed largely on print literacy and, as previously mentioned, have made significant contributions to understandings of disciplinarity

through their exploration of the important genres in school subjects including History (Coffin, 1996), English (Rothery, 1994b), Science (Veel, 1993), the creative arts (Rothery, 1994a), Maths (Veel, 1999) and Geography (Humphrey, 1996). In addition to developing a theoretically rigorous understanding of disciplinary ways of writing, a pedagogy for teaching literacy was also developed through these projects. This genre-based approach to teaching writing is reported as being widely accepted in the teaching profession in the context of primary school (J. Hammond & Macken-Horarik, 2001) where the Language as Social Power project has led to the inclusion of 'text types' such as narrative, literary recount, observation, literary description, personal response, review, factual description, information report, procedure, procedural recount, factual recount, explanation, exposition, discussion<sup>1</sup> into the NSW primary English curriculum (NSW Board of Studies, 2007:66). The research has had less lasting effect on curriculum and policy in the secondary school, however (Rose & Martin, 2012).

### **2.5.1 Literacy pedagogy in secondary schools**

The interconnectedness between language and knowledge, and the importance of language in teaching is frequently emphasised by linguists involved in educational research (Christie & Derewianka, 2008; Columbi & Schleppegrell, 2002; Love, 2010; Schleppegrell, 2004). Schleppegrell (2004:155) summarises this connection, asserting that '[c]ontent knowledge and skills cannot be separated from the linguistic means through which that knowledge is manifested'. Secondary school teachers' relative lack of explicit knowledge about language (KAL) despite the significance of language in teaching in the disciplines, however, has been reported widely in literature both from Australia and overseas (Christie et al., 1991; Love, 2009; Luke & Elkins, 2003; Macken-Horarik, Love, & Unsworth, 2011; May & Smyth, 2007). At least partly because language and knowledge are so intimately connected and 'language is so instrumental to the task at hand (...) teachers often do not bring its characteristics to the forefront

---

<sup>1</sup> While these 'text types' are given capital letters in the 2007 K-6 English syllabus, names of genres do not take capital letters in SFL, although the stage names within genres (e.g. the Orientation stage of a narrative) are capitalised.

of students' thinking' (Christie, 2001:102). The focus on disciplinary knowledge in pre-service teacher education has also contributed to language becoming part of the 'hidden curriculum' (Christie, 2001) in schools. Love (2010: 339) reports that there is considerable empirical evidence indicating that secondary teachers are unable to address, overtly and deliberately, the specific language and literacy demands of their varied teaching and learning contexts, and the related texts and textual practices they use with their students.

In recognition of the importance of knowledge about language (KAL) for teachers, there have been calls for the inclusion of language teaching as a central component in high school teacher preparation courses (Alverman, 2002; Christie et al., 1991; Love, 2009, 2010). Although the Write it Right research was unable to insert itself institutionally at the time, in order to make a lasting impact in literacy pedagogy in high schools, as explained by Rose and Martin (2012), research has continued into how to make knowledge about language more accessible to teachers, and to investigate how it might be included in teacher education programs. Projects such as the Grammatics Project (Macken-Horarik et al., 2011; Newbiggin et al., 2013), the Belmore Boys Project (Humphrey & Robinson, 2012) and the Secondary Literacy Improvement Project (SLIP) (Cann, Inglis, Dalmau, & Gregory, 2013) and research into the development of literacy pedagogical content knowledge (LPCK) in teacher preparation programs (Love, 2009, 2010), are all making important contributions to the understanding of what KAL is important for teachers and how this may be developed in the Australian schools context. Factors such as limited time for teaching language in already crowded pre-service teacher education programs (Love, 2009, 2010) and the question of how much of the technical understanding possessed by educational linguists is necessary for teachers (Macken-Horarik et al., 2011) are central in these investigations. Other teacher training programs such as Reading to Learn (Cullican, Faiola, Pilson, Nicholls, & Moloney, 2013; Rose, 2011; Rose & Acevedo, 2006) and courses in the language of Maths, Sciences and Humanities through Lexis Education (Lexis Education, 2014) have also been making important contributions to in-service



teacher training in literacy pedagogy for some time through a focus on knowledge of both the genres of schooling and pedagogical grammar for teachers.

Interest in pedagogic interventions in literacy is also expanding in many other parts of the world. This research covers diverse contexts, including but not limited to studies of English as a Foreign Language (EFL) and Content and Language Integrated Learning (CLIC) in Spain, (Whittaker, Linares, & McCabe, 2011), bilingual education in the USA (Brisk, 2011), growth in L1 writing development in Portugal (Gouveia, 2013), genre-based literacy pedagogy in Europe (Lovstedt, 2013) and the implementation of the Reading to learn Program in Sweden (Acevedo, 2010). The issue of pedagogic interventions in literacy development is both widespread and persistent, reaching back as early as the 1960s in the UK with the Language Across the Curriculum movement (Love, 2009). All these studies share a concern for understanding and foregrounding the role of language in learning and promoting the importance of some sort of explicit knowledge about language for teachers. Importantly in these approaches, explicit KAL, including grammar instruction, is always linked to its efficacy in teaching students how to read and write and not as a means in itself. This approach is visible in the workbook by Humphrey, Droga and Feez, (2011), which is designed to teach teachers functional grammar and which intersperses the grammatical explanations and exercises with 'in the classroom' sections which explicitly emphasise the connection between the grammar and the educational world of schools.

Several theorists (Christie & Derewianka, 2008; Coffin, 2006; Macken-Horarik et al., 2011) highlight one particular area in which more linguistic understanding would benefit teachers in Australia, and this is in the progression of writing across the years of schooling to move from engagement with more to less common-sense meanings. It has been argued that the shift towards less common sense meanings in the senior years of schooling 'is generally not made explicit or even understood by secondary school teachers, often causing more fragile learners...a great deal of confusion' (Love, 2010:350). Linguistic descriptions and explanations of the language implications of this shift have been provided for some subjects already, such as History (Coffin, 2006),

Science (Halliday & Martin, 1993), English, History and Science (Christie & Derewianka, 2008) and English (Macken-Horarik & Morgan, 2011), however they are not yet available for all subjects included in the senior curriculum. Such descriptions also have not always focused in detail on discourse semantics of interpersonal meaning.

This study makes a contribution to the national and international concern with literacy pedagogy through elucidating more clearly the literacy demands of four humanities subjects. While it is not directly a study of literacy pedagogy, this thesis contributes to knowledge about the language demands in specific subject areas and can therefore be seen as supporting the body of knowledge and research into literacy pedagogy in the senior schools context. Recent work in the Australian context (e.g. Humphrey & Robinson, 2012; Macken-Horarik et al., 2011) has identified an understanding of metafunctions as a 'portable tool' (Macken-Horarik et al., 2011:13) for students to understand how language functions to make meaning. The fine detailed investigation of interpersonal meaning involved in this study contributes to a better understanding of one aspect of this tool: how students make evaluation seem objective.

## **2.6 Theory of language as a social semiotic**

The understanding of language as a social semiotic system (Halliday & Matthiessen, 1999) underpins this research and the approach to analysis of the data. This study begins from the understanding that the language used in a text reflects systematic choices that have been made from within a system of choices that could have been made but were not. Choices from this system can therefore be analysed as meaningful when compared to the overall potential meanings which could have been made. The role of language theory is crucial to an understanding of writing in this study as it is only with reference to a systemic theory that language choices can be understood. SFL provides a robust and well-developed theory of language and tools which can be used to analyse text at all levels. A brief introduction to the most relevant aspects of theory for the present study is provided below.

### **2.6.1 The hierarchy of instantiation**

SFL understands language to be ‘systems of resources for meaning, that speakers and writers choose from in the process of making meaning’ (Martin & Rose, 2008:6-7). These systems implicate both metafunctions of meaning, and strata of language. The relationship between patterns of meaning at whole text, clause and word level is theorised as the hierarchy of realisation (Halliday & Matthiessen, 2004; Martin, 2009). Patterns of meaning in written discourse are said to be realised by patterns of meaning in lexico-grammar which are in turn realised by patterns in graphology. The relationship between strata is one of abstraction, not composition, as each stratum of language has its own compositional hierarchy (Martin & White, 2005). The relationship between the system of language as a whole and instances of language in use as text is considered along the complementary hierarchy of instantiation (Halliday & Matthiessen, 2004; Martin, 2009), a hierarchy that relates generality to specificity. Language in use, as text, co-instantiates choices from the system across all metafunctions and all strata of language. It means that any one instance of language in use is reflective of the system as a whole, and plays its part in the evolution of the system, as in Halliday’s much referenced analogy to the relationship of climate to weather (Halliday & Matthiessen, 1999).

In this light, Halliday insists that

Discourse analysis has to be founded on a study of the system of the language. At the same time, the main reason for studying the system is to throw light on discourse – on what people say and write and listen to and read. Both system and text have to be in focus of attention. Otherwise there is no way of comparing one text with another, or with what might itself have been but was not (Halliday, 1985/1994 xxii).

This proposal is one that guides this study. In this study the aim is to undertake detailed analyses of instances in four small corpora of texts. A close attention to the

instances enables an understanding of the multiple interrelated choices that the student writers make from systems of genre and systems of interpersonal meaning. At the same time there is a complementary attention to generalisation, built on a consideration of the texts as kinds of texts, as texts from particular specific subject areas and educational levels, and as texts that are rated highly by both the overriding body establishing standards, as Board of Studies standards text of highest ratings, and by experienced examination markers in the particular subject areas.

The potential for a single study to manage the span from instance to system is always limited, but the explorations of recurring patterns of meaning within subject areas, and differences in these patterns across subject areas, aims to take steps in the direction of generality that can complement existing work in this area, and provide solid bases for further explorations of school literacies.

## **2.6.2 Genre theory**

Chapter 4 draws specifically on theorisations of genre in SFL. SFL approaches to genre were distinguished from other theoretical approaches in 2.3, as was the contribution of research using genre theory to understandings of school literacy. Briefly, the project of identifying and mapping the genres of schooling can be traced back to a 1979 Language in Education conference at Sydney University which brought together linguists concerned with education and educators who were interested in language. The 'Writing Project' in the early 1980's, which grew out of this conference, was situated in the midst of the influence of progressive pedagogy and aimed to develop a writing pedagogy to enable all students to succeed in writing the kinds of writing necessary for success in schools. From this point, research into genre has continued to the present day, expanding more recently into diverse areas including, for example, law (Korner, 2000), music (Caldwell, 2008), social media (Zappavigna, 2012) and popular culture (Bednarek, 2010).

Systemic Functional Linguistics now has an elaborated system of genres resulting from this work. Importantly to the analysis in Chapter 4, this system of genres can inform further work in the area of literacy in schools. Genres and their relationships to each other can be displayed in *system networks* which organise genres typologically according to categories and families, illustrating choices that can be made from the entire system and how choices at one level constrain choices possible at the next level (Martin & Rose, 2008). These system networks can then be used as tools for analysis. Analysing student texts as instances of particular genres involves moving between texts and the existing system of genres, identifying textual features which form the basis for categorisation in increasing levels of delicacy until an end node is reached. Genre theory provides a systematic and text-based (rather than extra-linguistic) approach to the analysis of text as patterns of meaning which have significance in relation to choices that could have been made but were not. Any disciplinary differences found in the data from this study may then feed back into existing understandings of the genre system.

### **2.6.3 APPRAISAL Theory**

Chapters 5 and 6 draw on the APPRAISAL system (Martin & White, 2005) for analysis of student writing. This system is a theorisation of the way that interpersonal meaning is construed at discourse semantic level. While some of the resources accounted for in the APPRAISAL system are variously referred to in other traditions as 'affect' (Biber & Finegan, 1989), 'modality' (Bybee & Fleischman, 1995), 'evidentiality' (Chafe & Nichols, 1986), 'vague language' (Channell, 1994), and 'hedging' (Hyland, 1996), other traditions lack a coherent account of how these strategies relate to each other as choices in paradigmatic patterns of meaning making. APPRAISAL, however, is a coherent and theoretically motivated system of interpersonal meaning. It accounts for choices in interpersonal meaning as significant precisely because of other meanings which could have been made but have not. The interpersonal meanings in texts are theorised in APPRAISAL research as significant systematic choices from within the entire meaning potential available to the speaker.

The APPRAISAL system as it currently stands significantly extends on pioneering work carried out by Poynton on language and gender, especially with regard to the tenor variables of power and solidarity (Poynton, 1985). While Poynton's work builds on Halliday's (1985) characterisation of tenor, Martin and White (2005: 29) characterise APPRAISAL as built on the 'foundation' of Poynton's work. As a significant development in the Write it Right project, APPRAISAL was to a large degree developed in the context of research which aimed to make sense of the reading and writing carried out in schools and related workplace contexts (Martin & White, 2005). It has a history of use in the analysis of educational texts since the 1990s and has been well developed to account for the types of interpersonal meaning-making important in schools.

APPRAISAL also moves beyond lexico-grammar and is able to generalise interpersonal meaning at the stratum of discourse semantics. It can account for a wide variety of lexico-grammatical realisations of interpersonal meaning (Martin & White, 2005) and can be used to theorise the spread of interpersonal meaning across larger stretches of text, accounting for the prosodic and cumulative nature of interpersonal meaning making (Hood, 2006). This feature of APPRAISAL is particularly significant for the analysis of indirect evaluation, which is often spread over more than one lexical item (Hood, 2006; Macken-Horarik & Isaac, 2014) and which has been found as particularly important for maintaining an appearance of objectivity in writing in the later years of schooling (Christie & Derewianka, 2008).

The systematic nature of APPRAISAL theory, combined with its location at the stratum of discourse semantics, and its history of use in educational contexts, make it an apposite tool for this thesis.

## **2.7 Legitimation Code Theory**

While this study is primarily conducted from the perspective of SFL, each analysis chapter also draws on selected elements from Legitimation Code Theory (LCT) to

provide a complementary analysis. Section 2.2 introduced LCT as a development of Bernstein's code theory (Bernstein, 2000), among other aspects to account for both knowledge and knowers. It also draws on Bourdieu's field theory (Bourdieu, 1994; Bourdieu & Wacquant, 1992). Maton explains that

its most central foundations are Pierre Bourdieu's 'field theory' and Basil Bernstein's 'code theory'. LCT develops rather than displaces these frameworks, though in different ways...where Bordieu's field theory provides a new *gaze*, Bernstein's code theory provides a different *insight*...where Bordieu offers a 'mental revolution', Bernstein enables a conceptual evolution that is required to democratize that gaze (2014: 19-20).

A full account of the relationship between LCT and the work of Bernstein and Bourdieu can be found in Maton (2014). In this section I introduce briefly the history of interdisciplinary work between sociology of education and SFL while aspects of LCT theory used in analysis are described in relevant analysis chapters.

Bernsteinian sociology of education and SFL have been in dialogue with each other since the 1960s. The nature and benefits of the long and fruitful dialogue between Bernsteinian Sociology of Education and SFL has been explored by many scholars, including (Christie, 2007; Hasan, 2005; Martin, 2011; Matruglio, Maton, & Martin, in press, 2014; Rose & Martin, 2012). Martin (2011) characterises one of the great benefits of the interdisciplinary work between linguists and sociologists of education as a metaphorical throwing back and forth of the gauntlet as each discipline investigates issues of mutual interest. In the answers each theory finds to a problem, it raises questions for the other, so that interdisciplinary work has the ability to 'make each discipline rethink what it thought it knew, so that new knowledge can be born' (2011: 53).

More recently, since the development of LCT, a new phase of inter-disciplinary research collaboration between LCT and SFL has been fostered. Common concerns

with the same educational issues have continued, and Maton's emigration to Australia has encouraged and facilitated close collaboration between linguists and sociologists due to geographical proximity (see for e.g. Doherty, 2010 ; Hood, 2011b; Luckett, 2010 ; Matruglio et al., in press, 2014; Yi, 2011 ). Briefly, the two theories can be used together to illuminate different aspects of the problem-situation and to provide complementary insights into the object of study. The two separate gazes can often provide greater explanatory power, as education includes both knowledge and linguistic practices (Matruglio et al., in press, 2014).

LCT is used in the final sections of each analysis chapter to interrogate the results found through SFL analysis and question further the nature of knowledge-knower structures underlying each subject. The relevant concepts from LCT are explained in detail in the analysis chapters in which they are used. In chapter 4, the LCT concepts of semantic gravity, or the contextual dependency of meaning, and semantic density, or the condensation of meaning, are used to explore text-level differences between subjects found in the genre analysis. Patterns in the ATTITUDE analysis are further explored using the LCT concept of cosmology in chapter 5, to investigate the axiological orientations of subjects, while the notion of gazes is drawn on in chapter 6 to question differences in the ways the subjects orient towards knowers. These tools from LCT allow complementary theorisation of patterns of difference in the question of how students engage with knowledge through writing and are used in this thesis to highlight particular aspects of interest revealed in the SFL analysis. LCT can also be used to bridge from the SFL analysis towards pedagogic interventions.

## **2.8 Conclusion**

Recent research into the literacy demands of secondary schooling is extending a theoretically motivated understanding of literacy into subjects and year levels not previously examined (Kompara, 2012; Matruglio, 2007, 2004; Weekes, 2013). This study contributes to this widening breadth of research into different disciplinary areas in the field of reproduction. In contrast to many of the studies which characterise the



humanities at the tertiary level (Becher & Trowler, 2001; Hyland, 2012; MacDonald, 1994) and at secondary level (Harvie, 2013; Mitchell, 2006; Stenhouse, 1968; Wringe, 1974) it aims to understand the humanities at the level of *senior secondary* schooling in particular. It concerns in a general sense the nature of knowledge-knower structures in the humanities as enacted through a suite of four subjects and explores what it is about humanities subjects at this level that makes them 'soft' in Becher and Trowler's (2001) terms. In particular, this involves an exploration of the nature of the personal and ethical orientation of subjects, or in Maton's terms, to the construction of knowers, social relations to knowledge and their axiological orientations. Importantly, the study also aims to add depth to current understandings of schooled disciplinary literacy practices through an analysis of ATTITUDE to more delicate levels than previous studies.

In this chapter I have located the study at a point of intersection between linguistic and sociological approaches to understanding disciplinarity. Mutual concern with the same problem-situation has been a defining characteristic of these two intellectual fields over a number of years (Christie & Maton, 2011; Freebody, Maton, & Martin, 2008; Martin, 2011). However sociological and linguistic studies of disciplinarity rarely converged in the field of reproduction until more recent years. While a number of linguistic studies have investigated disciplinarity at secondary level (Christie & Derewianka, 2008; Coffin, 1996; Humphrey, 1996; Rothery, 1994a; Veel, 1993, 2006), sociological approaches, or approaches combining linguistic and sociological perspectives, have largely been located in the field of production (Bernstein, 2000; Hood, 2011b, 2012; Maton, 2011; Wignell, 2007b). More recently, interdisciplinary research involving both sociological and linguistic perspectives on disciplinary ways of writing in the field of reproduction have emerged, (J. R. Martin et al., 2010; Weekes, 2014), however there is scope for more detailed interdisciplinary work in a number of disciplines and year levels.

While primarily a linguistically-oriented study, this thesis contributes to a more connected understanding of the humanities. Theoretical approaches from both SFL

and LCT are used in an approach to investigating meaning which is not only descriptive but explanatory, analysing not only difference in language use but also underlying differences in knowledge-knower structures. Additionally, the study's location at a site between the contexts of junior secondary and tertiary study is aimed at providing a better understanding of the transition between these contexts. It addresses a largely neglected area in the investigation of educational literacy, as previous studies have tended to focus on primary (Disadvantaged Schools Program, 1988, 1989), junior secondary specifically (Rothery & Stevenson, 1994), the entire secondary (Coffin, 1996, 2006; Humphrey, 1996; Veel, 1993) or tertiary contexts (Hood, 2004a, 2007, 2012; Hyland, 2004, 2012; Swales, 1990, 2004). There is far less research which targets the specific needs of senior secondary students (Cambourne, 2001; Cumming & Wyatt-Smith, 2001; Freebody, 2007; Schleppegrell, 2004).

I outline the research design in the following chapter, explaining the choice of subject focus, brief linguistic and sociological theoretical foundations, the choice of texts and the interpersonal focus of the study.

## Chapter 3 : Research Design

This thesis explores the central question of differential writing requirements reflecting disciplinary approaches to knowledge. In particular it describes and analyses patterns and preferences in the genres instantiated in student writing, the attitudes expressed and how these are graded, and the management of multiple voices in the texts. It aims to make visible elements of the literacy demands in the humanities which to this point remain part of the 'hidden curriculum' so they are more available to teachers and students.

It answers the following general and specific research questions, reproduced here from Chapter 1.

### **How are students required to engage with knowledge through writing in senior secondary humanities subjects?**

1. What profile of genres is revealed in an analysis of highly rated texts across the humanities subjects? What does the profile of genres contribute to an understanding of different orientations to knowledge?
2. What kinds of attitudinal values and authorial positions are evident in highly rated writing in different humanities subjects?
  - a) What attitudinal preferences are evident in the texts from different subject areas and how are they expressed?
  - b) What kinds of authorial stance are enacted in the texts from different subject areas, and how are they expressed?
  - c) How does stance and ATTITUDE relate to genre in the texts from different subject areas?

3. What does a comparative study of genre and interpersonal meaning reveal about differences in knowledge-knower practices across humanities subjects in the senior secondary school?

A rationale for the location of this study in the humanities was provided in the previous foundations chapters. Within the broader field of humanities, four subjects were chosen for inclusion in the research. Ancient History (AH) was chosen first, following preliminary masters-level research investigating literacy from a discourse semantic level. Modern History (MH) was included in order to provide a point of comparison and contrast not only within the humanities, but within what is often broadly understood to be the single discipline of History. Society and Culture (SAC) and Community and Family Studies (CAFS) were included as they both require the discussion of different viewpoints, ideas and opinions and require students to make judgements of opinion. They were thus expected to provide examples of student writing containing explicit negotiation of interpersonal meaning. A further reason for the inclusion of SAC and CAFS is that these subjects provide a point of comparison with each other. They are both mainly studied by girls (Universities Admissions Centre, 2009), make claims to an interdisciplinary nature (NSW Board of Studies, 1999a, 1999b), and focus on aspects of community and culture. Despite these apparent similarities, they are generally understood in schools to represent differing levels of academic 'rigour'. The question of disciplinary difference in writing is particularly pertinent in these subjects. It may elucidate not only differing literacy requirements, but perhaps additionally provide a basis on which to reason about the different attitudes towards these subjects and the educational opportunities they provide for students.

### **3.1 Qualitative research design**

The research approach taken in this study is in general terms qualitative. Of course, such a descriptor can be applied to widely different kinds of studies. In this case, the intrinsic interpretive dimension of qualitative research is undertaken with reference to

a robust and comprehensive theory of meaning, in the social semiotic theory of language that is systemic functional linguistics (Halliday & Matthiessen, 2004; Martin & White, 2005). The study constitutes a detailed and comprehensive analysis and interpretation of meaning choices at discourse semantic level of language (Martin & Rose, 2003) in a small corpus of highly valued student texts. This analysis is undertaken specifically to investigate the features of successful writing and is not concerned with the overall performance of cohorts or of variations or quantitative distinctions within the cohorts, such as performance of girls and boys or high scoring and low scoring texts.

The data set remains relatively small in order to enable the detailed and necessary manual coding of the texts from a series of different perspectives. While engaging with a relatively small set of texts, it is important that the results of analysis can have relevance beyond the scope of the individual texts or site of data collection in this study. Several strategies for ensuring the representative nature of the texts in the data set to the subjects generally are therefore also outlined in this chapter.

## **3.2 Approach to analysis of text**

### **3.2.1 System and Text**

A key issue in a study of this kind is the basis upon which decisions about textual analyses can be made. A top-down approach is taken, beginning at the level of whole text, or *genre* and then moving into the level of discourse semantics. Chapter 2 argues that other linguistic approaches to genre (such as in the ESP tradition) do not provide an adequate basis for theoretically motivated analysis of text. They often favour a reliance on ethnomethodological approaches to investigate elements of culture, which are understood as being outside of text. However, the bi-directional relationship between language and culture which underpins SFL, brings language and culture into a

much closer and systematic relationship. From an SFL perspective, genre, which is located in a stratified context plane, is analysed through text.

Over the last several decades, theorists working within the framework of SFL have examined innumerable instances of language use in very many contexts, resulting in the systematic theorisation of language at all levels. Now that systems of language have been described and theorised, analysis undertaken on particular instances of language can be understood from relation to the theory and can also feed back into developing and extending that theory. Thus, linguistic analysis of text always involves the movement back and forth between theory and examples of language in use.

### **3.2.2 Analysis of ATTITUDE**

Four layers of APPRAISAL analysis were applied to the texts, in a process of manual coding. The focus of Chapter 5 is on the expression and grading of ATTITUDE, while Chapter 6 reports analysis using the ENGAGEMENT system. The ATTITUDE and GRADUATION analyses were undertaken in three progressive steps. Texts were first examined for the use of explicit or *inscribed* ATTITUDE. The full texts coded for analysis can be found in Appendix 3. A second layer of analysis was then applied to investigate the degree to which these inscribed ATTITUDES were graded. The full texts coded for both inscribed ATTITUDE and GRADUATION may be found in Appendix 4. Finally, a third layer of analysis was applied to the same texts to examine the use of indirect or *invoked* ATTITUDE and these texts, coded for inscribed ATTITUDE, invoked ATTITUDE and GRADUATION may be found in Appendix 5. Each layer of analysis would generate results that could then be considered both in terms of consistency of patterns within subjects and comparatively across subjects to determine the degree to which practices around the expression of ATTITUDE varied according to discipline.

#### ***3.2.2.1. Analysing inscribed and invoked attitude separately***

Analysis of inscribed and invoked ATTITUDE has been separated for several reasons. One reason concerns the investigation of how students manage evaluation while still

maintaining the 'objectivity' usually expected in academic styles of writing. In their study of school discourse, Christie and Derewianka found that much of the writing students do in history at early adolescent level is 'free of much evaluative language, as they seek to record and describe historical events dispassionately' (2008:113). However by later years 'the resources of APPRAISAL develop in more subtle ways to evaluate the significance of events and the validity of sources of evidence, to judge the behaviour of historical figures, to engage with members of the discourse community and alternative perspectives and to know when to be circumspect and when to be more direct' (Christie & Derewianka, 2008). In order to understand how students manage the subtle use of interpersonal resources of meaning-making, it is necessary to separate out the 'direct' from the 'circumspect' to see how students manage to construct a stance that will be deemed 'appropriate' in their subject.

Another reason for the separate consideration of direct and indirect expressions of ATTITUDE concerns the delicacy of analysis. In the investigation of inscribed ATTITUDE, texts are analysed to the levels of sub-categories of each type of ATTITUDE, as this delicate analysis can reveal differing orientations to knowledge even within the one category of ATTITUDE. As this study aims to fine-tune understanding of interpersonal meaning beyond the clause in senior school humanities subjects, it is important to explore any possible differing orientations to meaning, and differences could remain unnoticed if analysis was only taken to the level of distinguishing between AFFECT, JUDGEMENT and APPRECIATION. However invoked ATTITUDE is far harder to categorise into sub-types precisely because of the implicit nature of its expression and the fact that it allows the reader much more freedom in interpretation (Macken-Horarik & Isaac, 2014). The three general strategies for invoking ATTITUDE, provoke, afford and flag, can be arranged on a cline representing the degree to which a reader is free to 'align with the values naturalised by the text' (Martin & White, 2005:67), making it difficult to assign the most flexible expressions of ATTITUDE to subcategories of AFFECT, JUDGEMENT or APPRECIATION. It makes sense to consider inscribed and invoked ATTITUDE separately so that finer distinctions between types of inscribed ATTITUDE can be considered without

trying to force unmotivated categorisations of invoked ATTITUDES, which are much harder to pin down.

### ***3.2.2.2 Less delicacy in analysis of invoked ATTITUDE***

As mentioned above, invoked ATTITUDE allows freedom for the reader to align or not align with the reading position naturalised in the text. Furthermore, it relies to a greater extent on social values of particular communities of readers and is more subjective in interpretation than inscribed ATTITUDE. Interpretations of invoked ATTITUDE depend heavily on the particular gaze of the reader and it is important for the analyst to make their alignment clear (Martin, 2000). My position as a white, middle class, female academic is similar to that of the writers of the texts, whose gazes have mostly been trained by white middle class female teachers. I therefore take up the reading position naturalised by the texts.

This issue of alignment with the text and subjectivity in interpretation is particularly pertinent when considering affordances which are in some way politicised or which are open to debate in the community. In the study, there are several examples of politicised meanings which could take on different meanings and attitudes in different social communities. For example, in the following excerpts, I analyse ‘police shooting’ and ‘exploitation of black labour’ as affordances of negative JUDGEMENT of the white regime, however in the apartheid era in South Africa there would certainly have been groups who would not have interpreted these in the same manner.

MHS2: The death of 69 black civilians and the ensuing **violence** [-prop] which resulted in another 86 **deaths by police shooting** [afford – judge] and **brutality** [-prop] drew international **outrage** [-sat].

MHS2: In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a **resource rich** [afford +app] country, made **wealthy** [+val] through the **exploitation of black labour** [afford –judge].



According to current social mores in Australia, it would be relatively common to interpret police shootings and exploitation of certain groups as negative, especially as history in NSW schools is taught from the perspective of the political left (J. Martin, K. Maton, & E. Matruglio, 2010). The interpretation of these affordances as negative JUDGEMENT could therefore be expected to align with white, middle class values in Australia. It is still important, however, to make the distinction between meanings such as these, which can be understood to imply negative judgements, and attitudinal meanings which are stated explicitly in the text.

Not only does invoked ATTITUDE allow for more freedom of interpretation than inscribed ATTITUDE, invoked ATTITUDE itself also represents a cline of degrees of freedom of meanings. Lexical metaphor used to *provoke* ATTITUDE comes closest to actual inscription, while the other kinds of invoked meaning are said to *invite* ATTITUDE. Of these two, the most freedom to align or not align with attitudes naturalised in the text is provided in afforded attitudinal meanings with flagged ATTITUDE representing a kind of middle point between them. This means that analyses of afforded meanings may need to be approached with more caution than meanings which provoke ATTITUDE, as afforded meanings are more open to interpretation. This 'slippery' nature of invoked meanings is the main reason why, in the analysis of invoked attitudinal meaning, I have only coded the least delicate categories of ATTITUDE (AFFECT, JUDGEMENT and APPRECIATION) and not the sub-categories of each. While it is possible to explain how evaluations of AFFECT, JUDGEMENT and APPRECIATION are provoked or invited in the text, it is less easy to explain the motivation of precise sub-categories when attitudes rely on the subjectivities of individual readers and prosody from the text.

In addition to the fact that the sub-*type* of ATTITUDE can be less determinate when attitudes are invoked, the *target* of the ATTITUDE can also be more difficult to pin down. For example, an implicit JUDGEMENT of one person or group can also imply an implicit JUDGEMENT of a different kind towards another individual or group. In the following excerpt, the Nazis are negatively judged for their repression of the Jews. There is only

one inscribed JUDGEMENT present, in the word *repression*, however almost the whole excerpt can be read as afforded negative JUDGEMENT of the Nazis.

MHB1: The Nazis **inflicted** [afford – judge] **repression** [-prop] upon the Jews. **They were denied their culture** [afford -judge]. The Nuremburg laws came out and the **Jews removed from their places of employment, they were further marginalized from society. Their basic human rights were revoked. They could no longer choose who they wished to marry, they could no longer have sexual intercourse with Germans if they were married. They could not even journey outside after certain hours of the day. Their life was turned upside down** [afford – judge].

This excerpt also implies implicit JUDGEMENT of the Jews themselves. Because of the repressive acts of the Nazis, the Jews were ‘marginalised from society’. That is, the improper acts of the Nazis, and their view of the Jews as inferior, lead in this case to a lack of capacity on the part of the Jews. While the main point of this part of the text appears to be a negative assessment of the Nazis in terms of social sanction, a negative assessment of the Jews social esteem is also at least partly implied.

One further consideration necessitating separate consideration of inscribed and invoked ATTITUDE relates to the actual resources used to inscribe and invoke ATTITUDE. While inscribed ATTITUDE in the texts in this study tends to be located on either one word or small groups of words, invoked ATTITUDE tends to occur across larger stretches of text (Hood, 2006; Macken-Horarik & Isaac, 2014). This is evident from the excerpt above, where, while it is possible to locate the inscribed ATTITUDE on one particular word, *repression*, the invoked ATTITUDE spreads over whole clauses and clause complexes. In other words, it is not particular single wordings that indicate invoked ATTITUDE, but the choices of ideational meanings working together and how these ‘play off’ the prosodies of inscribed ATTITUDES which invoke attitudinal meanings. Because it is less direct, invoked ATTITUDE seems to require more words to achieve. It spreads

throughout the text and helps to create attitudinal ‘colour’ to larger stretches of the text than inscribed ATTITUDE (Hood, 2006).

There is a wide range of ways that attitudinal meanings can be indicated in a text beyond explicit evaluation. Lexical metaphor, graduation and field associations all work together with the inscribed ATTITUDE to create prosodies of evaluation, which spread through a text. The attitudinal meanings invoked allow a greater deal of freedom for the reader either to align with the positions naturalised by the text or not and rely to a greater extent on the subjectivity of the reader and shared community values. That is not to say that invoked ATTITUDE is unimportant in the analysis of interpersonal meaning, or that it is so indeterminate to make analysis too subjective to be helpful. As students progress through their schooling to the senior years, they begin to learn how to make attitudinal assessments more covertly in the pursuit of writing in a more ‘objective’ and ‘academic’ style (Christie & Derewianka, 2008). To ignore invoked meaning in texts such as these would be to ignore an important way students manage this covert expression of ATTITUDE. In a study, which aims to make the valued interpersonal meanings in the humanities clear, the study of invoked meaning, and the way it interplays with inscribed ATTITUDE to create a particular interpersonal stance is critical.

### ***3.2.2.3 Engagement***

The large amount of analysis in the triple-layered consideration of ATTITUDE and its grading necessitated the consideration of ENGAGEMENT in a separate analysis chapter, Chapter 6. The system of ENGAGEMENT addresses methods of creating ‘solidarity’ with the reader, that is, the way that the writer of a text construes their stance toward both the value systems referenced in their text and the wider context of these value systems in the shared community of their particular subject area. In other words, ‘declarations of attitude are dialogically directed towards aligning the addressee into a community of shared value and belief’ (Martin & White, 2005, p. 95). Specifically, in the context of this study, the writer must manage relationships of alignment with the examiner, and must understand which particular meanings are valued in the

knowledge community in which they are engaged. When ‘writers announce their own attitudinal positions they not only self-expressively “speak their own mind”, but simultaneously invite others to endorse and to share with them the feelings tastes or normative assessments they are announcing.’ (Martin & White, 2005, p. 95). An investigation of how novice writers writing for assessment tasks in schools manage the system of ENGAGEMENT is therefore crucial in understanding how they carry out the complex interpersonal task of creating the appropriate interpersonal stance.

The engagement analysis in Chapter 6 focuses on the degree of heteroglossia in each subject, whether the texts were primarily dialogically expansive or dialogically contractive and the preferred resources of ENGAGEMENT in each subject. As in the other analysis chapters, results of the ENGAGEMENT analysis are considered both from the perspective of consistency within each subject and from the broader perspective of comparison and contrast across subjects. The fully coded texts are included in Appendix 6. The APPRAISAL analyses in chapters 5 and 6 enable an ‘APPRAISAL profile’ to be built for each subject to demonstrate the differences in interpersonal stance across the suite of subjects included in the study. The comparative APPRAISAL profile and its implications are discussed more fully in the concluding chapter of the thesis.

### **3.3 The texts**

The texts chosen for analysis were written by final year students under examination conditions and were produced for half-yearly or Trial HSC examinations. They represent high-stakes writing, as they make up a significant proportion of the student’s school-based assessment mark. Additionally, these texts are produced at the culmination of 13 years of schooling and represent the expected end goal of writing ability for secondary studies. The texts were all judged by the class teachers, who are experienced HSC markers and dedicated senior secondary teachers, to be of a high standard. High scoring texts were chosen as these provide the best evidence of what is required of students in order to succeed at the HSC. All these texts were collected

from one senior high school catering to students in their final two years of secondary schooling.

For each of the four subjects, two high scoring texts were analysed for multiple systems of meaning. Separate analyses were conducted for genre, ATTITUDE, GRADUATION and ENGAGEMENT resulting in the detailed and multi-layered analyses of a total of 8 student texts. Additionally, in each subject, a text from the highest mark range from the Board of Studies Standards Package was also analysed in the same manner. These 'standards package' texts were written by students from any school in NSW in previous HSC examination years and chosen by a committee of HSC markers to be representative of the standard required to achieve in the highest mark range. Standards package texts are provided to teachers and students by the Board of Studies for the purpose of exemplifying standards at each reporting 'band' and represent cut-off scores, that is the minimum requirement to 'just scrape through' into each band. The standards package texts for this study therefore represent the lowest acceptable standard to achieve in the highest mark range in the HSC, a mark comparable to 18 out of 20 or 21 out of 25. Analysis of these four texts provides a point of reference for the analysis of the texts gathered in the school. They are used to help ensure that patterns found in the school-based texts are not peculiar to the particular context of the one school. Together, the study of 8 school-based texts and the 4 standards texts results in the close analysis of a total of 12 texts. Table 3-1 below summarises the number of texts collected in each subject, the distribution of school-based and standards texts and the topics represented in each subject. Texts are referenced in the thesis according to subject (AH, MH, SAC, CAFS), whether they are school-based or Board of Studies Standards texts (S or B) and given a number. For example, the Modern History texts collected in the school are coded as MHS1 and MHS1, while the standards text is coded MHB1.

**Table 3-1:** The texts

	School-based	topics	Standards package	topic
Ancient History	1	Vesuvius Old Kingdom Egypt	1	The Greek world 500-440BC
Modern History	2	Apartheid in South Africa	1	Nazi Propaganda
SAC	2	Indigenous inequality	1	Influence of technology, discrimination and SES
CAFS	2	Parenting and Caring	1	Individuals and Work
<b>total</b>	<b>8</b>		<b>4</b>	

### 3.3.1 Texts representative of the subjects

One concern which may arise with qualitative research is the degree to which findings from comprehensive analysis of a small number of texts can be understood to reflect patterns in the subject as a whole. Apart from the theory of instantiation, which understands single texts to be reflective of systems of choice existing in the wider context, it is also necessary to consider whether the texts studied represent typical writing for each subject. This section outlines steps taken to investigate the extent to which texts analysed in this study can be understood to be representative of the subject as a whole.

Several measures were undertaken to ensure the collected texts were representative. For each subject, a comprehensive survey of the past HSC examination papers from the years 2008 to 2010 was undertaken to investigate the types of questions asked and to ascertain whether these differed from year to year or from questions to question. Not only was the focus on whether types of questions varied from year to year, but the issue of variation between sections of the examination paper and also variations *within* sections was important. A great deal of consistency was found in the examination question types in each subject, supporting the representative nature of texts collected in a particular year or from a particular section of the examination paper. For reasons

of space, discussion will focus on MH and CAFS only, however the questions for all the subjects are included in Appendix 1.

### ***3.3.1.1. Examinations in Modern History***

It was evident that there has been little variation in the types of questions asked from year to year. This is most strikingly apparent in relation to section III of the MH examination. For the past three years, the *type* of question asked of the student is identical, with variation occurring only in the focus of the question (my bold emphasis):

2010

- (a) Describe the life of the personality you have studied.
- (b) 'People are swept along by events. Some individuals use events to advantage.' **How accurate is this statement in relation to the personality you have studied?**

2009

- (a) Outline the life of the personality you have studied.
- (b) 'Individuals are products of their times.' **How accurate is this statement in relation to the personality you have studied?**

2008

- (a) Describe the personal background and the historical context of the personality you have studied.(10 marks)
- (b) 'History is about winners.' **How accurate is this statement in relation to the personality you have studied?**

From 2008-2010, the actual *question* in part (b) is worded identically. This means that from year to year, the *genre* of response is identical, with students expected to write a discussion, or perhaps exposition, presenting evidence to support an argument that the quote is either completely accurate or not accurate (exposition) or accurate to some degree (discussion).

Although worded slightly differently, part (a) of the question is also essentially the same. 'Describe the life...', '[o]utline the life...' and '[d]escribe the personal background and historical context...' are questions asking for the same information, and would, in practice, yield the same type of responses from students. Indeed, students are encouraged to practice as many past papers as they can before the HSC, both in class and at home, and every year's past papers are provided on the Board of Studies website, along with marking guidelines and notes from the marking centre. This practice would not make sense unless content and question types did not vary substantially from year to year.

This section of the examination paper illustrates another similarity carried through all sections of the examination. Within each section of the paper, students study one of several electives, based on teacher preference. It is important to ascertain what sort of variation, if any, exists between the options questions in each section. Section III illustrates the consistency of question type most strongly. Students studying different options answer the identical question but with reference to their chosen 'personality' from the list provided below the question.

In other sections of the examination, different questions are specified for each option, but they bear remarkable similarity to each other. For example, in section II of the 2010 MH paper, all nine options contained a question which began with one of the following: 'assess the impact', 'assess the influence', 'how significant' or 'assess the significance'. A representative selection of these questions is provided below for illustrative purposes (bold mine).

**Assess the impact** of the Australian Labor Party (ALP) split in 1954 on Australian society and politics. (Q10a)

**Assess the influence** of the German army on the successes and failures of the Weimar Republic by 1933. (Q12a)



**How significant** were Republican policies in causing the Great Depression?  
(Q18a)

These questions also call for responses of similar types. They require either the presentation of various consequences of an event, policy or other input, in other words, a consequential explanation, or they require the presentation of various factors leading up to a particular outcome, or a factorial explanation. These genres comprise the explanation genres in History and are closely related to each other in terms of structure and language.

Thus far discussion has centred around similarity across years and also across options *within* sections. However the issue of similarity and difference *across* sections is also important. Section I of the examination is core content common to all students across the state, and consists of a series of multiple choice questions and shorter source-based responses. It is different to the rest of the examination paper in terms of response length, although the source-based responses typically generate a page-length response and follow a generic 'essay' style structure of introduction, body, and conclusion. The question types in the remaining three sections of the examination paper are similar across sections. It was noted above that section II revolves around the explaining genres of factorial and consequential explanations, while section III requires the argument genres of discussion or exposition. Section IV of the examination paper contains identical question types to section II of the examination, making control of consequential and factorial explanations crucial for completion of at least half the examination paper. The fact that question types do not differ significantly from year to year and the experience of the teachers in the participating school as HSC markers and teachers exclusively of senior students leads to a high degree of relative confidence that the texts in this study can be said to be representative of those produced in the subject as a whole.

### **3.3.1.2. Examinations in Community and Family Studies**

The two student texts come from the same core unit, 'Parenting and Caring' which accounts for 25 per cent of the course. It was especially important to determine what similarities, if any, these questions bore to the rest of the examination. The Board of Studies text comes from one of three options, 'Individuals and Work', also weighted at 25 per cent of the course. Together, these three texts cover half of the course content and account for both a core topic and an options module. It was also important to determine whether the types of writing students are required to produce in these units are stable from year to year and across other areas of the subject as a whole.

A survey of the question types over all sections of the examination between the years 2008 and 2010 reveals that consequential and factorial explanations predominate with a large number of questions focusing on cause and effect. Questions calling for consequential explanations often include the word 'impact', (or a synonym) in the question, asking students to 'explain the impact', 'compare the impact', 'examine the influence', or 'examine the impact' of a particular phenomenon. Some representative examples of these from the 2008 - 2010 papers are reproduced below (bold emphasis mine).

2008

Explain the **impact** that isolation has on the wellbeing of rural families (Q16a)

Grandparents and childcare centres often adopt a caring role. Compare the **impact** of each of these on the children for whom they care. (Q17b)

2009

What **impact** could a child with special needs have upon their family's time management? (Q17a)

Examine the **influence** that socio-economic status can have on parenting and caring. (Q17b)

2010

Describe TWO styles of parenting and examine the **impact** that each has on the parent/child relationship. (Q25)

Explain the **impact** that societal attitudes can have upon access to resources for ONE group you have studied. (Q26)

Questions can also be worded without an explicit reference to ‘impact’ or ‘influence’. Questions such as the following all seem to require consequential explanations as answers.

Explain the effects on family members when a parent changes employment (Q 20b, 2008)

Discuss ethical and privacy issues related to technological development (Q 19c, 2009)

Examine the effects of technology on workplace structure and attitudes towards work (Q30c, 2010)

Consequential explanations form a very large part of the CAFS examination and can be found from year to year across all sections of the paper apart from a multiple-choice section. The other genre frequently occurring in the CAFS examination paper is factorial explanation. Whereas consequential explanations explore cause and effect through multiple outcomes of one particular phenomenon, factorial explanations provide multiple causes for one particular outcome. Most of the questions in the examination paper that are not consequential explanations are factorial explanations, with only a small percentage of questions represented by reports. Some illustrative examples of questions requiring factorial explanations are presented below.

Assess how support groups for parents contribute to family wellbeing (Q17c, 2008)

Evaluate the government's role in ensuring children are supported and protected (Q18c, 2008)

Propose suitable strategies to assist carers in meeting the needs of those in their care. In your answer, refer to more than one circumstance which may lead to an individual requiring care. (Q 17c, 2009)

Describe how government and community support structures assist in meeting the needs of a family. (Q29b, 2010)

In MH and CAFS, regardless of the content that the students have studied, the genres they are expected to write are stable across the years, sections of the examination paper, and options within each section. Although not demonstrated in detail here due to constraints of space, the same holds true of the other two subjects in the study (see Appendix 1). A qualitative methodology involving detailed, multi-layered analysis of a small number of texts is therefore valuable for determining the literacy requirements of writing in all four subjects.

### **3.4 Focus on interpersonal meaning**

There are many issues at stake in the matter of literacy development for senior students and many aspects of language which might provide a focus for detailed analysis in the question of differing engagement with knowledge through writing. Interpersonal meaning has been chosen as a focus for this study as it is critical to successful writing in the humanities and anecdotal evidence gathered during my time as a senior secondary teacher suggests that it is the least well understood by teachers. While many teachers can talk explicitly about the textual metafunction of language, (at least insofar as to be able to give general directions about the introduction, body,

conclusion shape of an 'essay' and the need for topic sentences), and they can also give general direction in ideational functions of language (such as subject specific technical language), teachers are often far less able to give explicit direction about the interpersonal metafunction of language. The direction that students must write in a 'formal', 'academic' or 'impersonal' style does not help students know how to achieve that style, nor do syllabus outcomes requiring writing to be 'appropriate'.

An interrogation of syllabus documents and the statements they make about language highlights the importance of interpersonal meaning in the humanities. Particular sections of the syllabus documents can be shown to emphasise ideational and textual approaches to language explicitly, while interpersonal meaning more implicitly permeates throughout (Matruglio, 2007, 2010). The 'key competencies' section of the syllabus, for example appear to deal with language from the perspective of the textual metafunction. The competencies which deal explicitly with language, 'collecting, analysing and organising information' and 'communicating ideas and information', focus on the *organization* and *structure* of the language as an act of communication. In fact, much of the explicit reference to language in the syllabus documents includes a textual orientation as the various outcomes below demonstrate:

H3.1 locate, select and organize relevant information from a variety of sources  
(NSW Board of Studies, 2004a, p. 11)

H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms (NSW Board of Studies, 2004b, p. 11)

H10 communicates information, ideas and issues using appropriate written, oral and graphic forms (NSW Board of Studies, 1999b, p. 13)

A focus on metalanguage in syllabus documents emphasises a more ideational orientation to meaning, as the following outcomes from MH and SAC indicate:

MH

H4.1 use historical terms and concepts appropriately

H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms (NSW Board of Studies, 2004b, p. 11)

SAC

H7 applies appropriate language and concepts associated with society and culture (NSW Board of Studies, 1999b, p. 13)

There is also a strong but implicit interpersonal language focus, however, in each of the courses included in this study. Although this orientation to language is less obvious, it is reflected in the language used in the syllabus documents with the common use of terms such as *debate*, *justify*, *evaluate* and *critically analyse*. It can be expected from this that the resources of APPRAISAL, particularly JUDGEMENT, will be vital in order for students to be able to demonstrate achievement of syllabus outcomes. However the challenge is that students must be able to express these judgements in an appropriate and acceptable way for the marker. In fact, the word 'appropriate' appears several times in the syllabus outcomes as exemplified below.

...using appropriate and well-structured oral and written forms  
use historical terms and concepts appropriately  
applies appropriate language and concepts....

The syllabus nowhere explains what 'appropriate' language is and there is no textbook or publication from the Board of Studies which students or teachers may access to find out. From experience as a teacher, appropriateness is often understood as an impersonal, 'objective' style, which seems on casual reflection at least, to be in contradiction to syllabus requirements for evaluation. The mismanagement of

evaluation and objectivity can be seen in excerpts such as the following, reported on in a previous research project (Matruglio, 2004).

Like that of Evans however, Evasdaughter's work is questionable. She displays a strong feministic attitude which is indicative of her gender bias and easily subverts literacy sources.

Statements such as this could be interpreted as being overtly judgemental and convey an attitude of disapproval towards the historian on the part of the student. The use of explicit resources of JUDGEMENT is conspicuous and perhaps communicates students' ideas in too forceful a way to be considered 'objective' and 'impersonal'. The careful negotiation of interpersonal meaning can be understood as critical in managing what may seem like contradictory requirements for appropriate evaluation.

Interpersonal meaning is also revealed as critical in the humanities in the heteroglossic orientation to meaning explicit in some syllabus outcomes. Outcome H3.4 'explain and evaluate differing perspectives and interpretations of the past' requires students not only to integrate multiple voices into their texts, but also to *evaluate* these voices and come to conclusions about them. The ENGAGEMENT system within APPRAISAL is of most relevance here, and some understanding of the resources of ENGAGEMENT would help students to be able to deal with the issue of relating, discussing and evaluating multiple voices in a text in an objective fashion.

The ability to make interpersonal meanings is critical in the humanities. Syllabus documents require that students engage in analysis and evaluation in contested knowledge spaces, where multiple voices proliferate. They must not only come to terms with these multiple voices, but they must also construct texts in which they shape a position towards these voices in a way which will be deemed 'acceptable' by their marker. Currently, this area of disciplinary difference in writing is under-researched at the level of senior secondary schooling. Through an examination of student writing, this thesis contributes to a better understanding of what positions

high achieving students take up and how they most commonly construct these positions. It is aimed at bringing the interpersonal nature of the curriculum to light and provides a basis on which pedagogy may be developed to assist in an improved understanding of interpersonal meaning making in schools.

### **3.5 Ethical considerations**

There were a number of ethical considerations involved in this study. Firstly, the research was conducted in a school and involved the collection of texts written by students under the age of 18. This necessitated a number of levels of permission to conduct research and consent from research participants and the parents or guardians of minors. In addition to university human research ethics clearance, permission to conduct the study was obtained from the then NSW Department of Education through the State Education Research Application Process (SERAP). Opt-in consent was sought from all teachers, students and parents of students whose texts were collected for use in this study and also from the principal of the school.

At the time of data collection I was teaching at the school from which the data was collected. I was not the teacher of any of the classes in which texts were collected, nor was I teaching other classes in any of the subject areas involved in the study. As it was a large school and I did not teach in the subject areas in the study, most of the students were unfamiliar to me, reducing the interpersonal risk for students who did not wish to participate. The methodology and the aims of the research were communicated to students by their regular classroom teachers, in order to avoid any perception of coercion from me.

The study did not involve a significant impact on workload for either teachers or students. All texts were produced in the course of regular assessment activities as part of the normal school calendar and their production did not impose additional time demands on students. Texts were collected after they had been marked and were



photocopied by the researcher. All texts were de-identified before analysis began to maintain student anonymity.

Lastly, this is not a study of remedial literacy. There has been a great deal of research already into the field of literacy development in underprivileged children (Gilmore, 1991; Heath, 1982; Rose & Acevedo, 2006 ), however this study is oriented toward understanding what it is that successful students do. All the texts data in this study are examples of high achieving texts and are not analysed in order to grade or provide critical feedback but in order to explore the demands of success in writing. The study therefore does not take a deficit approach to the question of literacy.

### **3.6 Conclusion**

The research design of this study involves two-way processes of analysis in several different ways. The SFL analysis relies heavily on the hierarchy of instantiation which understands particular instances of language in use to be representative of the system as a whole. This theoretical orientation enables movement back and forth between linguistic systems as theory and instances of the theory construed as text. As such, analysis involves a bi-directional relationship between text and theory. At the level of text selection, both school-based and standards package texts have been used to enable comparison and a checking point that patterns found in the texts are not peculiar to the particular context of the school in which data was collected. Examination papers have also been analysed to enable comparison back and forth between common question types and the genres found in the student writing.

Another respect in which the research design represents a two-way process is the reinterpretation of the analyses into sociological theory. LCT provides a counterpoint to the SFL analysis, a different lens through which to view the data, and a way to focus in on particular issues of relevance found in the SFL analysis. It is also used as a bridge between the linguistic analyses and pedagogical application for literacy interventions.

Used together, these theories provide greater explanatory power and multiple insights into the ways that students engage with knowledge through writing.

## Chapter 4 : Structuring kinds of knowledge

The primary goal of the thesis is to explore the legitimate expression of values and stance as they factor out across subject areas in the humanities, in other words to explore humanities' humanity. To date this realm of interpersonal meaning-making, especially with regard to finer-grained disciplinary distinctions, has remained noticeably less visible in efforts towards more explicit pedagogies for literacy across the curriculum. However, an entry point to that specific focus is the more abstracted notion of genre, so that profiles of interpersonal meaning can be contextualised in terms of the kinds of texts to be written. The project begins then with the identification of the genres that are instantiated in highly rated student texts. Differences in evaluative meaning making can then be understood in relation to what else can be said to characterise differences in writing across the humanities as knowledge practices in the field of reproduction (Bernstein, 2000; Maton, 2014).

To address the aim of chapter 4, two theories are employed. First, from the perspective of SFL, the dominant or privileged genres in the subjects in focus are identified. Genres are the most abstract realization of disciplinarity, 'recurrent configurations of meaning' which are 'realized through field, tenor and mode, with context then realized in turn through language' (Martin, 2014: 312). The genres of a subject enact the social practices of a culture and 'culture can be conceived as a system of genres' (Martin, to appear). From this perspective, intellectual fields can be understood by the range of genres they privilege. As genres constitute configurations of the register variables, field, tenor and mode, the choice of a particular genre will also influence interpersonal meaning-making. Differences in genre implicate patternings of meanings at the whole text level, that, in turn, factor out in differences across the strata of language (Martin, to appear). The study of student writing from the perspective of genre undertaken in this chapter provides, then, a basis for the subsequent investigations of difference in discourse semantic choices and patterns of interpersonal meaning in subsequent chapters (5 and 6).

Specifically, this chapter addresses research question 1: What profile of genres is revealed in an analysis of highly rated texts across the humanities subjects? What does the profile of genres contribute to an understanding of different orientations to knowledge? In 4.1 the significant genres in each subject are identified and exemplified in terms of their staging. Then the kinds of ideational meanings made salient are explored from the perspective of periodicity in 4.2. Textual patternings of meanings, as periodicity, that is as waves of prominence or salience, are explored in order to investigate differing orientations to knowledge and to provide a basis upon which to characterise the knowledge structures of each field.

The ways in which periodicity functions in relation to genres, and hence varies across genres, is further explored in a detailed analysis of an indicative text from each subject. Analysis of periodicity reveals the nature of the fields as more or less common-sense / uncommon-sense, and contributes to the broad thesis question of engagement with knowledge through writing. It not only contributes to and helps confirm the analysis of genre (Martin, 2008; Martin & Rose, 2003) but also provides a more detailed analysis of the register variables of field and mode as a context for the closer exploration of tenor in subsequent chapters.

The findings from these analyses provide a basis for interpretation into the concept of Semantics in Legitimation Code Theory (LCT), the second theory employed in this chapter. Semantics is utilised in section 4.3 as a means for comparing the different knowledge practices at work in the texts, and in turn to investigate each field's capacity to build cumulative knowledge.

## **4.1 Genre across subjects**

An analysis of the genres constructed in the highly rated student 'essays' in the four subjects reveals a wide range of genre families, including: informing genres such as reports; histories; explanations; as well as evaluating genres such as arguments. Some of these genres are present in more than one subject while others are not. In some

subjects there is a very limited range of genres, and in other subjects there is more diversity. The literacy demands of the four subjects could be understood to differ at the level of whole text, and skill in the particular 'essays' of one subject would not automatically guarantee success in writing in another subject. The sub question of how genre differences reflect differing orientations to knowledge is also explored in this section, as different genres provide an insight into the different natures of the fields they represent.

This section addresses the question of which genres are required for success in each subject. An instantiation of a privileged genre in each subject is exemplified here with a detailed discussion of its structure. Genre stages are demonstrated in this section while a more detailed analysis of periodicity follows in section 4.2 to probe the issue of differential engagement with knowledge from the perspective of more or less common-sense types of meaning. The genre analysis of all texts can be found in Appendix 2.

#### **4.1.1 Society and Culture: consequential explanations**

In the subject SAC, all the texts were found to be instances of consequential explanations, that is texts that explain cause and effect through an examination of multiple outcomes from the one cause. The stage structuring of the genre begins with an introduction to the Phenomenon: cause, proceeding to the consequences of that cause in the Explanation: consequences (Martin & Rose, 2008). In an extended response such as in essay mode, this stage typically deals with each consequence in a separate paragraph. An instantiation of this structure in a student's writing is illustrated in Table 4-1 as excerpts from SACS1.

**Table 4-1:** Consequential explanation in CAFS

Stage	
<p>Phenomenon: cause</p> <p>Aboriginal race</p>	<p>In Aboriginal Society, race is a significant influence on the nature of difference in their society. Australia likes to think of itself as an egalitarian society, however we are completely aware it is not.</p> <p>Aboriginal race negatively influences their access to socially valued resources including education, housing, income, employment, law and health.</p> <p>...</p>
<p>Explanation:</p> <p>Consequences</p> <p>1. Health</p> <p>2. Education</p> <p>3. Employment</p> <p>4. Income</p> <p>5. Housing</p>	<p>The health of Aborigines in Australia is completely horrific</p> <p>....</p> <p>Aborigines access to education has been significantly difficult to attain.</p> <p>...</p> <p>As a result of poor education, Aboriginals had not much hope for employment.</p> <p>....</p> <p>With employment in such poor areas, the income is neither fair nor stabilizing for Aborigines or their families...</p> <p>Aboriginals housing is completely substandard.</p> <p>...</p>

6. Prison rates	<p>Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference.</p> <p>...</p>
-----------------	--

This genre allows for an optional final stage in which consequences are summarised and/or evaluated for significance. While not always present, and seemingly not required to gain high marks, it does provide an opportunity for the writer to reference back to the question, and appears in most examples of this genre type in the data. This final stage, which I have called Evaluation of Consequences, is exemplified below from SACS1

In Australian society it is clear the nature of difference is not very accepted. The inequalities Aboriginals endure because of their race is decisive evidence that Australia is not an egalitarian society and that the nature of difference does not work to your advantage. This is quite controversial considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of racial discrimination and prejudice. Through analysing the areas which the Aboriginals do not have to socially valued resources – eg housing, income, employment, education and health, we can identify the social inequality evident as a result of their race. After the settlement of the Europeans, the notion of conflict was evident from the moment they met. From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.

Analyses of the genres of SAC suggest that it is a subject which values explanation, is oriented towards notions of cause and effect, and frequently explores the negative outcomes of certain societal factors. Students could be expected to require control over other resources for managing causal links (explored in 4.2) and language for negotiating the positive and negative evaluation of the consequences explored in their explanations. In particular, resources of judgement could be predicted as being necessary for the evaluation of people and their behavior, and resources of

appreciation may also be used to evaluate abstract semiotic entities. As the explanations in the data also focus in the negative outcomes of societal factors, it is anticipated from the genre analysis that the polarity of much of the attitude in the texts will be negative. The identification of this generic structuring of the discourse provides a foundation for the more detailed studies of evaluation in chapter 5.

#### 4.1.2 Community and Family Studies: factorial explanations

The majority of CAFS texts are also examples of consequential explanations, although the data also includes a factorial explanation. Both genres are from the same genre family, the former functioning to explain multiple effects of the one cause, and the latter to explain multiple causes for the one outcome. The first stage of a factorial explanation introduces the Phenomenon: outcome, and the multiple causes of that outcome are discussed in the Explanation: factors stage (Martin & Rose, 2008). This genre type can also have an optional final stage where factors are evaluated in terms of their significance and contribution to the outcome. An instantiation of this structure in student's writing is illustrated in Table 4-2 with excerpts from CAFSB1.

**Table 4-2:** Factorial explanation in CAFS

Stage	
Phenomenon: outcome	Awards, anti-discrimination policies and grievance procedures all contributed to a supportive workplace because they try to maintain a happy + stable workplace environment. Many things can go wrong between people within a workplace + these 3 things were designed to keep unhealthy and unhappy situations at a minimum.
Explanation: factors	Awards are policies which spell out an employers rights and responsibilities.



	<p>...</p> <p>Anti-discrimination policies contribute to a supportive environment by ensuring that nobody is treated unfairly because of who they are.</p> <p>...</p> <p>Grievance procedures solve disputes and problems within the workplace + therefore contributed to a supportive working environment.</p> <p>...</p>
Evaluation of factors	<p>So, as we can see awards, anti-discrimination policies + grievance procedures contribute to supportive workplaces to a large extent. While they may not be successful in every situation, the most often result in happier employees who then are more productive and all of this together creates a supportive workplace environment.</p>

As with SAC, so with CAFS, the subject orients towards explanation of cause and effect associated with particular social configurations. However, unlike SAC, CAFS explores causation from both a prospective and retrospective orientation. The genres of factorial and consequential explanations are in this sense inverses of each other. That is to say that 'essays' in CAFS variously take cause or effect as the point of departure and the function of the initial stage in each case is different, either foregrounding the causes of a particular outcome or emphasising the outcome itself. Subtle differences are beginning to emerge in terms of the privileged genres in each subject. Not only does this problematise generic notions of essays and generic understandings of the rhetorical purpose of 'introductions', it also reflects variations in knowledge practices

in these fields. An awareness of these similarities and differences could significantly impact the ease with which students are able to identify the demands of such questions in examination situations.

### 4.1.3 Modern History: expositions and discussions

In contrast to both CAFS and SAC, writing in MH does not privilege explanations. Two MH texts belong to the persuasive family of genres that function generally to evaluate ideas (Martin & Rose, 2008). There is also an example of a historical account, a genre exemplified below in the discussion of AH. One of the persuasive texts in MH is an instantiation of an exposition, supporting one particular point of view, while the other is an instantiation of the discussion genre, providing two sides to an argument. The stages of Expositions constitute: the Thesis outlining the position to be argued, Argument stages supporting the Thesis; and a Reiteration stage which restates and reemphasises the Thesis with reference to the arguments presented. An instantiation of this structure in a student's writing is illustrated with excerpts from MHB1 in Table 4-3.

**Table 4-3:** Exposition in MH

Stage	
Thesis	The Nazi party used Propaganda, Terror and repression of the Jewish community between 1933 and 1945. The nature of this measures was devastating and and impact was devastating.
Arguments	
1. Racism	Racism was at the heart of Nazi ideology.  ...
2. Propoganda	The anti-Jewish feelings were expressed through propaganda posters, songs speeches.

3. Terror	... The Nazi impact on Jews did not stop here however as terror was introduced.
4. Repression	... The Nazis inflicted repression upon the Jews.
5. Escalation	... Nazi propaganda, terror and repression continued to escalate.
Reiteration	... Such atrocities occurred the nature of which was just horrific and the impact of which caused devastation not only between 1933-45 but even on present society. As the Jewish communities culture was denied and their basic human rights not only exploited but destroyed.

In contrast to expositions, discussions present two or more sides to an argument before resolving the discussion in some way in the final stage. They are particularly important in areas where knowledge is contested and where differing interpretations of events or issues exist. The stages of a discussion are different to those of an exposition due to the differing function of each stage. In an exposition, the first stage outlines the Thesis of the argument to be explored, however in the first stage of a discussion, the Issue is presented, most often with an acknowledgement that the issue is contested. Following the presentation of the issue, the text then works through two or more Sides to the argument before coming to a Resolution in the final stage of the

text. The particular text used to illustrate this genre staging (MHS2) in Table 4-4 has only two Sides.

**Table 4-4:** Discussion in MH

Stage	
Issue	<p>The international response to Apartheid was only one of the many contributing factors to the collapse of Apartheid in 1994.</p> <p>...</p>
<p>Sides</p> <p>1. International response ineffective</p> <p>2. International response effective</p>	<p>In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a resource rich country, made wealthy through the exploitation of black labour. However, essentially the trade sanction was ineffective...</p> <p>...</p> <p>The fact that President Botha formulated “Total Strategy” as a response to both international and domestic resistance, which he called “Total Onslaught” is evidence of the effectiveness of the international resistance.</p> <p>...</p>
Resolution	<p>Thus, it can be said that the international response to apartheid was a key factor in its collapse as it maintained attention on the regime and created an isolated SA which could not remain as such forever. While the domestic resistance movement was</p>

	nevertheless just as important, the international response cannot be discounted.
--	--

Significant differences are beginning to emerge in the privileged genres in each subject. These differences reflect different orientations to knowledge in turn. MH is a subject oriented around argument about the past. Favoured texts are those which aim to persuade in relation to a particular point of view in a contested knowledge space. This difference in social purpose between explaining (SAC and CAFS) and arguing (MH) would be expected to implicate the nature and role of evaluation in each subject. The language demands for constructing argument in a contested knowledge space are examined in subsequent chapters. Chapter 5 examines the language of evaluation while chapter 6 explores the resources for negotiating multiple voices.

The difference in privileged genres also suggests differing levels of challenge for students. As in CAFS, an understanding of two related genres and their similarities and differences is important in teaching writing for MH. Not only does the opening stage have different work to do in orienting the reader to a one-sided or a multi-sided argument, the structure of the 'body' is also affected. In MHS2 above, the discussion has two sides. Although mainly one side of the argument is presented before the other, one paragraph from side 1 occurs in the midst of a discussion of side 2. This creates disjunction, as the reader, primed to read from one orientation, is forced to switch and switch back again. A more explicit understanding of the differences in the schematic structuring of expositions and discussions, in the functional role of each paragraph and its place in the overall argument and purpose of the text, provides a stronger basis for a visible pedagogy.

#### **4.1.4 Ancient History: varied genres**

The AH texts differ again from those identified in the other three subjects, and more variation in genre types was also found. The texts in AH instantiated genres from a

different genre families; reports, explanations and histories. Argument texts were absent in this data set, although they have been found to appear at this level of AH, as identified in (Matruglio, 2004). The implications of the diversity of genres represented are explored more fully in 4.1.5 below. Here I exemplify the staging of historical accounts, as they appear in both MH and AH and represent a significant genre across subjects.

Historical accounts explain historical events (Coffin, 2006; Rose & Martin, 2012). Although they unfold according to *field time* they are causally oriented and aim to explain rather than just describe. The first stage provides a Background to the account, while the main section of the text constitutes an Account of the Stages. Excerpts from selected paragraphs from AHB1 in table 4-5 illustrate a student's instantiation of the staging of the genre. The text also has a final stage, not typical of a historical account, in which in the Account is summarised. This is further discussed below.

**Table 4-5:** Historical account in AH

Stage	
Background	The development of the Athenian naval power in this period was due to a variety of different reasons. With the Persian king Darius furious about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, as supported by <u>Herodotus</u> , was known for its strength in numbers & its invincibility. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all main features of the development of Athenian naval power in this period.
Account of Stages	In 494 BC when the Ionian revolt was laid to rest by the Persians, Darius swore revenge for the burning of

	<p>the town of Sardis. As his troops sailed for Greece in 490 BC...</p> <p>...</p> <p>After the battle of Marathen in 490BC which was considered an Athenian victory many believed that there would be no more threats from the Persians</p> <p>....</p> <p>In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was indecisive.</p> <p>....</p> <p>The final battle of the Persian Wars, the Battle of Mycate in approximately 479BC was also a main feature in the development of Athenian naval power in this period.</p> <p>...</p> <p>After the Persian wars the Athenians, as <u>Plutarch</u> states, were praised for their prowess at sea &amp; saving all the Hellas from the Persians. From this stemmed the Delian league which was also, to some extent, a feature of the development of Athenian naval power in this period. ...</p>
Evaluation of Factors	<p>Therefore it can be concluded that there are a variety of main features of the development of Athenian Naval power in this period. These features included personalities such as Themistocles who <u>Thucyclides</u> states turned the Athenians from steadfast hoplites</p>

	into sea-tossed mariners, & also from events, especially naval battles.
--	---

This text provides further evidence of the challenges for students in managing a variety of privileged genres in their writing. In this instance, the variation in knowledge practices reflected in the differentiation between writing histories and explanations is managed less well. Although presented as a historical account, this text contains elements of factorial explanation. The final stage is more in line with evaluating factors than with providing a historical account and I label the final stage an Evaluation of Factors after the final stage in a factorial explanation. The confusion between chronology and causation as the organising principle of this text is explored in the discussion of periodicity in 4.2.

The genre analysis also suggests a variation in the ability for students to move towards less common-sense meanings in their writing. Organisation of text according to chronology, as in historical accounts, is a more congruent expression of meaning than organisation of text according to causation. This question of different genres affording different opportunities to engage with more abstract meanings is explored in 4.3 with reference to Legitimation Code Theory, however clear differences are beginning to emerge in the ways that students in each subject engage with knowledge through writing.

#### **4.1.5 Profiles of genres across the Humanities**

An analysis of privileged types of writing in humanities subjects in the senior years of secondary schooling reveals a great deal of variety. A summary overview of the different genre types used is provided below in Table 4-6. The genres are listed from left to right, using the sequence of categories previously described in Christie and Derewianka (2008) in their mapping of developmental progress throughout the years



of schooling in English, history and science. The genres they found to appear at earlier stages in secondary schooling are to the left while those to the right are those they found to be typical of the senior years.

**Table 4-6:** Genres in the humanities

Subject	Reports	Histories	Explanations		Arguments	
	Descriptive Report	Historical Account	Consequential Explanation	Factorial Explanation	Exposition	Discussion
Society and Culture			✓			
Community and Family Studies			✓	✓		
Modern History		✓			✓	✓
Ancient History	✓	✓		✓		

This data indicated that genres typical of early schooling can still appear as highly valued texts at senior levels. All these texts were produced in the final year of schooling and all were judged by experienced HSC markers and specialist senior secondary teachers to be highly successful texts in their subject area. The combination of the co-occurrence of both ‘simpler’ and more demanding texts at the one educational level also raises the question of differential demands that subjects place on students. They reflect different orientations towards more or less common-sense kinds of knowledge (Maton, 2014) and differential expectations in terms of managing more advanced literacy (Columbi & Schleppegrell, 2002; Schleppegrell, 2004). This issue will be taken up more fully in 4.2 and 4.3 and revisited in the following analysis chapters.

The variety of genres enacted in just four subjects also suggests that an extremely broad range of genres can be expected of students in a program of senior studies. If the families of text responses required in English and Visual and Performing Arts, and procedural texts in Sciences are included, students may be expected to produce writing from at least 6 different genre families in their end of school examinations. The high level of demand this places on students further emphasises the problem of conceptualising all such writing as 'essays' and homogenising critical differences into notions of a beginning, middle and end structure. It obscures and problematises an understanding of the specific purpose of writing, as well as an appreciation of where and how there might be transferability of writing 'skills' from one context to another.

## **4.2 Analysis within subjects**

The previous section highlighted difference across subjects from the perspective of genre distributions and began to highlight the significance of these differences in terms of expectations and demands on students. This section focuses in more detail on the textual, periodic structuring of one instance of highly valued text from each subject, in order to further explore the opportunities afforded by the privileged genres for students to display both advanced literacy and cumulative knowledge building. These analyses contribute to an elaborated understanding of the differential expectations of students across humanities subjects. They reveal characteristic aspects of both field and mode in each subject and provide a context within which to understand differences in evaluative meaning making. The analysis of periodicity also provides a basis for reinterpretation of the analyses into LCT to theorise kinds of knowledge structures across the humanities.

### 4.2.1 A historical account in Ancient History

AHB1 is a problematic text, displaying a tension between text-time explanation and field-time chronology. The question, opening and closing stages contain characteristics of factorial explanation, however the main body of the text is organised chronologically. Additionally, there are two paragraphs which are not organised chronologically, both revolving around the figure of Themistocles. The concluding paragraph highlights this tension between chronology and rhetorically organised explanation by making reference to the importance of both events and of Themistocles (highlighted in **bold**).

Therefore it can be concluded that there are a variety of main features of the development of Athenian Naval power in this period. These features included **personalities such as Themistocles** who Thucyclides states turned the Athenians from steadfast hoplites into sea-tossed mariners, & also from **events, especially naval battles**.

The tension between chronology and explanation in the text above indicates that it could have been structured differently. The importance of naval battles and their outcomes could have contributed to the student's slip into chronicling events rather than focusing on rhetorical organisation. It is noted, however, that the failure to make the leap into a more generalised and abstracted text form has not prevented achievement in the top mark range.

Oscillation between chronology and causation as the main point of departure further influences the effectiveness of the text. The macroTheme, or opening paragraph, summarises content at a more abstract and generalised level. It introduces the issue and points forward to the paragraph topics in the main body of the text. To achieve this, grammatical metaphor and abstraction are necessary. These linguistic resources enable meaning to be initially condensed and distilled, and thereafter 'unpacked' through elaboration and exemplification in subsequent paragraphs. The macroTheme from AHB1 begins by setting up the expectation that the text will deal with several factors in the development of Athenian naval power. It contains several instances of

grammatical metaphor, including the experiential metaphors *development*, and *naval power* and the logical metaphor *reasons*, as well as the abstraction a *period* of time.

The **development** of the Athenian **naval power** in this **period** was due to a variety of different reasons.

The 'variety of different reasons' mentioned in the opening sentence are then outlined briefly in the rest of the macroTheme as: the lead-up and the actual battle of Marathon; the foresight of Themistocles; the Persian wars; and the Delian league. These are explained as resulting from the Persian's quest for revenge.

With the Persian king Darius furious about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, as supported by Herodotus, was known for its strength in numbers & its invincibility. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all main features of the development of Athenian naval power in this period.

The expectation is set up in the macroTheme above that the essay will deal with an explanation of these points in sequence. In fact many paragraphs do so, even though the text is written as a historical account rather than a factorial explanation. One paragraph clearly identified as concerning the battle of Marathon begins with:

After the battle of Marathen in 490BC...

Two paragraphs concern the Persian wars:

The Battle of Salamis was a main feature of the development of Athenian naval power later in 480BC....

The final battle of the Persian Wars...

One concerns the Delian league:

Through the Delian league & their naval power....

However not all paragraphs are as clearly signposted. There are a number which do not readily reflect the preview in the macroTheme, leading to the potential sense of disjunction for the reader.

The following paragraph concerns the importance of Themistocles' strategies. However, this is not clear until mid-way through the paragraph.

Another main feature of the development of Athenian naval power in this period was the fact that during the Persian wars although, as Bury & Meiggs (B&M) state, the Greek forces were under control of the Spartans the navy was actually under the command of the Athenian strategos Themistocles. It was the tactics of Themistocles used in the battle of Salamis that led to the victory. Ehrenberg states that in order to trick Xerxes Themistocles sent his personal servant to say the Athenians would betray the Greeks. Xerxes took the bait & the ensuing battle was successful. Therefore, another main feature of the development of Athenian Naval power was the Athenian strategoi who were responsible for tactics and strategy

The chronological organisation of the text as a historical account has affected the periodicity of the text and diminished its quality. This paragraph does extend previous discussion concerning Themistocles. However, the text's treatment of Themistocles is interrupted by several paragraphs explaining the effects of battles. Furthermore, the macroTheme introduces the argument that it was the forward thinking of Themistocles which was important. This section about Themistocles, however, is more about his strategy and leadership. Had the genre more consistently adhered to the structure of a factorial explanation, all paragraphs dealing with Themistocles and his contributions would have occurred together, in line with expectations initiated by the macroTheme.

Just as the macroTheme should predict the argument's development through the text, each paragraph should have its own predictive periodicity, the hyperTheme predicting unfolding meanings in the subsequent paragraph. 'In general terms, the hyperTheme is paraphrased by the body of the paragraph' (Martin & Rose, 2003:183). However, in this text, there are several places where the reader experiences a disjunction either

due to a mismatch between the hyperTheme and paragraph, or as a result of the absence of a hyperTheme and so no clear signalling of what is to come.

In the paragraph above, the reader has to contend with the Persian Wars, some previously unmentioned historians and the Spartans, before the writer arrives at Themistocles as the point of the paragraph. The very short paragraph below has no hyperTheme.

In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was indecisive. It was unclear whether they had developed into a naval power despite, as Hornblower states the loss of 50% of the Persians ships due to the weather.

Managing paragraph boundaries can also be a challenge. Some of the paragraph boundaries in text AHB1 both reflect the confusion between chronology and explanation and influence the effectiveness and clarity of the text. In another instance the wording at the end of the phase in effect constitutes the hyperTheme for the paragraphs that follow. In this example, periodicity is shown in the indenting, indicating the layers of the text that are predicted by previously occurring text. The hyperTheme is in bold.

After the battle of Marathen in 490BC which was considered an Athenian victory many believed that there would be no more threats from the Persians. However, as Herodotus & other scholars state, **Themistocles foresaw that the Persians would indeed be back & that the pending battles would need to be fought on both land and sea.**

With this in mind, Themistocles went to the people to argue that the money from the surplus from the silver mine should be to fortify the Pireaus port and for the building of triremes.

Ehrenberg state that Themistocles proposed this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This forward thinking of Themistocles was an important main feature in the development of Athenian naval

power in this period as he used the rare opportunity of silver surplus to create a more sufficient naval fleet.

This was also a main feature in the development of Athenian naval power as the new larger fleet was able to practice and strengthen their forces in the Aegina war in preparation, as Themistocles saw, for the pending Persian attack.

Thucyclides states Themistocles turned them from steadfast hoplites into sea-tossed mariners.

The genre confusion of this text has led to several difficulties in the management of periodicity. Although there is an attempt to preview the text's development in the macroTheme, the tendency for the text to slip into a historical account means that expectations are not always met. Cause and effect get 'hijacked' by a chronological account. This also has an effect at paragraph level where it is not always clear what certain paragraphs are about. Although this text is highly-rated by an experienced marker and specialist in the historical period, it has the potential to confuse a reader unfamiliar with the events of the Persian Wars. The writer's attempt to handle an explanation of factors leading to a particular outcome through a text organised around chronology largely fails as the student loses control of the resources of hyperTheme needed to adequately signpost and order the text. The text remains stranded to a degree in a relatively common-sense account of the lived experience of battles and events without being able to make the transition to more generalised and abstracted 'isms' of leadership and power (Matruglio, 2013).

#### **4.2.2 A historical account in Modern History**

The issue of genre confusion was raised above in relation to the historical account in the AH text in 4.2.1. The text MHS1 constitutes a more typical instantiation of a historical account. It provides a useful comparison to illustrate a developmental progression through control of the genre in history writing for high stakes

examinations as it represents a progression towards less common-sense meaning making. This progression is evident in the text's approach to chronology, which is organised around events and social trends, rather than circumstances of time. Whereas in AHB1 many of the paragraphs are based around dates, and events presented as a linear chronology, the paragraphs and textual progression in MHS1 is based around periods or stages of time. In the MH text the chronology is packaged into sections of time according to either significant events (such as the Sharpeville Massacre, the passbook protest), or the formation and operation of certain social movements (e.g. the formation and operation of the armed wing of the PAC, the operation of the student organisations). This represents a significant shift from history as sequence in time to history as setting in time (Martin, 2002).

The orientation to setting in time is visible in the first stage of MHS1. The initial stage more accurately resembles the Background stage of a historical account than AHB1 and does not display characteristics of factorial explanation. The Background stage informs about events before the main period dealt with in the question and sets up the account in relation to what had gone before. In this sense it establishes the setting for the remainder of the response.

The people of South Africa, mainly the non-white groups, had resisted the apartheid state ever since its induction in 1948 under the nationalist government of Millan. Prior to 1960, resistance to apartheid had solely been non-violent in nature, with action such as civil disobedience, boycotts and protests being carried out to try and compel change to occur. Although the youth league of 1944 had "galvinised" the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville Massacre of March 21<sup>st</sup> 1960.

In this text, the hyperThemes more accurately and consistently predict the content of paragraphs. It is easier to follow the development of the argument. An example is given below. The hyperTheme is underlined and clause Themes which it predicts are **bolded**.

The new forms of resistance were already seen in the vast student movements which emerged as people such as Steve Biko realised students should have an



organisation of their own. **This** came mainly in the form of the South African Students Organisation (SASO) formed in 1968, **which** eventually became the Black Consciousness Movement in the 1970's. **The BCM** was led by Steve Biko **who**, instead of emphasizing protests, sought to make Blacks aware of their culture, history and music/art. **The BCM** established self-help groups called Black Community Programmes **which** aimed at helping blacks rise above the disadvantages of being in an apartheid state, **as the BCM** cooperated with church's and communities to achieve this aim. **The BCM, Steve Biko and students organisations** were instrumental in the protests of 1973-75 and the SOWETO riots of 1976.

#### ***4.2.2.2 Foregrounding cause and effect***

It is clear from this example that the periodicity of this text is more successful than that of AHB1. There is no confusion between chronology and causation as the text's point of departure. It is clearly organised in stages according to chronological periods which are adequately signposted in paragraph hyperThemes. Although organised according to *field time*, the text still foregrounds causation, as historical accounts aim to explain events and not merely describe them. This is evident in the varied language used to talk about cause and effect, exemplified below.

Apartheid continued in 1960 and **culminated in** the Sharpeville Massacre of March 21<sup>st</sup> 1960.

The protest **resulted in** the deaths of 69 Africans and 180 wounded, eventually resulting in the death of another 86 Africans as riots erupted throughout South Africa

The government **responded with** the declaration of a State of Emergency....

The BCM, Steve Biko and students organisations **were instrumental in** the protests of 1973-75...

With the absence of a strong ANC leadership in the 1980's **due to** the government's efforts of banning people and organisations under the Suppression of Communism Act 1950....

The language of cause and effect in this text is more varied, frequent and explicit than in AHB1. Although the AH text is clearly oriented towards cause and effect and contains some elements of a factorial explanation, the MH text is more successful at presenting cause and effect. In other words, a well-executed historical account can be better at presenting causation than a text which fuses elements of historical accounts and factorial explanations together. This highlights the importance of understanding genres as enacting social purposes. Choices in the relative salience of particular ideational meanings are implicated in the success of texts as instantiations of genres. They are also implicated in the expression of more or less common-sense meanings. In the example provided here of the two history texts, it is the one which takes setting in time as the point of departure which displays a shift towards less common-sense meanings. Text AHB1, which fuses elements of a more 'advanced' genre type, factorial explanation, into a historical account, is more stranded in the everyday by its orientation towards sequence in time.

#### ***4.2.2.3 Evaluation in historical accounts***

The strong foregrounding of cause and effect in MHS1 is also reflected in the inclusion of a macroNew. A third stage is not common in historical accounts, however this text includes one in which chronological stages are evaluated and linked back to the question. This paragraph highlights cause and draws together and interprets meanings in the text in the light of the field. The final paragraph represents a macroNew as it is more than a summary of the preceding text; it is the 'point' (Martin, 1992).

Therefore, it is evident that people resisted to the Apartheid state in various ways, from domestic to international to peaceful to violent armed wings.

However, in the future these elements would culminate to enable the downfall of Apartheid.

In summary, MHS1 is a more successful historical account overall than AHB1. The genre is clear, periodicity functions to alert the reader to issues of importance, and the

reader is not frustrated by unmet expectations. The text's message is grounded in the hyperThemes, and although it is organised chronologically, causation is still prominent. This is emphasised through the inclusion of a final stage functioning as a macroNew. The macroNew makes salient an evaluative stance to the material presented in the account, contributing further to the impression of a more sophisticated text than AHB1. The presence of explicit evaluation indicates an orientation towards argument, which has been previously shown as the most privileged genre type in the study of senior history (Christie & Derewianka, 2008; Coffin, 2006; Martin, 2002). This text suggests that a well-managed instantiation of the historical account genre provides an adequate basis for the expression of valued interpersonal meaning in the discipline of history.

#### ***4.2.2.4 'Simpler' genres in senior settings***

Although MHS1 is a successful historical account, the fact that a text written as a historical account has been awarded such high marks at all is interesting. Previous research has shown that genres from the histories family appear at junior high school levels and that by senior years, argument texts are more highly valued in high-stakes educational writing (Christie & Derewianka, 2008; Coffin, 2006). Indeed the other MH texts in the data set are argument texts and analysis of the examination paper (see chapter 3) indicates that questions are oriented towards argument and explanation. Is there something about this text which raises it above more common-sense approaches to knowledge to approach the more abstract genres of explanation previously found to be valued in senior years?

Along with its very successful foregrounding of causation, MHS1 contains a significant amount of information. The volume of statistics and dates illustrate a very high level of field knowledge, impressively since they were produced under examination conditions. This is exemplified in Figure 1-1 below. It is perhaps this feature of the text that has contributed to its high level of success.

The SOWETO riots were some of the most significant resistance movements as they involved over 15,000 children and teenagers from schools, who protested

against the government's decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students and the further deaths of 1,000 students that year as the people of South Africa adopted Mandela's advice that they should make "the townships ungovernable". The SOWETO riots saw a huge increase in the MK numbers as 14,000 students left to join the organisation after SOWETO, while during 1980-81 100,000 students joined student organisations such as COSAS and ASO. With the absence of a strong ANC leadership in the 1980's due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who used his position as church leader and his speaking skills to denounce Apartheid to South Africa and across the world. Tutu was awarded the Nobel Peace Prize in 1984 for his brave efforts. Moreover, church groups combined with civic groups, Indian community groups, Trade Unions and student groups to form the UDF which led the resistance to Apartheid in the 1980's

**Figure 4-1:** statistics in MH

Although this text has achieved success, there remain very significant issues around understanding the types of writing important for success in the HSC and in preparing students explicitly for what they will need to do. A failure to appreciate differences between types of 'essay', for example between chronologically organised historical accounts and rhetorically organised arguments, may result in situations where final year students disadvantage themselves by producing less valued genres in examinations. Historical accounts are more oriented toward common-sense understandings of history as they are generally oriented towards time. There is less opportunity for students to display conceptual knowledge and abstract into the broader themes and '-isms' of history (J. R. Martin et al., 2010) than there is in argument texts. Students may compensate for this more common-sense orientation by producing an impressive amount of ideational content and so be awarded high marks.

Nevertheless the argument genres would provide students more scope to engage with the abstractions and generalisations important in the study of Modern History. It is hoped that understandings of the differing expectations of writing in humanities subjects offered in this thesis can go some way towards bringing privileged genres, as part of the hidden curriculum, into the open.

### **4.2.3 Consequential explanations in Society and Culture**

As identified above, all the SAC texts were examples of consequential explanations. Although both historical accounts and explanations aim to explain, explanations differ in their rhetorical organisation around consequences of a cause rather than chronology. The shift from historical accounts to consequential explanations can be understood to represent a significant shift towards less common-sense orientations to meaning.

The shift to less common-sense orientations to meaning is clear from the structure of text SACS1, a consequential explanation which explores the consequences of 'Aboriginal race'. The Consequences stage is organised rhetorically in phases around a series of what the student identifies as consequences of being Aboriginal. The writer clearly marks the phases of the text through both paragraphing and hyperThemes. With the exception of the first consequence about health, spanning two paragraphs, each phase in the Consequence stage deals with a 'consequence' in one paragraph, and each consequence begins with a hyperTheme. Unlike the historical accounts examined above, these hyperThemes do not contain reference to either time or events but reflect the text's rhetorical structuring around cause and effect.

The health of Aborigines in Australia is completely horrific.

Aborigines access to education has been significantly difficult to attain.

As a result of poor education, Aboriginals had not much hope for employment.

With employment in such poor areas, the income is neither fair nor stabilizing for Aborigines or their families.

Aboriginals housing is completely substandard.

Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference.

Not only is the text organised in phases around a series of consequences, there is also an attempt to link some of these consequences in causal relationships. Following a paragraph on education, the next hyperTheme links between education and the next consequence of employment in unskilled or semi-skilled labour.

As a result of poor education, Aboriginals had not much hope for employment.

After discussion of employment, the writer then creates another causal link between types of education and income in the next hyperTheme.

With employment in such poor areas, the income is neither fair nor stabilizing for Aborigines or their families.

The remaining three consequences are not linked together in such a fashion. However the hyperTheme for the final consequence does link back to the question and the Cause stage of the text, reinforcing the text's rhetorical structuring around cause and effect.

Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference.

This text is very clearly oriented around cause and effect relationships. Not only is the relationship of causation clear between each consequence and the Phenomenon, there are also causal links created between some of the consequences. The paragraph hyperThemes are critical in the creation of these cause and effect relationships and are highly significant in the creation of a successful consequential explanation.

The text SACS1 not only has a clear point of departure created through hyperThemes, but also has a strong consolidation of new information in the macroNew. It was noted

above in section 4.1 that this text includes a final stage, which I have called 'Evaluation of Consequences', in which the consequences discussed in the main body of the text are summarised and linked back to the question. However the section of the text in Figure 4-2 does more than merely summarise, it also *evaluates* the consequences and says something new about them, pointing to how they may be interpreted and what they say about society as a whole.

In Australian society it is clear the nature of difference is not very accepted. The inequalities Aboriginals endure because of their race is decisive evidence that Australia is not an egalitarian society and that the nature of difference does not work to your advantage. This is quite controversial considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of racial discrimination and prejudice. Through analysing the areas which the Aboriginals do not have to socially valued resources – eg housing, income, employment, education and health, we can identify the social inequality evident as a result of their race. After the settlement of the Europeans, the notion of conflict was evident from the moment they met. From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.

**Figure 4-2:** Evaluation of Consequences stage in SAC

In summary, this text makes good use of periodicity to create its argument. Its point of departure is not events or periods of time as in historical accounts, but consequences resulting from a particular cause, which are then evaluated and interpreted for their significance. A coherent and sustained argument is created through the structuring of the writing into paragraphs dealing with one clear point which is marked for the reader in the hyperTheme. The rhetorical structuring of the text is made even clearer by the interpretation and evaluation of the consequences in the final paragraph of the text, a section which brings explicitly evaluative meaning to the fore. Interpersonal meaning as evaluation is explored fully in chapters 5 and 6 of this thesis. However the analysis of genre and periodicity here provides an important context for locating disciplinary

difference in evaluative meanings in the context of other disciplinary differences. This text also demonstrates a progression towards less common-sense orientations to knowledge than the history texts examined above and further emphasises the differential opportunities that different genre types provide to display cumulative knowledge in the humanities. The trajectory from more to less common-sense meanings is explored through the use of LCT in 4.3 below.

#### **4.2.4 Genre complexes in Community and Family Studies**

CAFS students also write consequential explanations. However, the texts produced are very different to those in SAC. One of the most obvious differences is that the texts required of CAFS students in the 'extended response' section of their examination are actually genre complexes. External support in managing extended text is provided through the division of the question into three sub-sections of increasing value. An example is provided below.

- (a) Identify the social changes likely to occur when people become parents. (4 marks)
- (b) Predict the potential outcomes on family relationships of an authoritarian parenting style. ( 6 marks)
- (c) Examine the ways that gender and culture can influence parenting and caring relationships. (15 marks)

In this question, all three sections of the genre complex appear to require a consequential explanation in response, as students are asked to discuss 'changes', 'outcomes' and 'influence' of particular causes. Other questions in the data set represent a mixture of consequential and factorial explanations. In addition, the 'question words' or 'command words', as they are often styled by teachers, do not give any indication as to the genre type required as is so often believed to be the case. All three prompts above expect the same genre although three different 'question words' have been used. This calls into question the Board of Studies' assertion, quoted below



(NSW Board of Studies, 2009), that key words are used consistently in examination questions and can be used to help students understand the requirements of a question.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

If the hidden curriculum can be brought into the open and students are to be taught the genres of significance in each subject, then it is critical to make explicit the requirements for writing in particular subjects. The provision of the glossary of key terms aims to achieve this, however in practice it does not provide much clarification about requirements (Bock, 1983), nor does it help teachers to undertake the following:

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation. (NSW Board of Studies, 2009)

This study is motivated by the desire to make privileged ways of writing more explicitly visible in the disciplines. An understanding of the integral nature of cause and effect in CAFS may assist students in examinations. They can be encouraged to look for words such as 'outcome', 'how does X influence Y' or other semantic equivalents and realise that a consequential explanation is called for rather than focussing on the 'question word' to indicate expectations. Linguistic analysis of examination questions and student responses can thus inform the development of pedagogy which will better prepare students for the literacy demands of their subjects.

Another important aspect of the division of the 'extended response' into sub-questions is the fact that this can lead to fragmentation of knowledge rather than knowledge integration. While the three questions focus on the same broad syllabus topic, there is no explicit connection between question parts and no requirement for a coherent and sustained argument holding the whole of the response together. This is in stark contrast to extended responses in other subjects which award similar mark values to one coherent, integrated and sustained argument in response to one question only. Differential approaches to the one genre type (consequential explanations) in the two subjects CAFS and SAC can be seen to afford students different opportunities to display cumulative knowledge and may have the effect of stranding CAFS students in common-sense approaches to learning. This issue will be taken up in more detail in 4.3.

An initial consideration of CAFSS2, revealed at first a text resembling a list of thoughts, akin to bullet point notes. Incomplete sentences, abbreviations and ellipsis are common. The text appears to be unworthy of the high marks given. The student's full answer to a section of the question is provided in Figure 4-3 (student's own spelling, punctuation and paragraphing have been retained).

a) Social changes – the parents have to consider the impact a baby would have on their lives & it is a big one: They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a 'little one' to look after. life becomes more 'family' oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to support other parent. May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common – can support one another. Parents in early stages can feel isolated from everyone as they aren't able to get out of the house as they are looking after the baby – feel sad, depressed, lonely. Can't live same lifestyle as previous – have responsibilities to new baby, have to act responsibly towards their child & each other.

May join local community groups such as ‘Mothers & Bubs’ groups and ‘kids clubs’ – family orientated now.

**Figure 4-3:** listing in CAFS

#### 4.2.4.1 Proto-genres in Community and Family Studies

Closer analysis of the text in Figure 4-3 reveals what I refer to as a ‘proto-consequential explanation’. It constitutes an attempt to outline the consequences of a particular cause; becoming a parent. The first sentence is both a macroTheme, summarising and predicting what is to follow, and also represents the Phenomenon stage in a consequential explanation. It both paraphrases the question and indicates the text’s purpose. In particular, the use of the word ‘impact’ which is semantically close to the notion of ‘consequence’ was used as partial confirmation of the writer’s intention to provide a consequential explanation:

Social changes – the parents have to concider the impact a bay would have on their lives & it is a big one:

This Phenomenon also contains the grammatical metaphor common in macroThemes. In this case, the main grammatical metaphor, ‘social changes’, has been appropriated from the question. The student also supplies a grammatical metaphor of their own, ‘impact’, as part of a gloss for ‘social changes’ (the impact a baby would have on their lives).

The student enacts the task as an unpacking of what these ‘social changes’ and the ‘impact’ of a baby might be. After the brief Phenomenon stage, the text goes on to list the various consequences of becoming a parent. These then can be understood as forming the second stage of a consequential explanation, as in Figure 4-4

Explanation:  consequence 1	They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a ‘little one’ to look after. life becomes more ‘family’ oriented –  might have to pick up more hours at work to pay for expenses of
-----------------------------------	---

consequence 2	baby
consequence 3	or on other hand may have to drop a few hours to be able to support other parent.
consequence 4	May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common – can support one another.
consequence 5	Parents in early stages can feel isolated from everyone as they aren't able to get out of the house as they are looking after the baby – feel sad, depressed, lonely.
consequence 6	Cant live same lifestyle as previous – have responsibilities to new baby, have to act responsibly towards their child & each other.
consequence 7	May join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.

**Figure 4-4:** Explanation stage in proto-consequential explanation

This 'proto-consequential explanation', resembling a note-form plan, begins with a relatively abstract macroTheme in the Phenomenon, summarising the content of the text to follow. However, none of the Consequences are elaborated or extended in paragraphs, nor is there an adequate creation or sustaining of an explanation. As a four-mark section, it might be assumed that nothing more is expected, certainly not a complete paper. But it does reflect the writing over the whole 15 mark (3 part) question. There is in this sense no opportunity set up for more developed prose. The second school-based CAFS text (CAFSS1) is comparable. The BoS Standards text (CAFBS1) is a minimally more developed, yet still truncated, especially in the first two sections of the response. All texts are provided in their entirety in Appendix 2.

Just as the text is in a developmental stage at genre level, it is also underdeveloped in periodicity. Written as a list of consequences stemming from the input of becoming a

parent, this text is presented almost as a list of hyperThemes without development or consolidation. It has no 'point'. If periodicity is conceived in terms of waves and troughs of information prominence, this text represents mere ripples in information flow, contributing to its lack of academic sophistication compared to the rest of the data set.

#### ***4.2.4.2 Listing and modality in CAFS***

The 'list-like' nature is reinforced by iterative patterns of modality. Most of the consequences begin with modalisation expressing possibility or probability and if the consequence does not begin directly with modalisation it occurs close to the beginning.

They **would have to** cut back...

**Might have to** pick up more hours...

Or on other hand **may have to** drop a few...

**May have to** find other friends...

Parents in early stages **can** feel isolated...

**Can't** live same lifestyle...

**May have to** join...

The repetitive pattern of modality at the beginning of each consequence also contributes to the analysis of the proto-generic structure as Phenomenon followed by Explanation. Proto-Stages in the Explanation are identified as each new Consequence contains modalisation. This positions each consequence of becoming a parent in terms of probabilities (and predominantly low probability), which are largely left unelaborated before a new consequence is added. This combination of iterative patterns of modality and very truncated consequences further reinforces an initial impression of the text as academically underdeveloped.

The question remains as to why students write these kinds of 'proto-explanations' and why they are acceptable in writing in this subject at this level of schooling. Why are the expectations of students in this subject apparently so much lower than in other subjects? This question is explored in section 4.3 below. Evidence beyond the texts also suggests that expectations of CAFS students are lower than those across the suite of humanities more generally. CAFS is commonly seen as not as academically rigorous as subjects such as SAC and History and data shows that students who study CAFS achieve lower academically (see section 4.3). Significantly fewer students enrolled in CAFS qualify for university entrance than those enrolled in the other subjects included in this study (Universities Admissions Centre, 2009). CAFS is also the only subject in this study that scaffolds extended responses in such a way as to divide them into sections, thus greatly reducing the requirements for students to manage and organise stretches of text in extended writing. Although teachers in schools commonly refer to this section as the 'essay', it is in reality a type of 'proto-genre'-complex, lowering expectations for cohesive written discourse in the academic mode, despite marking guidelines which state that a highly rated answer '[e]ffectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology' (NSW Board of Studies, 2010:9).

This limited range in mode has other implications for the language of the text. Issues to do with engagement, or the interaction with other voices and attitude, or the expression of evaluation, will be taken up in coming chapters. In this chapter, I continue to explore the notion of differential engagement with knowledge through writing through a focus on knowledge practices in CAFS in order to situate the exploration of evaluative meaning.

To explore this notion further, I use the concept of the Semantic Scale from within Legitimation Code Theory, a recent theory from Sociology of Education. Descriptions of genre and periodicity, and particularly the limited extension, elaboration and abstraction present in CAFS writing detailed below, begin to provide a picture of difference in the disciplines in the humanities. They suggest a trajectory from more to less common-sense knowledge and a corresponding difference in the opportunity for students to build cumulative knowledge. The exploration of the common-sense (or

otherwise) orientation to ideational meaning suggests avenues for exploration of interpersonal meaning as evaluation may also be described as more or less common-sense or more or less personal or institutionalised (Martin & White, 2005).

## **4.3 LCT and knowledge building in the humanities**

The long and fruitful dialogue between SFL and Sociology of Education, beginning with dialogue between Halliday and Bernstein in the early 1960s and revolving around shared concerns of social justice (Christie, 2007) was outlined in chapter 2. Martin (2011) characterises the discussion between the two disciplines as successful because of this shared allegiance to a common problem and also due to the ‘ability to trespass on each other’s domain by providing complementary perspectives on comparable phenomena’ (2011:37). It is this ability to trespass that is employed to provide a complementary, sociological perspective on the difference in writing practices in MH, AH, CAFS and SAC. In this chapter I use the dimension of Semantics in LCT, and its underlying principles of semantic gravity and semantic density, to investigate differing expectations around engaging with knowledge, focussing in particular on the difference between CAFS and the other subjects.

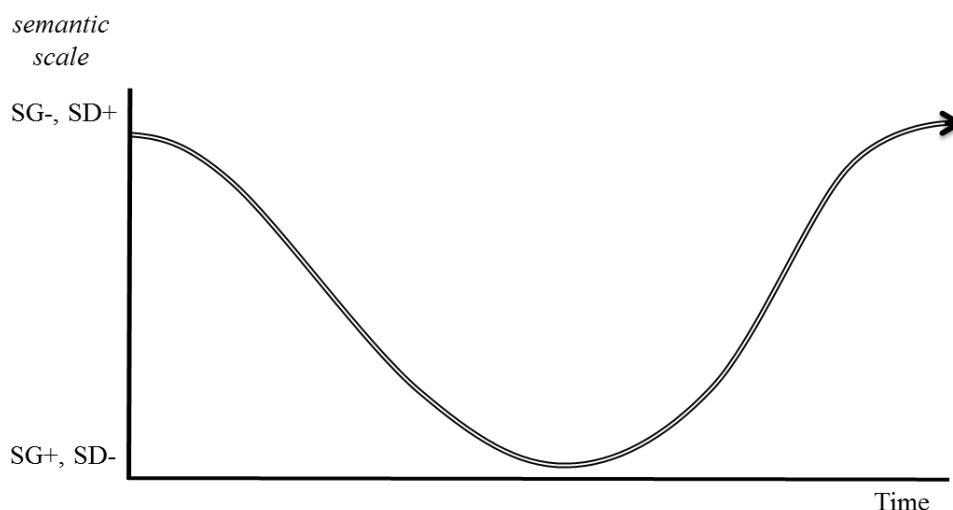
### **4.3.1 LCT: Semantics**

In LCT, Semantics is concerned with the transfer of knowledge from one context to another and is used to explore the extent to which knowledge building can be said to be cumulative (Maton, 2014). Two concepts form the basis of Semantics. The first, semantic gravity (SG), describes the contextual dependency of meaning and can be stronger or weaker along a cline. ‘When semantic gravity is stronger, meaning is more closely related to its social or symbolic context of acquisition or use; when it is weaker, meaning is less dependent on its context’ (Maton, 2014: 110). The concept is not meant to typify dichotomous, ideal states (ie either *strong* or *weak* semantic gravity)

but rather to explore the process of *strengthening* and *weakening* semantic gravity, through exemplification and generalisation, in order to examine knowledge building. The second concept in Semantics is semantic density (SD), which 'refers to the degree of condensation of meaning within socio-cultural practices (symbols, terms, concepts, phrases, expressions, gestures, actions, clothing, etc).' (Maton, 2014: 129). Semantic density can also be stronger or weaker along a cline, so that the stronger the semantic density, the more condensed the meaning, and the weaker the semantic density the less meaning is condensed. As with semantic density, it is not only states but processes of strengthening and weakening semantic density that are important.

Although SG and SD can be strengthened or weakened independently of each other, in pedagogical settings they often move in inverse proportion to each other. Written language which is very dense, technical and 'packed' up is often also more technical and/or abstract. Language characterised by higher concentrations of abstraction, grammatical metaphor and technical language can be difficult for students to understand, so is often 'unpacked' by the teacher through providing concrete examples, thus increasing the semantic gravity, and by reconstruing technicality into more common-sense, everyday language, thus weakening the semantic density (Macnaught, Maton, Martin, & Matruglio, 2013; J. R. Martin, 2013a; Maton, 2013; Matruglio et al., 2013). Movements in SG and SD may be conceptualised together as movements along a *semantic scale*; when meanings are condensed and abstract or generalised (SG-SD+) they are towards the top of the semantic scale, and when the meanings are unpacked and tied to their specific contexts (SG+SD-) they are towards the bottom of the semantic scale. Movements up and down in semantics over time can construct wave-like patterns of 'unpacking' and 'packaging up' meaning either in the language of the classroom or over the construction of a text to create *semantic waves* (Maton, 2014) illustrated in figure 4-5.





**Figure 4-5:** Semantic wave

Recent research has shown that movements up and down the semantic scale are crucial for the building of integrated, cumulative knowledge over time (Macnaught et al., 2013; J. R. Martin, 2013a; Maton, 2013, 2014; Matruglio et al., 2013). For students to be able to learn subject content that is connected, integrated and transferable to new contexts, they must be able to move between concrete, everyday, ‘unpacked’ examples, explanations and particulars and highly condensed, generalised and abstract concepts. An ability to travel up and down the semantic scale parallels an ability to move beyond the everyday and into the more generalised and abstract world of academic learning generally. It is also crucial for the construction of well-formed texts, as the ability to construct generalised and abstract macro- and hyperThemes which are then expanded and elaborated in subsequent text is important for the clear signposting and organisation of writing. This means that successful student writing should show evidence of semantic waves.

### **4.3.2 Community and Family Studies and the semantic wave**

While movement up and down the semantic scale is anticipated in the writing of successful students, it is evident that in CAFS, writing is firmly rooted at the bottom of the semantic scale. The breakdown of questions in the extended response reduces the

mode requirements of writing sustained academic prose as an answer may deal in succession with general aspects of a topic, without explicitly creating a higher-order, more abstract and generalised link between all three parts of the question. The structuring of the question as a genre-complex leads to segmentalism and what Maton calls 'semantic flatlining' (Maton, 2014) at the bottom of the wave rather than cumulative and integrated knowledge building.

This segmentalism occurs not only between sections of the question but also within sections individually. 4.3 above dealt in part with the list-like nature of the student's response and it was noted that iterative patterns of modality create the list-like feel of the text. Each new consequence was added as a new probability or possibility without an exploration of the connections between them. This method of knowledge development, often referred to as a horizontal knowledge structure (Wignell, 2007b), does not lead to cumulative, integrated knowledge building but rather leads to knowledge that is segmented and tied to its individual context (Maton, 2014).

Each new consequence is also only elaborated or extended very briefly, further adding to the list like feel of the text. While there is some attempt at elaboration, e.g. 'May have to find other friends – ones with family of their own' and enhancement, e.g. 'might have to pick up more hours at work to pay for expenses of baby', it is relatively minimal. Causal links, which could be expanded on in enhancing moves, are mostly left implicit and there isn't enough technicality to require elaboration moves such as exemplification. There are also no hyper- or macroNews which could contain summary, commentary or other elaboration. Not only does this relative lack of elaboration and enhancement contribute to the list-like quality of the text, it restricts the opportunities a student has to move along the semantic scale.

The limited nature of elaboration and enhancement is linked very strongly to the limited nature of the abstraction in the text. Little elaboration is needed, as there are few concepts which need restating, or exemplifying. The text does not reach up into more abstract and generalised concepts that could lift it out of the everyday and push it towards more integrated, cumulative knowledge. This is apparent from a consideration of the abstractions that do occur in the student's text. Abstractions such

as 'social changes', 'impact', 'expenses', 'bond', 'lifestyle' and 'responsibilities' are relatively tied to the everyday lived experience. 'Social changes' is obtained from the question itself and the others, shown beneath with some co-text, relate very much to 'students' general life experiences' and are to do with 'practical problems in the management of everyday living' (NSW Board of Studies, 1999a:6). They have relatively strong semantic gravity and can be conceptualised as being located towards the bottom of the semantic scale.

the parents have to consider the impact a baby would have on their lives & it is a big one...

might have to pick up more hours at work to pay for expenses of baby...

May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common...

Cant live same lifestyle as previous – have responsibilities to new baby...

It is significant that these abstractions are linked to the everyday lived experience, as the nature of a subject as a whole can often be understood from an examination of its more abstract and generalised concepts. Elsewhere these have been characterised as the '-isms' that underpin a subject (J. Martin et al., 2010). The '-ism' which underpins the course module related to this text is 'wellbeing' (NSW Board of Studies, 1999a:25), however this concept is never explicitly mentioned in the response. Had the abstractions in the text been linked with the concept of wellbeing, the text would have been lifted beyond the everyday and closer toward the top of the semantic scale. Instead, the text appears trapped at the bottom of the semantic scale. It does not appear to communicate 'ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology' (NSW Board of Studies, 2010:9), nor does it 'examin[e] how the wellbeing of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors' (NSW Board of Studies, 1999a:6) as the syllabus demands. There is very little coherence between the ideas, and the larger issues of the subject, -isms such as

wellbeing for example, are conspicuous by their absence. This text is 'flatlining' at the bottom of the semantic scale. The text, and the others like it in the data set, suggest a subject which traps students at the bottom of the academic ladder through low expectations that they will be able to manage the mode requirements of extended writing.

### **4.3.3 Reworking the text: making waves**

Although the CAFS texts in this study appear to indicate students stranded in the common-sense and everyday, this need not be the case for CAFS. The syllabus states the intention for the course to be 'an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences.' (NSW Board of Studies, 1999a:6) The everyday forms only a part of this, however the student text seems mired, not managing to travel up the semantic scale to more abstract and generalised concepts from family studies, sociology and developmental psychology. It is possible, however, to build on the positive aspects of the text to restructure it in such a way as to provide more opportunity for building cumulative, integrated knowledge. The beginnings of a generic structure are present, there is some limited abstraction and generalisation, and the construction of the consequences as possibilities or probabilities indicates an emerging awareness of the contested nature of knowledge and the relationship between reader and writer. All these can be built upon to produce a text that manages the mode requirements of extended writing more successfully and which engages with knowledge beyond the 'students' general life experiences'. I demonstrate some possibilities for development through a reworking of this text to explore a possible pedagogical pathway towards greater engagement with integrated and connected knowledge in CAFS.

The first step in reworking the text is to group ideas into three broader categories. This facilitates the creation of more abstract and generalised hyperThemes and allows for connections between ideas to be more explicitly stated. The consequences provided

by the student may then become the elaboration and or extension of the newly created hyperTheme. The result is the creation of semantic waves, as each consequence begins at the top of the semantic scale with a condensed and abstract concept which is then 'unpacked' through less dense explanation and examples more 'grounded' in specific contexts.

The response seems to deal with three categories of change: the impact a baby would have on parents' friendships/social lives, emotions and finances. The student text is provided again below with the consequences dealing with friendships and social activity in *italics*, the consequences concerning emotions in **bold** and the consequences relating to finances underlined.

Social changes – the parents have to consider the impact a baby would have on their lives & it is a big one: *They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a 'little one' to look after. life becomes more 'family' oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to support other parent. May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common – can support one another.* **Parents in early stages can feel isolated from everyone as they aren't able to get out of the house as they are looking after the baby – feel sad, depressed, lonely. Cant live same lifestyle as previous – have responsibilities to new baby, have to act responsibly towards their child & each other.**

*May join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.*

Although three broad areas are addressed, the text has not been organised according to these categories. Impacts on parents' friendships and socialising are mentioned at three points in the text, separated by comments about financial effects and emotional effects. Grouping these ideas into categories not only allows for more general and abstract hyperThemes to be written, thus reaching out of the everyday, but also for more coherent organisation of the text.

Once the original points are grouped into the three categories, hyperThemes introducing these can be written. These hyperThemes should summarise the ideas present in what the student has written and generalise and abstract out to concepts important in the course. This will ensure the text moves beyond the 'students' general life experiences' towards a deeper engagement with subject content allowing the building of integrated and transferable knowledge. The following three points are the student's original consequences grouped under the broad category of friendships.

They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a 'little one' to look after. life becomes more 'family' oriented –

May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common – can support one another.

May join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.

These points to create a juxtaposition between life before the advent of a baby, roughly conceived of as 'socialising' and what it can be like post-baby, which is 'family oriented'. Several references to change are made, such as 'cut back on', 'they now have', 'life becomes more family oriented' 'other friends' and so on which draw attention to this before and after comparison. A hyperTheme can be written which makes this link explicit and which introduces the abstract organising concept of 'impact on social lives' to summarise the student's points.

Having a baby can impact on parents social lives as they may need to focus less on friendships and more on the care of their child.

Once the hyperTheme has been created, the student's original points can be combined to elaborate and extend it. The following example demonstrates such a reworking. While attempting to stay as closely as possible to the student's original text, I have made changes in order to express the student's ideas in full sentences, to make causation more explicit, to replace some of the more colloquial language and introduce more abstraction and generalisation.

Having a baby can impact on parents social lives as they may need to focus less on friendships and more on the care of their child. Parents often find they have to cut back on the amount of time they spend socialising as they now have the 24-hour care of a dependant to look after. As life becomes more 'family' oriented, parents can lose touch with friends who may no longer share the same priorities as them. They may have to find other friends who have family of their own who they can create a closer bond to as they have things in common. New parents often find that they can gain more support from friends who share their situation and may join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' to find this support.

The result is a paragraph which goes beyond listing seemingly disconnected consequences to an exploration of a single concept. The impact on parents social lives becomes the generalised and abstract principle which is then 'unpacked' through the rest of the consequence through explanation and exemplification which 'grounds' the abstraction in the everyday. Instead of a 'flatline' at the bottom of the semantic scale, the text now 'waves' from concepts with stronger SD and weaker SG to examples and explanation with weaker SD and stronger SG.

This process was repeated with the other two groupings to create a three phase Consequence stage for a consequential explanation. Although in the original text the financial impacts of becoming parents occurred in the middle of the student's text, in the process of reworking the text it became clear that the emotional changes experienced by new parents was linked to the changes in their patterns of socialising. This can be seen in the two original Consequences written by the student.

Parents in early stages can feel isolated from everyone as they aren't able to get out of the house as they are looking after the baby – feel sad, depressed, lonely.

Cant live same lifestyle as previous – have responsibilities to new baby, have to act responsibly towards their child & each other.

The link between changing patterns of socialising was made explicit in the creation of the hyperTheme, and the consequences were reordered, to move from changes in the amount of socialising to the emotional impacts of these and then to the financial impacts of becoming a parent. The two new consequences, with hyperThemes, and re-written in full sentences, are provided below.

Changes in socialising and friendships can also lead to emotional changes for parents. Parents in early stages of adjusting to life with a baby can feel isolated from everyone as they aren't able to get out of the house. Looking after the baby can lead to them feeling sad, depressed, and lonely. They may feel "trapped" in the house as they can't live the same lifestyle as previously due to responsibilities to the new baby.

Financial considerations may also impact on the social life of new parents. They might have to pick up more hours at work to pay for the expenses of the baby, thus losing time for some of the activities they engaged in pre-baby. On the other hand, a parent may have to drop a few hours at work to be able to support the other parent.

The revised text is made more cohesive and coherent as the links between concepts are clarified. Thematic abstractions organise the text which now engages with knowledge in a more integrated and systematic way. This text is beginning to *build knowledge* rather than *list information*.

The next step in reworking the text was to consider the Phenomenon stage of the original proto-consequential explanation. The original phenomenon was very brief and did not introduce the ideas to be developed in the rest of the student's text.

Social changes – the parents have to consider the impact a bay would have on their lives & it is a big one:

Once the original seven consequences had been reworked into three, a Phenomenon could be written to include a preview of the Consequences which are developed in the



second stage. The Phenomenon was also constructed to introduce the concept of 'wellbeing', one of the main '-isms' of the course.

Having a baby can have a substantial impact on the lives of parents as they adjust to the social changes that becoming parents brings. These changes have an especially significant impact in the areas of friendships, emotions and finances and can greatly affect a person's wellbeing.

This reworked Phenomenon now ensures that the text begins at the top of the semantic scale (SG-/SD+). The Consequences stage then moves down the scale, explaining the denser terms and exemplifying them with reference to everyday concepts. The text no longer flatlines at the bottom of the wave, but 'waves' at both whole text and at paragraph level.

The reworked text (see Figure 4-6) could have been rewritten to reflect an even higher level of sophistication, with further abstraction and more engagement with specialist concepts from sociology and developmental psychology. More high-level periodicity could have been provided with a macroTheme, and with hyperNews to consolidate each consequence with another crest of abstraction.

The aim of reworking the text is to show the pending potential for writing in CAFS; a potential that, if supported, could avoid stranding students at the bottom of the academic ladder. The aim has not been to move the text beyond what was conceivable, given its starting point, but to demonstrate a possible next step in the developmental pathway towards greater control of the literacy demands required to engage with subject knowledge through writing. The reworking demonstrates that it is possible to achieve a more integrated engagement with knowledge through reordering of points, providing hyperThemes which summarise and abstract, and making relationships of cause and effect more explicit in a text. What has been achieved is a text which demonstrates the ability to create semantic waves, indicating more of a capacity to 'examin[e] how the wellbeing of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors' (NSW Board of Studies, 1999a:6) than the original student text does.

Having a baby can have a substantial impact on the lives of parents as they adjust to the social changes that becoming parents brings. These changes have an especially significant impact in the areas of friendships, emotions and finances and can greatly affect a person's wellbeing.

Having a baby can impact on parents social lives as they may need to focus less on friendships and more on the care of their child. Parents often find they have to cut back on the amount of time they spend socialising as they now have the 24-hour care of a dependant to look after. As life becomes more 'family' oriented, parents can lose touch with friends who may no longer share the same priorities as them. They may have to find other friends who have family of their own who they can create a closer bond to as they have things in common. New parents often find that they can gain more support from friends who share their situation and may join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' to find this support.

Changes in socialising and friendships can also lead to emotional changes for parents. Parents in early stages of adjusting to life with a baby can feel isolated from everyone as they aren't able to get out of the house. Looking after the baby can lead to them feeling sad, depressed, and lonely. They may feel "trapped" in the house as they can't live the same lifestyle as previously due to responsibilities to the new baby.

Financial considerations may also impact on the social life of new parents. They might have to pick up more hours at work to pay for the expenses of the baby, thus losing time for some of the activities they engaged in pre-baby. On the other hand, a parent may have to drop a few hours at work to be able to support the other parent

**Figure 4-6:** CAFS text reworking

## 4.4 Conclusion

In this chapter I have begun the process of investigating the demands of engaging with knowledge through writing via an investigation of the genres students write in different subjects. The analysis shows that students do, in fact, write different genres in different subjects and that there are also differences in the degree of variation of genres that students write *within* each subject. This difference is significant, as intellectual fields can be defined by their range of genres (Martin, 2014). It flows that an understanding of the privileged genres in each subject is crucial for understanding subjects as bodies of knowledge, or kinds of knowledge practices. CAFS and SAC are revealed as subjects that orient towards explanation of the effects and/or causes of various social configurations, MH as a knowledge practice, as oriented towards argument in a contested knowledge space, and AH as a subject that traverses the reporting and explanations of historical events in the distant past. The variations in, and sometimes within genres, also reflect differing opportunities for students to engage with abstract and cumulative knowledge through writing. While the chronological ordering of texts in AH, for example, results in texts which deal with more congruent expressions of events and happenings, more rhetorically structured explanations in SAC provide the scope for students to move beyond more common-sense discussion of events to explore more abstract concepts and ideas.

In this respect, the greatest differences across the four subjects were found to be between CAFS and the other subjects. The 'extended writing' that students produce in CAFS, even though revealed to share the genre of consequential explanation with SAC, is different in important ways from the writing in any of the other subjects. Students in CAFS are evidently not expected to manage the mode requirements of extended writing. They are provided with questions which break the response down into a genre-complex, encouraging a segmental approach to the answering of the examination question. The students' writing in CAFS, rather than structuring a response engaging with the bigger 'isms' of the subject (J. R. Martin et al., 2010; Matruglio, 2013), functions to 'unpack' abstraction and grammatical metaphor in the question into congruent instances of exemplification. This seems to be contradictory to

the stated aims of the course in the syllabus rationale, but nonetheless been deemed to be of a high standard by experienced examination markers in the field. In an attempt to understand this and suggest how student writing could more adequately meet the stated aims of the course, I demonstrated through a reworking of the text how writing in CAFS could be different and more conducive to cumulative knowledge building.

The analyses support a conclusion that CAFS, in current practices, functions to strand students at the bottom of the academic ladder. Academic writing demands in CAFS would appear to constrain student potential in advancing the development of their writing, effectively trapping them in common-sense approaches to knowledge. This conclusion is supported by data from the Universities Admissions Centre which show that students in CAFS perform lower in their Higher School Certificate than students in other humanities subjects. The question could be asked whether this is necessarily neglectful, and whether, in fact, it is beneficial to provide a subject which caters for the students who are less academically motivated and do not wish to continue to further study. However, there is a very real concern at the great difference in writing style between CAFS and other humanities subjects in which students might be engaged. Analysis has demonstrated clear disciplinary differences in the genres students write for examination in the suite of humanities. Uniformity cannot be assumed between 'essays' in different subjects and transfer of writing style from CAFS to any other subject would not result in student success. However, a path of development from what writing in CAFS currently is, towards a more sustained engagement with less common-sense types of knowledge, has also been demonstrated in this chapter. A writing pedagogy could be designed on the basis of this trajectory to enable students to move beyond current approaches to common-sense knowledge.

The next chapter extends on the emerging picture of disciplinary difference provided here. It continues to explore the question of engagement with knowledge through writing in humanities subjects with a particular focus on interpersonal meanings from the perspective of discourse semantics in SFL. This takes the research into the realm of appraisal, and in particular into the sub-system of attitude. Preferences and patterns in expression of attitude are examined to determine the kinds of authorial stance taken

up by writers, whether these differ from subject to subject and what this suggests about each field. The LCT concept of cosmologies is also drawn upon to provide an additional analytical lens through which to view the data, and the pedagogical implications of differential demands placed on students is discussed.

## Chapter 5 : ATTITUDE and GRADUATION

The preceding chapter explores the question of student engagement with knowledge through writing via an exploration of genres written for examination. In brief, it was found that a wide range of genres were evident across the data set of highly rated student exam texts, with commonalities and differences evident in relation to the different subject areas. Variations in genres reflect different ways in which the students were expected to engage with subject knowledge, and in what was considered to be an appropriate 'essay'. The linguistic descriptions of difference and preference were then re-interpreted from the perspective LCT to consider whether there was evidence for emerging patterns of variation in the underlying semantic profiles across the subject areas.

This chapter explores students' engagement with the content of their subjects in further detail, as a basis for enriching profiles of difference across the humanities subjects. In Bernstein's terms (Bernstein, 2000) this constitutes an exploration of the potential for a field of production to be differentiated in fields of recontextualisation and reproduction. In particular, the chapter moves from an analysis of genres (Chapter 4) to an analysis from the perspective of discourse semantics. Specifically, it investigates the axiological orientations of subjects through an analysis of types of authorial stance taken up by students in their writing. How these stances are conveyed, and the question of whether this differs from subject to subject are also examined. A constellational analysis using LCT provides a complementary perspective through which to view the data and to continue to question the basis for knowledge legitimisation and the humanities' humanity.

Authorial stance is considered from four focus points in this chapter. The data is first analysed in 'layers' using SFL, considering patterns of inscribed ATTITUDE, then the grading of inscribed ATTITUDE and finally the contribution that invoked ATTITUDE makes to the overall 'ATTITUDE profile' of the texts. The LCT concept of cosmologies is then applied to the data in section 5.5. The full data set with separate analyses and a key to the coding of the texts can be found in appendices 3-5. In this chapter, text excerpts

are provided with the focus language feature in bold and where multiple instances of ATTITUDE or GRADUATION occur, polarisation and sub-category appears in square brackets following the word.

## 5.1 Inscribed ATTITUDES

### 5.1.1 Patterns and preferences for inscribed ATTITUDE in Ancient History

Investigation of AH texts reveals that the majority of evaluative resources come from only two categories of ATTITUDE, those of JUDGEMENT and APPRECIATION. In most texts the pattern is one of relative balance between the two. Expressions of AFFECT are almost completely absent in the AH texts.

The student writers employ expressions of JUDGEMENT in evaluating past cultures, rulers and their actions.

AHB1: After the Persian wars the Athenians, as Plutarch states, were praised for their **proress** at sea & saving all the Hellas from the Persians.

AHS2: Factors that may have led to the collapse are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting **decline of the power** of the pharaoh.

AHS2: Bradley suggests that this continual building of pyramids shows an **excessive** use of resources, especially those of Sneferu, Menkaure, Khut & Khafre.

They employ expressions of APPRECIATION in evaluating sources, artefacts and notions of evidence from the past.

AHS1: Modern day interpretations use available science and technology to create a more **realistic** and **detailed** account of the event.

AHS2: One other pyramid from after this time has been located at Sahkara, but its small size & simple structure reveals its **inferiority**, suggesting Egypt's resources were now limited.

AHS2: The lack of **discriminating** evidence has led to various interpretations...

I explore the student choices in more detail below.

#### ***5.1.1.1 APPRECIATION in Ancient History***

In the AH texts, choices of APPRECIATION are dominantly from the categories of valuation and composition. Specific objects may be valued either positively, or as in the case below, negatively, for what they reveal about history.

AHS2: One other pyramid from after this time has been located at Sahkara, but its small size & simple structure reveals its **inferiority**, suggesting Egypt's resources were now limited.

Apart from objects, evidence itself as more abstract category can also be valued, as the following example illustrates.

AHS2: The lack of **discriminating** evidence has led to various interpretations...

In this example, evidence is presented as able to be 'discriminating' and therefore of positive value to historians, despite the fact that such positive evidence is said to be 'lacking'. Not only can evidence itself be valued, but methods for gathering evidence can also be valued.

AHS1: Volcanologist Sigurtson, used data from the eruption of Mt St Helen's as a basis of recreating the different phases of the eruption. This is not totally **reliable** as it is using data from a different volcano, and all volcanoes have their different characteristics.

Certain 'features' of history, including aspects of historical periods, historical developments, and interpretations of these, are also frequently evaluated by student



writers. The following example illustrates the valuing of a battle as a 'main feature' of a particular historical development.

AHB1: The Battle of Salamis was a **main** feature of the development of Athenian naval power later in 480BC.

The examples above illustrate how objects, evidence, the means of its collection, and features of history may all be valued by student writers. However objects or features of history may also be appraised according to their composition. In the following example the tombs of the nobles are appreciated positively for their intrinsic values.

AHS2: In dynasties 7 & 8 as the pyramids & tombs of the kings decreased, the tombs of the nobles seem to be increasing & growing in **intricate** detail.

Empires, dynasties and Kingdoms are also evaluated for composition. In the following example, Old Kingdom Egypt is appreciated for negative composition.

AHS2: Thus, the **breakdown** of Old Kingdom has been attributed to many factors...

These two types of APPRECIATION, valuation and composition, form the main bulk of APPRECIATION in AH. There are some examples of reaction, such as in the example below, however they are far less frequent in the data.

AHS2: By Dynasty 6, pyramids were decreasing significantly in size and structure, and the last large & **beautiful** pyramid is that of Pepi II.

The categories of APPRECIATION favoured in the texts provide a firmer idea about what the 'appropriate' language mentioned in the syllabus and discussed in chapter 3 actually is. APPRECIATION in AH is not generally based on the category of reaction, an evaluation of whether things please us or catch our attention. It concerns the composition and value of artefacts, evidence and/or historical empires for their worth in helping us interpret the past. Explicit evaluation in AH is warranted at least insofar as it pertains to how historians can use these evaluations to construct interpretations of, and make judgements about, the past.

The interpersonal analysis also reveals significant aspects of the field of AH through mapping subjects as collections of valued phenomena. Many targets of APPRECIATION in AH, including artefacts, physical objects, and aspects of history used in interpretation may be evaluated in several ways. For example, artefacts were valued both for their intrinsic qualities and for what these qualities add to their value as evidence. Historical objects and empires are also appreciated for their composition. AH in schools is revealed as concerning more than simply the value of things (or methods) for interpreting the past but also positive and negative assessments of the quality of objects and empires in and of themselves. Students need to be able to manage shifts between these ways of appreciating artefacts and empires and make connections between them if they are to succeed in writing for AH.

Significant aspects of the field are also revealed through how evaluations are made. The acceptability of explicit evaluation of objects, methods and historical features demonstrates that the interpretations students make about their value are largely uncontested and accepted by the community of History teachers. Were the issues around value more debated, more circumspect evaluation would be natural. An analysis of the targets of explicit valuation thus reveals what knowledge is uncontested in school-level History and contributes to a picture of acceptable practices around evaluating this knowledge in History writing for school.

#### ***5.1.1.2 JUDGEMENT in Ancient History***

JUDGEMENT of important individuals, generic roles or significant groups is equally as important in AH as the evaluation of things. Explicit judgements mostly concern assessments of capacity and cover a range of physical, mental, intellectual and social abilities. In the following example, nobles, as a group, are judged positively as possessing capacity in the form of power.

AHS2: Bradley believes that as the nobles gained **power**, as it was hereditary, that it resulted in their independence as “they no longer owed their status to the king.”

Significant individuals such as rulers or strategists are also explicitly judged for their power or lack of it in the AH texts.

AHS2: Factors that may have led to the collapse are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting **decline of the power** of the pharaoh.

The second most common form of JUDGEMENT in AH concerns how dependable people are, or their *tenacity*. These judgements concern people's persistence, bravery and careful nature and are an important contribution to the assessment of people in AH writing. Individuals and groups can be assessed positively according to their loyalty as in the example below.

AHS2: Kings began to give land to **loyal** nobles, that were free of tax, the number of these given increasing with each reign.

Bravery and stoicism is another important aspect of tenacity which receives some attention in the texts.

AHB1: These features included personalities such as Themistocles who Thucyclides states turned the Athenians from **steadfast** hoplites into sea-tossed mariners...

Judgements of negative tenacity also occur, especially around issues of disloyalty and poor resource management as exemplified below.

AHS2: Bradley suggests that this continual building of pyramids shows an **excessive** use of resources, especially those of Sneferu, Menkaure, Khut & Khafre.

Following judgements of capacity and tenacity, the third significant category of JUDGEMENT in the data set is normality. Judgements of normality occur less frequently, however they do occur as exemplified below, where nobles are singled out due to their position as favourites.

AHS2: The positions awarded to the nobles used to be given solely to members of the royal family, but in later dynasties began to be given to **favourites** of the king.

Similar to APPRECIATION in AH, an investigation of JUDGEMENT is revealing from the complementary perspectives of the targets of JUDGEMENT and the ways they are judged. Most judgements centre around figures or groups in power, or military forces who exercise power in the protection of nations and states, suggesting the importance of assessing leadership in ancient society in the study of AH. This study of leadership assesses the capabilities and dependability of leaders, which are seen as unproblematic or uncontested enough to enable explicit evaluation.

The judgement of leaders and powerful groups according to their capacity to lead, tenacity and normality represents only a section of the possible judgements that can be made. Although there are two broad categories of JUDGEMENT, social esteem and social sanction, the judgements in AH come overwhelmingly from social esteem, which concerns either the admiration or criticism of people according to socially determined etiquette. Surprisingly, perhaps, there are very few examples of judgements of social sanction either praising or condemning characters according to socially codified moral or legal laws. AH on the whole is not about moralising with regard to the people of the past, but about the study of leadership and the rise and fall of those in power.

#### ***5.1.1.3 Distinguishing JUDGEMENT from APPRECIATION***

The distinction between JUDGEMENT and APPRECIATION can become blurred in academic writing. Behaviour can be nominalised and presented as a ‘thing’ and groups of people can be represented as abstract entities. The term used to appraise cannot always be relied upon to help make the distinction between people and entities clear, as Martin and White (2005) show “[w]here nominal groups construe a conscious participant in an institutional role or name a complex process as a thing then virtually the same attitudinal lexis can be used either to **judge** or **appreciate**” (p60, bold original). This issue of trying to distinguish between JUDGEMENT and APPRECIATION is significant enough to warrant extended discussion in Martin and White (2005, see pages 58-61) and also

arose in the analysis of the AH texts. It is important to provide an account of the basis for decisions in the analysis of difficult cases.

The following is the introductory paragraph from a text concerning the breakdown of Old Kingdom Egypt. Although there is some evaluation of evidence, the main focus is on evaluating 'Old Kingdom Egypt', 'the government' and 'the pharaoh' and their relationship to the collapse of the kingdom. In the excerpt, the ATTITUDE used to evaluate these three is **bolded** and the targets of the ATTITUDE are underlined.

AH 5: The **collapse & breakdown** of Old Kingdom Egypt is one that has been continually debated among scholars & historians. The lack of discriminating evidence has led to various interpretations, many scholars suggesting that a build-up of events led to the once **mighty** and centralized government's collapse. Factors that may have led to the **collapse** are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting **decline of the power of the pharaoh**.

The issue is whether the targets of evaluation are conscious participants being judged or abstract semiotic entities being appreciated. It is relatively clear that 'Old Kingdom Egypt' is a semiotic entity rather than a conscious participant. Although Old Kingdom Egypt represents in part a collection of people, the entity also distills political, geographical and diplomatic meanings. It is unlikely Old Kingdom Egypt would take conscious action to 'say' or 'do' anything. Evaluations of Old Kingdom Egypt, such as the '**collapse and breakdown** of Old Kingdom Egypt' have therefore been coded as APPRECIATION in the data.

In contrast, 'the pharaoh' is a single, conscious participant who can say and act in various situations. Although 'the Pharaoh' can be used to refer in a more abstract sense to a generalized position of power, it is a position occupied by a person. In the text above, the Pharaoh is evaluated as declining in power, an assessment of falling capacity, and so evaluations of the Pharaoh such as the one above are coded as JUDGEMENT.

The issue is more clouded, however, when it comes to evaluations of ‘the government’. There is tension between the government as a collection of conscious participants or a semiotic entity, especially in constructions such as:

a build-up of events led to the once **mighty** and centralized government’s  
**collapse**

The same word, ‘collapse’, is used to evaluate both ‘Old Kingdom Egypt’ and the ‘government’ in this paragraph and so there is a tendency to read ‘government’ as an entity resulting from the prosody of APPRECIATION set up at the beginning. However, Martin and White (2005) state that ‘conscious participants, including persons, human collectives and institutions’ are targets of JUDGEMENT and give ‘government’ as an example, along with other collectives such as ‘commission, court, council, board, company, senate, tribunal’ (p 59). Furthermore, there are numerous examples in media reporting of governments presented as conscious entities ‘saying’ and ‘doing’ things. Recently, the Israeli Prime Minister Benjamin Netanyahu was reported as saying ‘the government of Israel rejects the U.N General Assembly decision’ (Teibel, 2012) presenting the government as a conscious participant, acting in the world. Another example of government acting and speaking as a conscious participant is provided in an excerpt of a Ronald Reagan speech against socialised medicine (Reagan, 1961) below. Actions and locutions of the government are highlighted in **bold**.

First you decide that the doctor can have so many patients. **They are equally divided among the various doctors by the government.** But then doctors aren’t equally divided geographically. So a doctor decides he wants to practice in one town and **the government has to say to him, you can't live in that town. They already have enough doctors. You have to go someplace else.** . . All of us can see what happens once you establish the precedent that **the government can determine a man's working place and his working methods, determine his employment** ... And pretty soon your son won't decide, when he's in school, where he will go or what he will do for a living. He will wait for **the government to tell him where he will go to work and what he will do.**

In this case, the government is presented as a conscious participant, acting and speaking in various ways to intervene in people's lives. The government's locutions are even reported.

However analysis is not of *wordings* per se, but *meanings*, and not every use of a particular word may be automatically coded in the same manner. While it is useful to consider how particular words or phrases are commonly used in the culture, it is critical to consider the meanings as they are presented in the text being analysed. Martin and White offer 'frames' as a way to help distinguish difficult cases, (see Martin & White, 2005:58-59), however the use of frames does not completely solve the tension in evaluations of government in the current example. Considering the use of 'mighty' in

...a build-up of events led to the once **mighty** and centralized government's  
**collapse**

we can say 'it was mighty of the government to do that' but we can't say \*'it was collapsed of the government to do that'. Similarly, using the suggested frame for APPRECIATION, we can say 'I consider the government mighty' but \*'I consider the government collapsed' is a little odd.

The complicating issue stems from the fact that there is a trajectory set up in this paragraph moving from APPRECIATION of an entity in 'Old Kingdom Egypt' through somewhat ambiguous evaluation of 'government' as a group of people, to the JUDGEMENT of the 'Pharaoh' as a single person. As the target of evaluation is moved gradually from an entity at the beginning to a single person at the end, the 'government' seems to take on characteristics of both an entity and a person. In this case 'mighty' seems to indicate a JUDGEMENT of capacity, while 'collapse' seems to indicate an APPRECIATION of negative composition. However the one target cannot be both judged and appreciated at the same time.

In this text, I interpret 'government' as a human collective and code evaluations of it as JUDGEMENT. I have based this decision on the fact that, as in the Reagan example above, the 'government' is presented as a conscious participant who acts in the world. The

sentence following the first mention of the government, and which still references the government mentions 'monumental building habits' and the 'giving of tax free land'.

The lack of discriminating evidence has led to various interpretations, many scholars suggesting that a build-up of events led to the once **mighty** and centralized government's **collapse**. Factors that may have led to the **collapse** are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles...

While these are construed in the passive voice so as to remove the agent, it can be understood here as 'the government'. The following reading is the most natural:

...many scholars suggesting that a build-up of events led to the once **mighty** and centralized government's **collapse**. Factors that may have led to the **collapse** [of the government] are the monumental building habits [of the government] , the giving of tax-exempt land [by the government] , climate change....

Given that the government is seen to take action in this text, together with common references to governments acting and saying in other texts and the assertion that human institutions such as government, commission, council, court etc. are targets of JUDGEMENT in Martin and White (2005), I have coded evaluations of 'government' in this text as JUDGEMENT, while acknowledging the distinction is difficult due to the prosody of APPRECIATION from the beginning of the paragraph.

#### ***5.1.1.4 – Polarity and Attitude in Ancient History***

In the AH texts, polarity is strongly linked to field and is determined by the focus of the question. The polarity of ATTITUDE in the text addressing the question 'Account for the breakdown of the Old Kingdom' (AHS2) is mostly negative. Evaluations centre around the collapse of an empire and the loss of power or tenacity in its leadership. The following example indicates both negative APPRECIATION of the empire and a negative JUDGEMENT of the king's power:

AHS2: All historians agree that the main impact of the **breakdown** [-comp] was the king's **fall in power** [-cap].



In contrast, the ATTITUDE in the text answering the question 'Explain the main features of the development of Athenian naval power in this period' is mostly positive and centres around positive JUDGEMENT of the capacity of the Athenian navy as its growth in power is outlined.

AHB1: Through the Delian league & their naval **power** [+cap] many historians such as B&M believe that the Athenians were building an empire & their naval **power** [+cap] was strengthened through demanded tribute of ships from islands such as Thesbos.

In AHB1 there are very few expressions of negative ATTITUDE at all and where they occur, they are mostly assessments of uncertainty surrounding the outcome of battle and its meaning as a piece of historical evidence.

AHB1: In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was **indecisive** [-comp]. It was **unclear** [-comp] whether they had developed into a naval **power** [+cap] despite, as Hornblower states the loss of 50% of the Persians ships due to the weather.

AHS2 and AHB1 have very clear preferences for either positive or negative evaluation, based on the demands of the question. Evaluation in the third text, however, is more balanced between both positive and negative assessments. AHS1 is a source based response to the question 'Using source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruptions of Vesuvius and its impact.' In the response, positive APPRECIATION is mainly directed towards new research.

AHS1: Modern day interpretations use available science and technology to create a more **realistic** [+val] and **detailed** [+comp] account of the event.

Negative APPRECIATION, however, results from quoting or reporting ancient sources. This negative APPRECIATION is not directed at the source itself, but comes from within the source, about the events of the time.

AH 1: Ancient writers such as Seneca also write about how the impact of this eruption resulted in the abandonment of the region as it was considered a source of “**bad omen** [-reac] and **outrageous fortion** [-reac]”.

Interestingly, this text positively evaluates new technology and research methods explicitly but does not explicitly negatively evaluate ancient sources. While negative APPRECIATION is linked to these sources, the APPRECIATION comes from the sources themselves, and is not directed at them.

It is also possible for a positive evaluation to be negated by the co-text, resulting in an overall negative evaluation as in the example below. Such an example was noted above in section 4.1.1 and is repeated below for ease of reference.

AH 5 : The lack of **discriminating** [+val] evidence has led to various interpretations...

‘[D]iscriminating evidence’ is valued positively as evidence which is helpful or effective in historical reasoning, however this worthwhile type of evidence is said to be ‘lacking’, leading to an overall negative evaluation of the evidence. GRADUATION has been used in combination with ATTITUDE to achieve this effect. The interplay between GRADUATION and ATTITUDE is discussed more fully in sections 5.2 and 5.3 below.

#### ***5.1.1.5 Attitude and field in Ancient History***

Sections 5.1.1.5 and 5.1.1.2 above illustrate the wide range of interpersonal meanings made explicit in the AH texts in this study. Appreciation of value is dominantly made with regard to the intrinsic qualities of historical objects, their value as evidence, methods of investigation and enquiry, and features of history used to form interpretations of the past. APPRECIATION of composition is also made with regard to the quality and coherence of material objects and empires or governments. JUDGEMENT concerns the capacity of rulers and powerful groups, their tenacity, and to a lesser extent their normality. Although these meanings cover various sub-sections of the ATTITUDE systems, particularly salient are positive or negative judgements about the *capacity* of people and positive and negative evaluations of the *value* of objects and

methods in helping historians interpret the past. The polarity of ATTITUDE depends particularly on the question and is to a large extent field-driven.

These patterns of explicit evaluation are important for what they reveal about the main concerns of AH and provide a means for mapping the field as a collection of valued phenomena. The subject is revealed as concerning the rise and fall of empires and powers and how we can know about these. Judgements are made about leaders and groups and either their growth or decline in power, and historical objects are valued according to their worth in revealing aspects of this growth or decline in power of the people being judged. The ability to make this explicit to teachers and students would help elucidate what 'appropriate' language in AH is and also facilitate the move towards development of literacy skills as the appropriate resources for making such meanings could receive more focussed teaching in the classroom.

### **5.1.2 Patterns and preferences for ATTITUDE in Modern History**

MH constitutes the second history subject within this suite of humanities. While MH and AH are generally thought of in common-sense terms as part of the one discipline, the question of whether and to what degree writing might differ between them remains important. It may be expected, for example, that where AH focuses equally on evaluating objects and people, MH would be less concerned with appreciating physical artefacts, as archaeology is not part of the study of Modern History. In fact, examination of the inscribed ATTITUDE in MH reveals a clear preference for JUDGEMENT, and the patterns of use differ in significant ways from JUDGEMENT in AH. Section 5.1.2.1 exemplifies the use of JUDGEMENT in the MH data, while section 5.1.2.2. examines the standards text in MH, accounting for some distinct patterns in the use of ATTITUDE. The implications of the ATTITUDE analysis for the field of MH are considered in section 5.1.2.3.

### 5.1.2.1 – *Patterns and preferences of JUDGEMENT in Modern History*

While JUDGEMENT in AH is predominantly concerned with social esteem, explicit JUDGEMENTS in MH come from both social esteem and social sanction although not in equal proportions. The dominant JUDGEMENT across all three texts is from the socially sanctioned category of propriety, and often involves negative evaluation of the abuse of power in certain regimes.

MHS2: The UN General Assembly called upon the SA government to end the Apartheid regime, while even the US **condemned** the White regime for its **violent** actions.

JUDGEMENT of impropriety, is not, however, limited only to repressive regimes. The actions and reactions of people under these regimes can also be judged negatively as exemplified below.

MHS2: The death of 69 black civilians and the ensuing **violence** which resulted in another 86 deaths by police shooting and **brutality** drew international outrage.

Both police and the people are judged negatively, and the impropriety of the people is presented as both resulting from and contributing to violence from the state. Although violence on both sides is sanctioned, linking the people's violence to the impropriety of the government mitigates it slightly as an 'understandable response'. This is an important strategy for maintaining objectivity while still positioning the reader to take up particular evaluative stances.

Negative propriety may also be linked with the other main expression of JUDGEMENT in MH, tenacity. In the data, a kind of resolute persistence by the people is often pictured as the result of government improprieties, as exemplified below.

MHS2: As early as the 1950's, the domestic **resistance** [+ten] movement had highlighted the Apartheid regime in SA, and made the international community aware of the **oppression** [-prop] being practiced by the white government.

Positive tenacity of the people coupled with negative propriety of the government is not the only configuration that connections between these JUDGEMENTS take. Tenacity

of the people may be seen as arising out of negative propriety of the state, but tenacity itself can be the cause of negative propriety from the people. In the following example, the people of South Africa are judged positively as tenacious and proper in peaceful resistance and then judged negatively for the impropriety of violence.

MHS1: Therefore, it is evident that people **resisted** [+ten] to the Apartheid state in various ways, from domestic to international to **peaceful** [+prop] to **violent** [-prop] armed wings.

Writers in MH create complicated links between JUDGEMENTS of propriety and tenacity and also between the targets of JUDGEMENT. This interplay of JUDGEMENT reflects the interplay of powers and reactions that constitutes the field of MH. On the whole, JUDGEMENTS of negative social sanction are directed towards regimes, while JUDGEMENTS of positive tenacity are made of the resulting popular struggle against these sanctioned behaviours. This action-reaction sequence in MH and its involvement in how the axiology of the subject forms has been explored in Martin, Maton and Matruglio (2010:446) as 'shit happens, people get pissed off, they form movements and believe in -isms'.

Although resistance movements are presented as reactions to unjust practices, some methods of resistance are also judged as improper. This contributes to the impression of balance and objectivity, as although there are a large number of explicit JUDGEMENTS, both 'sides' of the conflict are judged. This strategy is important given the contested and complex nature of the field of MH and the requirements for students to make evaluations and moral evaluations while still remaining 'objective' and 'academic'.

#### ***5.1.2.2 – Standards text***

Discussion above outlines general results of analysis across texts, however the Standards text differs from the others as it includes the relatively balanced use of *all three* categories of ATTITUDE. It does contain a great deal of negative propriety, often directed towards what is seen as the unethical behaviour of a repressive regime, consistent with the analysis above:

MHB1: As the Nazis committed **genocide**, through shootings, gassing on an in  
??????? scale. Many Jews were also **tortured** and experimentations occurred.

However it also contains a significant amount of APPRECIATION and AFFECT. In fact, the first sentence contains an example of each of the three categories of ATTITUDE which are then focussed on in relatively equal proportions throughout.

MHB1: The Nazi party used **Propaganda** [-comp], **Terror** [-incl] and **repression** [-prop] of the Jewish community between 1933 and 1945.

The question itself, 'Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945', also focusses on negative APPRAISAL of the Nazi regime across all three regions of ATTITUDE, representing a very strong and explicit condemnation of that regime in every way imaginable.

Affectual meanings in the text come mainly from the category of inclination and concern fear. The words 'terror' and 'fear' are repeated frequently, as could be predicted from the question and exemplified below.

MHB1: The Jews through this ongoing **terror** campaign of not knowing what was going to happen to them next and their lives being at risk caused enormous **fear** amongst Jewish communities.

APPRECIATION is used to negatively evaluate policies of the Nazis and is mainly drawn from the category of composition, depicting Nazi policies as unbalanced and flawed. The term 'propaganda' is coded as inscribed negative composition because it means to persuade by only presenting one side of the argument, which is therefore unbalanced and flawed. Repetition of the term 'propaganda' contributes greatly to the prosody of negative composition, however there are several other examples of Nazi ideology which are presented as lacking in composition as exemplified below.

MHB1: Kershaw like so many historians suggests that the "Final Solution" to the "Jewish Question" was not planned from the beginning but was the result of "**extremist** ideology" continued escalation.

MHB1: The nature of such measure is **difficult to comprehend**.

In summary, this text makes explicit negative assessments of the Nazis, their practices and ideologies and the emotions resulting from these, covering a very broad range of attitudinal meaning possible in English. Apart from the most common sub-categories of AFFECT, JUDGEMENT and APPRECIATION exemplified above, there are also examples in the text from several other sub-categories of ATTITUDE. Space does not permit fuller discussion of these here, however the full coded text can be found for reference in Appendix 3. The range of attitudinal meaning explicitly stated in MHB1 is far wider than in any of the other texts, and traverses a significant range of the sub-systems of the ATTITUDE network. It places a large demand on students to manage a great variety of resources for positioning the reader.

The polarity of the ATTITUDE is also far less variable in MHB1, with virtually no positive ATTITUDE. While polarity in the other two texts follows a pattern of positively judging the people while negatively judging oppressive regimes, the Standards text has only one example of positive ATTITUDE directed towards people under the Nazi regime. This example is one of positive tenacity, however occurring where it does in the text, sandwiched between negative evaluations of composition, propriety and happiness, it does little to paint the Germans in a positive light. Instead, because the ‘struggle’ is based on what is set up to be false pretenses, the positive tenacity of the Germans seems misdirected and slightly blameworthy.

MHB1: This **propaganda** [-comp] persuaded the German people to **blame** [-prop] the Jews for their own **suffering** [-hap]. That Germans had to **struggle** [+ten] to win against their rival **enemies** [-hap] the Jews.

The other two examples of positive JUDGEMENTS are made in the context of reporting Nazi ideology about the ‘master race’. They occur in a paragraph which opens by judging the Nazis negatively before reporting the Nazi evaluation of the perfect Aryan’s positive normality.

MHB1: **Racism** [-prop] was at the heart of Nazi ideology. The idea of the “**perfect** [+norm] Aryan specimen” who was **superior** [+norm] to every other race and that interbreeding resulted in “the destruction of the Aryan people and their culture”.

Introduced in the context of negative propriety, and sourced to an outside voice, the positive JUDGEMENT of the 'perfect' and 'superior' Aryan is not read as entirely positive. The positive expressions of JUDGEMENT in this text are not, in the main, read as positively as their counterparts in the other MH texts. They are affected by the prosody of overall negative JUDGEMENT throughout the text. This text reflects overall negative emotional, ethical and aesthetic JUDGEMENTS of the Nazi regime.

### **5.1.2.3 – ATTITUDE and the field of Modern History**

In summary, while AH is about evaluating both objects and people, MH is primarily concerned with making moral and ethical assessments of humans and their behaviour. JUDGEMENTS of propriety are the most commonly made JUDGEMENTS across the data set, reflecting a focus on behaviour that is socially sanctioned, in contrast to AH where JUDGEMENTS concern people's capacity and fall under the category of social esteem. These distinctions will be discussed further in section 5.1.5 below which compares ATTITUDE across all four subjects, however analysis to this point suggests that there is discernible difference in the use of resources for making interpersonal meanings in the humanities, even between two subjects that are closely related.

Analysis also reveals that both the polarity and types of ATTITUDE used are sensitive to the field, even within the broader field of MH. The overwhelmingly negative evaluation across the whole ATTITUDE system in the text on Nazis reveals a strong imperative in MH for explicit negative assessment of the Nazi regime. The difference in patterns of ATTITUDE from this text to the others raises the question of how students are to know when it is appropriate to range across the whole system and when to concentrate their evaluations on JUDGEMENT. In this case, the patterns of ATTITUDE in the text mirrored those in the question, raising the possibility that examination questions could indicate the appropriate stance for students to take up in their responses. However due to their restricted length, there is not much scope for the indication of the correct interpersonal stance in many examination questions.

This study suggests that it would be of some benefit, for both students and teachers, to make explicit what types of interpersonal meanings are valued in history. To be able to say that evaluations in MH are about judging people and groups primarily due to



their ethical and moral behaviour would enlighten the difference between evaluation in MH and their other subjects for students. It would also be beneficial to point out that history does not often evaluate people's feelings, unless the topic is Nazi Germany. Once this understanding of the field of school history as a collection of particular values is made clear to both teachers and students, a pedagogic focus on building the resources for making the types of JUDGEMENTS valued in MH could be included in writing instruction. Such specific instruction in interpersonal meaning-making has been rare in schools as the fields of secondary schooling have to this point in time been understood mainly from experiential perspectives. This research, through mapping fields as constellations of valued phenomena, contributes to a better understanding of what 'appropriate' language means, beyond the commonly taught aspects of whole text and paragraph structure.

### 5.1.3 Patterns and preferences for ATTITUDE in Society and Culture

Analysis of the third subject, Society and Culture, reveals differences in the uses of ATTITUDE to both MH and AH. Although the use of JUDGEMENT is common to MH, AH and SAC, there are both similarities and differences in the types of JUDGEMENT and the way it is used. I now exemplify preferences in JUDGEMENT types in SAC and explore what this reveals about SAC as a subject.

#### 5.1.3.1 JUDGEMENT in Society and Culture

As in AH, the predominant JUDGEMENT in SAC is capacity. However in contrast to AH, JUDGEMENTS of capacity in SAC serve overwhelmingly to indicate the INability of people, as illustrated in the following example.

SACS1: **Riddled with malnutrition**, not many babies survive, and the ones that do experience both **intellectual and physical disabilities hindering** them for life.

Not only are people judged as incapable, but the incapacities of one group are often presented as causing incapacities of another. In the data, 'prejudice' has been coded as a JUDGEMENT of negative capacity, due to its meanings of preconceived, unreasoned, unevidenced beliefs. It is close to meanings of ignorance or lack of education, which are also typical examples of negative capacity (Martin & White, 2005). In the following example, prejudice directly leads to the incapacity of another group who therefore find it harder to get ahead in life.

SACS2: ...the negative aspect of **prejudice** where a person acts upon their **prejudices** in its effort to make sure Aborigines find it substantially **harder** to achieve equal socio economic status...

It is not only the negative capacity of others that leads to the incapacity of certain social groups in the texts. JUDGEMENTS of negative propriety are the second most common JUDGEMENTS made across the texts and actions judged as lacking in propriety are also presented as the cause of some groups' negative capacity. They are not always linked explicitly within or between sentences. Discussion tends to unfold in phases, with a phase of negative JUDGEMENT of the group in power followed by a phase of negative JUDGEMENT of the marginalised group. There *are* times, however, when the connection *is* made explicit as exemplified below.

SACS1 : The **racial discrimination** [-prop] evident in society is **hindering** [-val] on future generations of Aborigines as they will find it exceptionally **difficult** [-cap] to break out of the poverty cycle in a society full of **prejudice** [-cap].

In this example, negative propriety from one group, in the form of racial discrimination, leads to the incapacity of aboriginals to achieve social mobility. However the relationship between impropriety and incapacity is also found in the other direction. Actions judged negatively as improper are also seen as resulting from beliefs in the incapacity of others, for example discrimination presented as the result of a belief that women were incapable.

SACB1: **Discrimination** [-prop] based on appearance and gender has long been a **problem** [-reac] to women when applying for jobs and employment

opportunities in the past. The patriarchal society and the **myth** [-val] that women belonged in the home and **weren't able** [-cap] to make decisions of **power** [+val] and be **assertive** [-cap] meant that many women weren't employed.

In this case, rather than improper behaviour *leading* to a lack of capacity in another group, a JUDGEMENT of perceived lack of ability has led to the improper behaviour. Women's perceived lack of ability is presented as a 'myth', however, making it clear that the responsibility for judging women in this way does not lie with the writer.

#### ***5.1.3.2 Attitude and field in Society and Culture***

In summary, there is a complex interplay of interpersonal meanings across the SAC texts in which links are created, explicitly or implicitly, between the two most common types of JUDGEMENT, capacity and propriety. The two are strongly tied together in complex relationships of causation which can travel in either direction. Behaviour judged as improper can limit other groups' abilities, and false JUDGEMENTS of the inabilities of others can result in improper behaviour. There are also links created between the incapacity of one group and the resulting incapacity of another. Overall, the configurations of interpersonal meanings in SAC position marginalised groups as victims of other people's lack of capacity or propriety. Although such groups are positioned as lacking in capacity themselves, this is not seen as provoking criticism but is presented as the result of other people's ignorance (negative capacity), or injustice (negative propriety). The linking of one group's negative capacity with another's is a skilful way of negotiating evaluations which might seem controversial while still maintaining the impression of objectivity in writing.

In the texts, SAC is revealed to be about people's abilities and how groups are either enabled or prevented by other groups to achieve social mobility. The lack of capability in people from marginalised groups (in these texts women and aboriginals) is not presented as originating from some fault of their own but is frequently linked to the improper behaviour or lack of capacity from more powerful groups. Furthermore, the belief in their lack of capacity is sometimes also explicitly evaluated as being incorrect,

a 'myth'. There is very careful positioning in these texts of marginalised groups and a very clear positioning of the reader as morally obliged to stand on the side of the marginalised. On the other hand, a position of criticism and condemnation of groups who are seen to dominate others is naturalised for the reader resulting from JUDGEMENTS of both social esteem and social sanction. These texts achieve their purpose of evaluation while maintaining an appearance of balance through this complex interplay between JUDGEMENTS of propriety and capacity on both sides of the discriminator-discriminated divide.

### **5.1.4 Patterns and preferences for ATTITUDE in Community and Family Studies**

CAFS is the final subject to be explored in terms of patterns of valued phenomena in student writing. Previous subjects have shown preferences for either JUDGEMENT and / OR APPRECIATION, however CAFS varies significantly from these. While JUDGEMENTS are important in CAFS, evaluations of AFFECT are far more common, resulting in patterns of values which stand out significantly from the other three subjects and which are far more personally oriented. This section explores patterns in preferences for inscribed ATTITUDE in CAFS, including variation in the standards text, and suggests a possible developmental pathway towards more institutionalised forms of ATTITUDE in CAFS writing.

#### ***5.1.4.1 AFFECT in Community and Family Studies***

All four sub-types of AFFECT are present in the CAFS texts, indicating a broad concern with feelings across the range of human experience: happiness and sadness, peace and anxiety, achievement and frustration, and fear and desire. All four sub-categories of AFFECT are exemplified in the excerpt below.

CAFSS1: Child may on other hand start to develop character + learn new things and **enjoy** [+sat] themselves – become **attached to** [+hap] foster parents – may **not want** [-incl] to leave. Foster parents **enjoy** [+sat] it – find they are getting

something out of it – ie **self worth** [+sec] + as if they are giving back to the community.

Despite this range across all four types of AFFECT, there is a discernible preference for meanings of in/security in texts addressing topics of parenting and caring. This is followed by expressions of dis/satisfaction, with feelings of un/happiness and dis/inclination expressed far less frequently. The following example discusses the effects of an unplanned pregnancy on a mother and contains several examples of insecurity typical of those found in the texts on parenting.

CAFSS1: Feel **shocked** [-sec], **confused** [-sec], **angry** [-sat], **disappointed** [-sat], **unsure** [-sec].

In this case, the feelings of security are negative, and to do with the parent. Positive evaluations of parent's feelings also occur, although negative feelings predominate. Children's feelings are also evaluated both positively and negatively, although once again, expressions of negative feelings tend to predominate. The following is one example of positive security of children.

CAFS 1: An older sibling might adopt their younger brothers + sisters if the parent/s die so that she/he can look after them – this have **good** [+val] impact be with family – have their **support** [+prop] – not have to be broken up – **relief** [+sec] have **closeness** [+sec] with family.

The issue at stake in discussions of parenting is revealed as concerning feelings of security, both positive and negative, that may arise from certain configurations of parenting relationships. These feelings are not attributed to specific people but rather to generalised categories of people, such as 'parents', 'carers', 'individuals', 'children' 'men', women' etc. While AFFECT is the least institutionalised and most personal form of interpersonal meaning, the attribution of feelings to general categories of people helps to create a less personal stance to the writing. The generalised nature of discussion of AFFECT may be one reason why such high levels of AFFECT are acceptable in CAFS writing.

### ***5.1.4.2 Pathways towards institutionalised feeling in Community and Family Studies***

The Standards text in CAFS (CAFSB1) varies slightly from the other texts in its expression of explicit interpersonal meanings. While JUDGEMENT is the second most common type of ATTITUDE across the CAFS texts overall, it is the most preferred in the Standards text. The text is also interesting because explicit evaluative language is concentrated towards the end, in the third section of the question. There is no explicit evaluation at all in part (a), and only three examples of APPRECIATION in part (b). Part (c), however, contains large amounts of JUDGEMENT, significant amounts of AFFECT and some APPRECIATION. This text sets up an initial objective stance by avoiding inscribed ATTITUDE which might put solidarity with the reader at stake. It then moves towards evaluative meaning which is the least likely to put solidarity with the reader at risk, aesthetic APPRECIATIONS of the quality of things, before moving on to JUDGEMENTS of people and the expression of feelings. The reader is thereby encouraged into a compliant reading of the text before interpersonal meanings which have the ability to disrupt this compliance are introduced.

Grammatical metaphor also obscures the connection between JUDGEMENT and AFFECT and the people to which they are attached in CAFSB1. Repeatedly, it is the ‘workplace’ or ‘workplace environment’ that is evaluated as ‘happy’ or ‘supportive’ rather than more direct evaluations of behaviour or feelings.

CAFSB1 Awards, anti-discrimination policies and grievance procedures all contributed to a **supportive** [+prop] workplace because they try to maintain a **happy** [+hap] + **stable** [+comp] workplace environment.

In cases such as these, the metaphor must be unpacked as ‘a place where people work and are happy’ or ‘a place where people work and are supported by others’ to reveal the humans obscured by the metaphorical construction.

This text represents a possible developmental pathway towards more ‘objective’ expressions of interpersonal meaning in the subject of CAFS. While resources of AFFECT are still used, they are not linked directly and explicitly to people, but grammatical metaphor is used to move a degree further toward the uncommon-sense meanings

more expected in academic styles of writing. While AFFECT is an important interpersonal meaning in CAFS, there are ways that its expression can be made to appear more objective and therefore closer to the types of 'academic writing' that would be expected of final year examinations in the senior high school.

#### ***5.1.4.3. Attitude and the field of Community and Family Studies***

Patterns in preference for ATTITUDE in CAFS reveal it to be a subject of valued feelings. CAFS writing concerns interpersonal meanings which are less institutionalised and closer to common-sense meanings that might be expected of writing at this level. AFFECT is assigned to generalised participants, however it is unclear how much students may draw on their own experiences in the construction of their arguments. The appropriate basis for knowledge claims is not made explicit in the texts in this data set, nor is it made explicit in the syllabus. Although on the one hand the syllabus appears to encourage personal engagement, stating that CAFS 'draws on...students' general life experiences' (NSW Board of Studies, 1999a:6) and 'explores life issues that are important to all young people' (NSW Board of Studies, 1999a:7), it also claims that the subject is based on theoretical disciplines such as 'family studies, sociology, developmental psychology' which seem absent from student writing. Cross-subject comparisons are made in section 5.1.5 below, however analysis of inscribed ATTITUDE in CAFS writing results in a broadening distinction between CAFS and the other subjects included in this study in the demands it places on students.

#### **5.1.5 – Disciplinary variation in ATTITUDE**

A comparison across subjects demonstrates a clearly discernible difference between the types of interpersonal meanings made explicit, revealing that students engage differently with knowledge through writing in the humanities at the level of expressions of ATTITUDE. It is possible to begin to construct 'APPRAISAL profiles' for each subject, describing the meanings important in each and mapping the subjects as fields of valued phenomena. AH favours a balance between JUDGEMENT and APPRECIATION, MH

and SAC privilege JUDGEMENT, while CAFS favours AFFECT. Increasing the level of delicacy of the analysis enhances possible distinctions. While MH and SAC both favour JUDGEMENT, investigation of sub-types reveals that MH values ethical behaviour (propriety), while SAC is more concerned with whether groups of people are enabled or inhibited by other groups in society (capacity). These findings are summarised in tabular form below.

**Table 5-1:** Inscribed ATTITUDES and subtypes

	Attitude	Sub-type
AH	Judgement/Appreciation	capacity/valuation
MH	Judgement	propriety
SAC	Judgement	capacity
CAFS	Affect	In/security

These understandings can be used to position the subjects along a cline from more personally-oriented evaluative meanings to less personal evaluations. Martin and White (2005) state that a ‘way to think about judgement and appreciation is to see them as institutionalised feelings, which take us out of our everyday common sense world into the uncommon sense worlds of shared community values.’ (2005:45). This presents AFFECT as the centre of attitudinal meanings most firmly anchored in the everyday, common-sense world, while JUDGEMENT ‘reworks feelings in the realm of proposals about behaviour’ and APPRECIATION reworks them as ‘propositions about the value of things’ (2005:45). Evaluations using APPRECIATION can be used to remove people from the picture and make writing seem more ‘impersonal’ and objective. MH and SAC are positioned in the interpersonal midpoint of the subjects in this study with their concerns for judging people. CAFS is most concerned with every day, common-sense evaluations of feelings.

A consideration of the results across all four subjects also reveals that veracity is the only sub-category of ATTITUDE not present in any of the 12 texts in the data set. All JUDGEMENTS of social sanction concerned propriety rather than veracity. It is surprising,



perhaps, that JUDGEMENTS of morality are made more easily in student writing than JUDGEMENTS of honesty, and this gap in the range of interpersonal meanings remains an issue for investigation when invoked, or implicit ATTITUDE is analysed.

From the results above it is possible to begin to reason about what evaluations are considered 'appropriate' in each subject and therefore what students need to be able to do in their writing in order to succeed. It is clear that all interpersonal meanings are not valued equally among all subjects and some interpersonal meanings do not appear to be valued in any. How are students to know the types of evaluations acceptable in one subject and not in another? As emerged in the discussion of the MH text dealing with Nazism, some difference is also determined by field variation *within* a subject, further complicating the picture for students and teachers, many of whom currently rely on implicit understandings of the interpersonal function of language. This research offers not only the possibility of making these differences between subjects visible, but also as an extension, the possibility of making them explicitly *teachable*. It also offers the possibility for pathways to be conceived, from more personal ways of expressing feelings to more institutionalised and less personal ways, thus enhancing the perceived objectivity of student writing. This issue is explored more fully in section 5.3 below dealing with invoked ATTITUDE, however a starting point is suggested by the less direct expression of AFFECT in the Standards CAFS texts than in the school-based texts.

Another important issue with regard to interpersonal meanings is to consider how strongly these evaluations are made. Writers may not only make certain evaluative meanings, but they may also either intensify or downplay these evaluative meanings through the use of GRADUATION, which can be used to 'turn the volume' up or down on explicitly stated ATTITUDE, or to blur or sharpen the boundaries of things. Discussion will now therefore turn to the grading of the interpersonal meanings identified above to question whether there are also discernible patterns in the ways that evaluations are graded in the subjects included in this study.

## 5.2 Analysing GRADUATION

GRADUATION may be used either to grade inscribed ATTITUDE, the focus of discussion in this section, or to invoke attitudinal meaning, discussed in section 5.3. These uses of GRADUATION are considered separately due to the differing effects of grading explicit ATTITUDE and the use of GRADUATION to invoke attitudinal meanings. Grading explicit ATTITUDE results in very strong, direct and obvious evaluations, whereas the use of GRADUATION to invoke ATTITUDE results in much more indirect and ‘covert’ attitudinal meanings. In a study investigating the ‘appropriate’ uses of language for each subject, the degree to which students may make such overt and obvious evaluations is of particular relevance.

### 5.2.1 Sparse GRADUATION of explicit ATTITUDE

Patterns in the use of GRADUATION are similar in all four subjects with only minor points of difference. The most obvious similarity is that there is relatively little GRADUATION of explicit ATTITUDE when compared to the amounts of actual ATTITUDE in the texts, perhaps reflecting awareness on the part of the student that the overt grading of evaluative meanings is one step too far into subjective and therefore less ‘formal’ styles of writing. This point can be illustrated by a return to the Standards text for MH discussed in section 5.1 above. MHS1 contains a great deal of negative ATTITUDE and is a very strongly and overtly evaluative text. It is also an academic text, produced for final school assessment purposes, and therefore needs to maintain a level of apparent ‘objectivity’. Although there are multiple expressions of explicit ATTITUDE in every paragraph, only a very few of these are graded explicitly.

The effect of adding in more graded ATTITUDE can be illustrated by reworking a paragraph which contains a great deal of explicit ATTITUDE but no grading of that ATTITUDE. In reworking the text, I have used words which have been used in other texts in the data in order to keep as close as possible to what a student might have written. I have also chosen not to grade every instance of inscribed ATTITUDE as this would result in an exaggerated caricature of over-graded evaluation. The resulting text, shown

below with explicit attitude in **bold** and the added gradulation in *italics* more strongly condemns the German people and the Nazi regime than the original.

The anti-Jewish feelings were expressed through **propaganda** posters, songs speeches. This *blatant* **propaganda** persuaded the German people to *completely* **blame** the Jews for their own *ongoing* **suffering**. That Germans had to **struggle** to win against their rival **enemies** the Jews. Historian Macallun suggest that the people *totally* **accepted** the ideology as it gave them a “scapegoat” for their problems. Hitler was offering them to be rescued as anti-Semitism was just another of his policies which the people **accepted** *in its entirety* and followed. The impact of this *ongoing* **propaganda** isolated Jews in the community, as they were commonly beaten, **abused** and *significantly* **discriminated against**.

The result of adding GRADUATION is writing that reads far less ‘objectively’ and far more ‘judgementally’ than the original. Even though the original includes a great degree of evaluation, it is not explicitly up-scaled. The effect of adding GRADUATION, however, is to emphasise the evaluation that is already present and to produce a text that is far less ‘objective’ or ‘academic’ in style. This illustration of the interplay between resources of GRADUATION and ATTITUDE suggests why a text which contains a fair degree of explicit ATTITUDE can still be accepted as appropriate writing for assessment purposes in History, as it remains relatively ‘objective’ compared to what could have been the case.

### 5.2.2 Upscaling of ATTITUDES

The second pattern discernible across all four subjects is the tendency for GRADUATION to be used to upscale ATTITUDES, adding emphasis to the particular ATTITUDES expressed. This is mostly achieved through intensification of an attribute, eg ‘more productive’ (CAFS), ‘substantially harder’ (SAC), ‘most significant’ (MH), ‘more realistic’ (AH), possibly due to the tendency of much of the explicit ATTITUDE to be expressed adjectivally. AH and CAFS show a preference for intensification over other forms of

GRADUATION, and while intensification in CAFS is mainly intensification of an attribute, AH also contains examples of intensification of a process.

AH 5: Bradley suggests that this continual building of pyramids shows an **excessive** use of resources.

The next most common expression of GRADUATION is quantification, also used mainly to up-scale. Although present in many of the texts across subjects, the use of quantification is particularly favoured in MH, where it often serves to frame the relative scope of an issue or problem as either domestic and therefore smaller, or international and therefore larger, as exemplified below.

MH1: Blacks and other groups such as the Indians and Coloureds boycotted the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell discontent and **international** criticism.

The preference for quantification over intensification in MH indicates that issues are seen as significant due to the number of people they affect rather than the intensity of a particular attribute as in AH and CAFS. This type of GRADUATION, which frames issues as large or small due to their scope of effect, also has the result of appearing less overt than a more direct expression of size such as 'large' or 'small'.

Although GRADUATION is mainly used to upscale through intensification or quantification, it is sometimes also used to downscale. Where it is used to downscale, it can have the additional effect of altering the polarity of evaluative meanings. In the following example, something which is positively valued due to its worthwhile nature, 'discriminating evidence', is downscaled as 'lacking'.

AH 5: The **lack of** discriminating evidence has led to various interpretations...

The lack of something positive is therefore implicitly evaluated as negative. This interplay between GRADUATION and ATTITUDE to invoke other kinds of attitude will be discussed more fully in section 5.3 below.

### 5.2.3 Variation of GRADUATION in Society and Culture

The SAC texts bear many similarities with those from MH, AH and CAFS such as a preference for force and for up-scaling. They vary, however, in two interesting ways. While clear preferences for categories of GRADUATION can be found in each of the other subjects, all three SAC texts differ with regard to the sub-categories of force most commonly found. In addition, they also vary significantly with respect to the amount of GRADUATION of explicit ATTITUDE. While the Standards text and one school text are very similar to the other subjects in the amount of GRADUATION, one text, SAC1 has a noticeably greater amount of GRADUATION than the others. Every paragraph in this text contains at least one inscribed expression of ATTITUDE which is also graded and most paragraphs contain several. The following excerpt from the text illustrates this, with explicit ATTITUDE in **bold** and GRADUATION *italicised*.

SACS1: Aborigines access to education has been *significantly* **difficult to attain**. Prior to 1950, Aborigines were banned from schools, hence blocked from **socially valued** resources as a result of their race. After 1950, they were granted access to a white-school. However, they had to adhere to non-indigenous values and understanding. This was *very* **difficult** for a group of semi-traditional children. They grew up **not knowing** *much* about their heritage or culture as Aboriginality was **not something to be proud of**. Their race **hindered** their right to education, which has therefore caused them to **suffer in many aspects of society** as they **cannot** read and write English **fluently**. The education Aborigines had access to was *quite* **unacceptable** for them considering their gathering and hunting nature was quite dissimilar to the *gesellschaft* Australian child.

Not only is the amount of GRADUATION noticeable, but there is also a clear preference for intensification to be used, unlike the other SAC texts, one of which is balanced between intensification and quantification and one which privileges quantification.

This variation in the use of GRADUATION in SAC means students must have control over more resources for grading meaning than in MH, AH and CAFS. Not only must they be

able to both intensify and quantify evaluative meanings, but they must also know when it is acceptable to use more GRADUATION and when they should limit the amount of evaluative meaning they grade. On the whole it seems acceptable in SAC to make explicit JUDGEMENTS but these are not up-scaled, apart from in SACS1, which contains a significantly greater amount of GRADUATION. In this text it appears acceptable to also up-scale explicit expressions of JUDGEMENT. This may be due to the targets of evaluation. In SAC it is often the lack of capacity of marginalised groups which is judged, however the 'fault' of this incapacity is often placed with groups in power who are seen to act improperly. Much of the GRADUATION of explicit ATTITUDE in SACS1 intensifies the incapacities of marginalised groups, emphasising the importance and significance of the issue. The fact that these people's incapacity is presented as something largely imposed upon them by dominant cultures may be one reason why such a greater amount of GRADUATION is acceptable, as it serves to intensify the problematic nature of their plight. In any case, students must be able to negotiate the 'rules' for when to grade evaluative meanings and when not, and which types of grading to use. Some modelling of how to achieve acceptable evaluation using texts like these could provide one way of making this clearer to both students and teachers.

#### **5.2.4 Implications in patterns of GRADUATION**

These analyses contribute to the picture of disciplinary difference, through revealing preferences for sub-types of force. The analysis is more revealing, however, in terms of what was *not* found. Across all four subjects, GRADUATION of inscribed ATTITUDE was relatively infrequent and the majority of inscribed ATTITUDE was left ungraded. These findings have pedagogical implications, as students can be made aware of the fact that although it is possible, even desirable, to make certain kinds of evaluative meanings in particular subjects, care needs to be taken when up-scaling these interpersonal meanings. Generally, these resources should be used sparsely to grade evaluative meanings, with the bulk of explicit evaluation being carried by the evaluative term itself. Teachers can demonstrate how too much grading of ATTITUDE can take texts into writing that appears to be more subjective, as demonstrated in section 5.2.1.

Another significant choice not taken up by student writers concerns the categories of GRADUATION used. Across all four subjects, GRADUATION comes almost exclusively from the category of force with very few examples of grading focus. This indicates that it is not categorical meanings which are at stake, but the amount and intensity of AFFECT, JUDGEMENT and APPRECIATION which are important. In other words, the phenomena being evaluated in each subject are clear, and it is the effect or impact of these phenomena, through degrees of intensity, quantity or scope which are of importance.

While this section of the chapter deals with resources of GRADUATION used to scale explicit ATTITUDE up or down, there is a great degree more GRADUATION in the texts which is not accounted for in this particular analytical focus. Most of the GRADUATION does not grade explicit ATTITUDE but is used to invoke it. This use of GRADUATION is discussed in detail in section 5.3 below.

### **5.3 Invoked ATTITUDES in the humanities**

In this section, I consider invoked ATTITUDE in each subject in order to determine the relationship between inscribed and invoked ATTITUDE. The question of whether invoked ATTITUDE functions to maintain a prosody of ATTITUDE created by the inscriptions or to alter it in some way is a particular focus. As outlined in Chapter 3, I limit the delicacy of analysis of invoked ATTITUDE to the level of AFFECT, JUDGEMENT, or APPRECIATION due to the less determinate nature of invoked interpersonal meanings. First, I outline the types of indirect ATTITUDES made in each subject and the ways in which they are made. I also discuss how particular patterns of invoked ATTITUDE in each subject contribute to the construction of a particular interpersonal stance while maintaining an appearance of objectivity in writing. The interplay of inscribed and invoked ATTITUDE is also explored to determine the effect that invoked ATTITUDE has on the overall 'ATTITUDE profile' of each subject.

### 5.3.1 Invoked ATTITUDE in Ancient History

It was noted above in section 5.1 that inscribed ATTITUDE in AH was divided equally between JUDGEMENT of rulers and leaders and APPRECIATION of artefacts. However when invoked ATTITUDE is considered, the predominating type of ATTITUDE changes. A great majority of the invoked ATTITUDE in AH is APPRECIATION, skewing the overall 'ATTITUDE profile' towards APPRECIATION. Given this general preference overall, there are, however, some differences between the three texts in the way that ATTITUDE is invoked. I will deal with each text briefly in turn before returning to the issue of the subject as a whole.

In the first text (AHS1), all the indirect ATTITUDE invokes APPRECIATION, mostly through the use of GRADUATION to flag ATTITUDE. There are several examples of GRADUATION indicating large amounts, drawing attention to a phenomenon's significance or importance due to number. This is exemplified below with reference to the number of circular insertions found in ash at Pompeii.

Her evidence to this claim is the **numerous** [+force: quant flagging + app] circular incertions found in the ash, suggesting that after the eruption, residents came back to try and salvage what they could. **Further** [+force: quant flagging + app] **new** [+force: quant: extent: distance: time flagging +app] research shows that this theory could have been possible.

This example also highlights another way that GRADUATION is often used in AH. Extent in either space or time is used to indicate significance and importance in a number of ways. Indications that a large area is affected, or that something has persisted for a large extent in time, or that something occupies a relatively close position in space and / or time are all ways of indicating importance covertly. In the above example, the research is positively appreciated due to its recency, while the following excerpt shows examples of how scope in space is used to emphasise the destructive nature of the eruption of Vesuvius.

... the falling pumice and rocks, which buried **the entire town up to the first storey** [+quant: extent: scope: space flagging -app]. Then the lava flow **poured**



[+force: intens flagging –app] down and **covered** [+ force: quant: extent: scope: space flagging -app] the city.

The large extent in space is used to emphasise the physical extent of the disaster and therefore negatively appreciate the destruction that ensued. Uses of GRADUATION to flag ATTITUDE such as these increase the amount of APPRECIATION in the text considerably. Consideration of the invoked ATTITUDE in this particular text makes the difference between a text that does not have much inscribed ATTITUDE to a text that has a fair degree of ATTITUDE overall.

In addition to flagged ATTITUDE, there are also examples of APPRECIATION afforded through field association, particularly with regard to the gathering and interpretation of evidence. AH is a subject solidly grounded in archaeology and science. Assessment of sources for ‘usefulness and reliability’ (NSW Board of Studies, 2004a:31) is an important outcome in both the year 11 and year 12 courses. The year 11 program of study begins with a unit ‘Investigating the Past: History, Archaeology and Science’ (NSW Board of Studies, 2004a:16-18) which is broken into 5 main foci, including ‘the role of science in unlocking the past’. This focus includes a list of 16 sciences which are said to contribute to the study of history, among them biology, medicine, physics, geology and chemistry. Science and its application to an understanding of the past is very highly valued in AH as it is studied in NSW schools.

This is clear in some of the afforded meanings in the AH texts. In the following example, a clear distinction is set up between ancient understandings of the eruption of Vesuvius and modern day understandings based on science and technology. Examples of GRADUATION are indicated by *italics*, ATTITUDE is **bolded**, and GRADUATION flagging ATTITUDE is in ***bold italics***.

AHS1: *Other descriptions* [+force: quant] of the eruption by *ancient* [+force: quant: distance: time] writers ***such as Cassius Dio and Suetonius*** [+force: quant flagging +app], show the same characteristics of **havoc** [-comp] and **panic** [-sec], in a different way, like **the interpretation of the ground tremoring being caused by giants stomping around the countryside** [afford – app]. ***Modern day*** [-force: quant: distance: time flagging + app] interpretations **use available science and technology** [afford +app] to create a

*more* [+force: intensifying] **realistic** [+val] and **detailed** [+comp] account of the event.

The ancient sources are not explicitly negatively evaluated. The interpretation of the ground 'tremoring being caused by giants stomping around', however, affords negative APPRECIATION in the context of a subject highly influenced by science and its use in 'unlocking the past'. In contrast, the use of 'available science and technology' in modern interpretations affords a positive APPRECIATION. This is then confirmed by inscriptions of positive appreciation in 'realistic' and 'detailed'.

GRADUATION is also implicated in the construction of the new vs. old dichotomy through the use of distance in time. GRADUATION is used to flag positive APPRECIATION of 'modern day' interpretations, valuable because of their recency, while the ancient writers are seen to misinterpret the reasons for the ground tremors. As a general rule 'ancient' in constructions such as 'ancient writers' has not been coded as GRADUATION as it is subject technicality. In instances such as the one above, however, it is coded as GRADUATION as it is used to set up a contrast between 'ancient' and modern', affording positive assessments of the modern and negative assessments of the ancient.

In this section of the text, a dichotomy is set up between old and new research. Through GRADUATION and field associations, an APPRECIATION of old research as unreliable and new research as more realistic is achieved. From this point on, reference to 'new' research picks up on this evaluation and is read as an affordance of positive APPRECIATION. Invoked ATTITUDE therefore has a considerable role to play in the expression of ATTITUDE in AHS1. The invoked ATTITUDE, which is mostly flagged through the use of GRADUATION, picks up on the APPRECIATION inscribed in the text and proliferates evaluations of APPRECIATION throughout the text. This results in a text which, although balanced between resources of JUDGEMENT and APPRECIATION in the inscribed ATTITUDE, leans more towards APPRECIATION overall.

In the second AH text, AHS2, ATTITUDES unfold in phases of JUDGEMENT and APPRECIATION, a pattern which becomes much clearer when invoked ATTITUDE is considered alongside the inscriptions. The opening paragraph and closing two are relatively evenly divided between JUDGEMENT and APPRECIATION. However writing between these 'bookends'

alternates between a preference first for invoked APPRECIATION and then invoked JUDGEMENT. Similarly to the first text, GRADUATION is used to flag ATTITUDE, however there are more examples of ATTITUDE being afforded. The following excerpt is an indicative example of the types of affordances used to amplify APPRECIATION.

AHS2: The body of Anknes-pepy, **minor** [afford –judge] wife of Pepi II & mother of one of his successors, was found in a **reused** [afford –app] sarcophagus, a **sad** [-hap] comment on the conditions that affected even the **highest-ranking** [afford +judge] members of the royal family.

In addition, affordances in this text pick up on the predominant inscribed ATTITUDE in the surrounding co-text. Paragraphs which contain more inscribed APPRECIATION than JUDGEMENT also tend to contain afforded APPRECIATION and paragraphs with more inscribed JUDGEMENT tend to contain affordances of JUDGEMENT. This is because the inscriptions act as ‘signposts’ on how to read the invoked meaning.

The teacher’s comment on this text also provides an insight into the strategy of using GRADUATION to flag ATTITUDE. In the AH texts in general, quantification is frequently used to flag ATTITUDE as noted above. In this particular text, the student makes use of quantification to validate theories through constructions such as ‘many scholars suggest’, ‘many historians agree’ and ‘all historians agree’. These flag value through indicating the widely held acceptance of certain theories (Hood, 2010). Their use indicates an emerging awareness on the part of the writer that GRADUATION may be used to make indirect evaluations in writing. However the teacher’s comment suggests that the student has not fully understood how to apply this strategy. While GRADUATION may be used to flag ATTITUDE through quantification (for example listing a number of elaborate pyramids to emphasise excessive use of resources), care needs to be taken when using quantification of historians to validate interpretations of the past.

Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.

The teacher’s direction to ‘name some’ historians is not merely an indication that the student needs to indicate knowledge of the important historians in this area of history.

Throughout their response the student has made reference to Wilson, Bradley, Malek, Kanawati and Lawless. Rather, it is a direct reaction to ‘all historians’, which is perhaps too categorical for a topic which, according to the student ‘is one that has been continually debated among scholars and historians’. In addition, the student also has to name the *right* historians, as indicated by the teacher’s instruction to find ‘better sources than Bradley + Lawless.’ In other words, the student has to have the right historical gaze to know which historians are valued in the context of historical study of ancient Egypt. This issue of ‘having the right gaze’ will be explored more fully in section 5.5 of this chapter which deals with Cosmologies, a theory from LCT which can be used to investigate the axiology or values underlying a subject.

Like the second text, the third AH text, AHB1 also uses quantification of historians to flag positive APPRECIATION of certain theories, however it does so without falling into the trap of being too categorical. Not only does this writer make use of the construction ‘many historians also agree’, they also use a type of combination strategy, naming an important historian and following with ‘and other scholars’.

AHB1: However, as **Herodotus & other scholars** state, Themistocles foresaw that the Persians would indeed be back & that the pending battles would need to be fought on both land and sea.

This has the effect of using quantification to validate an assertion while also relying on the authority of a valued historian in the field to further bolster the effectiveness of the argument. Reference to the authority of external voices will be discussed more in Chapter Six on ENGAGEMENT, however the strategy of naming an important historian and using quantification for validation is an interesting strategy to raise here in light of the teacher’s comment on the previous text. It allows the student to use quantification of their sources without sounding vague, and indicates the value of the assertion more effectively than using either quantification or reliance on a respected source alone.

Across the three texts, the preferred choice of evaluative meanings is APPRECIATION reflecting the field’s concern for valuing objects and evidence. The ‘evaluative colouring’ of the text is mainly achieved through the invoked ATTITUDE, indicating the importance of the ‘covert’ expression of ATTITUDE raised by Christie and Derewianka

(2008). Furthermore, this 'covert' ATTITUDE relies heavily on the resources of GRADUATION to flag ATTITUDE, although affordances through field associations also contribute. Some highly successful students do, however, experience a degree of trouble managing the resources of GRADUATION to flag ATTITUDE, as evidenced by the discussion of 'all historians' above.

This understanding, not only of what evaluative meanings predominate in AH but also of how they can be made, has important pedagogical implications in the teaching of History. Teachers and students can be made aware of how GRADUATION can be used to create covert expressions of ATTITUDE, and, importantly, can be taught to avoid constructions which are too categorical or which are not valued for other reasons. Important field associations such as the value of technology in the study of History can also be made clear to students. Furthermore, students and teachers can be made aware of the different types of evaluative meaning and can be shown how to write texts which both judge people and their behaviour, and appreciate objects, events and theories in distinct phases. This would help avoid some of the confusion in texts which alternate between discussing the importance of an individual and of historical events and which sometimes become confusing for the reader due to a convergence of differing social purposes.

### **5.3.2 Invoked ATTITUDE in Modern History**

Analysis of inscribed ATTITUDE in MH revealed a clear preference for the use of JUDGEMENT over other parts of the APPRAISAL system. This section considers the interplay between inscribed and invoked ATTITUDE to build a fuller picture of how interpersonal meanings are constructed in MH. In contrast to AH, where invoked ATTITUDE is used to skew a balance of inscribed ATTITUDE towards one clear predominating ATTITUDE, in MH invoked ATTITUDE is used to intensify preference for JUDGEMENT clear in the inscriptions. There are also some differences between the ways that ATTITUDES are invoked in MH and in AH. This section explores in detail the patterns of invoked ATTITUDE in MH, the interplay of invoked and inscribed ATTITUDE, and the differences between AH and MH.

One difference is that there are more afforded ATTITUDES in the MH texts than in the AH texts. These affordances often intensify inscribed JUDGEMENT, building up prosodies of JUDGEMENT without appearing overtly subjective. In the following example, the affordances lead up to the inscribed JUDGEMENT, so that the reader is positioned by the invoked JUDGEMENT to agree with the assessment of Tutu as 'brave'.

MHS1: At the forefront of the protest was Archbishop Desmond Tutu, who **used his position as church leader and his speaking skills** [afford + judge] to **denounce** [-prop] Apartheid to South Africa and across the world. Tutu **was awarded the Nobel Peace Prize** [afford + judge] in 1984 for his **brave** [+ten] efforts

This strategy allows a greater amount of JUDGEMENTS to be made while maintaining an appearance of 'objectivity', as many JUDGEMENTS rely on field associations and prosodies to invite the reader to form their own ATTITUDE toward Mandela.

As in AH, GRADUATION is also used to flag ATTITUDE through quantification in MH, however it is used in a different context. While quantification of sources is used in AH to indicate the value of hypotheses of the past, quantification is used in MH to indicate the amount of people involved in certain historical happenings and can be used to flag either positive or negative JUDGEMENTS. Negative JUDGEMENT may be flagged by highlighting large numbers of people affected by something negative.

MHS1: The protest resulted in the deaths of **69** [+force: quant flagging – judge] Africans and **180** [+force: quant flagging – judge] wounded, eventually resulting in the death of **another 86** [+force: quant flagging - judge] Africans as riots **erupted** [+force: intens] throughout South Africa...

In this example, negative JUDGEMENT of the PAC is flagged through the accumulated statistics of people who died as a result of the Passbook Protest. On the other hand, positive JUDGEMENT may be flagged by highlighting the number of people joining together in pursuit of common goals.

MH 1: The SOWETO riots saw a huge increase in the MK numbers as **14,000** [+force: quant flagging + judge of MK] students left to join the organisation after SOWETO, while during 1980-81 **100,000** [+force: quant flagging + judge of COSAS] students joined student organisations such as COSAS and ASO.

The text from which these examples are drawn contains a significantly large amount of GRADUATION as quantification, used to emphasise the size of issues and the large numbers of people involved. There is so much quantification that it is almost overly exaggerated, however the strategy is by and large successful because it reads as a statement of 'facts' and 'statistics' and therefore does not appear overtly subjective. If the writer of the text made JUDGEMENTS explicit, referring to movements as 'irresponsible' or 'successful' rather than leaving it up to the reader to infer this from the figures, then the text would read as much more subjectively judgemental.

Invocations are less easy to pin down into sub-categories of AFFECT, JUDGEMENT or APPRECIATION than inscribed ATTITUDES because their meanings are more open to interpretation as a function of being implicit. One exception to this, however, is a particular use of GRADUATION to flag ATTITUDE. In MH, extent in time is often employed to show how long people participated in certain activities and in these cases flags a positive JUDGEMENT of tenacity. For example, an answer to the question 'Explain how people resisted the apartheid state in the period 1960-1990' begins by drawing attention to the timespan of the resistance, which began in 1948.

MHS1: The people of South Africa, mainly the non-white groups, had resisted the apartheid state **ever since its induction in 1948** under the nationalist government of Millan.

This long period of resistance flags positive JUDGEMENT of the people who were so persistent, portraying them as resolute, tireless and persevering, a JUDGEMENT of positive tenacity. In these cases it could be justifiable to sub-categorise the JUDGEMENT into a more delicate option. I have not done so in the data for this study, however more research into the motivation for coding flagged or afforded ATTITUDES especially could be useful for exploring the possibility of more delicate and reliable coding of invited ATTITUDE.

Another difference in the use of GRADUATION between MH and AH appears in strategies for sharpening or softening focus. In AH it is mainly the resources of force that are chosen from the system of GRADUATION, however the MH writers use both a greater *amount* of resources to alter focus and a larger *variation* in resources to sharpen or

soften focus. In the following example the student has used resources of both *valeur* to sharpen focus and fulfilment to soften focus.

MHS1: This came **mainly** [+focus: *valeur*: spec] in the form of the South African Students Organisation (SASO) formed in 1968, which **eventually** [-focus: fulfil: completion] became the Black Consciousness Movement in the 1970's.

Although this excerpt does provide an example of the use of focus to sharpen, when focus is used in MH it is almost always used to soften meanings. In particular, negative completion is used to flag negative JUDGEMENT of particular historical figures. Such use of GRADUATION is particularly noticeable in writing concerning Botha and his role in apartheid South Africa in the 1980s.

MHS2: Botha **attempted to** [-focus: fulfil: compl flagging -judge] reinstitute sport in SA, **bribing** [-prop] nations and players to come and play in SA....Botha also **attempted to** [-focus: fulfil: compl] show the world that he was “tinkering” with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha **tried to** [-focus: fulfil: comp flagging - judge] **created the impression** [afford -judge] that white rule was **beneficial** [+prop] to blacks...

This example portrays Botha as incompetent through GRADUATION flagging negative JUDGEMENT, as he is repeatedly said to have ‘attempted’ or ‘tried’ to do things. This, coupled with the inscribed negative JUDGEMENT in *bribing* and the afforded negative JUDGEMENT in ‘created the impression’, intensifies negative JUDGEMENT of Botha without explicitly stating JUDGEMENTS of incompetence or ineffectiveness, which may be seen to be inappropriate.

Analysis of invoked ATTITUDE may also to help answer questions raised in the analysis of inscribed ATTITUDE. As demonstrated in section 5.1, the standards text in MH contained a relative balance in the use of all three types of inscribed ATTITUDE while the other texts indicated a clear preference for evaluations of JUDGEMENT. Analysis of the invoked ATTITUDE, however, reveals a larger amount of afforded and flagged JUDGEMENT than other types of ATTITUDE, swaying the balance of overall ATTITUDE in the text towards a preference for JUDGEMENT. In other words, although from an analysis of inscribed ATTITUDE only the text appeared to be quite different from the others, once indirect expressions of ATTITUDE were considered it displayed the same preference for ATTITUDE



type. This highlights the importance of a consideration of both inscribed and invoked ATTITUDE when considering the construction of interpersonal stance in writing at senior school levels.

Overall in MH, the invoked ATTITUDE adds to the preference for JUDGEMENT as present in the inscriptions and serves to intensify these JUDGEMENTS implicitly. In particular, invoked ATTITUDE can be used to evaluate particular historical figures or popular movements where explicit evaluation might be perceived to be biased or overly judgemental. MH also relies more on afforded meanings than AH and therefore assumes the reader will share the writer's perspective on controversial issues. I will return to this issue in section 5.5 which explores the LCT concept of 'cosmologies' as a way of understanding the axiological underpinning of school humanities subjects.

### 5.3.3 Invoked ATTITUDE in Society and Culture

Analysis of inscribed ATTITUDE in SAC found JUDGEMENTS of capacity to predominate. This established a preliminary difference between SAC and MH, which favoured JUDGEMENTS of propriety. In this section I consider invoked ATTITUDE in SAC, the interplay between inscribed and invoked ATTITUDES and how this contributes to the emerging ATTITUDE profile of the subject.

Although writers in SAC flag ATTITUDE through GRADUATION, they rely far more on affordances to invite ATTITUDES than writers in both MH and AH. Inscribed JUDGEMENT sets up an evaluative prosody that field associations pick up on, inviting the reader to form their own evaluations. The following excerpt is a typical example of a prosody of negative JUDGEMENT, set up in the inscriptions 'racial discrimination' and 'prejudice' which are said to result in a lack of capacity for Aborigines. Force is also used to upscale the inscribed ATTITUDE in 'exceptionally difficult' and 'full of prejudice'. When the reader comes to discussion of Europeans taking jobs they are already positioned by the preceding inscribed and graded JUDGEMENT to read this in a negative light.

SACS1: The **racial discrimination** [-prop] evident in society is **hindering** [-val] on future generations of Aborigines as they will find it *exceptionally* [+force]:

intens] **difficult** [-cap] to break out of the poverty cycle in a society *full of* [+force: quant] **prejudice** [-cap]. With **the Europeans taking all the “professional” well paying jobs** [afford – judge], **Aborigines have been dumped on Centrelink benefits, not as a result of their doing** [afford -judge].

The use infused GRADUATION of intensity in *dumped* also contributes to the invoked negative JUDGEMENT of the Europeans. If the reader does not pick up on the negative ATTITUDE invited by ‘the Europeans taking all the “professional” well paying jobs’ they receive another invitation to judge negatively the actions that result in Aborigines being on Centrelink benefits, making it almost certain that ‘not as a result of their own doing’ will be read as a negative JUDGEMENT of ‘the Europeans’.

In addition, writers in SAC also use resources of counter-expectancy to flag ATTITUDE more than writers in the other subjects. Martin and White (2005) suggest a way of flagging ATTITUDE which falls between provoking through the use of lexical metaphor and affording an ATTITUDE through ideational meaning is to use counter-expectancy to construe ‘action or event as contrary to expectation’ (p66). An example is provided below.

SACS1: After the equal work for equal pay legislation came in, Aborigines were **still facing inequality in pay**

The disjunction between the expected and the actual invites the reader to read ‘still facing inequality in pay’ as negative JUDGEMENT as it ‘should not’ be the case. Although this strategy occurred occasionally in other subjects, I have not to this point illustrated it as it is relatively rare compared to its use in SAC. Unlike in subjects discussed so far, all the writers in SAC flag ATTITUDE in this way, often repeatedly within the one text. Another example occurs in the very next paragraph of the text.

SACS1: **Despite** the presence of anti-discrimination laws, **non-indigenous are refusing to rent their house to Aborigines on the basis of their race.**

This strategy is an important way that writers in SAC invite readers to interpret situations as improper without explicitly stating that these things ‘should not’ happen. The use of counter-expectancy leaves meanings less open to interpretation than simply affording the possibility that the reader will align with the values naturalised in

the text. It gives the writer more ‘control’ over the interpretation than affording evaluative meanings without necessitating the explicit statement of ATTITUDE.

A way of invoking ATTITUDE which leaves the reader even less freedom of interpretation is the use of lexical metaphor to *provoke* ATTITUDE. Provoked ATTITUDE is relatively rare in the data, but it is used in SAC, as exemplified below.

SACS2: **Assimilation** [afford – judge] of the Aboriginal community can be seen significantly in the exploration of the “**Stolen** [-prop] generation” whereby **hundred/thousands** [+force: quant flagging - judge] of Aboriginal children were **taken from their parents** [afford – judge] in the governments **attempt** [-focus: fulfill: comp] to “**breed out**” [provoke – judge] the Aboriginal culture.

Negative JUDGEMENT of the government is provoked through the use of ‘breed out’ to suggest the treatment of Aborigines as animals. Similar provoked JUDGEMENT also occurs after a number of other instances of both invoked and inscribed negative JUDGEMENT making it even more likely that the reader will align with the ATTITUDE being provoked.

Another strategy found in SAC which does not appear to as great an extent in the other texts is a kind of ‘combination’ strategy where resources of both GRADUATION and of counter-expectancy are used to flag JUDGEMENT. One particular paragraph, which presents a number of statistics comparing Aboriginal and white Australians in areas of employment, education, health and incarceration, begins with counter-expectancy flagging negative JUDGEMENT, alerting the reader to the JUDGEMENT both by the GRADUATION and the counter-expectancy.

SACS2: **Only 8% of Aboriginal people occupy white collar jobs** [-force: quant flagging – judge] with **83% employed in unskilled manual labour** [+force: quant flagging – judge].

It is clear that JUDGEMENT is flagged, however it is not as easy to determine the intended target. It appears that it is aboriginal people being negatively judged, however the reader has been positioned by the rest of the preceding text to judge the Europeans negatively and to perceive the Aboriginal people as victims of white discrimination. This particular paragraph is the final paragraph of the text. The reader is more inclined to read the above as a negative JUDGEMENT of the white population due to the

prosodies of evaluation already set up, rather than read it as an inference that Aborigines are incapable. The continuation of the paragraph confirms this, as Aborigines' employment in mainly unskilled labour is presented as the result of discrimination. Due to irregularities in the student's use of punctuation, which may make the text difficult to read otherwise, I have repeated the first line of the paragraph from above.

SACS2: **Only 8% of Aboriginal people occupy white collar jobs** [-force: quant flagging – judge] with **83% employed in unskilled manual labour** [+force: quant flagging – judge]. due to **the lack of education** [afford – judge] available to them and also implications of **discouragement** [-sec] due to **discrimination** [afford – judge] with a retention rate of **12% compared to 90%** [+force: quant flagging - judge] of the non-aboriginal population also with **only 5% continuing into TAFE/uni compared to 52%** [-force: quant flagging - judge] of the rest of the population.

This example illustrates the use of counter-expectancy to flag negative JUDGEMENT through 'only' and also the juxtaposition between low figures of Aboriginal skilled employment and education and high figures for the 'rest of the population'. This JUDGEMENT is likely to be read as negative JUDGEMENT of the non-Aboriginal population due to the prosodies of evaluation set up previously and the reference in this paragraph to 'discrimination'. This reading is confirmed by the final sentence in this paragraph and in the text (several sentences have been omitted between the above example and the following for reasons of length only).

SACS2: It is also important that the chance of Aboriginal people going to goal is **14-20% more** [+force: quant flagging - judge] than non-aboriginals due to the environment **prejudices** [-cap] and **discrimination** [afford – judge] they are subjected to.

This strategy of combining counter-expectancy and GRADUATION to flag ATTITUDE intensifies the flagged ATTITUDE and alerts the reader more strongly to the values being advanced by the text. In a sense it represents a 'double-flag' and is a strong way of making a point without using explicitly evaluative lexis.

Overall in SAC, invoked ATTITUDE increases the amount of JUDGEMENT present in the text and relies mainly on affordances. When GRADUATION is used to flag JUDGEMENT, however,

it is used in several different ways to other subjects, making the range of resources of GRADUATION important in SAC. In particular, the strategy of using counter-expectancy together with GRADUATION is an important way to flag ATTITUDE and to infuse statistical information, which is perceived to be 'neutral' with attitudinal suggestion. It invites the reader to share the ATTITUDES set up in the rest of the text through both inscriptions and affordances. This is one way to make evaluative meaning in a text while still appearing 'objective' as figures and statistics are generally perceived to be 'factual'.

### **5.3.4 Invoked ATTITUDE in Community and Family Studies**

Explicit evaluation in CAFS centres around AFFECT, however it is important to investigate the contribution of invoked ATTITUDE to the construction of interpersonal stance in CAFS writing. This involves questioning the most common invoked meanings and their interplay with inscriptions in building an overall pattern of ATTITUDE. Generally in CAFS, there is far less invoked ATTITUDE than in the other subjects; attitudinal meaning is more likely to be inscribed. There is, however, a small degree of invoked ATTITUDE in all the CAFS texts, both afforded and flagged through GRADUATION and counter-expectancy. Where it does occur, invoked ATTITUDE reinforces the main type of ATTITUDE present and adds slightly to the tendency for CAFS writers to prefer evaluations of AFFECT followed by JUDGEMENT. Invoked ATTITUDE in CAFS does not make as big a contribution to the overall ATTITUDE as it does in other subjects, however. In CAFS it is very much a case of 'what you see is what you get'.

Furthermore, the amount of invoked ATTITUDE depends directly on the amount of inscribed ATTITUDE in the text, the two occurring in inverse proportion to each other. This tendency also applies at paragraph level, so paragraphs with less inscribed ATTITUDE tend to contain more invoked ATTITUDE, and paragraphs with a large amount of inscribed ATTITUDE contain very little invoked ATTITUDE. This could be due to the fact that in paragraphs with a large degree of inscribed ATTITUDE there is very little 'room' left for invoked attitudinal meanings.

CAFS texts also employ a strategy which sets up an expectation of evaluative meanings without quite invoking them. In the following excerpt, hardly any inscribed or invoked ATTITUDE can be found, but it nevertheless reads as slightly evaluative. There are only two examples of GRADUATION indicated in italics and one example of inscribed AFFECT indicated in bold.

CAFSS2: Social changes – the parents have to consider the impact a baby would have on their lives & it is a *big* [+force: quant] one: They would have to cut back on the amount of time they spend socialising as they now have the *24hr* [+force: quant: ext: time] care of a ‘little one’ to look after. life becomes more ‘family’ oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to support other parent. May have to find other friends – ones with family of their own – therefore creating **closer** [+val] bond

In this section of text the ATTITUDE is only hinted at and is quite ephemeral. It could be read very differently from differing perspectives. From the perspective of this analyst, cutting back on socialising, picking up more hours at work, dropping hours at work and finding other friends are all read as negative, reflecting back a negative APPRECIATION of ‘the impact a ba[b]y would have on their lives’. This is of course, subjective, and I have avoided coding these as afforded negative ATTITUDE in the text for this reason.

However, although the evaluation in this excerpt is hard to pin down, the student is at least hinting at some form of evaluative meaning.

The key to this mild evaluative effect lies in the frequent use of modulation to present changes in parent’s lives as something inflicted upon them, rather than desirable choices. In this short stretch of text ‘have to’ appears five times indicating the parents’ obligation to make changes:

CAFSS2: Social changes – the parents **have to** consider the impact a baby would have on their lives & it is a big one: They would **have to** cut back on the amount of time they spend socialising as they now have the 24hr care of a ‘little one’ to look after. life becomes more ‘family’ oriented – might **have to** pick up more hours at work to pay for expenses of baby or on other hand may **have to** drop a few hours to be able to support other parent. May **have to** find other friends – ones with family of their own – therefore creating closer bond

This repeated modulation makes it seem as though conditions are imposed from an external source, something most often perceived negatively in western culture. This colours the whole section as negative, even though it would be hard to argue that the ideational meaning in the text affords negative JUDGEMENT (for example both working more *and* working less are presented here as undesirable). I will return to the discussion of modulation in chapter 6 as it is commonly dealt with as part of the Engagement system, however this excerpt points towards the need for more study of the effect of modulation in construing ATTITUDE in text.

Generally speaking, then, ATTITUDES are far more transparent in CAFS than in the other subjects. Some strategies which point towards pathways for teaching students how to express ATTITUDE more covertly are evident, however, such as the use of modulation. It appears that it is quite acceptable, however, to express evaluations of emotions explicitly in CAFS, leaving little need, and even little opportunity for the indirect expression of ATTITUDE. This distinguishes CAFS from the rest of the subjects in this study and indicates a difference in both the types of meanings expressed in writing in CAFS and how these are expressed. Pedagogical implications are relatively clear: ways of making interpersonal meaning in writing in CAFS are not transferable to other humanities subjects, which are far less direct in the evaluative meanings they make.

### **5.3.5 Comparing Invoked ATTITUDE across subjects**

Analysis to this point has revealed interesting patterns in the use of invoked ATTITUDE across the suite of humanities subjects in this study. While invocations in AH shift a balance between inscribed APPRECIATION and JUDGEMENT toward APPRECIATION overall, invocations in the other subjects serve to intensify the most common preference of ATTITUDE in the inscriptions: JUDGEMENT in MH and SAC and AFFECT in CAFS. A consideration of the methods of invoking ATTITUDE also reveals patterns, especially in the case of AH, MH and SAC.

A great deal of the invoked ATTITUDE in AH relies on GRADUATION to flag evaluation while less of the invoked ATTITUDE is afforded. In MH affordances become more important in

invoking ATTITUDE while GRADUATION is still used to flag ATTITUDE. Writers in SAC rely the least on GRADUATION to flag ATTITUDE and more on affordances to invite evaluations. In other words, there appear to be two clines working in inverse proportion to each other, from levels of relatively more frequent flagging through GRADUATION and less affording of ATTITUDE to relatively more frequent affording and less flagging of attitudinal meaning. This is significant, as the use of GRADUATION to flag ATTITUDE is generally interpreted as a more 'overt' way of inviting evaluation than affordances (Martin & White, 2005). Perhaps it is more acceptable to make evaluations of APPRECIATION, the most common form of ATTITUDE in AH, more explicitly, while JUDGEMENTS, the most common form of ATTITUDE in MH and SAC, need to be made more covertly, allowing more freedom in interpretation and alignment. Or to state the case another way, students seem to have an innate awareness that JUDGEMENTS of people put more at stake than evaluations of things and have adjusted the way they express ATTITUDES accordingly.

CAFS is again shown to operate differently to the other subjects. Implicit ATTITUDES in CAFS are more often afforded than flagged, sharing the tendency of MH and SAC to invite implicit attitudinal meaning in less overt ways. However, unlike the other subjects, which tend on the whole to contain more invoked than inscribed ATTITUDE, the texts in CAFS contain much more inscribed than invoked ATTITUDE. Furthermore, the type of ATTITUDE in CAFS represents the least 'academic' of them all – affect. While students in the other subjects display a tendency to make more interpersonally risky evaluations in a more covert fashion, the CAFS students make what could be considered the most personal attitudinal meanings of all quite explicitly. Thus, not only is CAFS as a subject concerned with every-day, common-sense knowledge about personal feelings, it is also appropriate in this subject to present these ATTITUDES explicitly. This presumes the reader shares the value positions being advanced by the writer and indicates that although ATTITUDES in CAFS writing are highly personal they are generally presented as unproblematic. Possible reasons for this will be explored in section 5.5 on cosmologies below.



## 5.4 ATTITUDE profiles in the humanities

A more complete picture of the 'ATTITUDE profile' of each subject can now be built to demonstrate differences and similarities, highlighting what ATTITUDES are appropriate in each and how these may be appropriately expressed. In turn, this description of ATTITUDES and their targets can provide insight into the nature of knowledge in each subject, revealing appropriate perspectives on objects of study and also revealing how contested knowledge might be in each subject. In subjects where content is problematic we might expect to find more ATTITUDE invoked to allow more interpretive latitude, while in subjects where knowledge is taken for granted as unproblematic, we might expect to find more explicit statements of ATTITUDE.

The most explicit ATTITUDE is found in CAFS, which not only has the greatest concentration of inscribed ATTITUDE, but is also the only subject with a noticeably significant amount of AFFECT in all its texts. AFFECT dominates over other interpersonal meanings and the predominant form of AFFECT is security, most often as statements of *insecurity*. While there is some up-scaling of explicit ATTITUDES through grading the intensity of attributes, GRADUATION is more often used in CAFS to flag ATTITUDE rather than to grade ATTITUDE inscribed in the texts. The most common way of invoking ATTITUDE in CAFS, however, is through affording it. Although there is less invoked ATTITUDE in CAFS than in other subjects, the invoked ATTITUDE present contributes to an overall preference for evaluations of AFFECT. CAFS therefore, is a subject that tends to 'wear its heart on its sleeve'. It is concerned in the main with evaluating people's feelings directly and overtly. In particular feelings to do with security, including confidence, trust and belonging are central to writing in this subject.

In contrast, the predominating form of ATTITUDE in SAC is JUDGEMENT, particularly negative capacity, and when this inscribed JUDGEMENT is graded, it is usually up-scaled through force. While texts in other subjects show relative consistency in methods of grading explicit ATTITUDE, SAC texts vary considerably, indicating a greater need for students to have control of a wide range of strategies for grading evaluative meaning. The tendency for writers in SAC to prefer JUDGEMENT is further emphasised through

invoked ATTITUDE, which picks up prosodies of evaluation set up by the inscriptions to afford JUDGEMENT through ideational choices. Afforded and other invoked ATTITUDES are more frequent than inscribed ATTITUDE and increase the overall amount of JUDGEMENT in the text significantly.

Writing in MH similarly favours JUDGEMENTS over other forms of ATTITUDE. However while writers in SAC concern themselves with JUDGEMENTS of social esteem, writers in MH are concerned more with social sanction, in particular, negative propriety. Most of these inscribed JUDGEMENTS of impropriety are not graded, but where they are, the GRADUATION increases the force of the evaluation. This is most commonly achieved through quantification to indicate the scope of an issue. Indirect ATTITUDES are both flagged and afforded in MH and have the effect of increasing the overall JUDGEMENT in the text.

The AH texts are different from the others in the sense that they do not display a clear preference for just one type of inscribed evaluation over the three sample texts, instead displaying a balance of JUDGEMENT and APPRECIATION in each. This picture changes upon consideration of invoked meanings, as invoked ATTITUDES in AH are mostly APPRECIATION. Thus, in AH invoked ATTITUDE works differently to the other subjects. In CAFS, SAC and MH, invoked ATTITUDE intensifies a preference for ATTITUDE already present in the invocations, however in AH it is the invocations which are responsible for the attitudinal 'colour' of the text. As in the other subjects, grading of explicit ATTITUDE is relatively rare, however in AH GRADUATION is used frequently to flag ATTITUDE, representing the main way that indirect ATTITUDE is expressed in the texts.

Each subject differs importantly, from the others in their ways of expressing ATTITUDE, highlighting the fact that writing in the humanities is not uniform. These differences are summarised in table 5-2 below. Patterns learned in one subject may not be assumed transferable to another. CAFS stands out for its use of AFFECT and for a tendency to state ATTITUDE more directly while the other subjects prefer more indirect expressions of ATTITUDE. AH stands out in that the invoked ATTITUDES do not mirror the inscribed ATTITUDES but rather sway a balance between two types of ATTITUDE present in the inscriptions. While SAC and MH seem at first to share many characteristics, they

differ in the types of JUDGEMENT which matter, MH being concerned with sanctioning impropriety while SAC is concerned with issues of capacity. SAC further stands out as being the most variable in the ways that GRADUATION is used to flag ATTITUDES.

**Table 5-2:** Inscribed and invoked ATTITUDES and subtypes

	Attitude	Sub-type	More inscr or inv	Method of invocation	Inscrip +invoked
AH	Judgement/Appreciation	capacity/valuation	Inv	Flag	App
MH	Judgement	propriety	Inv	Afford/flag	Judg
SAC	Judgement	capacity	Inv	Afford	Judg
CAFS	Affect	In/security	insc	afford	affect

These differences, both in types of ATTITUDES privileged and the ways in which these are expressed, combined with variation in genres discussed in chapter four, point to significant differences in how students engage with knowledge in the humanities subjects. Not only is writing directed towards differing purposes, enacted in texts such as reports, accounts, explanations, expositions and discussions, but evaluations of what is explained, informed and argued about differ significantly from subject to subject. People's feelings', the value of things and people's capacity and ethical behaviour are all targets for evaluation in different subjects, indicating differing concerns in each.

Learning MH, for example, is more than learning about time periods and events. The preference for JUDGEMENT in MH, and especially JUDGEMENTS of propriety, reveals a more covert concern beyond the commonly held association of MH with dates, battles and important historical figures. It is also about learning how human behaviour affects and is affected by events and the behaviour of others and the way we judge people because of this. Essentially, it is a study of morality. AH, however, prefers to evaluate things for their usefulness in providing evidence about the past. The focus on evidence and the value of interpretations of evidence, with a secondary focus on evaluating human capacity for leadership and archaeology reveals important differences to MH in

the 'covert' concern beyond discussions of dates, battles and important historical figures. AH is more a study in leadership and academic ability than in morality. Leaders are judged for their successes and failures and archaeologists and historians are likewise judged for their skills in gathering and interpreting data. If in MH people are praised for 'doing the right thing', in AH people are admired for being capable.

ATTITUDE analyses in SAC and CAFS likewise contribute to an understanding of field.

Preferences for JUDGEMENTS of capacity in SAC reveal it to be a subject which is concerned about the marginalisation or otherwise of certain social groups, while the predominance of AFFECT in CAFS reveals the subject's positioning of parenting as either the encouragement or undermining of feelings of security in the child.

These axiological concerns of each subject, as revealed through the ATTITUDE analysis above, will be investigated further in the final section of this chapter. Section 5.5 uses the LCT concept of 'cosmologies' to probe the underlying structuring features of knowledge and to make visible how certain associations in the subjects combine to create constellations of meaning which contribute to their axiological 'colouring'. This analysis strengthens the understanding of the subjects as collections of valued phenomena.

## 5.5 Cosmologies

The notion of cosmologies in LCT provides a complementary perspective from which to view the data discussed from an SFL perspective above. Essentially, cosmology is concerned with the nature of intellectual fields from the perspective of interpersonal stance. Cosmologies are defined by Maton as underlying 'the ways actors select and arrange *clusters* and *constellations* of stances that, in turn, shape what is viewed as possible and legitimate within a field' (Maton, 2014:149). The notion of cosmology provides another 'lens' through which to interpret the differences revealed in student writing and to begin to question the underlying structuring principles of knowledge and knowers in the humanities. It also may be used to recontextualise the findings of an APPRAISAL analysis for intervention in pedagogic contexts.

Cosmologies form as ideas cluster together into *constellations*, either due to their connections or oppositions to other ideas. Maton (2014) gives the example of the clustering of terms in student centred learning under the constellation of ‘collective’, for example, listing terms such as ‘collaborative’, ‘social’, ‘gestalt’ and ‘engaged’ (among others) as words which share close connections. All fields of practice contain either epistemological or axiological constellational structures (or both). In the school subject of History, for example, Martin, Maton and Matruglio (2010) explore the two constellations of nationalism and colonialism and the meanings which are associated with and condensed within them, demonstrating not only the axiological nature of these constellations in school History but also their binary opposition. An investigation of the meanings associated with *nationalism* revealed a positive orientation in the context of the study of Vietnam (eg ‘freedom’, ‘independence’ ‘pride in your nation’), while the terms associated with *colonialism* revealed a negative axiological charge (eg ‘slavery’, ‘poverty’, ‘discrimination’). An investigation of the terms that form constellations in each subject can therefore shed light on how values and interpersonal stances are communicated in writing, revealing not only clusters of meaning, but also the presence or absence of axiological charging. Constellational structures underlie the meanings which it possible to make and form part of the underlying knowledge-knower structures of each subject.

One way constellational analysis can reveal elements of the field is through identification of central signifiers (Maton, 2014) around which constellations form. In AH, important central signifiers include people in leadership and rulers (such as Themistocles, Pharaoh, nobles), nation groups (Persians, Athenians) and historical sources (ancient sources, modern sources). Often the constellations around these signifiers are positioned in binary opposition to each other and axiologically charged as polar opposites. A partial constellational analysis of Ancient and Modern sources from AH 1 below demonstrates this.

**Table 5-3:** partial constellational analysis of modern and ancient sources

Ancient Source	Modern Source / modern day
Pliny the Younger, Pliny the Elder, Cassius Dio, Suetonius, Seneca	Volcanologist Sigurtson, Dr Estelle Lazer, Australian anthropologist, Dr Penelope

Writes, account, descriptions  Ground tremoring / Giants stomping, 'bad omen and outrageous fortion'	Allison Recreating, Further new research, Evidence, Study of human remains, discovered, Worked on the houses of Pompeii Available science and technology, Realistic, Detailed
---	---

While ancient sources are merely named in the text, modern sources are given with their title or specialisation, drawing attention to their qualifications and academic standing. While it may be argued that writers in ancient times did not carry academic titles, Sigurtson is introduced as a volcanologist while none of the ancient sources are listed as 'Historian Cassius Dio', 'lawyer Pliny the Younger' or Seneca the philosopher' for example. This difference in the explicit attention drawn to sources' qualifications results in an implicit valuing of the modern sources over the ancient. Similarly, the ancient sources are presented as 'writing', 'accounting' or 'describing' while modern sources are presented as engaging in rigorous 'new research' including 'study', 'recreating' and 'evidence'. In this way, the constellation around 'Ancient Sources' attracts a negative charge, while the constellation around 'Modern Sources' attracts a positive charge.

These types of central signifiers echo many of the targets of evaluation noted in the APPRAISAL analysis. They consist of leaders, nation groups and historical sources and confirm the identified focus of AH on the evaluation of human capacity for leadership and archaeology. Many of the terms within the constellations themselves also draw attention to the already noted importance of artefacts and objects in providing evidence of the past (e.g 'human remains', 'the houses of Pompeii'). While AH has been used here as an illustrative example, the resonance of the central signifiers with the main focus of the APPRAISAL analysis holds for all the subjects in the study. MH, which was found in the APPRAISAL analysis to focus on propriety, forms constellations around resistance groups to apartheid, violent and non-violent forms of resistance and concepts such as propaganda, terror and repression. SAC, which focuses on evaluating the capacity of individuals, forms constellations around indigenous and non-indigenous groupings and concepts such as discrimination and socio-economic status. CAFS, which

was shown to have predominant evaluations of negative security in the APPRAISAL analysis, tends to form constellations around concepts associated with parenting (types of parents, styles of parenting, becoming a parent), gender and sexual orientation and issues to do with discrimination and grievance procedures in the workplace. Thus, when taken together with the APPRAISAL analysis, the accretion, or in linguistic terms *coupling* of terms into constellations, and the axiological charging of these constellations, provides clear evidence not only of the field of each subject but also the values underlying the field. A constellational analysis may also be used as a 'way in' to introduce students to the most important ATTITUDES in their subjects.

LCT analysis also reveals that the constellations in each subject are predominantly negatively charged. This can be demonstrated by the meanings associated with the constellation of *unplanned pregnancy* in CAFS shown below in table 5-4.

**Table 5-4:** constellation: unplanned pregnancy

Unplanned pregnancy
unexpected, not ready, unaware, insecure, alone
smoking, on drugs, alcohol
shocked, confused, disappointed, annoyed, ashamed, embarrassed
abortion, adoption, doesn't want child
ruin social life

In fact, the overwhelming majority of constellations in MH, SAC and CAFS are negatively charged, reflecting the tendency of APPRAISAL in these subjects to demonstrate a negative polarity. While it could reasonably be expected that axiological constellations would reflect APPRAISAL values, it cannot be taken as a given that all constellations in a subject would, as epistemological constellations do not condense meanings around values, but privilege epistemic meanings. The relative lack of epistemological constellations in the subjects in this study, however, reveals the humanities as possessing axiological cosmologies, or '*structures of feeling*' (Maton,

2014:162) with which students must align in order to succeed. Furthermore, the axiological charging of meaning in the humanities ‘establishes social relations to knowers that are tacit and mediated through axiologically charged constellations of stances’ and means that the ‘hierarchization of stances is concerned less with explanatory power or explicit social claims than with attributed moral virtue’ (Maton, 2014:168). Furthermore, the constellational structures of fields are said to determine what meanings it is possible to make, as they ‘shape “the space of possibles” of a social field’ (Maton, 2014:167). Thus, students face the rather daunting task of acquiring a particular set of values, which are communicated tacitly, and expressing these in an ‘appropriate’ manner in order to demonstrate that they possess the correct gaze and may therefore succeed. Providing students with a list of central signifiers in a given text and asking them to identify the meanings which cluster around these, followed by a discussion of the polarity of their charging could represent a simple yet powerful method for demystifying the axiological nature of their subjects.

The constellational analysis also raises the question of why so much of the axiology is negatively charged in the suite of humanities subjects. Apart from AH, which is more balanced in terms of positively and negatively charged constellations, the subjects in this study form overwhelmingly negative constellations. This suggests that the purpose of writing in the humanities is to frame objects of study primarily in a negative light, either through the use of APPRAISAL resources or through their association with other negative meanings in axiological constellations. This may be due to the fact that the subjects are constructed to deal with ‘problems’ or ‘issues’ in society, as the following excerpts from rationale statements in syllabus documents indicate.

MH: History has been described as a contested dialogue between past and present... (NSW Board of Studies, 2004b:6)

SAC: Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national and global levels of society. (NSW Board of Studies, 1999b:6)



CAFS: Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. (NSW Board of Studies, 1999a:6)

Interestingly, AH is more equivocal than any other subject in its framing as dealing with problematic issues in society. While all the other subjects draw attention to the contested nature of their discipline and focus on problematic issues, the AH syllabus rationale focuses more on forming comparisons through investigation of multiple perspectives.

The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. (NSW Board of Studies, 2004a:6)

The 'issues' or 'problems' in AH have more to do with the interpretation of evidence and the ability to reach conclusions about the past, rather than dealing predominantly with issues and problems in society today. There is one exception to this in the syllabus rationale, where attention is drawn to ethical issues of conservation, however this is not the predominant focus of AH as both the constellational and APPRAISAL analyses reveal.

The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. (NSW Board of Studies, 2004a:6)

The overwhelming negativity of the cosmologies in these subjects apart from AH, is explained by their focus on the discussion of societal 'issues' or 'problems'. These subjects represent 'visions of the world' in which negative elements of society must be examined, argued about and theorised and where students indicate their possession of a legitimate gaze through the adoption of the right kind of critical values in their writing. This axiological charging of humanities subjects in secondary schooling, once understood, provides one of the most powerful insights into what 'appropriate' writing in these subjects is. Maton (2014) makes the point that the constellational

structures of subjects determine what meanings it is possible to make, and this is startlingly visible in the analysis of the standards text on Nazism in section 5.1. This text was the most overwhelmingly negative in the data set and negative assessments range across virtually the whole system of ATTITUDE. If the subject is understood as being underpinned by an axiological cosmology which attaches a negative charge to constellations around repressive governments, violence and people movements, then the reasons for the difference between this text and the others in the MH data set become clear.

## 5.6 Conclusion

LCT constellational analysis combined with ATTITUDE analysis can provide powerful insights into both the field and the underlying axiological cosmologies of humanities subjects. Used together, these analyses reveal subjects as collections of valued phenomena. Across disciplines and topics, study in the humanities is generally concerned with 'issues' or 'problems' in society, and in order to write 'appropriately' for their subjects, students must acquire the right gaze in order to express the accepted values around these issues and problems. For the most part, this acquisition is tacit, as the nature of the humanities as 'structures of feeling' is part of the 'hidden curriculum' in secondary schooling. This research brings them out into the open with the hope that a better understanding of the values in each subject might lead to more explicit teaching of how to express these values in writing.

This type of instruction must be discipline specific. Although the subjects are alike in that they are based on axiological cosmologies, the values condensed in these cosmologies differ from subject to subject, as does the manner of their expression. Despite differences in the topics addressed in extended writing *within* each subject, a clear and different axiological orientation can be determined in each. The privileged values alternate in focus on ethics, ability and security, and some of the subjects are more explicit than others in how these values are communicated. While most of the subjects present negative assessments of what are deemed to be problems in society,

AH is more balanced in both positive and negative evaluation of its objects of study. This means that generic 'essay skills' instruction, such as oftentimes delivered as part of a study skills program in senior years, will have very little effect on students' ability to write well, as it is unable to deal with this level of variability. Relying on subject English teachers to teach essay writing will be similarly inadequate. Even if a generic program of instruction in essay writing could take account of the difference in genres revealed in chapter 4, such an approach would not be able to teach the differences in values so crucial to success.

Further aspects of disciplinary difference in the expression of interpersonal stance are explored in chapter 6. The final analysis chapter completes the APPRAISAL analysis begun in this chapter through an exploration of patterns of choice revealed in the use of ENGAGEMENT resources to interact with other voices in text. I also draw upon the LCT concept of Specialisation to provide a complimentary perspective to the data and to reveal the knowledge-knower structures underlying each subject and which form the basis of knowledge claims.

## Chapter 6 : ENGAGEMENT

The focus in Chapter 5 was on the enactment of ATTITUDE in students' writings across a suite of humanities subjects in the senior secondary curriculum. The analyses reveal preferences for different kinds of values associated with the different subjects.

Together the subjects represent a spectrum of attitudinal preferences from AFFECT to JUDGEMENT to APPRECIATION. AH was associated more strongly with APPRECIATION, MH with JUDGEMENT of propriety, SAC with JUDGEMENT of capacity and SAC with AFFECT. In terms of Martin's (2000) interpretation of the ontogenesis of different categories of ATTITUDE, from AFFECT as a primary expression of evaluation, extending through different processes of socialisation outwards to APPRECIATION and JUDGEMENT, the association of CAFS with expressions of AFFECT, and the history subjects with APPRECIATION (AH) and JUDGEMENT (MH), suggests not only different kinds of evaluation but different levels of demand in their expression.

There were also differences in the enactment of attitudes across subjects. In particular, CAFS was again differentiated from the other three subjects in that there was an evident preference for inscribed ATTITUDE over invoked ATTITUDE, that is, for an explicit expression of evaluation. Once again this represents an ontological progression within the suite of humanities subjects from more explicit coding of evaluation in CAFS to the less explicit in the history subjects (Painter, 2003). The humanities represent an area of study which encompasses a range of kinds of values, with differing expectations for levels of congruence and explicitness in the expression of these values. As such the subjects can be seen from the perspective of evaluation both to place different demands on students and differing levels of demand.

The differences in ATTITUDE profiles were then reinterpreted from the perspective of LCT. Constellational analysis revealed underlying axiological orientations in the construction of knowledge in each subject. Subjects were reinterpreted as 'structures of feeling', communicated and acquired tacitly, and concerning differing 'issues' and 'problems' in society. These differing 'issues' form the focus for student writing, in which students indicate the possession of a legitimate gaze through the adoption of

the right kind of critical values. This knower-code orientation and difference between subjects in the problems which matter further problematize both the concept of 'objective writing' and the generic notion of 'essays'. The different subjects encompass widely varying approaches to knowledge through writing, as they anticipate and hence can be seen to focus on different 'problems' in order to inculcate different values, expressed in different ways and with differing acceptance of explicit and congruent expression of these values.

In this chapter, I continue to explore differences in the nature of evaluative meanings across the four humanities subjects, here as differences in the ways in which the writers engage with other voices in the construction of their texts. The primary theoretical tools employed in this process are those of the system of ENGAGEMENT in the APPRAISAL framework. In brief, the system of ENGAGEMENT concerns the dialogic nature of student writing and attends to how ATTITUDES are sourced and to what degree writers make space for alternative, pre-existing or anticipated viewpoints.

ENGAGEMENT is analysed in this chapter to explore the sources of knowledge claims and the kinds of knowledge claims they project. As in Chapter 5, the linguistic realisations of sources and claims are then reinterpreted into the sociological theory of LCT. The dimension of Specialisation, and particularly its underlying principle of social relations (SR), is used to reinterpret variation in patterns and preferences in ENGAGEMENT as shaping the relative strength or weakness of boundaries around who can know and how knower gazes may be shaped. An investigation of the basis upon which knowledge claims may be made in each subject also concerns the varying degrees of opportunity each provides for students to engage in cumulative knowledge building.

I focus initially on each subject in turn to report on how choices in the ENGAGEMENT system are taken up. Analyses explore the relative degrees of heteroglossia in the students' texts, the extent to which space for alternative voices is opened up or closed down, and patterns in choices of ENGAGEMENT resources. Analysis is not merely confined to the *amounts* or *types* of heteroglossic references used, but to their placement and interaction in texts as syndromes of ENGAGEMENT, and how they function to build particular evaluative stances. The significance of such syndromes of evaluative

meaning often becomes apparent in instances of discord when a writer with imperfect control of interpersonal resources combines such resources in a way which brings about disjunctions in meaning, causing confusion for the reader. This also has some implications for researcher interpretation, and I insert some discussion of challenges arising from analyses of such data. The full analysed scripts can be found in Appendix 6.

Patterns emerging from the analysis are then discussed in terms of commonalities and differences across subjects. I also consider the demands these different resources place on students in meeting the expectations of their subjects, especially with respect to referencing other voices while maintaining a semblance of 'objectivity'. Finally, the concept of Specialisation from LCT will be drawn upon in order to examine the basis for legitimisation of both knowledge and knowers in the humanities at senior secondary level. I conclude with a discussion of the implications for each subject's potential to build cumulative knowledge.

## **6.1 Engaging with other voices in Ancient History**

Dealing as it does with events in the ancient past, AH writing could reasonably be expected to make references to secondary sources. In this section of the chapter I investigate how students negotiate these references, interrogating the uses of ENGAGEMENT resources in the construction of heteroglossic argument. Central to this investigation are questions of the degree of heteroglossia in the texts, whether the orientation is more towards opening up or closing down spaces for other voices, evidence of and functioning of prosodies of ENGAGEMENT in the texts, and disjunctions and difficulties evident in the texts.

### **6.1.1 Degree of engagement with other voices in Ancient History**

The AH texts are highly heteroglossic, reflecting the necessity for students to engage with the contested nature of interpretations in the field. Frequent references to

archaeologists, historians and various types of evidence are introduced to negotiate shared responsibility for propositions. The student's argument is strengthened through reference to important voices in the field while also avoiding full responsibility for propositions which may be contested.

AHS1: **Ancient writers such as Seneca also write about** how the impact of this eruption resulted in the abandonment of the region as it **was considered** a source of "bad omen and outrageous fortion".

AHS2: **Wilson states** that one of the major contributing factors to Old Kingdom's collapse was the "burden of building non-economical and huge structures for each new pharaoh."

AHB1: This was due to the fact that this **was considered** the turning point in the Persian Wars. This is **supported by Plutarch who states** that it was their prowess at sea which saved the Greeks. **Many historians also agree** with this statement as **it was a well known fact** that without the Athenian navy the Persians would have been able to raid the Greek coastline at will.

Importantly, heteroglossic references are frequently prominent in macro- and hyperThemes that set up a section or paragraph of a text, as in, for example:

AHS2: The collapse & breakdown of Old Kingdom Egypt is one that has been continually **debated among scholars & historians**.

The explicit acknowledgment of the contested nature of the knowledge space in such textual positions foregrounds the dialogism of the field. The appearance of such features in highly valued student texts suggests the importance in AH of demonstrating a recognition and evaluation of multiple contributions to the present-day collective understanding of the past. It also reveals the importance of legitimating knowledge by reference to expert knowers in the field.

However, despite an overall heteroglossic orientation, the management of resources for constructing heteroglossic texts is sometimes problematic in the data set of highly graded student texts. For example, the attribution of claims to source texts is not

always maintained unambiguously across phases. The texts contain very few monoglossic propositions, however the manner of their occasional use indicates a developmental stage in students' management of heteroglossia. The following excerpt begins with a heteroglossic hyperTheme introducing a source. However the heterogloss is not maintained over the whole phase of text. The source is not reiterated in following propositions, and the text slips briefly into monogloss before returning to a countering heteroglossic proposition.

AHS2: **Bradley believes** that the collapse **may have** also been triggered by the decreasing revenue being given to the Egypt administrative centre. Kings began to give land to loyal nobles, that were free of tax, the number of these given increasing with each reign. This tax-exempt land was also given to priesthoods for temples to the gods, further depleting Egypt's revenue. **Many historians** are opposed to **the belief** that this led to the collapse however, as **they believe** the amount of wealth lost from the tax – exempt lands was never significantly large & the priesthoods were never wasteful with offerings.

Instances such as these indicate emerging control of dialogic resources for sharing responsibility for propositions. While a heteroglossic stance is not maintained throughout the phase, a push towards heteroglossia is evident in that monoglossic claims are framed between heteroglossic propositions. This heteroglossic 'sandwiching' results in the increased likelihood of short stretches of monogloss being read as part of a heteroglossic move. It therefore contributes to the creation of texts in which students avoid taking sole responsibility for conclusions about and interpretations of history. It also highlights the importance of referencing significant historical knowers in the construction of argument in AH.

The emergent nature of control over dialogistic positioning may also be seen in the standards text, AHB1. It begins with a monoglossic macroTheme which previews a complex discussion to follow. From this point the text proceeds in a more heteroglossic manner, however the initial monoglossic framing of the text fails to draw attention to the dialogistic basis for the argument.



AHB1: The development of the Athenian naval power in this period was due to a variety of different reasons.

These and similar ambiguous or disjunctive uses of heterogloss indicate points of difficulty for students. Although the students are beginning to acquire resources for engaging with multiple voices contesting the same knowledge space, they are not always able to use them consistently or to their full effect. The high degree of heteroglossia in the texts reveals knowledge in AH to be highly contested. However, due to their developing control of heteroglossic resources, students sometimes make ambiguous statements which may be interpreted monoglossically. As noted above, reference to other voices shares responsibility for propositions in a contested knowledge space, and lends authority to the students' arguments through reference to expert knowers in the field. Students in their final year of schooling do not possess the same status as expert historians or archaeologists in the field of production.

Ambiguous statements which may be read monoglossically have the potential to put solidarity with the reader at risk and overly frequent bare assertions, or as in the case above, bare assertions in the macroTheme, may result in an unfavourable response from the marker.

Several pedagogic implications may be drawn from this. Explicit teaching in the field of reproduction on the contested nature of the field of production can provide a rationale for the necessity of sharing responsibility for knowledge claims with other knowers. If the reasoning behind acknowledging other voices in writing is better understood, it may be that students will be better equipped to appreciate the distinction between monoglossic and heteroglossic propositions. They may also benefit from the explicit teaching of the most important resources for managing heterogloss in AH and can be given opportunities to practice these in their writing before their final examinations. The more frequently used resources of ENGAGEMENT are explored in the following section.

### 6.1.2 Dialogic expansion in Ancient History

Not only do the AH texts contain a high degree of heteroglossia, they are also mainly dialogically expansive, opening up space for alternative propositions. Writers indicate a preference for the ENGAGEMENT option of acknowledge to report the views of others neutrally, not indicating either alignment or disalignment with reported views. This is achieved with projecting processes (reporting verbs) such as *states* and *believes*, as exemplified below.

AHS2: Wilson **states** that one of the major contributing factors ...

AHS2: Bradley **believes** that the collapse...

Such neutral reporting of others helps maintain an appearance of 'objectivity' or 'balance' in reference to respected scholars in the field, as it does not explicitly indicate the student's own subjectivities. Writing in AH relies to a great extent on the work of ancient writers and both ancient and modern archaeologists due to the distance in time of events and the inaccessibility of first-hand evidence for students. Students need a way to be able to refer to this work while still maintaining the appearance of unbiased writing. Resources of acknowledge are critical in writing in AH as students manage references to multiple important knowers in the field.

Despite the privileging of dialogic expansion overall, responses based on evaluation of one particular source can result in differing patterns in ENGAGEMENT resources. The text AHS1 makes considerable use of resources of acknowledge, however resources *endorsing* others' propositions are more common than in the other texts. This leads to an overall balance between dialogic expansion and contraction in this particular text. Endorsements differ from acknowledgements in that they present propositions referenced to external sources as valid, rather than adopting a neutral stance. In the data in this study, this is mainly achieved through reporting verbs such as *found*, *discovered*, and *shows*, as demonstrated below.

AHS1: Dr Estelle Lazer, an Australian anthropologist, **discovered** that it was not only the sick and elderly who were left behind...

AHS1: Dr Penelope Allison, who works on the houses of Pompeii, has also **found** that the site was discovered long before the 18th century.

AHS1: This new research **shows** that restoration programs were actually complete...

Although the text AHS1 does not display the clear preference for dialogic expansion found in the other AH texts, it does employ useful ENGAGEMENT strategies for a source-based response. It answers a question requiring evaluation of both older accounts (exemplified by the provided source) and newer research, and their corresponding contributions to present day understandings of a past event. Responses requiring such evaluation necessitate the use of both dialogic expansion and contraction to alternately foreground or background different interpretations of the past. The ATTITUDE and GRADUATION analyses in Chapter 5 illustrated how this text manages evaluation covertly. GRADUATION used to flag positive valuation of the new research rather than explicitly inscribing ATTITUDE, and any negative APPRAISAL related to ancient sources is internal to the source rather than directed at it. In the light of this, it is interesting that both neutral and more overtly supportive resources are used to reference externally sourced propositions. It appears that in this case, ENGAGEMENT resources are another way of making assessments of reliability and value more covertly than signaling through inscribed ATTITUDE. This is explored in more detail in the section below.

### 6.1.3 Engaging with ancient and modern voices in Ancient History

There are two main ways of engaging with sources in the AH texts. Writers can either choose to align explicitly with their referenced sources, or they can report these sources neutrally. An edited extract from text AHS1 illustrates this.

By reading Pliny the Younger's account of the volcanic eruption in Source 4, it **shows** how different times interpret and understand different things. ...Other descriptions of the eruption by ancient writers such as Cassius Dio and Suetonius, **show** the same characteristics of havoc and panic, in a different way,

like **the interpretation of** the ground tremoring being caused by giants stomping around the countryside. ...Ancient writers such as Seneca also **write about** how the impact of this eruption resulted in the abandonment of the region...Dr Estelle Lazer, an Australian anthropologist, **discovered** that it was not only the sick and elderly who were left behind, as there was plenty of time to escape. She has also **found** through the study of human remains, that most of the victims died due to asphyxiation... Pliny the younger also **writes** that the cause of his uncles death, Pliny the Elder, was as the pulled a shore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has also **found** that the site was discovered long before the 18<sup>th</sup> century...

These choices of explicit alignment, indicated through reporting verbs such as *shows*, *discovered* or *found* or more neutral reporting, indicated by reporting verbs such as *writes*, will have differing implications. In the case of the former the writer closes down alternate arguments while the latter strategy opens up space for alternatives. These patterns of opening and closing space for alternatives reveal much about the field of AH.

It is not the case that the writer aligns explicitly with modern sources while remaining neutral towards the ancient writers. Resources of endorse are used to reference ancient and modern writers alike and are commonly constructed through the use of the reporting verb 'shows'. Both modern and ancient sources are valued in the field of AH. What varies is what ancient or modern research is said to show. The text begins with an endorsement of an ancient source which is presented as valuable for revealing the difference between modern and ancient understandings, not due to the accuracy of the ancient interpretations of the past.

AHS1: By reading Pliny the Younger's account of the volcanic eruption in Source 4, **it shows** how different times interpret and understand different things.

Ancient writers are also endorsed for revealing the observable, physical characteristics of certain events, such as the cloud of smoke caused by the eruption of Vesuvius.

AHS1: By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which **shows** the black smoke being emitted from the volcano.

This contrasts with the value given to recent research. While ancient research is endorsed for either recording observable events or for providing a point of comparison to modern understandings, modern research is endorsed for the contributions it makes to *interpretations* of the observable evidence. In the following example, modern research is endorsed as showing that the site of Pompeii was discovered before the 18<sup>th</sup> Century.

AHS1: Further new research **shows** that this theory could have been possible. This new research **shows** that restoration programs were actually complete after the 62 earthquake and that after the eruption, looters came to steal marble and any other thing of value that had survived.

The same resource of ENGAGEMENT can be used for different purposes and covert evaluation can be achieved by referencing different sources as showing different things. In AHS1 ancient sources are only reported as showing observable happenings, or as points of comparison to modern understandings. Modern sources are referenced as revealing important interpretations and understandings of the past. While no explicit JUDGEMENTS are made as to the value of ancient or modern sources, the uses to which they are put in revealing knowledge about the past indicates implicit evaluation, and leads to the appearance of objectivity while simultaneously constructing an evaluative stance. The balance between dialogic expansion and contraction in this text

highlights the axiology of the subject. Both modern and ancient knowers and ways of knowing are considered valuable for revealing information about the past, however modern sources are considered a more reliable basis for interpretations of the past. This reflects the subject's privileging of science, as outlined in Chapter 5.

#### 6.1.4 Engaging imperfectly

AHS1 displays a difference in prosodies of ENGAGEMENT compared to the other AH texts. These result partially from the function of using ENGAGEMENT resources to manage covert evaluation of source texts in a source-based response. However the balance between dialogic contraction and expansion also result from the student's as yet imperfect control of a still developing language resource. In the following example, both dialogic contraction and dialogic expansion are used to refer to the same historian's work, therefore resulting in a disjunction for the reader.

AHS1: Dr Penelope Allison, who works on the houses of Pompeii, has also **found** [endorse] that the site was discovered long before the 18<sup>th</sup> century. Her evidence to this **claim** [distance] is the numerous circular incertions found in the ash, **suggesting** [entertain] that after the eruption, residents came back to try and salvage what they could. Further new research **shows** [endorse] that this theory **could have been possible** [entertain].

Confusion results from the movement back and forth between expansion and contraction as it is not clear whether the reader is meant to align with Allison's views or not. While at first seeming strongly aligned with Allison, by the end of the extract the writer appears equivocal. This disjunction could be avoided had the student followed the patterns used in the other AH texts, using more resources of acknowledge to report historians and archaeologists before briefly opening up space for alternatives. Disjunctive moments such as these reveal that although students already have a quite sophisticated ability to use resources of ENGAGEMENT to position the reader, making implicit judgements of historians and archaeologists without resorting to explicitly stated ATTITUDE, it is nevertheless still a developing resource.

Some explicit teaching on the dialogically expansive resources used to acknowledge and the dialogically contractive resources used to endorse other voices could benefit students greatly in the construction of clearer and more powerful argument.

In summary, writing in AH is highly heteroglossic and dialogically expansive. Writers in AH open up space for alternative views through frequent reference to historians or archaeologists, resulting in a preference for resources of acknowledge over the other resources of ENGAGEMENT. Endorsements were also found to be important in AH as students manage the task of indicating which of the multiple voices in the text the reader is meant to align with. These endorsements are used more sparingly than acknowledgments, except in source-based responses which require the balanced evaluation of both modern and ancient sources. The use of both acknowledge and endorse to bring the voices of others to bear in the construction of argument leads to a prosody of accumulated authorisation in AH texts, revealing the importance of other knowers in legitimating knowledge in AH. There is also evidence in several of the texts that this complicated negotiation of interpersonal meaning is sometimes not fully under the control of the student, as disjunctions arise in how these varying voices are attributed. Improvements in student writing could therefore possibly be gained through explicit teaching of different ways to manage attribution in text in order to signal more clearly for the reader which perspectives to align with.

## **6.2 Engaging with other voices in Modern History**

Although MH and AH are often considered part of the same discipline, analysis of writing in MH has already revealed differences in interpersonal meanings important in both. In terms of dialogistic meanings, it might be expected that writers in MH have less need to refer to historians and archaeologists due to proximity to the events studied. In this section I investigate the functioning of heteroglossia in MH, including degrees of heteroglossia, expansive or contractive orientations of heteroglossia and prosodies of ENGAGEMENT in the texts, and draw comparisons or contrasts to patterns and prosodies of heteroglossic resources between MH and AH.

### 6.2.1 Degree of engagement with other voices in Modern History

Like the AH texts, MH texts are highly heteroglossic, reflecting the need to engage with multiple perspectives. Large stretches of monoglossic text are rare, although smaller stretches of monoglossia do occur. In MH, heterogloss functions to privilege certain facts, arguments or evidence over others. Rather than contributing authority to an argument by referencing valued voices as in AH, in MH heterogloss contributes to the construction of persuasive argument through negating or limiting the possibility of alternatives. This is exemplified below.

MHS1: Hence, as Botha reformed Apartheid he **only** strengthened resistance to it, as it **showed** people that Apartheid could be changed and ultimately abolished.

MHS2: **However, essentially** the trade sanction was ineffective, as SA's trading partners, the US, Britain, France, Japan and Germany all **failed to** impose a ban on trade as it conflicted with their own economic interests.

MHB1: The Jews became victimised. They were targets for any feelings of resentment. This **is evident** on '**Crystal Night**' where Jewish shops were ransacked and destroyed.

In such a heteroglossic environment, the withholding of heterogloss is also an effective interpersonal strategy. Heteroglossic prosodies are so naturalised in the texts that they are noticeable in their absence. Text MHS2, the most highly heteroglossic text in the MH collection, contains a paragraph of almost pure monogloss. It follows a heteroglossic paragraph which uses a large amount of resources to disclaim to argue for the ineffectiveness of international governmental action against apartheid. The hyperTheme of this paragraph is provided below.

MHS2: **However, essentially** the trade sanction was **ineffective**, as SA's trading partners, the US, Britain, France, Japan and Germany all **failed** to impose a ban on trade as it conflicted with their own economic interests.



Following this heteroglossic and disclamatory paragraph, the writer addresses non-governmental international resources. This monoglossic section of text is introduced with 'however', the only heteroglossic reference in the paragraph.

**However**, many non-governmental responses contributed to the collapse or at least the modification of Apartheid in some ways. The International Defence and Aid Fund helped to fund lawyers for the ANC and tried to counter the propaganda coming out of SA. Moreover, the British Anti-Apartheid movement was effective through its boycotts of South African products and those who operated in SA, such as Barclays Bank. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who helped to fund ANC activities and lawyers. The international response also reached businesses, with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by over 12 major international corporations in 1977 and lasting until 1987, including businesses such as IBM.

The lack of dialogic resources in this paragraph positions it in stark contrast with the preceding paragraph. In addition, a relationship of counter-expectancy with the pervious heteroglossic paragraph is set up through the use of *however*. This further emphasises the shift in orientation from the previous paragraph. Given that the prior paragraph used large amounts of disclaim to discredit or limit the effectiveness of international governmental responses to apartheid, the absence of negation in the monoglossic paragraph adds to the argument of effectiveness around non-governmental responses. This example illustrates how effective argument can be created through the judicious withholding of heteroglossia. In the context of a text which is otherwise rich with such resources, the omission of heteroglossia stands out. Withholding a previously established negative orientation works well to assert the positive position and create the rhetorical effect of persuasion.

Part of constructing an effective interpersonal stance is revealed as knowing when *not* to use interpersonal resources. Negotiating shifts between opposing stances is complex. Students, as novice writers, face the challenging task of managing the array

of APPRAISAL resources to produce texts with appropriate values, graded appropriately, and which engage appropriately with other voices. Part of maintaining an apparent 'objective' tone is the use of more 'covert' ways of expressing interpersonal meaning. The withholding of ENGAGEMENT resources in a section of an otherwise highly heteroglossic text is an important way to construct a more implicit stance.

### 6.2.2 Engaging with other voices through contraction

While MH and AH do not differ markedly in degrees of heteroglossia, they differ in preferences for heteroglossic resources. In AH, the heteroglossia is primarily dialogically expansive, resulting from attribution of propositions to external voices. However in MH, resources of dialogic contraction are more frequently used and revolve around anticipation of the putative reader. This section explores the most commonly used contractive resources in the MH texts.

Over the three MH texts, resources of counter are commonly used to limit anticipated views which conflict with the intended argument. The following example demonstrates the use of counter-expectancy to limit the PAC's overall significance and open up space to discuss other methods of resistance in the struggle against apartheid.

MHS1: **However**, the PAC symbolized a struggle which was Black **only**, opposed to the inclusion of other groups, and which was led by Robert Subokwe and other former ANC members.

Resources of counter such as those exemplified above are critical in MH writing. They are frequently used to open up space for further argument on a particular topic, as a kind of 'but wait, there's more' strategy, as they enable movement from one point of importance, to another conflicting point of importance. This is particularly evident in the syndromes that counter forms with other types of dialogic contraction. Resources of counter may be used together with denial to position two propositions as equally important.

MHS2: **While** [counter] the domestic resistance movement was **nevertheless** [counter] just as important, the international response **cannot** [deny] be discounted.

Counter is also used with pronouncement. Pronouncements involve the interpolation or intervention of the writer's voice in the text in order to vouchsafe a proposition. They anticipate 'some contrary pressure of doubt or challenge against which the authorial voice asserts itself' (Martin & White, 2005:128) and are dialogistically contractive. In the following example, proclamations are used to frame both sides of a proposition introduced with counter-expectation, strengthening further the dialogic contraction around that proposition.

MHS2 **In fact**,[proclaim] **while** [counter] events such as the death of Chris Hani in April 1993 and the escalation of civil war violence can be attributed to the collapse of Apartheid; international pressure **ultimately** [proclaim] facilitated the means by which both the ANC, Inkatha and the National Party came to an agreement in 1993.

Resources of counter are also occasionally used in tandem with dialogic expansion in MH texts. The ability to argue for a particular 'point' or thesis amidst the complex interplay of alternative voices and disparate events can be a challenge for students. The combination of dialogic expansion and contraction, however, enables the negotiation of many voices while constructing a coherent argument for one side. Where dialogic expansion occurs in the MH texts, it is almost always coupled with dialogic contraction. For example, in the following extract, students acknowledge other opinions on embargoes before closing them off with the counter-expectant 'however' and further contracting with denial.

MHS2: At the time SA had a growth rate in the economy of 6%, second only to Japan, and **it was seen that** [acknowledge] effective embargos would cause SA to capitulate under international and economic pressures, **however** [counter] this **did not** [deny] occur.

Resources of counter are critical in such cases. They enable writers to briefly open space for alternative views, maintaining the appearance of objectivity and demonstrating a consideration of the other view before closing it off and constructing their own thesis or 'point'. Learning to manage such shifts between dialogic expansion and contraction is crucial to success in writing for MH and the resources of counter are critical in this dialogic process.

The frequency with which resources of counter appear in the texts, and their combination with other contractive resources in syndromes of contraction, reveal counter-expectancy as critical to writing in MH. Specifically, counter is an important resource in managing the positioning of the reader in cases where there is more than one side to the argument. It can be used together with dialogistically expansive resources to manage competing knowledge claims. This is especially important in MH, where knowledge is contested and where examination questions are often framed in terms of degree. HSC questions in this discipline often begin with 'to what extent' as outlined in chapter 3. In such questions students must be able to acknowledge possible alternative interpretations and negotiate the interaction of complicated factors contributing to a particular historical outcome. Resources of counter enable the introduction of particular perspectives before closing them down as possibilities and turning to another interpretation. In other words, they enable the privileging of some evidence and argument over others.

An understanding of the dialogic and contractive nature of writing in MH would benefit students, who, for the most extent acquire the ability to write like this (or not) tacitly. Effective use of countering strategies requires an understanding of the persuasive purpose of writing and encompasses the recognition that the position for which one is arguing may not be universally held. This kind of anticipation of the putative reader is an advanced skill. The tacit ways that most students currently acquire the ability to write persuasive texts in the senior secondary context means that only a small section of highly-achieving students develop the sophisticated skill necessary to manage the complex demands of writing 'appropriately' dialogic texts in axiologically charged subjects. A greater understanding of the ways to engage with pre-existing or alternate

viewpoints, and the ability to make this explicit in writing instruction would contribute to making these difficult skills available to all students.

### 6.2.3 Engaging with ‘facts’

Writing in MH is also notable for reference to ‘facts’ and their use in the construction of persuasive argument. While references to facts may at first appear ideational only, their function in managing interpersonal stance was found to be both variable and important. Texts in MH, AH and SAC all make use of reference to fact, although the strategy is illustrated here mainly with reference to the MH texts due to its prominence in History writing. This section outlines the varying ways that references to facts are used and explores how these uses may fit within the system of ENGAGEMENT.

In MH and AH, students use the construction ‘the fact that’ to present two different types of information. The first concerns the reporting of actual events or happenings as ‘fact’. In these cases, a claim that something happened (or didn’t happen) is labelled as a ‘fact’.

MHS2: Moreover, **the fact that** Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure.

MHS2: Ultimately, **the fact that** de Klerk did not use the military power that Botha used to suppress Apartheid, is evidence that his decision to give in to the demands of the non-white majority came in the light of international condemnation if he didn’t accept an agreement.

The labelling of historical events as ‘fact’ demonstrates that they are understood by the writer to be self-evident, unproblematic and unlikely to put solidarity with the reader at risk. However students also use the construction ‘the fact that’ to refer to conclusions or interpretations of historical happenings. While interpretations of events are more likely to put solidarity with the reader at risk than reporting of events,

reporting them as ‘fact’ can result in a blurring of the line between historical event and interpretation, as shown in the example below.

MHS2: **The fact that** President Botha formulated “Total Strategy” as a response to both international and domestic resistance, which he called “Total Onslaught” is evidence of the effectiveness of the international resistance.

It may be a ‘fact’ that Botha formulated ‘Total Strategy’. The proposition that he formulated it ‘as a response to both international and domestic resistance’ however, is an interpretation or conclusion drawn from historical events. In this example, both the formation of ‘Total Strategy’ and the interpretation of Botha’s motivation in doing so are presented packaged together and labelled as the one ‘fact’, which is then used as evidence of a further conclusion or interpretation. This blurs the boundary between event and interpretation, and makes the reporting of interpretation less risky. The event is not disputed, and packaging it with an interpretation in such a way results in the impression that the interpretation is similarly undisputed.

Not only do students use ‘the fact that’ to present their *own* interpretations or conclusions as fact, they also present other people’s interpretations as factual. In the following example, it is difficult to determine whose fact it is that ‘Blacks could not govern themselves’.

MHS2: Moreover, this was reinforced by his “frontline States” policy, wherein effectively he drew attention to **the fact that** Blacks could not govern themselves, creating havoc in Angola, Mozambique and Namibia throughout the 1980s.

The proposition has been constructed to attribute the frontline states policy to Botha. He is then the one who draws attention to ‘the fact’. It appears to be Botha’s fact that ‘Blacks could not govern themselves’, however the way it is expressed as ‘fact’ by the writer makes it appear that they share responsibility for the proposition with Botha. The result is a proposition which appears to merge an event, a historical figure’s opinion and the writer’s own voice. The use of ‘the fact that’ partly conceals these

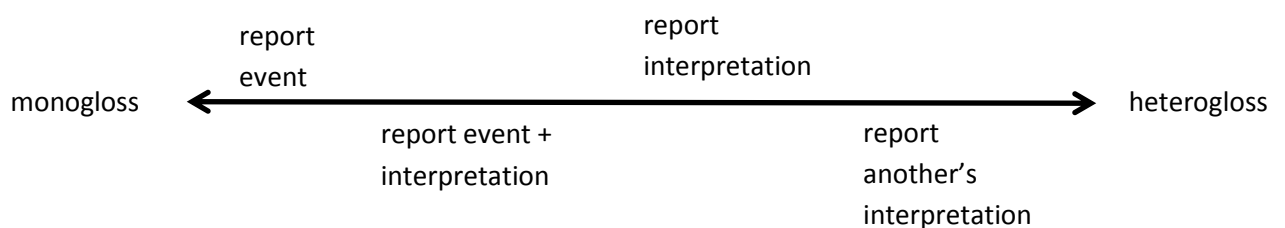
complicated dialogistic connections, and the writer's own voice is obscured in the link between the attribution to another voice and the presentation of historical events.

Other people's conclusions are also represented as fact through direct reporting of their own claims to factuality. There are no examples of this in the MH texts but it is present in SAC writing and is exemplified below.

SACS2: As stated by Dahrendorf – "Inequality is not merely a matter of an individual's abilities and aptitudes; it is above all a social **fact**. The opportunities an individual has and even his/her abilities are in part governed by his/her position in society."

In the example, a leading figure in the field is reported as claiming inequality as a social fact. The student is thus using another's statement of 'the facts' to lend authority to their own argument. This use of 'fact', within an attributed proposition, draws explicit attention to the dialogism present in the text.

In summary, there are degrees of ENGAGEMENT with other voices through the construction 'the fact that' in MH writing at senior secondary level. References to 'fact' such as the uses of 'the fact that' exemplified above, push the boundaries between monogloss and heterogloss and open up the possibility for alternative voices and opinions. Heterogloss is introduced through the merging of events and opinions, which either originate from the subjectivity of the writer, or which in some cases, explicitly involve external voices. The different types of references to facts suggest a cline of heteroglossia moving from construing events as factual (towards monogloss), to presenting other people's interpretations as factual (towards heterogloss). This is illustrated in Figure 6-1 below.



**Figure 6-1:** Cline of factivity

While the reader may be inclined to interpret the labelling of events as fact monoglossically, references to interpretations labelled as fact invoke a more heteroglossic interpretation. Reporting of events as fact is therefore located toward the more monoglossic end of the cline from where claims to factivity move towards increasing degrees of heteroglossia. The reporting of events plus interpretation as fact, the reporting of interpretation only as fact, and the reporting of someone else's interpretation of fact represent increasing heteroglossic steps.

The heteroglossic effect of labelling something as a 'fact' results from its function to open up the question of alternative viewpoints. Marin and White explain that it 'is only necessary to insist when there is some counter viewpoint against which the insistence is directed' (2005:128). The very act of proclaiming something as fact therefore implies the anticipation of alternate viewpoints. Halliday and Matthiessen's description of fact clauses as a type of 'ready packaged' projection (Halliday & Matthiessen, 2004:470) also supports this interpretation of 'the fact that' as heteroglossic.

The heteroglossic effect of labelling something as 'fact' can also be illustrated through a reworking of one of the examples from above. The following excerpt was given above as an example of events or happenings being presented as fact.

MHS2: Moreover, **the fact** that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure.

This proposition can be slightly re-worked to remove 'the fact that' through nominalisation.

'Botha's creation of interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure'

This reworking has the effect of producing a monoglossic bare assertion which does not allow space for alternative viewpoints. The inclusion of 'the fact that', however, anticipates the possibility of other viewpoints and serves to close them down before they can find purchase in the argument. It is thus dialogically contractive. It also obscures the voice of the writer and presents the proposition as unproblematic and



neutral. Halliday and Matthiessen also make this point, stating that a 'pre-projected fact in a "relational" clause represents the assessment as "objective"' (Halliday & Matthiessen, 2004:606). The use of 'the fact that' functions to dress up opinion, which is 'pre-projected' so less accessible as projection, as objective; as a way to make evaluation seem more 'academic' and less contingent on the perspective of the writer.

The cline of factuality in evidence through the construction 'the fact that' continues toward more straightforward heteroglossia in another construction involving claims of factuality: the use of the construction 'in fact'. There are far fewer examples of the construction 'in fact' in the data. It is far easier to place within the system of ENGAGEMENT than 'the fact that' and its meanings are far less variable in each instance of use. 'In fact' is a type of dialogic contraction which involves authorial intervention in order to assert the warrantability of a proposition, a category in the ENGAGEMENT system called pronounce. In the following example, 'in fact' is an overt intrusion of the student's voice in the text, signalling their investment in the proposition.

MHS2: **In fact**, while events such as the death of Chris Hani in April 1993 and the escalation of civil war violence can be attributed to the collapse of Apartheid; international pressure ultimately facilitated the means by which both the ANC, Inkatha and the National Party came to an agreement in 1993.

Such pronouncements are often made in the implied presence of 'contrary pressure of doubt or challenge' (Martin & White, 2005:128) and can therefore also occur coupled with counter expectancy. Both the example above and the one below make use of counter-expectancy to form syndromes of dialogic contraction which close down anticipated alternatives to the writer's position. In the example below, the writer begins by signalling counter-expectancy, and then intervenes explicitly in the text, claiming the countering move as factual.

SACS2: **Whereas** [counter] the conflict theory suggests that all people are equal, it is **in fact** [pronounce] only their access to authority and power which generates inequality.

This combination strategy of counter and pronouncement strengthens the force of the counter-argument and raises the interpersonal cost of dissent. Combining counter-expectancy with pronouncement is a rhetorically powerful, however far more overt, strategy for persuasive argumentation than the use of the construction 'the fact that', which obscures the writer's own voice far more.

The overt nature of such pronouncements is a possible reason for the relatively infrequent use of 'in fact' compared to other claims to factivity. There are roughly five times as many uses of 'the fact that' than there are proclamations of 'in fact' in the data, perhaps reflecting implicit student awareness of more covert ways of constructing interpersonal stance. Pronouncements such as 'in fact' are overtly grounded in the individual subjectivity of the writer. They put more at stake interpersonally than propositions which are pre-packaged as objective and presented in a relational clause in a relationship of token-value, as in the case of propositions referring to the 'the fact that'. Students therefore prefer to leave most claims to factuality to the more vaguely dialogically contractive construction 'the fact that'.

In summary, claims to factivity play an important and complex role in constructing interpersonal stance. They are dialogically contractive and function by anticipating possible alternatives and closing them down. Claims of factivity may implicate the merging of events, the writer's own voice and other voices in the field and appear to suggest differing levels of heteroglossia along a cline. So-called 'facts' are an important basis for argumentation in MH, however the basis upon which something may be claimed as 'fact' is less than clear. Students' historical gazes must be cultivated so they understand which events and interpretations are undisputed enough to be claimed as fact and which need to be more carefully treated if they are to succeed.

In addition, all but one of the references to 'fact' above come from the same text, MHS2. This indicates the complexity of interpersonal resources a student may have to manage within the one text. Each use of the same construction above yields a slightly different meaning, as the student negotiates a path between monogloss on the one hand and heterogloss on the other. Students need not only to be able to manage varying degrees of alignment with other voices in text, but also the subtle negotiation

of shared responsibility for propositions in a field which is axiologically charged. As discussed in chapter 5, MH is a field of valued ethics. Students therefore need to take care with what they claim as fact and with whom they share responsibility so that they display the ethics which are valued by their marker.

#### 6.2.4 Engaging with Evidence.

Like references to facts, references to evidence are an important feature of writing in MH. Evidence is mentioned several times in the MH syllabus. The glossary (NSW Board of Studies, 2004b:86) defines evidence as ‘the information that tends to prove or disprove a conclusion. It can be used to establish a fact or to support an argument’. Reference to evidence therefore has a heteroglossic role, indicating a need to support argument with reference outside the writer’s own voice. It also anticipates possible points of disagreement and alternative views where such reference to the ‘evidence’ may be necessary.

References to evidence are dialogically contractive, as they function to present a proposition as maximally warrantable. However what sub-type of dialogic contraction they represent can be difficult to determine. For example, a popular construction in several texts is to say that ‘x is evidence of/that y’ as exemplified below.

MHS2: Ultimately, the fact that de Klerk did not use the military power that Botha used to suppress Apartheid, **is evidence** that his decision to give in to the demands of the non-white majority came in the light of international condemnation if he didn’t accept an agreement.

In this example, the use of ‘evidence’ functions by ‘representing the proposition as highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable, etc)’ (Martin & White, 2005:98) thus ruling out opposing positions. Such appeal to evidence in support of an argument is dialogically contractive as it closes down opposing viewpoints by presenting the writer’s argument as considered, well-founded and valid. The prosody from the co-text also contributes to the reading of

‘evidence’ as contractive. There is a collection of dialogically contractive language in the example which both sets up an expectation of contraction and also reflects contraction back, resulting in the reading of *evidence* as contractive.

MHS2: **Ultimately** [pronounce], **the fact that** [pronounce] de Klerk **did not** [deny] use the military power that Botha used to suppress Apartheid, **is evidence** that his decision to give in to the demands of the non-white majority came in the light of international condemnation if he **didn’t** [deny] accept an agreement.

Such references to evidence could be understood as a type of endorsement indicating shared responsibility with voices outside the text, similar to ‘the report demonstrates/shows/proves that...’ (Martin & White, 2005:134). Alternatively, they might be interpreted as pronouncement, where the author’s voice intrudes into the text in order to ‘vouchsafe’ the proposition. I have coded them as endorsements, as the author’s voice is not salient as in pronouncing constructions such as ‘the facts of the matter are’. While I analyse constructions like ‘x is evidence of y’ as endorsements, however, I also acknowledge that they do display a level of interpretation on the part of the writer beyond what is commonly communicated through other endorsing constructions like ‘the report shows’. While not being as categorical as meanings of pronounce, constructions such as ‘x is evidence of y’ seem to sit somewhere between pronouncements and endorsements.

These evidence-based locutions seem to fit uneasily in the ENGAGEMENT system, and necessitate further study to ascertain their exact function. While they could be interpreted as monoglossic bare assertions, they do function to share responsibility for the proposition with something outside the author, albeit often an inanimate object or a series of events. They do not function in quite the same way as endorsements such as ‘the study shows x’. In such endorsements, the clear target of endorsement is the study. However evidence-based locutions appear to combine endorsement with interpretation of what is being endorsed as representing evidence. Of course, endorsements such as ‘x study shows y’ also involve interpretation on the part of the writer, who is appealing to other voices in support of their own argument. The

interpretation of the referenced source in such cases is more hidden, however, than when the word 'evidence', which is associated strongly with interpretation, is used.

### **6.2.5 Objectivity in Modern History**

MH is a field in which references to evidence and facts play an important role in the construction of argument and the management of dialogism in students' written texts. The prominence of references to facts and evidence in student texts reveals how important a semblance of objectivity is in knowledge claims in MH. Both the pre-projected 'fact' and the use of 'evidence' to endorse knowledge claims function to partly obscure the subjectivity of the writer's voice and share responsibility for knowledge claims with something outside the writer. They both function to assert the maximal warrantability of a claim and to predict and close down the possibility of alternative perspectives. References to facts and evidence present an argument, interpretation or opinion as almost self-evident. Within the context of a contested knowledge space, they make opinion less available to negotiation.

The nature of 'objectivity' in the subject of History is highly debatable (Coffin, 2006). The point has been made, however, that secondary school students are expected to write 'substantiated, empirically detailed, well-researched and balanced accounts' which are often characterised as 'objective' and which are written within the context of a field where numerous perspectives compete (Coffin, 2006:9). This raises important pedagogical implications. Students and teachers must first understand the dialogistic nature of History in the field of production so that they may anticipate possible positions of their putative reader in the field of reproduction. Students must also develop control of ENGAGEMENT resources necessary to present opinion in an apparently objective manner. In particular, they must be able to use resources of dialogic contraction to present their arguments as the logical outcome of apparent facts and evidence. Such knowledge about language would enable students better to understand the constructed and positioned nature of knowledge and yield benefits beyond the study of history into the development of students' critical literacy.

The nature of writing in History also raises implications for SFL theory. The difficulties surrounding ‘evidence’ and the discussion of ‘fact’ above, suggest the need for more work on ENGAGEMENT in different intellectual fields. There is a tendency for particular fields to push against the edges of the system with constructions for which it is not yet fully able to account. This thesis contributes to the continuing discussion which has begun around the application of APPRAISAL in many different contexts (Economou, 2013; Hommerberg, 2013; Macken-Horarik & Isaac, 2014; J. Martin, 2013) and the sufficiency of the model in accounting for the different uses of language in these different contexts. I have chosen a conservative approach, preferring to raise questions rather than proposing changes or additions to the system, as the motivation of proposed changes should be considered on the basis of research considering usage across more texts than can be managed in qualitative research such as this (Bednarek, 2013; J. R. Martin, 2013b; P. R. R. White, 2013). Studies such as this, however, can be important in bringing to light areas in which the system of language description as it currently stands does not seem to ‘gel’ with usage and therefore point the way to direction where further research is needed.

### **6.3 Engaging with other voices in Society and Culture**

The third subject in the data set, SAC, shares both similarities and differences to previously discussed subjects. Texts in SAC contain a similar degree of heteroglossia and there are no completely monoglossic paragraphs in any SAC text. This pattern reveals a similar need for students in SAC to contend with alternative voices in a contested knowledge space. This section continues with an investigation of prosodies of ENGAGEMENT in SAC, focussing on the orientation of ENGAGEMENT, privileged resources of ENGAGEMENT and their effects, and the demands that negotiating dialogism in SAC places on students.

### 6.3.1 Engaging through dialogic contraction

SAC differs from the other subjects in the resources of ENGAGEMENT privileged. While writing in AH is dialogically expansive, writers in SAC prefer dialogically contractive resources of ENGAGEMENT. Although writing in MH is also dialogically contractive, contraction in SAC writing is more pronounced, and there are differences in the ways contraction is achieved. While the texts in MH show a relative preference for resources of counter, writers in the SAC texts rely more on resources of deny, as exemplified below.

SACS1: They have a 30yr less life expectancy as they **cannot** afford, or do **not** have access to socially valued resources eg hospitals.

SACS2: Only 8% of Aboriginal people occupy white collar jobs with 83% employed in unskilled manual labour. due to the **lack** of education available to them...

SACB1: Various levels have compiled reports on the issue but **no** action as of today has been taken.

Although deny is the most common ENGAGEMENT resource in the data set of SAC texts, there is a distinct pattern of ENGAGEMENT in each individual SAC text. SACS1 relies heavily on resources of deny to achieve dialogic contraction while SACS2 achieves dialogic contraction through a preference for counter. Although SACB1 is contractive overall, entertain and deny are the most preferred ENGAGEMENT resources and appear in equal proportions. That is, if only the most commonly used resource of ENGAGEMENT is considered, SACB1 is balanced between dialogic expansion and dialogic contraction. The overall contractive orientation of the text is achieved through the additional use of large amounts of counter, which is the third-most preferred resource of ENGAGEMENT and which appears almost as regularly as entertainments and denials. That is to say that although the texts in SAC share commonalities in their contractive orientation, with denial prominent overall, they also display a notable degree of variation.

The difference in resources used to achieve the prevailing contractive orientation of SAC texts marks it out as different from the other subjects so far. Both AH and MH share more commonalities between different writers in the one subject. This diversity in SAC suggests both more freedom in writing in SAC and a corresponding greater demand on students, who would benefit from an understanding of a wider variety of resources of ENGAGEMENT than students in both MH and AH.

#### ***6.3.1.1 Engaging with other voices through denial***

Text SACS1 in particular demonstrates the strongly contractive nature of writing in SAC as it contains a large amount of denial, resulting in an overtly contractive text. It is common for denials in SACS1 to build upon each other, creating a prosody of denial and increasing the strength of each subsequent denial.

SACS1: Non-Indigenous people are **not** willing to support the Aborigines due to their race, hence they are in a cycle that they **cannot** get themselves out of. Infant mortality is a huge indicator of their poor health states. Riddled with malnutrition, **not** many babies survive, and the ones that do experience both intellectual and physical disabilities hindering them for life.

Such explicitly contractive denial, which strongly closes down potential opposing views, puts solidarity with the reader who refuses to align at risk. It is important to ensure the right attitudes are advanced. The interaction between systems of ENGAGEMENT and ATTITUDE will be considered more fully in the final chapter, however it is noted here that results from analysing a text through one system (ENGAGEMENT), may open up questions necessitating a focus from another system (ATTITUDE). In SACS1, the strongly categorical way opposing views are closed down means that students must take care to express the right values, or risk alienating the marker who is the gatekeeper to their academic success.

Dialogic contraction is also intensified in SACS1 through the combination of different contractive resources to create contractive syndromes. In the following example, the



writer draws on three contractive resources to close down the proposition that Aborigines are violent trouble-makers.

SACS1: It is **not** the case that Aborigines as a race are **just** violent and cause trouble, it is a result of the prejudice they face when they stand before the court because of the nature of difference. They **really** receive longer more harsh prison sentences for the same offence because of their race.

An initial denial is followed by a counter, which strengthens the denial of the proposition that Aboriginals are 'violent and cause trouble'. When the pronouncement 'really' is reached, vouchsafing the alternate view, a position of agreement with the writer has been naturalised by the preceding denials. This contractive syndrome has two effects. The first is the strengthening of contraction around the proposition, through the cumulative effect of multiple contractive resources. Very little space is left for alternative views, which are introduced through the process of denying them, but which find very little purchase in the argument. The second effect is that the pronouncement, involving an explicit interpolation of the writer's voice, is prepared for by the previous dialogic contraction. Each alignment with a stance set up by a previous contraction makes disalignment less likely. The reader is therefore 'primed' to accept the writer's pronouncement as warrantable. This method of preparing for pronouncements with preceding forms of dialogic contraction is a useful strategy for students to introduce their own voices more explicitly while reducing the risk of seeming subjective.

SACS1 contains a significant amount of pronouncements which are not always 'prepared for' in the manner described above. When combined with the large amounts of deny, the result is a text which is not only very strongly contractive, but which also foregrounds the writer's voice in achieving this contraction. This contrasts with writing in MH and AH where authority for propositions is more often shared with others. The fact that a text can be so highly categorical and still be highly rated by the marker is interesting and points to the need for careful axiological alignment between the perspectives of the writer and the perspective deemed appropriate to the marker. There is, however, a strategy employed in several of the SAC texts which disguises or

softens the use of authorial pronouncements. This will be explored in section 6.3.1.2 below.

### **6.3.1.2 Degrees of implicit contraction**

Points of difficulty in analysis or disjunctions in the texts can be revealing for what they suggest about the development of students' control of heteroglossia. A particular construction, 'can be seen', which is prominent in SACS2 particularly, and which is also present to a lesser degree in other subjects, is the focus of discussion in this section. This construction, exemplified below, represents a developmental stage in students' control of dialogic contraction, and was difficult to categorise according to the ENGAGEMENT system.

SACS2: Over time, it **can be seen** that this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act.

In this section I demonstrate the different ways the construction is used and position it on a developmental pathway towards more implicit ways of dialogic contraction. I also provide an argument for my coding of 'can be seen' within dialogic contraction.

The construction 'can be seen' introduces heteroglossia into the text through an awareness that other possibilities must be acknowledged, if only to close them off. If 'can be seen' were left out, the statement above would be a monoglossic bare assertion:

\* Over time this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act.

Modal verbs are often used to entertain a proposition as but one of a number of possibilities (Martin & White, 2005). However in the case of 'it can be seen', the writer does not construe a meaning of dialogic expansion similar to *it seems, it appears, apparently, the research suggests*. Although the word 'can' is used, the construction as a whole does not use degrees of probability to open up space for alternative viewpoints. As illustrated in the following example, the construction 'it can be seen' is used to close alternatives down. Flanked on both sides by other forms of dialogic

contraction such as counter and denial, 'can be seen' carries a meaning close to 'are evident'.

SACS2: Throughout time governments have tried to reduce the level of inequality amongst Aboriginals and non Aboriginals by introducing a zero-tolerance against discrimination **but** [counter] it's limitations **can be seen** as it is **still** [counter] **unable** [deny] to control the inner opinions and prejudices of society.

The prevailing orientation of SAC texts is to be dialogically contractive. Read in this context, and reflecting the dialogic contraction from the co-text, 'can be seen' functions as a statement of dialogic contraction, closing off any dissenting opinions from the one advanced by the author.

The sometimes disjunctive effect of the construction 'can be seen' is a further key to its more precise function in the system of ENGAGEMENT. The use of the passive in 'can be seen' can sometimes seem stilted as exemplified below.

SACS2: Assimilation of the Aboriginal community **can be seen** significantly in the exploration of the "Stolen generation" whereby hundred/thousands of Aboriginal children were taken from there parents in the governments attempte to "breed out" the Aboriginal culture.

The disjunctive effect of the passive 'can be seen' can, however be linked to its heteroglossic function. Students' use of the passive may result from a desire to soften or obscure their own voice in their writing. The belief that first person must be avoided at all costs in academic writing seems ubiquitous. It is often believed to lead to an appearance of subjectivity, and the use of the passive is often suggested as means to avoid first person and appear more 'objective' (CALT Learning Support, 2007). However, if the first person reference is not avoided, and 'can be seen' is rendered more congruently, the heteroglossic effect becomes stronger. In such cases a meaning of pronounce, involving explicit authorial intervention, becomes clearer. This is illustrated with an example from a CAFS text below.

CAFSB1: So, **as we can see** awards, anti-discrimination policies + grievance procedures contribute to supportive workplaces to a large extent.

A further movement toward increasing congruence is to omit 'can' altogether, simply making first person statements including the reader. In such cases the writer's voice is not obscured at all, but directly engages with the reader to close off possible alternatives, increasing the interpersonal cost of dissent.

SACB1: If we look at the society valued resource of access to childcare facilities **we see** that women of Australian society are severely disadvantaged.

In this example, no space for alternative viewpoints is left, however the proposition is contingent on the subjective view of the writer. That is, a monoglossic bare assertion has been avoided by making the subjective nature of the assessment clear; however the writer also sets themselves up very strongly against any anticipated opposition to their argument.

Given the contractive nature of 'can be seen' and variations on this type of construction (including 'this is evident') demonstrated above, they have been coded as *pronounce* in the data. They express meanings like 'we can see that...' or 'we can conclude that...' and represent an authorial intrusion into the writing to draw conclusions from evidence and events. The use of such constructions generally assumes agreement from the reader and closes down space for alternative viewpoints, 'vouchsafeing' (Martin & White, 2005:128) the proposition against any contrary pressure. At the same time, they attempt to obscure the voice of the writer to some extent, through the use of the modal 'can' and the non-specific attributive nature of the construction (it can be seen by whom?). This construction therefore seems to represent a developmental stage along the cline from direct pronouncements to more indirect methods of closing down dialogic alternatives.

### **6.3.2 Diversity in engaging with other voices in SAC**

SAC is the most diverse in patterns of ENGAGEMENT resources of all the subjects explored so far. Although a clear preference for dialogic contraction is discernible when considering the three texts together, they each achieve this contraction in different ways. This means that students must be proficient in the use of many resources to engage with other voices in SAC and must also be able to combine different resources for particular rhetorical effects. Resources of deny and counter are particularly important as students close down space around anticipated alternatives in order to open up space for the argument they are pursuing. Due to the large amounts of dialogic contraction, the SAC texts read as more strongly categorical than the texts in the other subjects so far.

SAC is revealed from this data as a subject in which unambiguous and straightforward presentation of an argument is valued, even within a contested knowledge space. The heteroglossic nature of the writing indicates that alternative views must be engaged with. These views may, however, be closed down overtly, and the students' own voice may intrude more explicitly than in MH and AH. The question of why it is possible for students in SAC to be so apparently straightforward in their denial of other possibilities relates in part to the nature of knowers in the field of SAC and will be taken up in section 6.6 below.

## **6.4 Engaging with other voices in CAFS**

The CAFS texts are generally as heteroglossic as the texts in the other subjects. The fact that all the texts in the study show similar degrees of heteroglossia reveal that students are aware, at least implicitly, of the contested nature of knowledge in the humanities and the necessity for acknowledging the multiplicity of perspectives possible in the respective fields of study. Apart from this similarity, however, each subject thus far has revealed a preference for differing prosodies of ENGAGEMENT. This section outlines the preferences for ENGAGEMENT particular to CAFS, including the

orientation of ENGAGEMENT, privileged ENGAGEMENT resources and the demands that negotiating dialogism in CAFS places on students.

### 6.4.1 Entertaining other voices

As in AH, CAFS writers show a clear preference for dialogic expansion, however it is created differently. While writers in AH make space for other voices through attribution, writers in CAFS rely to a large extent on resources of entertain, which stand out across the three texts as the most predominantly used resource of ENGAGEMENT in CAFS writing. So while AH writers present propositions as grounded in the subjectivity of the other voices to which they refer, CAFS writers present propositions as but one of several possibilities. This is achieved through the use of a large amount of modality, as illustrated below.

CAFSS1: Feel that they **would** be able to support child financially, **might have to** make home alterations. Female **might have to** take time off work to stay home with child at a young age after birth. Father work. Reasons for having child **may be** for emotional wellbeing to love and give affections as well as receive it. Also to carry on the family name. **May** want the money that comes with having a child the government payout to help with their finances. The having of a child **could** help their relationships improve status as a parent in society.

Attribution of other voices is rare in CAFS compared to AH. This reveals a different orientation toward knowledge and knowers which will be explored more fully in section 6.6 below. Briefly, important knowledge in AH is sourced to important historical figures and modern day and ancient historians. AH is thus revealed as a subject which establishes hierarchies of knowers, who are then relied upon to support knowledge claims. On the other hand, knowledge in CAFS appears to originate with the writer, who then opens up dialogic space around their opinions through the use of modality which *entertains* propositions as but one possibility among several. The basis of knowledge claims in CAFS is therefore less transparent. Students must have adequate control of the ENGAGEMENT resources to author knowledge claims in a way

that does not put solidarity with the reader at risk. Resources of entertain are therefore critical to writing in CAFS as they enable the propositions to be presented as but one of many alternatives.

#### **6.4.1.1 Combining entertain with dialogic contraction**

In addition to entertaining propositions, CAFS writers also make use of resources of disclaim to present more than one side of an argument and appear more 'objective'. The strategy of alternating expansive resources of entertain with contractive resources of disclaim enables a proposition to be presented as a possibility and then to be denied or countered, and an alternative view presented as possible or probable.

CAFSS2: Children **might** [entertain] disagree with what parents have said or **may** [entertain] have a reason for acting like they did – **unable** [deny] to explain themselves properly. This is **unfair** [deny] as everyone has the right to explain themselves. Children begin to distrust their parents, **won't** [deny] go to them for support or guidance, **can** [entertain] become withdrawn or depressed. **On other hand** [counter] children **can** [entertain] become even more annoyed, and opinionated and try and get the attention of their parents by acting up & misbehaving.

Expansion and contraction are also used together to create syndromes of 'entertained contraction' in CAFS writing. CAFSS1 makes particular use of this strategy. The combination of entertain with disclaim in the construction 'may not' creates a syndrome of 'entertained denial' and results in the softening of the denial through the use of modality. This is exemplified below.

CAFSS1: Child **may** [entertain] **not** [deny] accept parent – feel anger, annoyance + contempt towards them

Although the proposition contains dialogic contraction, it does not appear to read as contractively as if there were no entertain 'softening' the denial. The text makes generous use of 'entertained denial', and while it contains only very slightly more dialogic expansion than contraction, it still gives the impression of being highly dialogically expansive. It is as if the expansion functions to counteract the contraction

while still leaving a trace of dialogic expansion behind. The result is a text which appears to be very open to alternate views. Although this strategy is especially important in CAFSS1, it is present in all of the texts as the examples below illustrate.

CAFSS1: **May** [entertain] **not** [deny] like the change in family – prefer old routine – hard for them to adapt.

CAFSS2: Some cultures also **may** [entertain] **not** [deny] like males being/playing the part of the carer

CAFSS1: **While** [counter] they **may** [entertain] **not** [deny] be successful in every situation, the **most often** [entertain] result in happier employees who then are more productive

Another syndrome of entertained contraction similar to the example above is the combination of entertain with counter in a construction like ‘may still’ as exemplified below.

CAFSS1: **may** [entertain] **still** [counter] be smoking + on drugs + alcohol (mother) harms baby

This construction has the same effect of softening the dialogic contraction and leaving the reader with a sense of the proposition as but one of several possible alternatives. These two strategies, of using dialogic contraction as a way to present a series of alternate arguments one after the other, or to create syndromes of entertained contraction are important ways that students of CAFS present multiple possible sides to an argument. The necessity for such a strategy and its uniqueness in CAFS writing may stem from the fact that the responsibility for propositions in CAFS originates with the writer themselves and not from attributed others as in AH. The inability to reference others and the fact that the values underlying CAFS are so personal, being predominantly AFFECT, may mean that students in CAFS need a way of ‘hedging their bets’ to create open texts. Strategies of entertained contraction such as those exemplified above allow dialogic contraction to be harnessed in the service of overall dialogic expansion in the text as a whole. They assist in the sequential presentation of differing perspectives and the appearance of objectivity insofar as different views are



entertained, even when these views are based in the subjectivity of the writer's own voice.

#### **6.4.1.2 Combining ENGAGEMENT with ATTITUDE**

Section 6.4.1.1 above deals with the combination of the apparently opposing orientations of dialogic expansion and contraction in the ENGAGEMENT system. However the combination of resources across the sub-systems of APPRAISAL is also important in CAFS. In particular, the combination of certain ATTITUDE values with ENGAGEMENT colours the reading of locutions attributed to other voices. An example is provided below.

CAFSS2: **There are** stereotypical & sexist **views** still present such as those that men shouldn't go into nursing...

In the example, the stereotypical and sexist views are attributed to non-specific people. There is no overt indicator in 'there are views' as to the writer's stance toward the attributed material, as there would be in a locution such as 'there are claims', for example. The views are said to be *acknowledged* in the system of ENGAGEMENT. However, the writer judges the views negatively as stereotypical and sexist, which colours the attribution for the reader, who then perceives it more as a distancing move. The negative capacity in 'stereotypical' and the negative propriety in 'sexist' make it very unlikely that the writer wishes to align with these reported views. So although there is 'no overt indication...via the choice of the framer, as to where the authorial voice stands with respect to the proposition' (Martin & White, 2005:112), the use of the strongly judgemental terms makes it clear that the writer opposes these views.

In addition, the counter-expectancy in the word 'still' further adds to the negative evaluation around the reported views. The fact that these views are apparently negatively judged and persistent, despite expectations that they perhaps should not be, all add to the perception by the reader of a distancing toward these reported views rather than a more neutral acknowledgement that they exist.

CAFSS2: **There are** stereotypical [-cap] & sexist [-prop] **views still** [counter] present such as those that men shouldn't go into nursing...

The locution ‘there are stereotypical and sexist views’ has been coded as *distance*, due to the unmistakable influence of the negative JUDGEMENT on the way the attribution is read. Examples such as this point to the need for more study of the interplay between sub-systems of APPRAISAL and illustrate the complex nature of interpersonal meaning and its construction in language. They also point to the complexity of resources students must manage as they negotiate the construction of a stance in an axiologically charged subject which values the explicit expression of the most personal type of ATTITUDE, AFFECT.

#### **6.4.1.3 An ‘open’ approach to knowledge and knowers**

CAFS writing as a whole shows several differences to the other subjects. While it shares some similarities with AH in that it is largely dialogically expansive, CAFS writing achieves this expansion differently. CAFS writing relies very heavily on modality to entertain propositions as but one of many possibilities, opening up dialogic space. CAFS writing also demonstrates how resources of dialogic contraction may be used in the service of dialogic expansion and how inscribed ATTITUDE can colour the way that certain ENGAGEMENT values are read, affecting their polarity. It could be said that while the SAC texts read as the most strongly ‘categorical’, the CAFS texts read as the most strongly ‘open’ to the possibilities of multiple perspectives and orientations to knowledge and knowers.

Perhaps this is a function of the underlying axiology of the subject, as CAFS adopts the most personal orientation to values out of the four subjects. The preference for expression of AFFECT in CAFS may trigger the necessity for dialogic expansion. AFFECT is the least institutionalised type of ATTITUDE (MARTIN & WHITE, 2005) and may be expected to vary more considerably from person to person than JUDGEMENT or APPRECIATION which are more socially regulated. The personal nature and variability in AFFECT may increase the interpersonal risk of disalignment with stated views in writing and trigger ENGAGEMENT strategies such as those outlined above, to increase the openness to multiple possibilities and views. This makes it very important for CAFS students to be aware of possible alternate values around the issues they are studying and to develop the ability to bring various systems of APPRAISAL together to manage the creation of a stance (or perhaps the avoidance of one) without alienating their marker.

## 6.5 Engaging with other voices across subjects

The subject-by-subject analysis above focussed on differences in prosodies of ENGAGEMENT. When combined with the results of ATTITUDE and GRADUATION analyses in Chapter 5, these differences add to the unique ‘APPRAISAL profile’ that can be built for each subject and which will be discussed in the concluding chapter of this thesis. There are, however, also common patterns across subjects which add to an understanding of how students engage with knowledge through writing across the suite of humanities subjects. This section explores these commonalities and what they suggest about the humanities, including ENGAGEMENT resources common across subjects, ENGAGEMENT resources absent in all subjects and disjunctions resulting from the use of ENGAGEMENT resources.

### 6.5.1 Engaging with other voices through scare quotes

The use of scare quotes is prominent in several texts and occurs in all subjects except AH. They are used in two distinct ways to achieve a distancing effect. In the first, the writer indicates that often unnamed sources refer to something in a particular way, while simultaneously indicating their lack of alignment.

MHB1: Kershaw like so many historians suggests that the **“Final Solution”** to the **“Jewish Question”** was not planned from the beginning...

The ‘Final Solution’ and the ‘Jewish Question’ are not quotes attributed to Kershaw, but distancing moves involving scare quotes. It is not Kershaw himself who originally called the Nazi strategy to eradicate the Jews the ‘Final Solution’, nor was it he who originally referred to the ‘Jewish Question’. The capitalization of the terms ‘Final Solution’ and ‘Jewish Question’ also indicates they are not direct quotes, as capitalization tends to indicate the proper names of subject-specific technicality. Furthermore, these concepts are so negatively axiologically loaded in most western societies that a reading of distance is natural here.

This type of distancing using scare quotes, and its presence across varying humanities subjects, is further evidence of the contested nature of knowledge in the humanities. Students must engage with perspectives which are not their own and which are not viewed favourably in the community of practice in the field of production. They are required to demonstrate their awareness of these views without aligning with them. They must also manage a set of resources to position such perspectives accordingly, while also advancing their own contrary argument. Scare quotes represent a relatively implicit strategy of disalignment as they do not involve explicit negation of the type found in resources of deny or counter. They provide a useful strategy for managing contesting voices within the one knowledge space.

The second way scare quotes are used to achieve a distancing effect revolves around the usage of vocabulary or terminology which seems otherwise out of place. Using scare quotes allows the writer to use colloquial or non-‘politically correct’ terminology to make meaning while at the same time indicating that they realise the language is to a degree inappropriate. This is exemplified below.

MHB1: Anne Franks Diary explores the fear that the measures of terror encouraged. Never knowing if an SS man or even a neighbour would **“dob them in”**. living in such fear is difficult to contemplate and is blatantly wrong.

It is unlikely that ‘dob them in’ is a direct quote from Anne Frank’s Diary. The use of scare quotes represents an acknowledgement by the writer that ‘dob them in’ is colloquial usage which does not meet the expectation of academic language expected in an HSC examination essay. It is a kind of ‘cheat’s way out’ allowing expression of shades of meaning which may not be captured in more formal language, while also acknowledging that the writer is not completely unaware of the usual textual conventions of the genre. This use of scare quotes is a different kind of distancing move than the first. In the first case the writer distances themselves from the *content* or *meaning* of a proposition, while in the second case the writer distances themselves from the *form* of the locution.

This usage of scare quotes indicates a developing awareness about language on the part of student writers. Students may not be able explicitly to express the motivation

behind such use of scare quotes, due to a lack of explicit knowledge about language and the appropriate metalanguage with which to talk about how language makes meaning. Nevertheless, the presence of scare quotes which distance from the *form* of a locution demonstrate an awareness, albeit implicit, of register. Pedagogical implications of this are clear. While there is evidence to suggest that good students have an at least implicit and emergent awareness of social purpose, some explicit knowledge of field, tenor and mode and a metalanguage to talk about language would benefit all students and enable the more purposeful construction of the types of distinctions in meaning they currently make implicitly.

One area of difficulty in the analysis of scare quotes in the texts involves distinguishing between scare quotes which *distance* and quotation which *acknowledges*. This can be particularly difficult in the texts of novice writers who do not yet have advanced levels of sophistication in their language use. The excerpt below illustrates this difficulty.

MH 2002: Kershaw like so many historians suggests that the “**Final Solution**” [distance] to the “**Jewish Question**” [distance] was not planned from the beginning but was the result of “**extremist ideology**” [acknowledge] continued escalation.

In this excerpt, I have analyzed the material in quotation marks as two examples of scare quotes and one example of attribution. It would be generally understood by most readers that it was not Kershaw who called the Nazi policy of genocide the ‘Final Solution’ however the labeling of the Nazi policy as ‘extremist ideology’ could be a direct quote. The matter is complicated as the whole proposition that ‘*the “Final Solution” to the “Jewish Question” was not planned from the beginning but was the result of “extremist ideology” continued escalation*’ is attributed to Kershaw (and others), however the writer has injected further heteroglossia in the use of scare quotes around ‘Final Solution’ and ‘Jewish Question’. The writer thereby obscures the source of all these elements in the proposition and the voices in the text begin to merge. My decisions in coding the text as two examples of distance and one of acknowledge can be illustrated by the following question and answer sequences:

Who says it is the “Final Solution”?	Not Kershaw, nor the writer, axiologically loaded terminology. (distance).
Who says there is a “Jewish Question”?	Not Kershaw, nor the writer, axiologically loaded terminology (distance).
Who says there was “extremist ideology”?	Kershaw and others, neutral framer “suggests” (acknowledge).
Who says that the whole proposition?	Kershaw and others, neutral framer “suggests” . (acknowledge).

The locution, then, is an attribution, which contains an example of acknowledge and two of distance. I have coded the ENGAGEMENT within ENGAGEMENT not only in this example but throughout all the texts as it has implications for the overall analysis. If examples such as these were subsumed under the general attribution of the whole proposition, then an understanding of a degree of heteroglossia in the texts would be lost. For example, in the text from which these examples are drawn, ENGAGEMENT within ENGAGEMENT represents a large degree of the work that serves to distance from, and therefore implicitly negatively judge, the Nazis’ policies and actions. Failure to code ENGAGEMENT within ENGAGEMENT could therefore result in overlooking a critical strategy for constructing interpersonal stance in the text.

## 6.5.2 Ways of engaging which are avoided

Most discussion in this chapter concerns resources of ENGAGEMENT which are *present* in the texts, however a consideration of what is *absent* can also be revealing. The data contains no examples of concur besides a single example in a CAFS text.

CAFSB1: This understanding and agreement reduces the chance of arguments, disagreements + unfair experiences because both parties know what is

expected they therefore work together and support one another, which **naturally** leads to a happy, productive, supportive workplace.

The use of *concur* presumes virtual universal acceptance of the proposition being advanced. It is presented as so common-sense that agreement from the reader can be taken for granted and alternatives are closed off. A possible reason for the absence of such resources in the data is that *concur* often indicates ‘a relatively high degree of commitment by the speaker to the conceded position’ (Martin & White, 2005:125) and has the potential to put solidarity with the reader at risk if used incorrectly. As the subjects in the study concern knowledge which is contested, alignment from the reader cannot always be assumed, and students avoid using *concur* so as not to put solidarity with their marker at risk. The use of *concur* also makes the writer’s voice quite apparent in the text, and students may avoid it as they feel the overt intrusion of their own opinion makes their writing less ‘objective’ and therefore less ‘academic’.

### 6.5.3 Confusion in engaging with other voices

The texts show evidence of some very complicated and nuanced uses of ENGAGEMENT to manage multiple voices around knowledge claims. However there are also many examples of disjunctions in students’ writing, where combined ENGAGEMENT resources result in confusion for the reader. One of these was discussed in section 6.1.4. above, and involved the combination of resources of both dialogic contraction and dialogic expansion to refer to the same knowledge claim. In fact, the use of dialogic contraction and dialogic expansion together was noted several times in the highly rated texts, sometimes even in the same sentence, as the following example, which sandwiches dialogic contraction between dialogic expansion, illustrates.

AHB1: **Many historians also agree** [acknowledge] with this statement as **it was a well known fact** [pronounce] that without the Athenian navy the Persians **would have been able** [entertain] to raid the Greek coastline at will.

In this example, the disjunction arises both because the reference to historians for authority is in a sense not needed if 'it was a well-known fact' and because the writer has combined differing degrees of alignment which seem to contradict each other in the one sentence. This example, and the others like it in the other texts, is evidence that resources of ENGAGEMENT are a still developing resource in many cases. Indeed, students seem to have more trouble managing the resources of ENGAGEMENT in their writing than they do the other interpersonal resources. Lack of consistency and disjunctions involving ENGAGEMENT arise in many of the texts which have all been highly graded, and several examples have been commented on already throughout this chapter (see for example section 6.1.1. which deals with heteroglossic sandwiching in AH, and section 6.3.1.2. which outlines disjunctive uses of the construction 'can be seen'). Some explicit teaching of even simple distinctions within ENGAGEMENT such as dialogic contraction and dialogic expansion could help prevent confusion and make it easier for students to manage the complicated task of managing alignment and disalignment in their writing.

Student difficulties with ENGAGEMENT resources may also be visible from the perspective of undergraduate writing in the tertiary sector. The complaint that many first year undergraduate students are unable to write critically and analytically is often heard. If students are told in secondary school that they must write 'appropriately' and 'objectively' and 'academically' but yet aren't explicitly taught how to evaluate while still remaining 'impersonal', it is no wonder they fail to manage the task in the tertiary sector. Resources of ENGAGEMENT are critical in the construction of critical and analytical writing as judgements can be made covertly through the management of alignment and disalignment with attributed material. Improving the understanding of the resources of ENGAGEMENT and how they are used to manage the writer's stance towards certain knowledge claims could therefore also help tremendously in the transition to the type of writing students have to do at the tertiary level.



## 6.6 Knowers in the humanities

LCT can be used to examine the differences found in the ENGAGEMENT analysis from a perspective complementary to SFL. As mentioned in chapter 2, specialisation is a concept within LCT for considering the relative importance of both knowledge and knowers in intellectual fields and is especially useful for revealing the basis upon which legitimate claims to knowledge may be made. In this section I draw upon Specialisation, and in particular the notion of *gazes*, to explain some of the differences between subjects discussed above.

Humanities subjects have previously been found to represent knower codes due to their relatively horizontal knowledge structure when compared to their more obviously hierarchical knower structure (Maton, 2014). Despite the fact that all the subjects in the study have knower codes, there are nevertheless differences in the ways that these knower codes are expressed. For example, the hierarchy of knowers is particularly visible in subjects such as AH where particular knowers must be referenced. The ENGAGEMENT analysis found that writers' preference for resources of acknowledge and endorse resulted in prosodies of accumulated authorisation, where the authority of other knowers was brought to bear in the construction of the students' arguments. Teacher comments on students' writing, such as the teacher's admonition to '[I]ook for better sources than Bradley + Lawless' noted in chapter 5, also highlight the hierarchy of knowers in AH. Hierarchical knower structures such as these provide the possibility for cumulative knowledge-building as they progress through integration and subsumption of knowers in their development 'vertically' towards an ideal knower. However a hierarchy of knowers is invisible in CAFS, where knowledge appears to originate from the writer themselves and is entertained as one of many often conflicting possibilities. Because the 'ideal knower' is far less visible in CAFS, the basis for cumulative knowledge building is much less clear. It is these differences between how knower codes are expressed in the subjects that this section of the thesis aims to explore.

### 6.6.1 The cultivation of gazes

Maton (2014) offers the concept of *gazes* to distinguish between different orientations to knowers within the broader knower code. In summary, as the strength of social relations progresses from relatively weaker to relatively stronger, the *gaze* reflected by an intellectual field may be trained, cultivated, social or born. A born gaze requires an individual to possess the required biological and genetic traits desired in the field, a social gaze revolves around membership of particular social classes, a cultivated gaze is acquired through immersion in the intellectual field and its practices, while a trained gaze represents the weakest social relations, is learned through training in specialized procedures and is the gaze found in knowledge code fields (Maton, 2014). For the purposes of this study, the cultivated gaze, where legitimacy is based on ways of knowing, is of particular relevance. All the subjects reflect a cultivated gaze, as students are apprenticed into ways of knowing and writing appropriate in their different intellectual fields. None of these subjects require particular inborn skills of a born gaze (eg an 'ear' for music or a 'talent' for painting') and they do not require membership of particular social classes (eg. gay, straight, white, black, male, female) and are at least theoretically oriented towards all HSC level students.

The differences reflected in the subjects, however, emerge from finer distinctions in their orientation towards social relations. The concept of social relations in LCT involves both relations between knowledge and those who know, called *subjective relations*, and relations between knowledge and ways of knowing, called *interactional relations*. Another way of describing this distinction is to say that subjective relations deals with the categories of legitimate knowers, while interactional relations describe how a person may legitimately know. All the subjects in the study have interactional relations as their *basis* for legitimation. It is the students' ways of knowing that are of importance, and the purpose of the subject is to cultivate their gaze to approximate to some degree, ways of knowing which are privileged in the wider intellectual field. The syllabus rationale for MH makes this clear, stating:

The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society. (NSW Board of Studies, 2004b:6)

However, intellectual fields have both a *basis* for the legitimization of knowledge and a *focus* for knowledge practices. That is, legitimate knowledge may be based on particular social or epistemic relations, however study within the subject may focus on something else (Maton, 2014). This distinction between the *basis for* knowledge practices and the *focus of* knowledge practices explains the difference found between AH and CAFS above. While all the subjects in the study have interactional relations as the basis of their knowledge practices, CAFS differs in that subjective relations form the *focus* of knowledge practices. The CAFS writing in this study is about defining legitimate categories of knowers (for example the ‘right’ kind of parents, as can be seen in the example below.

CAFSS2: Authoritarian parenting style – parents set down the rules, have to be followed, rules + expectations set on children. Have to obey, very strict, lack of freedom, choice, ... This parenting style can create problems within a family as children are not given a chance to voice their own opinions & beliefs they are just expected to obey what their parents say. Cause tension between parents & children...Children might disagree with what parents have said or may have a reason for acting like they did – unable to explain themselves properly. This is unfair ... Children begin to distrust their parents, won’t go to them for support or guidance, can become withdrawn or depressed...Has negative impact on children’s wellbeing as feel suppressed by their parents & dominated by them – feel inferior – as they aren’t able to become independent thinkers and grow up by themselves.

Students learn these ‘right’ kinds of knowers through the cultivation of their gaze during interaction with their teacher in class. Thus, in CAFS, the knower code is foregrounded strongly as knowers are both the basis for legitimate knowledge and the explicit focus of knowledge practices, resulting in writing which seems quite personally oriented. This is in contrast to AH and MH, which have interactional relations as both

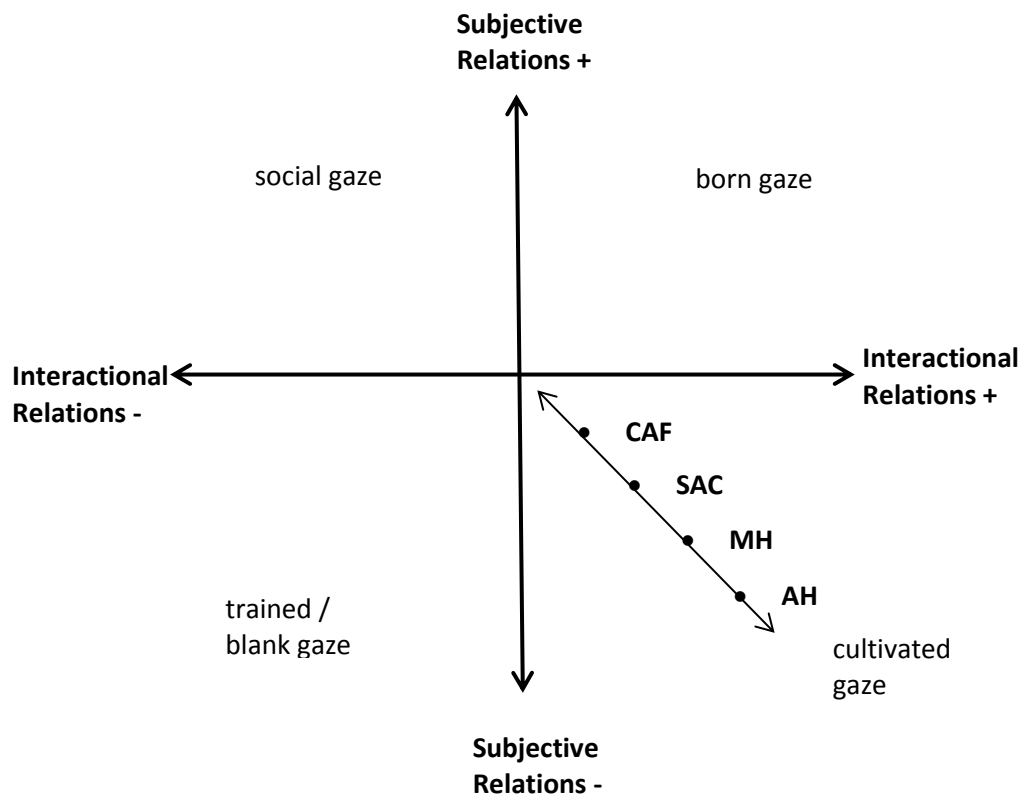
the focus and the basis for legitimate knowledge claims. In these subjects, legitimate ways of knowing, rather than legitimate kinds of knowers, take more of a foreground. Historical thinking is both a basis for knowing and a target for study in these subjects, and this focus on historiography is revealed through the frequent references to 'facts' and 'evidence' in MH and the critical orientation towards the work of other historians and archaeologists in AH.

This means that the possibility for cumulative knowledge building in subjects such as MH and AH is greater than it is in subjects like CAFS. Not only is the hierarchy of knowers more visible in these subjects, but legitimate ways of knowing are both the explicit focus of study and also the basis upon which knowledge claims may be built. This enables the integration and subsumption of knowers into the field through the cultivation of students' gazes to resemble the ideal knower. Accepted approaches to knowledge are made explicit and can be learned, and students study the methods of accepted knowers in the field. CAFS however, has a less certain, less visible ideal knower. While legitimate kinds of knowers form the focus in this subject, these knowers have been shown through the ENGAGEMENT analysis to be weakly framed. Resources of entertain and large amounts of modality function to open up dialogic space around knowers so that they seem more ambiguous and less determinate as objects of study. This creates difficulty for cumulative knowledge building, as the conditions under which new knowers may be integrated and subsumed are unclear.

SAC lies somewhat between these differing approaches to social relations. In SAC the ideal knower is slightly less visible than in AH and MH as there is less attribution, with Dahrendorf being the only theorist retrievable from the texts. In addition, a focus on the interactional relation, which is revealed in MH and AH in historiography is also less of an explicit focus in SAC. References to evidence are not made with the frequency they are in History and explicit discussion of disciplinary ways of theorising is absent from the student writing. This would suggest that there is less room for cumulative knowledge-building in SAC than in MH and AH, as ways to integrate and subsume new knowledge to move 'vertically' towards an ideal knower are less clear. However, SAC is also unlike CAFS in that there is far less expansion around knowers as a focus. While in CAFS knowers are more weakly framed due to large degrees of entertain and modality,

they are more tightly framed in SAC in which dialogic contraction prevails to make categorical statements and close down space around alternatives. In addition, while knowers form the focus in both CAFS and SAC, knowers as a focus are more abstracted and distanced in SAC as they are introduced through the abstractions of 'race' or 'inequality'. SAC writing is not about defining the 'right' kind of knowers as in CAFS, but generalised groups of knowers are discussed in detail as examples of the effects of certain societal phenomena. Thus, while Aborigines appear to be a focus of knowledge practices in SAC, the relationship between interactional and subjective relations is less clear-cut than in the other three subjects. SAC as a subject therefore sits between the more obvious ways to cultivate a gaze in the histories and the more tacit, invisible foundations of the cultivated gaze in CAFS.

The four subjects can be placed along a cline within the broader category of social relations. If interactional and subjective relations are pictured as intersecting axes on a Cartesian plane, as in Figure 6-2 below, the subjects may be plotted to illustrate degrees of emphasis of each relation. In this case, CAFS is revealed as emphasising who may know more than AH, which places greater emphasis on how one may know.



**Figure 6-3:** Social relations in the humanities

Such a depiction makes the basis upon which knowledge claims may be made in each subject clearer, revealing what the 'core' of learning in each subject involves. Essentially, these four subjects are about cultivating a student's gaze towards that of the 'ideal knower', and the process of how this cultivation may be achieved varies in explicitness from AH where it is most obvious to CAFS where it is least obvious. AH has both very obvious examples of ideal knowers in the quoted historians and archaeologists and also a very clear focus on ways of knowing in the study of historiography. Students therefore have a model to aspire to and certain ways of thinking to learn in order to approximate those models and build cumulative knowledge. In CAFS however, there are neither easily identifiable ideal knowers, nor explicit ways of knowing, even though the knower is the focus of study. Although the subject is very much focussed on the 'right' kinds of knower (the right kinds of parent, for example), these knowers are so weakly framed due to the high levels of entertain and modality that it is difficult to determine how these right kinds of knowers may be identified. There is therefore less opportunity for cumulative knowledge building or 'verticality' in CAFS as both the ideal knower and the appropriate ways of knowing must be learned tacitly.

## 6.7 Conclusion

An ENGAGEMENT analysis has revealed differences in the nature of dialogism in the suite of humanities subjects. The further interrogation of these differences through the complementary perspective of LCT's Specialisation has revealed important understandings of how students engage with knowledge through writing in the individual subjects and has highlighted the differing demands that constructing an interpersonal stance places on students. While all subjects are heteroglossic, the differing approaches to either allowing space for other voices or closing them down, and the different focuses on knowers or ways of knowing highlight the diverse perspectives of each subject and point to the differing capacities of each to facilitate cumulative knowledge building. In particular, CAFS' difference from the other subjects,

as found in chapters 4 and 5, has been further accentuated by the analysis in this chapter.

While these fields all emphasise the cultivation of a student's gaze, the means by which this enculturation may be achieved varies in degree of explicitness from relatively explicit in AH's focus on historiography and clear depiction of ideal knowers to relatively implicit in CAFS, which, although focussed on knowers, nevertheless appears to obscure the basis on which ideal knowers may be identified. In terms of pedagogy facilitating literacy development, some attention to bringing to light the basis upon which ideal knowers may be known in CAFS coupled with an explicit focus on ways of knowing, would result in a subject more able to integrate and subsume more knowers, consciously developing the student's gaze.

In fact, the syllabus rationale for CAFS does espouse a theoretical basis upon which students' gazes may be cultivated, however absent this is in students' writing. The extract below, from the syllabus rationale, mentions both theoretical fields and skills development, reflecting an intended focus on interactional relations as a way of cultivating students' gazes.

Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. (NSW Board of Studies, 1999a:6).

Some effort to strengthen a focus on ways of knowing in the classroom and to teach students how to write so that interactional relations are visible would increase the capacity of CAFS to build knowledge cumulatively and bring part of the 'hidden curriculum' into the open. It would also bring the subject more in line with the apparent intentions of the syllabus writers as expressed in the syllabus rationale.

Although CAFS represents the most obvious difference in approaches to knowledge amongst the suite of subjects in this study, it is clear that each displays a unique approach to knowledge and knowers. This is reflected in student writing through differing uses of ENGAGEMENT resources in each. These differences mean that valued ways of writing essays in one subject may not be automatically applied to the writing of essays in others, as their approaches to knowledge and knowers are different. It also means that students studying several humanities subjects face extensive demands on their literacy development. This thesis goes some way to elucidating and explaining disciplinary differences in the hope that they may be made more explicit to teachers and learners, and that an understanding of the knowledge and knower structures underlying writing practices in these subjects may result in an ability to more consciously build cumulative knowledge in each.

The final chapter of this thesis draws analysis from this chapter together with the results of analysis from chapters 5 and 6 to construct a full 'APPRAISAL profile' of each subject, highlighting the types of interpersonal meanings privileged in each subject and drawing attention to the differences between these. I then complement this analysis with commentary from an LCT perspective, exploring the basis of these clearly observable differences and exploring what can be determined about the nature of knowledge and knowers in each. I will also then discuss the pedagogical implication of these analyses for the teaching and learning of literacy in senior humanities subjects and for cumulative knowledge building more generally.



## Chapter 7 : Conclusion

Literacy remains a significant topic of discussion in Australia, heightened to some extent recently in relation to debates about the new national curriculum (Crowe, 2014). Much of the public discussion inevitably has become politicised, and rarely is seen to connect to a research base around literacy development in educational contexts (as discussed in chapter 2). However, while educators await the outcomes of a proposed review of the national curriculum (Beder, 2014; Crowe, 2014), the implementation of the new English curriculum in NSW schools from 2014, and continuing implementations in other states, provide a backdrop for a greater focus on explicit knowledge about language, and thus some scope for positive change. There is an increasing demand for teacher training in knowledge about language, and teacher training institutions are increasingly responding to that demand in pre-service courses (Love, 2009). Both pre and in-service teachers have access to an expanding array of high quality teaching and learning materials, in many cases developed by educational linguists with expertise in systemic functional linguistics (Derewianka, 2011; Humphrey, Droga, et al., 2011; Humphrey, Love, & Droga, 2011; B. White, Hamilton, Pedler, & Custance, 2013),

In an educational environment in which there is a raised awareness of the importance of knowledge about language for underpinning all school learning, this study has set out to examine the language demands of writing in the humanities at senior secondary level, a sector which to date has received relatively less research attention, and to some extent less curriculum development attention, as the new national curriculum has focused efforts initially on Foundation (called Kindergarten in NSW) to year 10. The principal research question of how students are required to engage with knowledge through writing in senior secondary humanities subjects remains critical as we approach a potential new chapter in Australian educational history.

The key contributions of the thesis are outlined in subsequent sections of this concluding chapter. They address knowledge about the diversity of language demands that characterise a suite of subjects that are commonly considered to be alike in many respects. The study reveals initially certain patterns of preference at the level of genre,

and implications that flow from this for the ways in which the students' writing engages with knowledge. A sharpening of focus more specifically onto interpersonal meaning, then reveals other significant variations; variations in what I refer to in the title of the thesis as 'humanities' humanity'. In other words the study is able to reveal the senior school humanities subjects as an interpersonal landscape.

This chapter consolidates contributions of this study to knowledge about writing in the humanities with an orientation to the pedagogical implications of the findings. Some contributions to the development of linguistic theory are also discussed. I conclude with a brief discussion of some questions for further research that arise from the thesis.

## **7.1 Research Findings**

The main motivation for this study was the need for a better understanding of academic literacy in the context of senior high school humanities subjects, to underpin more effective pedagogic interventions at this crucial transition phase to tertiary study. The examination of student writing at HSC level has enabled a number of contributions to an already extensive body of knowledge about writing in schools. It provides an identification and analysis of 'appropriate language' in the context of MH, AH, CAFS and SAC, and also examines the knowledge-knower structures of the subjects which determine the legitimacy of written knowledge claims. The description of features of successful writing presented in this thesis brings aspects of a 'hidden curriculum' into the open, thus making it possible for students and teachers to be clear about what makes some texts more acceptable and therefore successful than others.

The interpersonal focus of the study makes it possible to illustrate how students manage the apparent contradiction of producing objective evaluation through balancing objectivity and critique (Coffin, 1997; Hood, 2004a). Both ATTITUDE and ENGAGEMENT analyses reveal the use of varied strategies, often quite complex, for achieving the appearance of objectivity while making evaluative comment on

information and other viewpoints. In particular, the study goes some way to explaining what value judgements are acceptable under what circumstances. Differences in axiology, or evaluative positioning, between subjects are significant aspects of what constitutes the fields as bodies of knowledge and what differentiates the writing practices of students being apprenticed into disciplinary ways of thinking and learning.

### **7.1.1 Genres in the humanities**

To answer the broader research question of engagement with knowledge through writing, this thesis is structured according to layers of analysis. Each layer of analysis targets specific elements of writing practice and together the analyses build a cumulative picture of difference in literacy practices between individual subjects within the humanities. Chapter 4 focuses on the first research sub-question:

What profile of genres is revealed in an analysis of highly rated texts across the humanities subjects? What does the profile of genres contribute to an understanding of different orientations to knowledge?

From the perspective of genre, a variety of types of writing was identified across the four subjects. Writing instantiated genre families of reports, histories, explanations and arguments. Differences were visible between subjects. While the genres in AH were the most variable, texts in MH favoured argument families (exposition and discussion), texts in SAC were all examples of consequential explanations and texts in CAFS favoured explanations (both factorial and consequential explanations). These differences reflect differences in the subjects as knowledge practices, pursuing different knowledge questions and axiological orientations. AH texts revealed a relatively congruent and chronological approach to explanation of events and happenings. MH was revealed as a subject concerned with arguing contested features of history. CAFS and SAC are oriented towards explanation of the effects and/or causes of particular social configurations. Variations in the genres and knowledge practices in each subject were also found to provide more or less opportunity for students to engage in cumulative knowledge building. The chronological ordering of accounts in

AH, for example, provides less scope for uncommon-sense meanings than more rhetorically structured explanations in SAC and arguments in MH.

One salient example of the differing potential afforded by particular genres for students to engage in uncommon-sense meanings is writing in CAFS. CAFS emerged as significantly different from the other subjects in the study. Here, the student writing instantiated macro-genres or complexes of 'proto-genres' rather than sustained and integrated pieces of extended writing. The non-necessity for students to manage the mode requirements of extended writing was theorised through the use of LCT as providing students with less opportunity to build cumulative knowledge than in other subjects, essentially trapping students at the bottom of the academic ladder. The structuring of the 'extended writing' as a genre complex appeared to constrain student potential and result in responses which 'unpack' any abstraction and grammatical metaphor in the question into more congruent instances of exemplification.

Overall, the variability in the types of writing achieving high marks in each subject problematizes the notion of a generic 'introduction, body, conclusion' structure of essays and points to the need for a clearer understanding of genre in the senior secondary context to avoid the transfer of practices from one subject to another in which they are not as highly valued.

### **7.1.2 ATTITUDE in the humanities**

Chapters 5 and 6 focus on research question 2:

2. What kinds of attitudinal values and authorial positions are evident in highly rated writing in different humanities subjects?

Subjects were investigated in Chapter 5 as collections of valued phenomena. From the perspective of ATTITUDE, there was found to be a shared orientation to negative polarity across the subjects, reflecting an orientation toward the investigation of issues in society as problems. Subjects were also found to be alike in the sense that they were based on axiological cosmologies (in LCT terms), in other words 'structures of feeling'

(Maton, 2014). However they differed in the values that the cosmologies reflected. Writing in AH reflected an orientation towards APPRECIATION of the value of artefacts and evidence, while in MH judgements of propriety predominated. In SAC judgements of capacity were privileged while CAFS writers favoured AFFECT from within the system of ATTITUDE. The data indicate that the majority of the system of ATTITUDE is implicated in writing in the humanities although not equally in all fields. Different subjects factor out different kinds of interpersonal meaning than others, making an internalisation of the particular values in each subject necessary for success.

Differences in preferred resources of ATTITUDE in each subject revealed the extent of each subject's explicit focus on people as the targets of APPRAISAL. In AH, preferences for APPRECIATION of evidence were the least explicitly focussed on people, although a secondary preference for judgements of capacity revealed a concern with the ability of historians and archaeologists to interpret evidence. In MH and AH there is a greater attention on people, with a focus on ethical behaviour, while it is strongest in CAFS where the predominant form of ATTITUDE is security. There are significant differences across humanities subjects in the ways that ATTITUDES are taken up and the degree to which the humanity of the humanities is explicitly foregrounded.

These differences not only reflect different kinds of evaluation in the subjects, but differing demands in their expression. AFFECT has been described as the primary expression of evaluation ontogenetically, which is recontextualised as more institutionalised feelings in JUDGEMENT and APPRECIATION (Martin, 2000). The presence of large amounts of AFFECT in CAFS is a significant indication of more common-sense approaches to evaluation.

Although differences between all subjects were clearly identifiable, CAFS was once more identified as a subject with significant differences. Large amounts of inscribed AFFECT were found in CAFS, contrary to expectations of academic writing at the level of school-exit examinations. ATTITUDE of all types was also more congruently expressed in CAFS. While other subjects relied more on invoked ATTITUDE, CAFS texts contained more inscribed ATTITUDE, revealing an assumption that the values reflected in the texts are unproblematic. The more common-sense approach to attitude in CAFS, that is the

preference for less institutionalised ATTITUDES expressed directly, provides further evidence of lower expectations in the CAFS course when combined with the apparent lower demands of managing extended text revealed in the genre analysis.

### 7.1.3 ENGAGEMENT in the humanities

From the perspective of ENGAGEMENT, subjects were investigated to determine the functioning of dialogistic positioning in the construction of interpersonal stance. Several commonalities were found in the ways multiple voices were managed across subjects including the use of scare quotes to both distance from the ideas being reported and the language used to report them, and the absence of resources of concur in the texts. Significantly, it was also found that ENGAGEMENT represented a particular challenge for students, with many disjunctive moments identified in texts across subjects. The disjunctions and lack of consistency involving the use of ENGAGEMENT were suggested as evidence of students' difficulty in managing alignment and disalignment with significant voices in the field.

All four subjects are understood to represent knower codes in LCT terms, however differing prosodies of ENGAGEMENT were found to reflect differences in the visibility of the 'ideal knower' (Maton, 2014) in each subject. The preference for resources of *acknowledge* in AH reveals particular historical knowers as an important basis for knowledge claims in the field, while frequent references to 'evidence' and 'facts' in MH also make the basis for the cultivation of an ideal knower's gaze clear. However a hierarchy of knowers was less visible in SAC and CAFS. Once again, CAFS stood out as noticeably different to the other subjects. Multiple instances of ENGAGEMENT as *entertain* and a great deal of modality open up dialogic space around knowers making them less determinate as objects of study and making the basis upon which an ideal knower's gaze may be cultivated less clear. CAFS represents a subject focussed on knowers but in which the appropriate ways of knowing must be learned tacitly.

### 7.1.4 APPRAISAL profiles

Taken together, the analyses in chapters 5 and 6 build ‘APPRAISAL profiles’ of each subject, which may then be situated within the context of the particular genres preferred in each. These subject profiles are presented in tabular form in table 7.1. Interestingly, the same genre type in different subjects may include different prosodies of both ATTITUDE and ENGAGEMENT, both reflecting and contributing to the differences in the intellectual fields. For example, consequential explanations in SAC are dialogically contractive texts which privilege ATTITUDES of JUDGEMENT, while consequential explanations in CAFS are dialogically expansive texts which privilege AFFECT. This highlights the importance of an understanding of interpersonal meaning-making in the humanities. Teaching the structure of important genres in senior humanities subjects, even moving beyond conceptions of beginning-middle-end structures and using functional terms and stages, will not, on its own, necessarily lead to greater student success in writing for examination. What is needed is an understanding of the fields as collections of valued phenomena and acceptable ways of positioning the putative reader as aligned to certain values about these phenomena.

**Table 7-1:** Attitude Profiles

	Genre	Attitude	Sub-types	polarity	Graduation of inscribed att	More inscription or invocation	Inscription + invocation	Method of invocation	Expand or contract	engagement
AH	varied	Judg App	Cap Val	+/-	intens	inv	app	flag	expand	acknowledge
MH	argument	Judg	Prop	-	quant	Inv	judg	afford /flag	contract	counter
SAC	consequential explanations	Judg	Cap	-	varied	Inv	judg	afford	contract	Deny (but variable)
CAFS	explanations	Aff	Sec	-	intens	insc	affect	afford	expand	entertain

### 7.1.5 The humanities' humanity

The ATTITUDE profiles of each subject, contextualised within the broader analysis of genre preferences, may then be re-interpreted from the perspective of LCT to answer the third research question:

What does a comparative study of genre and interpersonal meaning reveal about differences in knowledge-knower practices across humanities subjects in the senior secondary school?

From the data in this study, AH emerges as a subject which aims to explain the rise and fall of leaders and empires as a means of studying and inculcating values around human capacity. Despite the varied genres in AH, all the texts in the study displayed strong orientations towards explanation, and the targets for APPRAISAL were to a large extent leaders, archaeologists or evidence and artefacts. The qualities of ideal knowers are drawn from two different fields. The field of historic times is explored with a focus on people who possess capacity for leadership, while the field of scholarship in both ancient and modern times provides the context for an evaluation of scholarly inquiry. A strong historiographical focus, combined with a dialogistic orientation toward other authors and archaeologists reveal a basis for legitimate knowledge claims which rests on evidence, or the evaluation of other's interpretation of evidence. This subject is the only one in the study which is not directly concerned with an investigation of 'problems' or 'issues' in society but which is more concerned with developing competence in both academic and leadership ability through the study of historiography and leadership in the past.

MH, on the other hand is revealed in the data as a subject which is concerned with arguing ethical behaviour as a means of inculcating ethical values in students. A strong concern with judgements of social sanction, coupled with strong dialogic contraction around opposing arguments, results in texts in which the 'proper' values are made clear. Abuse of power is negatively judged and its condemnation strengthened through the use of quantification to indicate the scale of negative effects which result from behaviour judged as improper. In MH, ideal knowers are less explicitly clear than in AH;



they must be assumed from internalising the values in the texts used for study and from interaction in the classroom. That is, the ideal knower in MH is the person who shares the same values around what is 'proper' and 'ethical'. In order for students to be apprenticed into the discipline of MH they must be able to discern and align with the values of the discipline, which to a large degree are still part of the 'hidden curriculum'.

SAC appears as a subject which aims to explain the consequences of particular social issues or problems in order to cultivate values of social justice and equality. The prevalence of judgements of negative capacity and their targets reveal a concern with the marginalisation of particular social groups. The writing in SAC is very strongly categorical. The prevalence of dialogically contractive syndromes is relatively high and the voice of the writer intrudes more often in SAC than in any other subject in the study. There is a strong assumption that the reader will align with the values expressed in the texts, which makes it critical for students to internalise an appropriate position towards the object of study. Contrasted with the strong advancement of a particular axiological standpoint, the basis upon which the ideal knower's gaze may be cultivated is relatively tacit. There are larger variabilities in the resources of ENGAGEMENT and GRADUATION within SAC than other subjects, suggesting that perhaps methods of expressing values are not as important as the possession of the 'right' values themselves. There is less reference to theory, methods or evidence in SAC than MH and AH. Thus, students studying for SAC are presented with the challenge of internalising the values of the subject without clear methods of 'going about' the subject.

The final subject, CAFS, is about explaining feelings as the consequence of particular social and/or familial structures. CAFS contains not only the most personalised type of ATTITUDE of all the subjects but also the most congruent expression of this ATTITUDE. In one sense, therefore, it is relatively common-sense in its axiological orientation. CAFS appears to be about identifying legitimate types of knowers (i.e. the 'right' type of parents) and knowers are foregrounded strongly as both the focus and basis of legitimate knowledge claims. However the dialogic space created around knowers in CAFS, through large amounts of modulation and resources of entertain, also make

knowers less determinate as objects of study. That is, CAFS is a knower code, with knowers as both a basis for legitimate knowledge claims and as an object of study in the curriculum, however there appear to be no explicit ways of knowing and large amounts of space opened up around the knowers which form the focus of study. The question remains as to how students are to know the 'rules of the game' (Maton, 2014).

## **7.2 Pedagogical significance of research findings**

While one of the motivators to this study has been to explain and analyse disciplinary difference in writing, it is not a purely theoretically motivated study. The use of SFL theory to investigate writing in schools has always proceeded from the social justice perspective of improving access to the powerful discourses of schooling for all students (Fang & Schleppegrell, 2008; Rose & Martin, 2012). Common to all SF linguistic studies of the language of schooling is the desire to make features of language visible in school curricula so they can be made objects of discussion, reflection and teaching. Thus, while this study makes some significant contributions to the understanding of differential writing demands in senior secondary humanities subjects, the research findings also have particular pedagogical significance. In this section I discuss four aspects of pedagogy which may be impacted by this thesis: the discipline specific nature of literacy pedagogy, the explicit nature of literacy pedagogy, programming and planning for literacy and the transition to tertiary literacy.

### **7.2.1 Disciplinary specific literacy pedagogy**

The disciplines represent particular orientations to knowledge in which specific literate practices have evolved which are 'functional and necessary for enabling the accumulation of knowledge and advancement of a field' (Fang & Schleppegrell, 2008: 4). This means that the study of language and 'content' cannot be separated. The way

language is used in a subject both reflects and constructs a particular view of the world (Columbi & Schleppegrell, 2002; Kress, 2001; Merino & Hammond, 2002). This social semiotic understanding of language underpins this study and motivates the investigation of disciplinary difference in writing. Unsworth (2001: 11) argues that

it is no longer appropriate to talk about 'literacy across the curriculum'. Instead there is a need to delineate 'curriculum literacies', specifying the interface between a specific curriculum and its literacies rather than imagining there is a singular literacy that could be spread homogeneously across the curriculum.

One area in which this issue is both visible and pertinent in the senior secondary context is the generic notion of 'essays' as 'introduction, body, conclusion' structured texts. This study problematises this notion and emphasises the importance of teaching genre. The wide diversity of genres across just four subjects in the humanities, and in some cases within the one subject (AH for example), points to the need for a better understanding of the different genres valued in the different subjects, along with their stages and phases. As I have already argued, viewing 'essays' as beginning, middle, end structures does not account for the differing rhetorical purposes of accounts, explanations and arguments and can prevent students from understanding their texts as enacting particular interpersonal functions. When text-response genres from subject English and Reports in Science are also considered, there is a large potential range of different genre-types to be managed by students. To avoid transfer of practices from one context to another in which they are not as highly valued, an understanding of difference, and of the diverse ways that writing has evolved to fulfil different purposes in society is required.

This disciplinary difference in writing was also shown at discourse semantic level, through the analysis of APPRAISAL and ENGAGEMENT preferences in chapters 5 and 6. The differences between subjects as collections of valued phenomena were found in some cases to be quite significant (e.g. between AH and CAFS), while in others they are more subtle (e.g. in MH and SAC). These subjects do not simply use different resources of language, they concern different issues in and perspectives on the world. Generic literacy instruction or 'essay skills' teaching cannot teach students these disciplinary

perspectives. If subjects are about cultivating students' gazes towards disciplinary ways of knowing, as chapter 6 suggests, this instruction must be discipline specific.

### **7.2.2 Explicit pedagogy**

A belief that explicit pedagogy is of benefit to students' literacy development underpins this study (Columbi & Schleppegrell, 2002; Freebody & Luke, 1990; J. Hammond & Macken-Horarik, 1999; Scarcella, 2002). One purpose of the study is to discover what disciplinary differences exist in writing at senior secondary level so that this can be made explicit to teachers and students and more effectively taught. At the broadest level, this research may contribute to the possibility for more focussed teaching of literacy to senior school students through making visible what many teachers already understand intuitively about writing in their subjects, making language more available for discussion and teaching.

The interpersonal focus provides a different language focus from that often found in writing instruction in schools. Research has suggested that much of the advice about writing focusses on the textual metafunction, for example overall text structure and 'topic sentences', and the ideational metafunction, or 'content' (Langer & Applebee, 1984; Marshall, 1984), with less attention to how interpersonal meanings are made. My experience as a high school teacher suggests that the interpersonal metafunction is generally the least well understood in high schools. While I do not propose that teachers are unaware of the interpersonal nature of language, many, apart from the possible exception of subject English teachers, do not possess the tools to be able to talk about it explicitly (Christie et al., 1991; Luke & Elkins, 2003; Macken-Horarik et al., 2011). Students are told to avoid 'emotional' or 'biased' writing and to avoid the use of the first person. However explicit instruction on what makes writing emotional or biased is unavailable to many senior humanities students.

This study contributes to making interpersonal meaning and the ways in which it may be created, more visible in senior secondary curricula. It has revealed, through the analytical tools of SFL that interpersonal resources and meanings are not equally

valued across the suite of humanities subjects. A recontextualisation of these tools can assist to make this knowledge accessible in educational contexts. A critical initial step is in the development of teachers 'Literacy Pedagogical Content Knowledge' (LPCK) or what they need to know about language in order to teach literacy effectively in their discipline (Love, 2009). SFL is already being used to develop teachers' understanding of the metafunctional nature of language in some research contexts in some schools (Cann et al., 2013; Humphrey & Robinson, 2012; Newbigin et al., 2013) and reference books and grammar aids which adopt a metafunctional perspective have been developed for teachers (Derewianka, 2011; Humphrey, Droga, et al., 2011; Humphrey, Love, et al., 2011). While important debate continues about how much and what grammar is enough for teachers (Macken-Horarik et al., 2011), this study suggests that a basic understanding of the difference between AFFECT, JUDGEMENT and APPRECIATION would make the basis for legitimate knowledge claims in AH, MH, CAFS and SAC clearer. Similarly, an understanding of different ways to manage competing knowledge claims in contested knowledge spaces through resources of dialogic expansion and contraction would improve teachers' ability to explain to students how to write both 'objectively' and also 'evaluatively'.

This study also suggests that it is important to make the values underlying subjects clear to students. At present, values are clearly identifiable from the texts that students write. The general concept of values is also mentioned in syllabus documents, but it is not made explicit in syllabus documents which particular values underpin each subject. A possible reason for the current tacit nature of values in the curriculum is the highly politicised discourse surrounding them, as discussion about the 'black armband' view of History and the 'History wars' attests (Grattan, 2006; Shanahan, 2012). More recently, criticism has been levelled at wider school curricula by a government appointed reviewer of the national curriculum who has 'criticised modern school curriculums for enforcing "a politically correct, black-armband view" and argued that schools are places where "feminists and left-wing advocates of the gender agenda argue for the rights of women, gays, lesbians and transgender people".' (Beder, 2014). While at the same time criticising these kinds of values, the other appointed curriculum reviewer has made assertions that a 'school curriculum should be based on

a set of values' and calls for these values to be made clear (Crowe, 2014). If the values underlying subjects are so highly charged, then it is no wonder that they are left implicit in official syllabus documents.

The current state of play does not make it easy for all students to learn the 'rules of the game' in Maton's (2014) terms. Students who already possess the same underlying axiological orientations as the subjects they are studying will undoubtedly be able to adopt an interpersonal stance which aligns their writing with the expectations of their examiner. Perhaps also, as these subjects are chosen as electives in the senior years, students who already possess the 'right' kinds of ideologies are more likely to choose these subjects. For some students, particularly disadvantaged students from lower SES groupings or students with English as an additional language, the importance of these values will be less clear. The goal of social justice and successful education for all students requires bringing elements of the hidden curriculum into the open so that they can be objectified, discussed, interrogated and understood. Only then will all students have equal access to learn and critique the dominant discourses of power.

### **7.2.3 Programming and planning for literacy**

Several linguistic studies have taken an ontogenetic perspective on the development of student literacy in schooling: Coffin (2006) examines the progression in History genres from recording to argument; Christie and Derewianka (2008) investigate the developmental trajectory through English, History and Science (2008); and Columbi and Schleppegrell (2002) explore notions of advanced literacy in the senior years of schooling. Common to these and other accounts of literacy development through schooling is the explanation of how students gradually progress from making more common-sense meanings in their early years of schooling to less common-sense and more technicalised ways of meaning in senior years (Christie & Derewianka, 2008; Martin, 1993b; Schleppegrell, 2004).

A similar pattern of less common-sense, more technical meanings was expected of the texts in this study. Writing in CAFS, however, has emerged as significantly different

from the writing in other subjects at each stage of analysis. It is also a subject which is viewed differently by many teachers as being 'less academically rigorous' than other humanities subjects (Matruglio, 2009). It currently attracts students who are predominantly female, are less eligible for tertiary study than students studying other humanities subjects, and who generally receive lower final grades (Matruglio, 2012; Universities Admissions Centre, 2009). It appears from the texts in this study that the subject appears to trap students at the bottom of the academic ladder. The basis for legitimation and achievement in CAFS is the least clear of all the subjects in the study, as many of the knowledge claims made in the writing rest in the subjectivity of individual writers. The values upon which knowledge claims are made and knowers' gazes are cultivated remain implicit, unavailable for explicit teaching and learning. This study suggests that despite claims to interdisciplinarity in the syllabus documents, the subject, as enacted in the texts in this study, is firmly rooted in the everyday and common-sense lived experience (Matruglio, 2012). The demands of studying CAFS appear to be lower than the other subjects. To a large extent, students are not required to manage the mode requirements of extended text, to express ATTITUDES as institutionalised feeling rather than personal feeling, or to engage with other voices rather than basing argument in the subjectivity of the writer's own voice.

This thesis points to some ways in which CAFS could be different, more accurately resembling the theoretically motivated, interdisciplinary, academically rigorous subject that the syllabus espouses and which more closely characterises other humanities subjects. Despite apparent differences between CAFS and other humanities writing, the bases for further development of less common-sense ways of writing are already present in much CAFS writing. While the texts in this study at first appear less than 'ideal' for the level of senior secondary exit examination, they reveal emerging awareness of the contested nature of knowledge and utilise some strategies for managing interpersonal meaning. These bases can be built upon to raise expectations of CAFS writing to a level which more adequately enables cumulative knowledge building and which does not trap students at the bottom of the academic ladder.

In chapter 4 I demonstrate a pathway from the instantiation of proto-genres toward more developed forms of consequential explanations. Genre pedagogy, while

beneficial in most schooling contexts, would be particularly advantageous in assisting CAFS students to manage the mode requirements of extended writing. Some attention to lexico-grammar is also necessary in the genre-based approach as grammatical metaphor is implicated in managing the periodicity of coherent paragraphs and whole texts. It is required to achieve the summarised and abstracted writing necessary for the creation of macro- and hyperThemes (Martin, 1993a). One of the texts, CAFSB1, made use of grammatical metaphor to obscure the connection between expressions of ATTITUDE and the people to whom these attitudes are linked, demonstrating one particular developmental pathway toward more abstract expression of feelings. Some instruction in grammatical metaphor, and also the difference between the more personal AFFECT and the more institutionalised feelings of JUDGEMENT and APPRECIATION, situated within the context of a genre-based teaching and learning cycle would assist students to write in a manner more closely aligned with the expectation of their other humanities subjects.

Finally, while Chapter 6 suggests that CAFS texts are the most 'open' to competing knowledge claims, it also suggests that these are presented in an almost relativist way, through an over-reliance on modalization to generate a list of possibles originating from the writer themselves. Some instruction in the resources of ENGAGEMENT and different methods of dialogic expansion, especially resources of attribution, is also therefore critical in the development of literacy skills in CAFS.

## **7.2.4 Transition to tertiary literacy**

Situated as it is at a transitional point in education, this study also raises pedagogical implications for the tertiary sector. In making the progression students traverse from school to university literacy practices clearer, the two educational contexts can speak backwards and forwards to each other, as a consideration of each context raises challenges and issues for the other. I therefore raise some issues concerning tertiary literacy and the link between secondary and tertiary literacy practices before continuing in 7.4 to discuss the contribution of the thesis to SFL theory.



In my work as a learning advisor (academic literacy) in a tertiary institution in NSW, one of the most commonly heard complaints of faculty-based academic staff about their students' writing is an inability to reference properly. This concern centres not only on the mechanics of referencing. It is often related to a perceived failure of students to understand the rhetorical purpose behind referencing as contributing authority to an argument. The implication is that students do not understand when or why they should reference, perceiving it merely as a requirement to avoid plagiarism. Academic Language and Learning support material on referencing, including advice on paraphrasing, quoting, and summarising proliferates on many university websites (e.g. CALT Learning Support, 2014; QUT, 2013). It is clear that the issue is perceived as important in tertiary education.

It is probable that teaching resources of ENGAGEMENT would go some way toward improving this situation. I suggested in Chapter 6 that ENGAGEMENT was the section of the APPRAISAL system least well managed by senior secondary students. Many examples of disjunctions and confusion were present in the texts as student writers attempted to manage the often complex task of managing multiple voices in a contested knowledge space. If students have not learned how to manage these resources by the conclusion of their secondary schooling, they will not be able to manage them at the beginning of their tertiary study. This study suggests that more focus on how to manage dialogism is needed at senior secondary level, and proposes a possible reason for students' difficulties with referencing at the tertiary sector.

The diversity of genres present in senior secondary schooling, and the picture of disciplinary difference that this thesis presents, also has implications for literacy pedagogy at the tertiary level. Another oft-heard complaint at the tertiary level is the perceived failure of schools to teach students 'how to write properly'. However, if disciplinary difference has such a large effect on writing in the field of reproduction, it will be greater in the field of production. Many of the subjects that students study at university (such as Engineering, Medicine, Psychology) are not taught in NSW schools. Students cannot come pre-prepared to write Engineering reports (for example) when they have never encountered the discipline before.

An explicit understanding of disciplinary difference and its effect on written genres would better prepare students for new ways of writing in the tertiary context. At present, many secondary school students transitioning to tertiary study have a mostly implicit knowledge about language on which to draw. If, however, they had the tools to talk about and understand disciplinary difference in writing, they would be more able to understand that tertiary learning requires learning new ways of writing in many cases. This would go some way to preventing the application of literacy practices from school subjects in tertiary contexts in which they are not as highly valued.

Correspondingly, this research provides a resource for tertiary educators to understand where students transitioning to their courses currently stand in terms of literacy development, at least in the humanities, and could potentially help to dispel some assumptions about what students do or do not know. The developmental needs of students can therefore be made clearer, and strategies put in place to teach them the types of literacy they need for success in their tertiary studies.

## **7.3 Theoretical significance**

The thesis also contributes to the further questioning and development of systemic functional theory, in particular the APPRAISAL system. SFL is a theorisation of language as it is used, and its application in different contexts and to different texts has the potential to raise previously unencountered questions about language use. In several cases the contributions this thesis makes to theory arose from difficulty in applying the current system to the language enacted in student texts. While not proposing new categories in the APPRAISAL system, this study has raised several questions about how it may be applied to writing in different intellectual fields. I detail the contributions to theory in this section before moving to the question of further research in 7.5.

One theoretical contribution is to further elucidate the functioning of scare quotes. Scare quotes are included within the category of distance in the ENGAGEMENT system, however to this point there has been limited discussion of how they function in texts. This thesis explores in more detail the different ways that scare quotes can operate,

illustrating the difference between a distancing move from the *meaning* in the quoted material (e.g. the ‘final solution’ to the ‘Jewish problem’), and a distancing from the actual *form* of the quoted material (e.g. ‘dob them in’). It also explores the possible difficulty in distinguishing between actual scare quotes and attribution, especially where there is ENGAGEMENT within ENGAGEMENT (see Chapter 6). While this thesis begins to broaden the research around the use of scare quotes, and provides examples of their function in senior secondary level humanities subjects, more research is needed, particularly on their use in different intellectual fields.

Another contribution to SFL theory is to situate claims to factivity as pushing the border between monogloss and heterogloss. Chapter 6 explores different uses of fact claims, which arose in three of the four subjects. These provided an initial difficulty in the analysis, partly due to the different ways they were used. I propose a cline of factivity towards increasing heterogloss, beginning from reporting an event as fact towards reporting another’s interpretation of events or evidence as fact. I argue that the very reference to something as a ‘fact’ is to head off the implication that it may not be, as it is not necessary to insist in the absence of contrary pressure (Martin & White, 2005). In this sense claims of factivity are dialogically contractive. In addition, locutions such as ‘the fact that’ present opinion as more objective through ‘pre-projection’ (Halliday & Matthiessen, 2004), thus making it less available to debate. It is an important strategy for students attempting to write both ‘objectively’ and ‘evaluatively’.

This thesis also situates references to evidence within the ENGAGEMENT system. Constructions like ‘x is evidence of y’ occur relatively frequently in the MH data, and appear to sit on the cusp between pronouncements and endorsements. While they share responsibility for propositions with something external to the author, they also include an element of authorial interpretation in the context of school history, which is framed as a subject where students learn to interpret evidence (NSW Board of Studies, 2004b). Their heteroglossic function in closing off alternative viewpoints is relatively clear, and although I have coded such locutions as functioning as endorsements in my data (similar to ‘the study shows x’) more research is warranted in different contexts and texts to examine the functioning of evidence-based locutions on a larger scale.

Both cases of claims to factivity and reference to evidence point to the need for more study on how ENGAGEMENT operates in different intellectual fields. As SFL theory is applied in more contexts, different uses of language inevitably push against the boundaries of the system (Economou, 2013; Hommerberg, 2013; Macken-Horarik & Isaac, 2014; J. Martin, 2013). This study suggests that the secondary school humanities context, while already relatively well-understood from the perspective of genre, is less well understood from the angle of ENGAGEMENT. More focus on how dialogism functions in various secondary school disciplines is warranted, as is the investigation of the corresponding subjects in the field of production.

A final area of contribution to SF theory is to investigate the interplay of the sub-systems of ENGAGEMENT and ATTITUDE. In the analysis of CAFS texts, it was determined that the ATTITUDE values in the text coloured the ENGAGEMENT, altering its function. Briefly, the influence of the inscribed JUDGEMENT of *stereotypical* and *sexist* in the example below means that even though there is no overt indication in ‘there are...views’, which would otherwise be coded as acknowledge, the proposition that ‘men shouldn’t go into nursing’ is read as distance.

CAFSS2: **There are** stereotypical & sexist **views** still present such as those that men shouldn’t go into nursing...

This particular instance highlights the importance of a logogenetic approach to analysis, and more research into the interplay of APPRAISAL systems. The operation of APPRAISAL as a system at discourse semantic level means that the same meaning can be achieved in different forms, and conversely that the same form can result in different meanings in different contexts. It is always *meanings* and not *wordings* which are analysed. However, this can also present difficulties for the analyst grappling with what is essentially a very complex language system in which selections for many different systems interact. Previous studies have begun to explore the interconnectedness of GRADUATION and ATTITUDE (Hood, 2004a, 2010) and this study begins the exploration of interactions between ENGAGEMENT and ATTITUDE. More research is needed, however, into syndromes of ATTITUDE, including an investigation of the circumstances under

which choices from one system may influence the meanings from another. It is to this question of further research that discussion now turns.

## **7.4 Future directions**

This thesis suggests a number of avenues for further research. The study provides a clear picture of disciplinary difference in the data set of student writing, which comprises three texts in each of four subjects, Ancient History, Modern History, Society and Culture and Community and Family Studies. It offers a multi-layered and detailed description and analysis of students' writing from an interpersonal perspective situated within the context of a genre analysis. This research has been able to demonstrate patterns of preferences in choices of ATTITUDE, GRADUATION and ENGAGEMENT in the student texts which point toward underlying differences in the type of knowledge important in each. In particular, differing axiologies have been suggested for each subject, and CAFS has been differentiated from the other three subjects in terms of the chances it offers students to build cumulative knowledge.

The contributions of this thesis suggest a need for further research into the creation of interpersonal stance in the humanities. The highly detailed nature of the necessary manual analysis in this study, meant that a limited corpus of texts was examined in each subject. While corpus-based studies can readily engage with a larger amount of texts, it is as yet not possible to do other than manual coding in discourse analytic studies to capture the prosodies of ATTITUDE and the interplay between the sub-systems of APPRAISAL, so important to understanding the complex constructions of valued positions. More studies of a similar nature could extend on the findings of this research.

While axiological orientations have been identified in each subject, the manner in which these are taught to students is less clear. This study could be complemented by an investigation into teaching material in the four subjects studied. An analysis of textbooks has the potential to contribute to a better understanding of how the values

found in student writing become naturalised as part of the discourse of the subject. This would assist in further confirming the analysis of the humanities in senior secondary school as representing a cultivated gaze through providing evidence of cultivation. Further evidence of how gazes are cultivated in classroom interaction could also be obtained from studies incorporating classroom observation. The approach taken in this study is quite different from ethnographic approaches, data from which constitute an additional text for discourse analysis from an SFL perspective (Hood 2011a; Martin 2014). However studies involving classroom observation have the potential to yield further evidence of the instructions given to students around writing and could provide rich texts for multimodal discourse analysis in the future.

Perhaps most importantly of all, is the need for more close collaboration between linguists and teachers. This study has the potential to open up discussion around literacy in a context in which change is already occurring. The implementation of the national curriculum in NSW this year provides an opportunity which could perhaps be harnessed for positive change in literacy pedagogy. This thesis contributes important insights into how 'appropriate' writing is created through the expression, grading and sourcing of particular attitudes in particular subjects. The training of teachers in the different ways that interpersonal meaning is construed in writing is therefore critical. Discussion and research in the linguistic community is underway about how much and what grammar teachers need (Cook & Jones, 2013; Macken-Horarik et al., 2011), several collaborative projects are in progress (Cook & Jones, 2013; Humphrey & Robinson, 2012; Love & Sandiford, 2012) and SFL based training for teachers has been developed (Lexis Education, 2014; Reading to Learn, 2014). This study emphasises the importance of these and presents a strong argument for more explicit knowledge about language in schools. If, as Bacon is commonly quoted, 'knowledge is power', then knowledge about language is no different. More explicit knowledge about language would serve to bring part of what currently constitutes the hidden curriculum into the open and give students not only the ability to 'write it right' but also empower them in their 'right to write'. Surely this is an 'appropriate' goal for education.

## References

- ACARA. (2013a). *The Australian Curriculum: History*. Australian Curriculum Assessment and Reporting Authority.
- ACARA. (2013b). *The Australian Curriculum: English*. Australian Curriculum Assessment and Reporting Authority.
- Acevedo, C. (2010). *A report on school-based Action Research Multilingual Research Institute "Will the implementation of Reading to Learn in Stockholm schools accelerate literacy learning for disadvantaged students and close the achievement gap?"* Acevedo, C. 2009-2010. Stockholm: Stockholm Education Administration.
- Alverman, D. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34(2), 189-208.
- Australian. Dept. of Employment Education Training and Youth Affairs. (1998). *Literacy for all : the challenge for Australian schools : Commonwealth literacy policies for Australian schools*. Canberra: Dept. of Employment, Education, Training and Youth Affairs.
- Bakhtin, M. M. (1981). *The Dialogic Imagination: Four Essays* (C. Emerson & M. Holquist, Trans.): University of Texas Press.
- Bakhtin, M. M. (1986). The Problem of Speech Genres (V. W. McGee, Trans.). In D. Emerson & M. Holquist (Eds.), (pp. 60-102). Austin: University of Texas Press.
- Bazerman, C. (1981). What written knowledge does: Three examples of academic discourse. *Philosophy of the Social Sciences*, 11, 361-387.
- Bazerman, C. (1988). *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Madison, WI: University of Wisconsin Press.
- Bazerman, C. (1991). How Natural Philosophers Can Cooperate: The Literary Technology of Coordinated Investigation in Joseph Priestley's 'History and Present State of Electricity (1767)'. In C. Bazerman & J. Paradis (Eds.), *Textual Dynamics in the Professions: Historical and Contemporary Studies of Writing in Professional Communities* (pp. 13-44). Madison: University of Wisconsin Press.
- Becher, T., & Trowler, P. R. (2001). *Academic Tribes and Territories*. Buckingham: The Society for Research into Higher Education and Open University Press.
- Beder, S. (2014). The wrong men behind curriculum review, *The Age*. Retrieved from <http://www.theage.com.au/comment/the-wrong-men-behind-curriculum-review-20140113-30qmc.html>
- Bednarek, M. (2008). *Emotion Talk Across Corpora*. Basingstoke, New York: Palgrave Macmillan.
- Bednarek, M. (2010). *The Language of Fictional Television: Drama and Identity*. London: Continuum.
- Bednarek, M. (2013). *Principles for applying Appraisal Theory*. Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Bernstein, B. (1990). *Class, Codes and Control, Volume IV: The structuring of pedagogic discourse*. London: Routledge.
- Bernstein, B. (1996). *Pedagogy, Symbolic Control and Identity* London: Taylor & Francis.
- Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity* (revised ed.). Maryland: Rowman and Littlefield.
- Biber, D. (2006). Stance in spoken and written university registers. *Journal of English for Academic Purposes*, 5(2), 97-116.
- Biber, D., & Finegan. (1989). Styles of stance in English: lexical and grammatical marking of evidentiality and affect. *Text*, 9(1), 93-124.

- Bock, H. K. (1983). *Essay Writing: Meaning as a way to language*. Paper presented at the Annual National Conference on Learning Skills and Communication, St John's College, University of Queensland.
- Boomer, G. (2003). Newspapers and cultural literacy. *Opinion*, 47(2), 5-12.
- Bourdieu, P. (1994). *In Other Words*. Cambridge: Polity Press.
- Bourdieu, P., & Wacquant, L. J. D. (1992). *An Introduction to Reflexive Sociology*. Cambridge: Polity Press.
- Brisk, M. (2011). "We've let them in on the secret:" Using SFL Theory to Improve the Teaching of Writing to Bilingual Learners. In T. Lucas (Ed.), *Teacher Preparation for linguistically diverse classrooms. A resource for teacher educators*. (pp. 111-126). New York: Routledge.
- Burke, K. (1950). *A Rhetoric of Motives*. Berkeley: University of California Press.
- Burmark, L., Association for Supervision and Curriculum Development, & Alexandria, V. A. (2002). *Visual Literacy: Learn To See, See To Learn*: Association for Supervision and Curriculum Development.
- Butt, D. e. a. (1995). *Texts in Context Using Functional Grammar: An Explorer's Guide*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.
- Bybee, J., & Fleischman, S. (1995). *Modality in Grammar and Discourse*. Amsterdam: Benjamins.
- Cairney, T., & Ruge, J. M. (1997). *Community literacy practices and schooling : towards effective support for students*. Canberra: Department of Employment, Education, Training and Youth Affairs.
- Caldwell, D. L. (2008). Affiliating with rap music: political rap or Gangsta rap? *Novitas Royal*, 2(1), 13-27.
- CALT Learning Support. (2007, 21 February 2007). Avoiding the personal pronoun 'I'. Retrieved 23/11/13, from <http://www.monash.edu.au/lls/llonline/writing/arts/sociology/2.3.1.xml>
- CALT Learning Support. (2014). Paraphrasing and Summarising. Retrieved 6/2/14, from <http://www.monash.edu.au/lls/llonline/writing/information-technology/sources/2.5.3.xml>
- Cambourne, B. (2001). Literacy and Learning in Senior Schooling: The Legal Studies classroom as an instructive case. In J. Cumming & C. Wyatt-Smith (Eds.), *Literacy and the Curriculum: Success in Senior Secondary Schooling*. Melbourne: ACER.
- Cann, M., Inglis, R., Dalmau, A., & Gregory, R. (2013). *Secondary Literacy Improvement Project (SLIP): what is 'thinkable' about literacy at the levels of school and classroom practice*. Paper presented at the ASFLA National Conference 2013: Seizing the moment, ACU, Melbourne.
- Chafe, W., & Nichols, J. (Eds.). (1986). *Evidentiality: The Linguistic Coding of Epistemology*. Norwood, NJ.: Ablex.
- Channell, J. (1994). *Vague Language*. Oxford: Oxford University Press.
- Chen, R., Maton, K., & Bennet, S. (2011). Absenting discipline: Constructivist approaches in online learning. In F. Christie & K. Maton (Eds.), *Disciplinarity*. London: Continuum.
- Christie, F. (1985). Language and Schooling. In S. Tchudi (Ed.), *Language, schooling, and society*. Upper Montclair, N.J.: Boynton/Cook.
- Christie, F. (1986). Writing in the infants grades. In J. R. Martin & C. Painter (Eds.), *Writing to Mean: Teaching genres across the curriculum*. Sydney: ALAA.
- Christie, F. (2001). Pedagogic discourse in the post-compulsory years: pedagogic subject positioning. In J. Cumming & C. Wyatt-Smith (Eds.), *Literacy and the Curriculum: Success in Senior Secondary Schooling*. Melbourne: ACER.
- Christie, F. (2007). Ongoing Dialogue: functional linguistic and Bernsteinian sociological perspectives on education. In F. Christie & J. R. Martin (Eds.), *Language, Knowledge*



- and Pedagogy: *Functional Linguistic and Sociological Perspectives* (pp. 3-13). London, New York: Continuum.
- Christie, F., & Derewianka, B. (2008). *School Discourse: Learning to Write across the Years of Schooling*. London and New York: Continuum.
- Christie, F., Devlin, B., Freebody, P., Luke, A., Martin, J., Threadgold, T., & Walton, C. (1991). *Teaching English literacy: A project of national significance on the preservice preparation of teachers for teaching English literacy*. Darwin: Darwin University, Centre for Studies of Language in Education.
- Christie, F., & Maton, K. (Eds.). (2011). *Disciplinary: Functional Linguistic and sociological perspectives*. London: Continuum.
- Coffin, C. (1996). *Exploring Literacy in School History (Write it Right resources for literacy and learning)*. Sydney: Metropolitan East Disadvantaged Schools Program.
- Coffin, C. (1997). Constructing and giving value to the past: an investigation into secondary school history. In F. Christie & J. R. Martin (Eds.), *Genre and Institutions: Social Processes in the Workplace and School*. London: Cassel.
- Coffin, C. (2006). *Historical Discourse: the language of time, cause and evaluation*. London: Continuum.
- Columbi, M. C., & Schleppegrell, M. (2002). Theory and Practice in the Development of Advanced Literacy. In M. Schleppegrell & M. C. Columbi (Eds.), *Developing Advanced Literacy in First and Second Languages: Meaning with power*. Mahwah, NJ Lawrence Erlbaum Associates.
- Cook, A., & Jones, C. (2013). *"I don't think I'm hopeless at grammar": reports from NSW teachers in the Grammaticals Project*. Paper presented at the ASFLA National Conference 2013: Seizing the Moment, ACU Melbourne.
- Corbel, C., & Macquarie University National Centre for English Language Teaching and Research. (1997). *Computer literacies: working efficiently with electronic texts*. Sydney: National Centre for English Language Teaching and Research.
- Corbel, C., & Macquarie University National Centre for English Language Teaching and Research. (1999). *Computer literacies: working effectively with electronic texts, Office '97 version*. Sydney: NCELTR.
- Crowe, D. (2014). Pyne tackles 'bias' in classrooms with national curriculum review, *The Australian*. Retrieved from <http://www.theaustralian.com.au/national-affairs/pyne-tackles-bias-in-classrooms-with-national-curriculum-review/story-fn59niix-1226798789616#>
- Cullican, S., Faiola, G., Pilon, M., Nicholls, G., & Moloney, L. (2013). *Reading to Learn in CEO Melbourne: A Decade of Learning (2003-2013)*. Paper presented at the ASFLA National Conference 2013: Seizing the Moment, ACU, Melbourne.
- Cumming, J., & Wyatt-Smith, C. (2001). A Multi-theoretical and multi-disciplinary approach to literacy education and curriculum research. In J. Cumming & C. Wyatt-Smith (Eds.), *Literacy and the Curriculum: Success in Senior Secondary Schooling*. Melbourne: ACER.
- Department of Employment Education and Training (DEET). (1991). *Australia's Language: The Australian Language and Literacy Policy*. Canberra: Australian Government Publishing Service.
- Department of Employment Education Training and Youth Affairs (DEETYA). (1998). *Literacy for All: The Challenge for Australian Schools*. Canberra: Government Publishing Service.
- Derewianka, B. (2011). *A New Grammar Companion for Teachers*. Marrickville: Primary English Teaching Association Australia.
- Disadvantaged Schools Program. (1988). *Teaching Factual Writing: A Genre Based Approach*. Sydney: Disadvantaged Schools Program.
- Disadvantaged Schools Program. (1989). *The Report Genre*. Sydney: Disadvantaged Schools Program.

- Doherty, C. (2008). Student subsidy of the internationalized curriculum: Knowing, voicing and producing the Other. *Pedagogy, Culture and Society*, 16(3), 269-288.
- Doherty, C. (2010 ). Doing business: knowledges in the internationalised business lecture *Higher Education Research and Development*, 29 (3), 245-258.
- Economou, D. (2013). *Evaluation in images - how far can Appraisal theory take us?* Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Eggins, S., Martin, J. R., & Wignell, P. (1987). The Discourse of History: Distancing the recoverable past *Working Papers in Linguistics* (Vol. 5): Linguistics Department, University of Sydney.
- Elkins, J. (2008). *Visual literacy*. New York: Routledge.
- Fang, Z., & Schleppegrell, M. (2008). *Reading in Secondary Content Areas: A language-based pedagogy*. Michigan: University of Michigan Press.
- Freebody, P. (2007). *Literacy Education in School: Research perspectives from the past, for the future*. Camberwell, Victoria: ACER.
- Freebody, P., & Luke, A. (1990). 'Literacies' Programs: Debates and Demands in Cultural Context. *Prospect: Australian Journal of TESOL*, 5(7), 7-16.
- Freebody, P., Maton, K., & Martin, J. R. (2008). Talk, Text and Knowledge in Cumulative, Integrated Learning: A response to 'intellectual challenge'. *Australian Journal of Language and Literacy*, 31(2), 188-201.
- Freedman, A., & Medway, P. (1994a). Locating Genre Studies: Antecedents and Prospects. In A. Freedman & P. Medway (Eds.), *Genre and the New Rhetoric*. London: Taylor and Francis.
- Freedman, A., & Medway, P. (Eds.). (1994b). *Genre and the New Rhetoric*. London: Taylor and Francis.
- Geertz, C. (1983). *Local Knowledge: Further Essays in Interpretive Anthropology*. New York: Basic.
- Gilmore, P. (1991). "Gimme Room": School Resistance, Attitude and Access to Literacy. In C. Mitchell & K. Weiler (Eds.), *Rewriting Literacy: Culture and the discourse of the other*. Westport: Bergin and Garvey.
- Gouveia, C. (2013). Evolving in confidence: writing across basic schooling. In O. Vian JR & C. Caltabiano (Eds.), *Língua(gem) e suas múltiplas faces – Estudos em Homenagem a Leila Barbara*. (pp. 93-108). São Paulo: Mercado de Letras.
- Grattan, M. (2006). Howard claims victory in national culture wars, *The Age*. Retrieved from <http://www.theage.com.au/news/national/pm-claims-victory-in-culture-wars/2006/01/25/1138066861163.html#>
- Gray, B., & Biber, D. (2012). Current Conceptions of Stance. In C. S. Guinda & K. Hyland (Eds.), *Stance and Voice in Written Academic Genres*. (pp. 15-33). Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.
- Green, B., Hodgins, J., & Luke, A. (1997). Debating literacy in Australia: history lessons and popular f(r) ictions. -Responses to claims that literacy standards are falling are provided through an examination of Australia's sociocultural history. . *Australian Journal of Language and Literacy*, 20(1), 6-24.
- Halliday, M. A. K. (1985). Context of Situation. In M. A. K. Halliday & R. Hasan (Eds.), *Language, Context and Text* (pp. 3-11). Geelong, Vic.: Deakin University Press.
- Halliday, M. A. K. (1985/1994). *Introduction to Functional Grammar* (2 ed.). London: Arnold.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M. A. K., & Martin, J. R. (1993). *Writing Science: Literacy and discursive power*. Pittsburgh: University of Pittsburgh Press.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (1999). *Construing Experience Through Meaning: A language-based approach to cognition*. London, New York: Continuum.

- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar* (3 ed.). London: Arnold.
- Hammond, J., & Macken-Horarik, M. (1999). Critical literacy: challenges and questions for ESL classrooms. *TESOL Quarterly*, 33, 520-544.
- Hammond, J., & Macken-Horarik, M. (2001). Teachers' voices, teachers' practices : insider perspectives on literacy education. *Australian Journal of Language and Literacy*, 24 (2), 112-132
- Harvie, K. (2013). The Humanities Curriculum in a Changing World. *Ethos*, 21(1), 10-13.
- Hasan, R. (2005). The collected works of Ruqaiya Hasan Volume 1: Language, Society and Consciousness. London: Equinox.
- Hay, L. (2010). Health literacy. *Perspectives in public health*, 130(3), 105.
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(2), 49-76.
- Hommerberg, C. (2013). *Using the Appraisal model for analysis of wine reviews - benefits and challenges*. Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Hood, S. (2004a). *Appraising Research: Taking a stance in academic writing*. (Unpublished PhD ), University of Technology, Sydney.
- Hood, S. (2004b). Managing Attitude in undergraduate academic writing: a focus on the introductions to research reports. In L. Ravelli & R. Ellis (Eds.), *Analysing Academic Writing: Contextualised Frameworks*. London: Continuum.
- Hood, S. (2006). The persuasive power of prosodies: Radiating values in academic writing. *Journal of English for Academic Purposes*, 5, 37-49.
- Hood, S. (2007). Arguing in and across disciplinary boundaries: legitimizing strategies in applied linguistics and cultural studies. In A. McCabe, M. O'Donnel & R. Whittaker (Eds.), *Advances in Language and Education*. London: Continuum.
- Hood, S. (2010). *Appraising research : evaluation in academic writing*. New York: Palgrave Macmillan.
- Hood, S. (2011a). Does it matter what genre means?: Analysing introductions to research articles within different traditions. *Journal of the University of Science and Technology, Beijing*, 27(2), 8-16.
- Hood, S. (2011b). Writing discipline: Comparing inscriptions of knowledge and knowers in academic writing. In F. Christie & K. Maton (Eds.), *Disciplinary: Functional linguistic and sociological perspectives*. London: Continuum.
- Hood, S. (2012). Stance and Voice in Professional Genres. In C. S. Guinda & K. Hyland (Eds.), *Stance and Voice in Written Academic Genres* (pp. 51-68). Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.
- Howard, S., & Maton, K. (2011). Theorising knowledge practices: A missing piece of the educational technology puzzle. *Research in learning technology*, 19(3), 191-206.
- Humphrey, S. (1996). *Exploring Literacy in School Geography*. Sydney: Metropolitan East DSP.
- Humphrey, S., Droga, L., & Feez, S. (2011). *Grammar and Meaning*. Marrickville: Primary English Teaching Association Australia.
- Humphrey, S., Love, K., & Droga, L. (2011). *Working Grammar: An Introduction for Secondary English Teachers*: Pearson Education Australia.
- Humphrey, S., & Robinson, S. H. (2012). *Using a 4x4 framework for whole school literacy development*. Paper presented at the 39th International Systemic Functional Congress: To Boldly Go, UTS, Sydney.
- Hunston, S. (2010). *Corpus Approaches to Evaluation: Phraseology and Evaluative Language*: Taylor and Francis.
- Hunston, S., & Thompson, G. (2000). *Evaluation in Text*. Oxford: Oxford University Press.

- Hyland, K. (1996). Writing without conviction: hedging in science research articles. *Applied Linguistics*, 17(4), 433-454.
- Hyland, K. (1998). Persuasion and context: The pragmatics of academic metadiscourse. *Journal of Pragmatics*, 30(4), 437-455. doi: [http://dx.doi.org/10.1016/S0378-2166\(98\)00009-5](http://dx.doi.org/10.1016/S0378-2166(98)00009-5)
- Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. Harrow, New York: Longman.
- Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. Essex: Pearson.
- Hyland, K. (2005a). *Metadiscourse: exploring interaction in writing*. London, New York: Continuum.
- Hyland, K. (2005b). Stance and engagement: a model of interaction in academic discourse. *Discourse Studies*, 6(2), 173-191.
- Hyland, K. (2012). *Disciplinary Identities: Individuality and Community in Academic Discourse*: Cambridge University Press.
- Iedema, R., White, P. R. R., De Silva Joyce, H., Feez, S., & Write-it-Right Project. (2008). *Media literacy*. Surry Hills, N.S.W: NSW Adult Migrant Education Service.
- Jane, M. (1998). Scientific Literacy. *Science*, 281(5379), 917-917.
- Kompara-Tosio, J. (2014). *Literacy in Legal Studies: Writing Evaluation Essays*. Paper presented at the Legal Studies Association of NSW 2014 Conference.
- Kompara, J. (2012). *Appraisal in Secondary School Legal Studies*. Paper presented at the 39th International Systemic Functional Linguistic Congress, UTS, Sydney.
- Korner, H. (2000). *Negotiating Authority: The Logogenesis of Dialogue in Common Law Judgments*. (PhD), University of Sydney, unpublished PhD thesis.
- Kress, G. (1986). Reading, writing and power. In J. R. Matrin & C. Painter (Eds.), *Writing to Mean: teaching genres across the curriculum*. Sydney: ALAA.
- Kress, G. (2001). "You've just got to learn how to see": Curriculum subjects, young people and schooled engagement with the world. In J. Cumming & C. Wyatt-Smith (Eds.), *Literacy and the Curriculum: Success in Senior Secondary Schooling*. Melbourne: ACER.
- Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lane, B. (2013). Asian Century teachers in demand. *The Australian*.  
<http://www.theaustralian.com.au/higher-education/asian-century-teachers-in-demand/story-e6frgcjx-1226612681966>
- Langer, J. A., & Applebee, A. N. (1984). Language, Learning and Interaction: A framework for improving the teaching of writing. In A. N. Applebee (Ed.), *Contexts for learning to write: studies of secondary school interaction*. Norwood: Ablex.
- Lexis Education. (2014). Lexis Education Courses. Retrieved 13/1/14, from <http://www.lexised.com/courses/>
- Love, K. (2009). Literacy pedagogical content knowledge in secondary teacher education: reflecting on oral language and learning across the disciplines. *Language and Education*, 23(6), 541-560.
- Love, K. (2010). Literacy pedagogical content knowledge in the secondary curriculum. *Pedagogies: An International Journal*, 5(4), 338-355.
- Love, K., & Sandiford, C. (2012). *Grammatics, Narrative and Teacher Orientations*. Paper presented at the 39th International Systemic Functional Congress, University of Technology, Sydney.
- Lovstedt, A. (2013). Teacher Learning for European Literacy Education (Tel4ELE) Final Report. Stockholm: Stockholm Education Administration.
- Luckett, K. (2010 ). Disciplinary in question: Comparing knowledge and knower codes in sociology. *Research Papers in Education*, 1-22.

- Luke, A., & Elkins, J. (2003). *A report about literacy and numeracy development of target group students in the middle years of schooling*. Australia.: Department of Education, Science and Training.
- MacDonald, S. (1994). *Professional Academic Writing in the Humanities and Social Sciences*. Carbondale and Edwardsville: Southern Illinois University Press.
- Macken-Horarik, M., & Isaac, A. (2014). Appraising Appraisal. In G. Thompson & L. Alba-Juez (Eds.), *Evaluation in Context* (pp. 67-92): John Benjamins.
- Macken-Horarik, M., Love, K., & Unsworth, L. (2011). A grammatics 'good enough' for school English in the 21st century: Four challenges in realising the potential. *Australian Journal of Language and Literacy*, 34(1), 9-23.
- Macken-Horarik, M., & Morgan, W. (2011). Towards a metalanguage adequate to linguistic achievement in post-structuralism and English: Reflections on voicing in the writing of secondary students. *Linguistics and Education*, 22, 133-149.
- Macnaught, L., Maton, K., Martin, J. R., & Matruglio, E. (2013). Jointly constructing semantic waves: Implications for teacher training. *Linguistics and Education*, 24(1), 50-63.
- Marshall, J. D. (1984). Schooling and the Composing Process. In A. N. Applebee (Ed.), *Contexts for Learning to Write: Studies of secondary school instruction*. Norwood: Ablex.
- Martin, J. (2013). *I is the Spirit of Jazz*. Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Martin, J., Maton, K., & Matruglio, E. (2010). Historical cosmologies: Epistemology and axiology in Australian secondary school history discourse<sup>1</sup>. *Revista Signos*, 43(74), 433-463
- Martin, J. R. (1992). *English Text: System and Structure*. Philadelphia: John Benjamins.
- Martin, J. R. (1993a). Life as a Noun: Arresting the universe in science and humanities. In M. A. K. Halliday, Martin, J.R. (Ed.), *Writing Science: Literacy and discursive power* (pp. 221-267). London: Falmer Press.
- Martin, J. R. (1993b). Technicality And Abstraction: Language for the creation of specialized texts. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing Science: Literacy and Discursive Power* (pp. 223-241). London, Washington: The Falmer Press.
- Martin, J. R. (1993c). Technicality and Abstraction: language for the creation of specialised texts. In M. A. K. Halliday, Martin, J.R. (Ed.), *Writing Science: Literacy and discursive power* (pp. 203-220). London: Falmer Press.
- Martin, J. R. (1997). Analysing genre: functional parameters. In F. Christie & J. R. Martin (Eds.), *Genre and Institutions: Social Processes in the Workplace and School*. London: Cassel.
- Martin, J. R. (2000). Beyond Exchange: Appraisal systems in English. In S. Hunston & G. Thompson (Eds.), *Evaluation in Texts: Authorial Stance and the Construction of Discourse* (pp. 142-175). Oxford: Oxford University Press.
- Martin, J. R. (2002). Writing History: Construing Time and Value in Discourses of the Past. In M. Schleppegrell & M. C. Columbi (Eds.), *Developing Advanced Literacy in First and Second Languages: Meaning with power*. Mahwah, NJ Lawrence Erlbaum Associates.
- Martin, J. R. (2007). Construing knowledge: a functional linguistic perspective. In F. Christie & J. R. Martin (Eds.), *Language, Knowledge and Pedagogy* (pp. 34-61). London: Continuum.
- Martin, J. R. (2008). Boomer dreaming: the texture of re-colonisation in a lifestyle magazine. In G. Forey & G. Thompson (Eds.), *Text Type and Texture* (pp. 252-284). London: Equinox.
- Martin, J. R. (2009). Semantic Variation: Modelling Realisation, Instantiation and Individuation in Social Semiosis. In M. Bednarek & J. R. Martin (Eds.), *New Discourses on Language: functional perspectives on multimodality, identity and affiliation* (pp. 1-34). London, New York: Continuum.
- Martin, J. R. (2011). Bridging troubled waters: Interdisciplinarity and what makes it stick. In F. Christie & K. Maton (Eds.), *Disciplinarity: Functional linguistic and sociological perspectives* (pp. 35-61). London: Continuum.

- Martin, J. R. (2013a). Embedded Literacy: knowledge as meaning. *Linguistics and Education*, 24, 23-37.
- Martin, J. R. (2013b). *La Grande Illusion: continuing the study of lexis*. Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Martin, J. R. (2014). Looking out; Functional linguistics and genre. *Linguistics and the Human Sciences*, 9(2), 205-319.
- Martin, J. R. (to appear). One of three traditions: genre, functional linguistics and the 'Sydney School'. In N. Artemeva (Ed.).
- Martin, J. R., Christie, F., & Rothery, J. (1987). Social Processes in Education: A reply to Sawyer & Watson (and others) *Working Papers in Linguistics* (Vol. 5): Linguistics Department, University of Sydney.
- Martin, J. R., Maton, K., & Matruglio, E. (2010). Historical Cosmologies: Epistemology and axiology in Australian Secondary school history discourse. *Revista Signos*, 43(74), 433-463.
- Martin, J. R., & Rose, D. (2003). *Working With Discourse: Meaning beyond the clause*. London: Continuum.
- Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping Culture*. London: Equinox
- Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. Hampshire: Palgrave.
- Maton, K. (2004). The wrong kind of knower: Education, expansion and the epistemic device. In J. Muller, B. Davies & A. Morais (Eds.), *Reading Bernstein, Researching Bernstein*. London: Routledge Falmer.
- Maton, K. (2011). Theories and Things: The semantics of disciplinarity. In F. Christie & K. Maton (Eds.), *Disciplinarity: Functional Linguistic and Sociological Perspectives* (pp. 62-84). London: Continuum.
- Maton, K. (2013). Making Semantic Waves: A key to cumulative knowledge-building. *Linguistics and Education*, 24(1), 8-22.
- Maton, K. (2014). *Knowledge and Knowers: towards a realist sociology of education*. London: Routledge.
- Matruglio, E. (2007). *Values and Attitudes in Ancient and Modern History*. Paper presented at the Australian Functional Linguistics Congress, Wollongong, NSW.
- Matruglio, E. (2009). *Situating Society and Culture in Schools; Subject Students and Scripts*. Paper presented at the Friday SFL Seminar Series, The University of Sydney.
- Matruglio, E. (2010). Evaluative Stance in Humanities: Expectations and performances. In A. Mahboob & N. Knight (Eds.), *Applicable Linguistics*. London, New York: Continuum.
- Matruglio, E. (2012). *Managing Mode: beyond the everyday in Community and Family Studies*. Paper presented at the 39th International Systemic Functional Linguistics Congress, University of Technology, Sydney
- Matruglio, E. (2013). *Disciplinary Positions: understanding fields as valued phenomena*. Paper presented at the ASFLA National Conference, Australian Catholic University, Melbourne.
- Matruglio, E. (2004). *Genre and literacy development in senior ancient history*. Research Project Report for MA in Applied Linguistics. University of Technology. Sydney.
- Matruglio, E., Maton, K., & Martin, J. R. (2013). Time travel: the role of temporality in enabling semantic waves on secondary school teaching. *Linguistics and Education*, 24(1), 38-49.
- Matruglio, E., Maton, K., & Martin, J. R. (in press, 2014). LCT and systemic functional linguistics: Enacting complementary theories for explanatory power. In K. Maton, S. Hood & S. Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*. London: Routledge.

- May, S., & Smyth, J. (2007). *Addressing Literacy in Secondary Schools*. *Language and Education*, 21(5).
- Merino, B. J., & Hammond, L. (2002). Writing to Learn: Science in the upper-elementary bilingual classroom. In M. Schleppegrell & M. C. Columbi (Eds.), *Developing Advanced Literacy in First and Second Languages: Meaning with power*. Mahwah, NJ Lawrence Erlbaum Associates.
- Miller, C. (1984). Genre as Social Action. *Quarterly Journal of Speech*, 70(2), 151-167.
- Miller, J. D. (1983). Scientific Literacy: A Conceptual and Empirical Review. *Daedalus*, 112(2), 29-48.
- Mitchell, P. (2006). Social Science in the Secondary School Curriculum - a case study. *Journal of Curriculum Studies*, 4(1), 133-144.
- Murray, N., & Zammit, K. (1992). *The Action Pack: Animals (Activities for Teaching Factual Writing)*. Sydney: Metropolitan East DSP (Language and Social Power Project).
- Naidu, A. (2008). Health Literacy. *Whitireia Nursing Journal*(15), 39-46.
- New London Group. (1996). A Pedagogy of Multiliteracies: designing social futures. *Harvard Educational Review*, 66(1), 1-29.
- New South Wales Board of Studies. (2007). *English K-6 syllabus* (Updated ed.). Sydney: Board of Studies NSW.
- Newbiggin, A., Mills, M., Wheelton, M., Woodman, K., Peters, T., & Theobald, M. (2013). *"I don't think I'm hopeless at grammar": Reports from Victorian teachers in the Grammaticals Project*. Paper presented at the ASFLA National Conference 2013: Seizing the moment, ACU, Melbourne.
- NSW Board of Studies. (1999a). *Community and Family Studies Stage 6 Syllabus*. Sydney: Board of Studies NSW.
- NSW Board of Studies. (1999b). *Society and Culture Stage 6 Syllabus*. Sydney: Board of Studies NSW.
- NSW Board of Studies. (2004a). *Ancient History Stage 6 Syllabus*. Board of Studies NSW.
- NSW Board of Studies. (2004b). *Modern History Stage 6 Syllabus*. Sydney: Board of Studies NSW.
- NSW Board of Studies. (2007). *English K-6 Syllabus*. Sydney.
- NSW Board of Studies. (2009, 5 August 2009). A Glossary of Key Words. Retrieved 20/04/2012, 2012, from [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)
- NSW Board of Studies. (2010). *2010 HSC Community and Family Studies Marking Guidelines*.
- NSW Department of Education and Training. (2008). Curriculum Planning, Programming, Assessing & Reporting to parents K-12. Retrieved 22/2/14, from <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs/index.htm>
- Oteiza, T. (2003). How contemporary history is presented in Chilean middle school textbooks. *Discourse and Society*, 14(5), 639-660.
- Oteiza, T., & Pinto, D. (2008). Agency, responsibility and silence in the construction of contemporary history in Chile and Spain. *Discourse and Society*, 19(3), 333-358.
- Painter, C. (1986). The Role of Interaction in Learning to Speak and Learning to Write. In J. R. Martin & C. Painter (Eds.), *Writing to Mean: teaching genres across the curriculum*. Sydney ALAA.
- Painter, C. (2003). Developing attitude: An ontogenetic perspective on appraisal. *Text*, 23(2), 183-209.
- Painter, C., & Martin, J. R. (Eds.). (1986). *Writing to mean : teaching genres across the curriculum : papers and workshop reports from the "Writing to mean" conference held at the University of Sydney, May 1985*. [Mt. Gravatt, Qld]: Applied Linguistics Association of Australia.

- Potter, W. J. (2005). *Media literacy*. Thousand Oaks, CA: Sage.
- Poynton, C. (1985). *Language and Gender: Making the Difference*. Geelong, Vic.: Deakin University Press.
- Poynton, C. (1986). Writing in the Primary School. In J. R. Martin & C. Painter (Eds.), *Writing to Mean: teaching genres across the curriculum*. Sydney: ALAA.
- Prewitt, K. (1983). Scientific Illiteracy and Democratic Theory. *Daedalus*, 112(2), 49-64.
- QUT. (2013). Studywell. Retrieved 6/2/14, from <http://studywell.library.qut.edu.au/>
- Reading to Learn. (2014). The Reading to Learn Program. Retrieved 8/2/14, from [http://www.readingtolearn.com.au/index.php?option=com\\_content&view=article&id=2&Itemid=30#pro](http://www.readingtolearn.com.au/index.php?option=com_content&view=article&id=2&Itemid=30#pro)
- Reagan, R. (Writer). (1961). Ronald Reagan Speaks Out Against Socialised Medicine [Radio].
- Rose, D. (2011). Report for Western NSW Region NSW Department of Education and Training Implementation and outcomes of the professional learning program, 2010. Sydney.
- Rose, D., & Acevedo, C. (2006 ). Closing the gap and accelerating learning in the Middle Years of Schooling. *Australian Journal of Language and Literacy*, 14(2), 32-45.
- Rose, D., & Martin, J. R. (2012). *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School: Equinox*.
- Rothery, J. (1994a). *Exploring Literacy in School Creative Arts*. Metropolitan East DSP. Sydney.
- Rothery, J. (1994b). *Exploring Literacy in School English*. Sydney: Metropolitan East DSP.
- Rothery, J., & Gerot, L. (1986). Writing in the Junior Secondary School. In J. R. Martin & C. Painter (Eds.), *Writing to Mean: Teaching genres across the curriculum*. Sydney: ALAA.
- Rothery, J., & Stevenson, M. (1994). *Exploring Narrative in Video: A Unit of Work for Junior Secondary English (Write it Right Resources for Literacy and Learning)*. Sydney: Metropolitan East Disadvantaged Schools Program.
- Scarcella, R. (2002). Some Key Factors Affecting English Learners' Development of Advanced Literacy. In M. Schleppegrell & Columbi (Eds.), *Developing Advanced Literacy in First and Second Languages: Meaning with power*. Mahwah, NJ.: Lawrence Erlbaum Associates.
- Schleppegrell, M. J. (2004). *The language of schooling : a functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum.
- Shanahan, D. (2012). John Howard revives history wars in attack on Labor curriculum, *The Australian*.
- Shay, S. (2011). Curriculum formation: A case study from History. *Studies in Higher Education*., 36(3), 315-329.
- Sinclair, J. M. (1986). Fictional Worlds. In M. Coulthard (Ed.), *Talking about text: Studies presented to David Brazil on his retirement. Discourse Analysis Monographs No.13* (pp. 43-60). Birmingham: University of Birmingham: English Language Research.
- Snow, C. P. (1959). *The Two Cultures and the Scientific Revolution*. Cambridge: Cambridge University Press.
- Stenhouse, L. (1968). The Humanities Curriculum Project. *Journal of Curriculum Studies*, 1(1), 26-33.
- Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2004). *Research Genres: Exploration and Applications*. Cambridge: Cambridge University Press.
- Teibel, A. (2012). Abbas Makes Triumphant Return Home After UN Vote. <http://www.ctvnews.ca/world/abbas-makes-triumphant-return-home-after-un-vote-1.1062532#ixzz2DwJjb3pi>
- Toulmin, S. R. (1958). *The Uses of Argument*. Cambridge: Cambridge University Press.
- Trefil, J. S., Kett, J. F., & Hirsch, E. D. (1987). *Cultural literacy: what every American needs to know*. Boston: Houghton Mifflin.



- Universities Admissions Centre. (2009). Report on the Scaling of the 2008 NSW HSC.
- Unsworth, L. (2001). *Teaching Multiliteracies Across the Curriculum* Buckingham: OUP.
- Veel, R. (1993). *Exploring Literacy in School Science*. Research Report. Metropolitan East DSP. Sydney.
- Veel, R. (1999). Language, Knowledge and Authority in School Mathematics. In F. Christie (Ed.), *Pedagogy and the Shaping of Consciousness: Linguistic and Social Processes*. London: Cassell.
- Veel, R. (2006). The Write it Right Project - Linguistic modelling of secondary school and the workplace. In R. Whittaker, M. O'Donnell & A. McCabe (Eds.), *Language and Literacy*. London: Continuum.
- Weekes, T. (2013). *Exploring commitment of musical meaning in images and verbiage in senior secondary music texts*. Paper presented at the ASFLA National Conference 2013: Seizing the Moment, ACU, Melbourne.
- Weekes, T. (2014). *From Dot Points to Disciplinarity: The theory and practice of disciplinary literacies in secondary schooling*. (PhD), University of New England, Australia., unpublished PhD thesis.
- White, B., Hamilton, A., Pedler, K., & Custance, B. (2013). *Composing Written Texts Across the Australian Curriculum F-6*: Catholic Education South Australia,.
- White, P. (2001). An Introductory Course in Appraisal Analysis. Retrieved 10/9/04, from [www.grammatics.com/appraisal](http://www.grammatics.com/appraisal)
- White, P. R. R. (2013). *Taxonomic 'robustness' and accounting for the 'semantics' of evaluative language*. Paper presented at the Appraisal Symposium 2013: Current Issues in Appraisal Analysis, UNSW, Sydney.
- Whittaker, R., Linares, A., & McCabe, A. (2011). Written discourse development in CLIL at secondary school. *Language Teaching Research*, 15(3), 343-362.
- Wignell, P. (1987). In *Your Own Words Working Papers in Linguistics* (Vol. 5): Linguistics Department, University of Sydney.
- Wignell, P. (2007a). *On the discourse of social science*. Darwin: Charles Darwin University Press.
- Wignell, P. (2007b). Vertical and horizontal discourse and the social sciences. In F. Christie & J. R. Martin (Eds.), *Language, Knowledge and Pedagogy: Functional linguistic and sociological perspectives* (pp. 184-204). London, New York: Continuum.
- Wringe, S. (1974). Some Problems Raised by the Schools Council Humanities Project. *Journal of Curriculum Studies*, 6(1), 30-43.
- Yi, L. (2011 ). Bernsteinian perspectives on the Reading to Learn program. *Annual Review of Functional Linguistics in China*, 3, 109-123.
- Zappavigna, M. (2012). *Discourse of Twitter and Social Media: How We Use Language to Create Affiliation on the Web*. London: Continuum.

# Appendix 1 Survey of past HSC examination questions from 2008-10

## Ancient History – 2008-2010

Taken from Section IV – Historical Period, the essay section of the examination.

### 2008

**Question 26 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)**

- (a) **To what extent** did the roles of queens change during this period? **OR**
- (b) Evaluate the political and religious significance of royal burial complexes.

**Question 27 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)**

- (a) Assess the significance of building programs during this period. **OR**
- (b) How was the ‘warrior pharaoh’ image used during this period?

**Question 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)**

- (a) **To what extent** were the policies of Akhenaten a ‘revolution’? **OR**
- (b) Discuss the Battle of Kadesh and its importance during this period.

**Question 29 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)**

- (a) Explain Assyria’s changing relationship with Babylon during this period. **OR**
- (b) Assess the role and contributions of Ashurbanipal as an Assyrian ruler during this period.

**Question 30 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)**

- (a) Assess the contribution and impact of the Omride Dynasty during this period. **OR**
- (b) Explain Israel’s relationships with foreign kings during this period.

**Question 31 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)**

(a) How and why did the Persian Empire expand during this period? **OR**

(b) **To what extent** did the Macedonian invasion contribute to the overthrow of the Persian Empire?

**Question 32 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)**

(a) Explain the rise of tyranny during this period. **OR**

(b) **To what extent** did Cleisthenes' reforms contribute to the development of Athenian democracy?

**Question 33 — Option H – Greece: The Greek world 500–440 BC (25 marks)**

(a) Assess the impact of the Persian Wars on Sparta. **OR**

(b) Explain the changing relationship between Athens and its allies during this period.

**Question 34 — Option I – Greece: The Greek world 446–399 BC (25 marks)**

(a) Explain the causes of the Peloponnesian War. **OR**

(b) Assess the significance of the Peace of Nicias in the course of the Peloponnesian War.

**Question 35 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)**

(a) Explain the relationship between Sparta and Thebes during the period 404–362 BC. **OR**

(b) Assess the military career of Philip II.

**Question 36 — Option K – Rome: 264–133 BC (25 marks)**

(a) **To what extent** was Rome responsible for the Punic Wars? **OR**

(b) What economic and social changes took place in Rome and Italy during this period?

**Question 37 — Option L – Rome: Political revolution in Rome 133–78 BC (25 marks)**

(a) Explain the significance of the Social War for Rome and its Italian allies (*socii*). **OR**

(b) What contribution did Sulla make to political developments in Rome during this period?

**Question 38 — Option M – Rome: The fall of the Republic 78–31 BC (25 marks)**

(a) Explain the activities and breakdown of the First Triumvirate. **OR**

(b) Why did Mark Antony lose the Civil War against Octavian?

**Question 39 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

(a) Evaluate the political and social reforms of Augustus. **OR**

(b) **To what extent** did the principate of Augustus depend on the support of the army?

**Question 40 — Option O – Rome: The Julio-Claudians and the Roman Empire AD 14–69** (25 marks)

(a) Compare the administration of the empire during the principates of Tiberius and Gaius (Caligula). **OR**

(b) Explain how the Praetorian Guard was used for political purposes during this period.

**Question 41 — Option P – Rome: The Roman Empire AD 69–235** (25 marks)

(a) What were the consequences of the Year of the Four Emperors for Rome and its empire? **OR**

(b) Explain how the provinces were administered during this period.

**2009**

**Question 26 — Option A – Egypt: From Unification to the First Intermediate Period** (25 marks)

(a) What was the nature of Egypt's relations with neighbouring lands in this period? **OR**

(b) **To what extent** did religious beliefs change in Old Kingdom Egypt?

**Question 27 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV** (25 marks)

(a) **How important** was Nubia to Egypt during this period? **OR**

(b) Evaluate the importance of officials in the government of Egypt and the 'empire'.

**Question 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II** (25 marks)

(a) Assess the role of Egyptian kings in restoring the god Amun following the failure of the Amarna 'revolution'. **OR**

(b) **To what extent** did Egypt's relationship with foreign powers change during this period?

**Question 29 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC** (25 marks)

(a) **How successful** were the Assyrian kings in the expansion and maintenance of empire? **OR**

(b) Assess the significance of royal cities in the Assyrian empire.

**Question 30 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem** (25 marks)

(a) **To what extent** did neighbouring powers have an impact on Judah during this period? **OR**

(b) Assess the religious policies of the kings of Judah.

**Question 31 — Option F — The Near East: Persia from Cyrus II to the death of Darius III (25 marks)** (a) Assess the significance of building programs during this period. **OR**

(b) ‘Cyrus was a father, Cambyses a tyrant, and Darius a shopkeeper.’ Herodotus **How useful** is this comment in assessing the contributions of these Persian kings?

**Question 32 — Option G — Greece: The development of the Greek world 800–500 BC (25 marks)**

(a) **To what extent** was land hunger the cause of colonisation? **OR**

(b) Who contributed more to the development of Athens: Solon or Peisistratus?

**Question 33 — Option H — Greece: The Greek world 500–440 BC (25 marks)**

(a) **To what extent** was Themistocles responsible for the Greek victory in the Persian Wars? **OR**

(b) **To what extent** did the Delian League fulfil its aims?

**Question 34 — Option I — Greece: The Greek world 446–399 BC (25 marks)**

(a) Assess the roles of Cleon and Brasidas in the Peloponnesian War. **OR**

(b) Why did the Athenians lose the Peloponnesian War?

**Question 35 — Option J — Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)**

(a) **To what extent** did Persia influence Greek affairs during this period? **OR**

(b) **To what extent** did Philip’s army reforms contribute to the rise of Macedon?

**Question 36 — Option K — Rome: 264–133 BC (25 marks)**

(a) Assess the role and impact of Roman leaders during the Second Punic War. **OR**

(b) **To what extent** did the conquest of Greece have an impact on Rome during this period?

**Question 37 — Option L — Rome: Political revolution in Rome 133–78 BC (25 marks)**

(a) Assess the role and impact of violence on politics in Rome during this period. **OR**

(b) Evaluate the impact of foreign wars and invasions on the Roman political system during this period.

**Question 38 — Option M — Rome: The fall of the Republic 78–31 BC (25 marks)**

(a) Assess the senate’s role in political crises in this period. **OR**

(b) **To what extent** did the political ambitions of individuals contribute to the fall of the Republic?

**Question 39 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

- (a) **To what extent** did Augustus use propaganda to establish and maintain his principate? **OR**
- (b) Evaluate Augustus' relationship with the senate.

**Question 40 — Option O – Rome: Rome in the time of the Julio-Claudians AD 14–69 (25 marks)**

- (a) **To what extent** did the Julio-Claudians expand the empire? **OR**
- (b) Assess the impact of Nero's principate on Rome.

**Question 41 — Option P – Rome: The Roman Empire AD 69–235 (25 marks)**

- (a) **To what extent** were the emperors successful in maintaining the Roman peace (*pax Romana*) during this period? **OR**
- (b) Assess Hadrian's contribution to the empire in this period.

**2010**

**Question 31 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)**

- (a) **To what extent** was the Fourth Dynasty the most important period of the Old Kingdom?
- OR
- (b) Assess the contribution of officials to the administration of Old Kingdom Egypt.

**Question 32 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)**

- (a) What effect did the Hyksos have on Egypt in this period?
- OR
- (b) **To what extent** did Thutmose III establish an Egyptian empire?

**Question 33 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)**

- (a) Evaluate the consequences of military campaigns in this period.
- OR
- (b) Assess the reign of Seti I.

**Question 34 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)**

(a) Assess the reign of Tiglath-Pileser III.

OR

(b) Why did the Assyrian empire fall?

**Question 35 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)**

(a) Account for the conflict between Israel and Judah.

OR

(b) Why did Jerusalem fall in 587 BC?

**Question 36 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)**

(a) How did the Persians maintain their empire?

OR

(b) **To what extent** was Darius III responsible for the fall of the Persian empire?

**Question 37 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)**

(a) Assess the contribution of lawgivers to the development of the city-states of Athens and Sparta.

OR

(b) “Wherever there were tyrants, their habit of providing simply for themselves ... prevented anything great proceeding from them.” Thucydides 1.17

**To what extent** does this claim reflect the contribution tyrants made to the development of the Greek city-states?

**Question 38 — Option H – Greece: The Greek world 500–440 BC (25 marks)**

(a) Why did the Greeks win the Persian Wars of 480–479 BC?

OR

(b) Account for the development of the Athenian empire to 440 BC.

**Question 39 — Option I – Greece: The Greek world 446–399 BC (25 marks)**

(a) Account for the strategies adopted by the Athenians and Spartans in the Archidamian War (431–421 BC).

OR

(b) Assess the influence of Alcibiades and Lysander on the outcome of the Peloponnesian War.

**Question 40 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)**

(a) What impact did the different hegemonies have on Greek affairs (404–362 BC)?

OR

(b) Account for the extension of Macedonian control over Greece by 338 BC.

**Question 41 — Option K – Rome: 264–133 BC (25 marks)**

(a) Why was there conflict between Rome and Carthage in this period?

OR

(b) Assess the consequences of the growth of empire on Roman social and political life in this period.

**Question 42 — Option L – Rome: Political revolution in Rome 133–78 BC (25 marks)**

(a) **To what extent** did later tribunes continue the reform program of the Gracchi?

OR

(b) Account for Sulla's reform program.

**Question 43 — Option M – Rome: The fall of the Republic 78–31 BC (25 marks)**

(a) Account for the outbreak of the Civil War in 49 BC.

OR

(b) Explain the role military commands played in Roman politics in this period.

**Question 44 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

(a) Why did Augustus undertake his building program?

OR

(b) "I excelled all in influence, although I possessed no more official power than others who were my colleagues in the several magistracies." Augustus, *Res Gestae*, 34.3

**To what extent** does this claim accurately reflect the basis of Augustus' power?

**Question 45 — Option O – Rome: Rome in the time of the Julio-Claudians AD 14–69 (25 marks)**

(a) Assess the contribution of imperial freedmen to Rome in this period.



OR

(b) Account for the changing relationship between the Senate and the princeps in this period.

**Question 46 — Option P – Rome: The Roman Empire AD 69–235 (25 marks)**

(a) “Be harmonious, enrich the soldiers, and scorn all other men.” Septimius Severus in Cassius Dio 77.15.2

With reference to this statement, account for the importance of the army in this period.

OR

(b) **To what extent** were Antoninus Pius and Marcus Aurelius good emperors?

## **Community and Family Studies 2008-2010**

2008

### **Question 16 — Groups in Context (25 marks)**

- (a) Explain the impact that isolation has on the wellbeing of rural families. (4)
- (b) Describe the difficulties experienced by the disabled in meeting the following needs: (6)
- housing
  - sense of identity.
- (c) Analyse the role of government policies and community structures in supporting TWO groups you have studied. (15)

### **Question 17 — Parenting and Caring (25 marks)**

- (a) Outline TWO ways in which a parent's age may impact upon the parent-child relationship. (4)
- (b) Grandparents and childcare centres often adopt a caring role. Compare the impact of each of these on the children for whom they care. (6)
- (c) Assess how support groups for parents contribute to family wellbeing. (15)

## **Section II**

**25 marks Attempt ONE question from Questions 18–20 Allow about 45 minutes for this section**

### **Question 18 — Family and Societal Interactions (25 marks)**

- (a) **Outline** how support groups for youth enhance a young person's ability to function. (4)
- (b) **Explain** how entitlements for the aged contribute to their ability to plan for retirement. (6)
- (c) **Evaluate** the government's role in ensuring children are supported and protected. (15)

### **OR Question 19 — Social Impact of Technology (25 marks)**

- (a) **Outline** how economic factors affect access to technology. (4)
- (b) **Examine** how technology contributes to the wellbeing of the individual. (6)

(c) **Evaluate** the roles and responsibilities of employers and employees in adopting technology in the workplace. (15)

**OR Question 20 — Individuals and Work (25 marks)**

(a) **Outline** how an individual's lifestyle needs are met through work. (4)

(b) **Explain** the effects on family members when a parent changes employment. (6)

(c) **Evaluate** how the rights and responsibilities of individuals in the workplace contribute to the wellbeing of employees and employers. (15)

**2009**

**Question 16 — Groups in Context (25 marks)**

(a) Outline how ONE community service group meets the needs of a family in a crisis situation. (4)

(b) Identify TWO high priority needs for the aged. Why are these needs high priorities for this group? (6)

(c) Choose TWO groups you have studied. For each group, describe ways of resolving conflict that may exist between the group and the wider community. (15)

**Question 17 — Parenting and Caring (25 marks)**

(a) What impact could a child with special needs have upon their family's time management? (4)

(b) Examine the influence that socio-economic status can have on the parenting and caring relationship. (6)

(c) Propose suitable strategies to assist carers in meeting the needs of those in their care. In your answer, refer to more than one circumstance which may lead to an individual requiring care. (15)

**Section II**

**25 marks Attempt ONE question from Questions 18–20 Allow about 45 minutes for this section**

**Question 18 — Family and Societal Interactions (25 marks)**

(a) **How** can the community contribute to young people's leisure and recreation? (4)

- (b) **Describe** the role of government in assisting young people to become young adults. (6)
- (c) **Evaluate** the effectiveness of community program that focus on violence- related issues. (15)

**OR**

**Question 19 — Social Impact of Technology (25 marks)**

- (a) Give a definition of technology. Use examples to support your answer. (4)
- (b) **Describe** the impact of communication technologies on interpersonal relationships in families. (6)
- (c) **Discuss** ethical and privacy issues related to technological development. (15)

**OR**

**Question 20 — Individuals and Work (25 marks)**

- (a) **How** can seasonal and job-share work patterns benefit different individuals? (4)
- (b) **Describe** the impact on the wellbeing of family members when one individual takes on most of the work in the house. (6)
- (c) **Evaluate** the contribution of supportive workplace structures to efficient work practices. (15)

**2010**

**Section I**

**Questions relating to groups in context**

**Question 22** (6 marks)

Socioeconomically disadvantaged groups have significant needs. Select TWO of their most significant needs and justify your choice.

**Question 26** (6 marks)

Explain the impact that societal attitudes can have upon access to resources for ONE group you have studied.

**Question 27** (8 marks)

For TWO groups you have studied describe the positive contributions that each group makes to the wider community.

**Questions relating to parenting and caring**

**Question 24 (8 marks)**

Outline how TWO of the factors listed below have an impact on parenting and caring relationships.

- Age
- media
- education
- previous experiences/upbringing

**Question 25 (6 marks)**

Describe TWO styles of parenting and examine the impact that each has on the parent/child relationship.

**Question 28 (6 marks)**

Describe how community groups support parents and carers.

**Section II**

**25 marks Attempt ONE question from Questions 29–31 Allow about 45 minutes for this section**

**Question 29 — Family and Societal Interactions (25 marks)**

- (a) **Outline** how anti-discrimination legislation contributes to the wellbeing of the aged. (2)
- (b) **Describe** how government and community support structures assist in meeting the needs of a family. (8)
- (c) **Examine** the effectiveness of legislation in protecting the welfare of children (15).

OR

**Question 30 — Social Impact of Technology (25 marks)**

- (a) **Outline** an equity issue affecting access to technology. (2)
- (b) **Describe** reasons for the development of technology. (8)
- (c) **Examine** the effects of technology on workplace structure and attitudes towards work. (15)

OR

**Question 31 — Individuals and Work (25 marks)**

- (a) **Outline** how an individual's social conscience needs can be met through work. (2)
- (b) Choose THREE of the following social factors and **describe** how they have led to changing work patterns. (8)

- government policy
- technology
- perceptions of gender
- education

(c) **Examine** how workplace supports assist individuals in managing both their family and work expectations. (15)

## **Modern History 2008-2010**

2010

### **Section 11 national studies**

#### **Question 10 — Option A: Australia 1945–1983 (25 marks)**

(a) Assess the impact of the Australian Labor Party (ALP) split in 1954 on Australian society and politics.

**OR**

(b) **To what extent** was Australian foreign policy between 1945 and 1983 a reaction to the Cold War?

#### **Question 11 — Option B: China 1927–1949 (25 marks)**

(a) **To what extent** was national unity the most important concern of the Guomindang (GMD/Kuomintang) during the Nationalist decade 1927–1937?

**OR**

(b) Assess the impact of Japanese imperialism on China after 1931.

#### **Question 12 — Option C: Germany 1918–1939 (25 marks)**

(a) Assess the influence of the German army on the successes and failures of the Weimar Republic by 1933.

**OR**

(b) Evaluate Hitler's role in the Nazi state between 1933 and 1939.

#### **Question 13 — Option D: India 1919–1947 (25 marks)**

(a) Account for the growth of the All-India Muslim League in the 1930s.

**OR**

(b) Assess the impact of World War II on the movement towards Indian independence.

#### **Question 14 — Option E: Indonesia 1959–1998 (25 marks)**

(a) **To what extent** was Sukarno responsible for his own downfall?

**OR**

(b) **How significant** were the problems of East Timor and other regions in bringing about the collapse of the New Order?

**Question 15 — Option F: Japan 1904–1937**

(a) Account for Japan's emergence as a great power by the 1920s.

**OR**

(b) Evaluate the impact of the Great Depression on Japanese politics to 1937.

**Question 16 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

(a) **To what extent** was the New Economic Policy (NEP) essential to the Bolshevik consolidation of power?

**OR**

(b) Assess the impact of the purges on the development of Stalinism during the 1930s.

**Question 17 — Option H: South Africa 1960–1994 (25 marks)**

(a) **Assess the significance** of the Sharpeville massacre in the changing nature of national resistance to *apartheid* after 1960.

**OR**

(b) **To what extent** was the use of repression and oppression by the South African government effective as a means of exercising its control before 1994?

**Question 18 — Option I: USA 1919–1941 (25 marks)**

(a) **How significant** were Republican policies in causing the Great Depression?

**OR**

(b) **To what extent** did the economic difficulties of the 1930s have a greater effect on workers than any other group in American society?



### Section III – personalities in the 20<sup>th</sup> Century

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below. Write the name of the personality you have studied on the front of your writing booklet(s) under your student number.

#### Question 19 (25 marks)

(a) Describe the life of the personality you have studied.

(b) ‘People are swept along by events. Some individuals use events to advantage.’ **How accurate** is this statement in relation to the personality you have studied?

1 Yasser Arafat	10 Mohammed Ali Jinnah	19 Leni Riefenstahl
2 Joseph Benedict Chifley	11 Alexandra Kollontai	20 Eleanor Roosevelt
3 Herbert Evatt	12 Douglas MacArthur	21 Albert Speer
4 Mikhail Gorbachev	13 Nelson Mandela	22 Achmad Sukarno
5 Emperor Hirohito	14 Golda Meir	23 Sun Yixian (Sun Yat-sen)
6 Ho Chi Minh	15 Robert Gordon Menzies	24 Leon Trotsky
7 Kita Ikki	16 Bernard Law Montgomery	25 Woodrow Wilson
8 William Randolph Hearst	17 Jawaharlal Nehru	26 Isoroku Yamamoto
9 J Edgar Hoover	18 Ian Paisley	27 Zhu De (Chu Teh)

### Section IV – International studies in peace and conflict

#### Question 20 — Option A: Anglo-Irish Relations 1968–1998 (25 marks)

(a) **To what extent** were British policies and actions the main cause of the growth of conflict in Northern Ireland between 1968 and 1972?

**OR**

(b) Assess who gained and who lost as a result of the Good Friday Agreement of 1998.

#### Question 21 — Option B: Conflict in Europe 1935–1945 (25 marks)

(a) **How significant** were the Battle of Stalingrad and the Russian campaign in leading to the Allied victory in the European War?

**OR**

(b) Assess the impact of Nazi racial policies on civilians during the European War.

**Question 22 — Option C: Conflict in Indochina 1954–1979 (25 marks)**

(a) Evaluate the effectiveness of the strategies and tactics used by the opposing sides during the Second Indochina War.

**OR**

(b) Account for the rise to power of the Khmer Rouge in Cambodia.

**Question 23 — Option D: Conflict in the Pacific 1937–1951 (25 marks)**

(a) **To what extent** was the Battle of Midway the most significant turning point in the Pacific War?

**OR**

(b) Assess the impact of the Pacific War on the home fronts in Australia and Japan.

**Question 24 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)**

(a) **Assess the significance** of the War of Independence (The Catastrophe) to the continuing conflict between Israelis and Palestinians to 1967.

**OR**

(b) **To what extent** was there support and opposition to the peace process among Israelis and Palestinians between 1987 and 1996?

**Question 25 — Option F: The Cold War 1945–1991 (25 marks)**

(a) **To what extent** did the creation of the Berlin Wall in 1961 affect the development of the Cold War?

**OR**

(b) Evaluate the successes and failures of the policy of Detente by the end of the 1970s.

**Question 26 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)**

(a) How successful was the United Nations in meeting the challenges associated with the creation of Israel, the establishment of Communist China and the outbreak of the Korean War?

**OR**

(b) Assess the effectiveness of the UN as international peacekeeper in any TWO of the following FOUR conflicts: the Gulf War and its aftermath; the former Yugoslavia; Somalia 1993 and Rwanda 1994; East Timor 1999–2001.

**2009**

**Section II – national Studies**

**Question 4 — Option A: Australia 1945–1983 (25 marks)**

(a) The Liberal and Labor parties had different visions for post-war Australia. Explain the impact of these different visions on Australia up to the end of the Menzies era. **OR**

(b) Assess the impact on Australia of the major social and economic changes during the Whitlam and Fraser governments.

**Question 5 — Option B: China 1927–1949 (25 marks)**

(a) **To what extent** was the Long March important in the rise and consolidation of Maoism? **OR**

(b) The Guomindang (GMD/Kuomintang) and the Chinese Communist Party (CCP) had different strategies towards the Japanese invasion. Evaluate the view that this led to the Communist victory in China in 1949.

**Question 6 — Option C: Germany 1918–1939 (25 marks)**

(a) **To what extent** did weaknesses in the Weimar Republic account for the growth and rise to power of the Nazi Party to 1933?

**OR**

(b) Assess the impact of Nazi propaganda, terror and repression on the German people from 1933 to 1939.

**Question 7 — Option D: India 1919–1947 (25 marks)**

- (a) Assess the role of Gandhi in changing the nature of British imperialism in India. **OR**
- (b) **To what extent** were differing views of democracy responsible for the partition of India in 1947?

**Question 8 — Option E: Indonesia 1959–1998 (25 marks)**

- (a) Assess the impact of Indonesia's foreign policy on domestic politics from 1959 to 1965.
- OR**
- (b) Evaluate the role and influence of the army in the successes and failures of the New Order in Indonesia.

**Question 9 — Option F: Japan 1904–1937 (25 marks)**

- (a) **To what extent** did traditional Japanese power and authority structures affect democracy in Japan in the 1920s and 1930s? **OR**
- (b) Evaluate the significance of militarism in the development of Japanese foreign policy in the 1930s.

**Question 10 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

- (a) **How significant** was Lenin's leadership in the Bolshevik consolidation of power in the period to 1924? **OR**
- (b) **To what extent** can Stalinism be considered totalitarianism in the period to 1941?

**Question 11 — Option H: South Africa 1960–1994 (25 marks)**

- (a) **How important** were Steven Biko and the Black Consciousness Movement in the growth of national resistance to *apartheid*? **OR**
- (b) **To what extent** were international factors important in the final collapse of *apartheid*?

**Question 12 — Option I: USA 1919–1941 (25 marks)**

- (a) Account for growing social tensions in US society during the 1920s. **OR**

(b) **To what extent** did the New Deal solve the social and economic problems created by the Great Depression in the USA?

### Section III – Personalities in the 20<sup>th</sup> Century

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below. Write the name of the personality you have studied on the front of your writing booklet(s) under your student number.

#### Question 13 (25 marks)

(a) Outline the life of the personality you have studied. (10 marks)

(b) ‘Individuals are products of their times.’ **How accurate** is this statement in relation to the personality you have studied? (15 marks)

1 Yasser Arafat	10 Mohammed Ali Jinnah	19 Leni Riefenstahl
2 Joseph Benedict Chifley	11 Alexandra Kollontai	20 Eleanor Roosevelt
3 Herbert Evatt	12 Douglas MacArthur	21 Albert Speer
4 Mikhail Gorbachev	13 Nelson Mandela	22 Achmad Sukarno
5 Emperor Hirohito	14 Golda Meir	23 Sun Yixian (Sun Yat-sen)
6 Ho Chi Minh	15 Robert Gordon Menzies	24 Leon Trotsky
7 Kita Ikki	16 Bernard Law Montgomery	25 Woodrow Wilson
8 William Randolph Hearst	17 Jawaharlal Nehru	26 Isoroku Yamamoto
9 J Edgar Hoover	18 Ian Paisley	27 Zhu De (Chu Teh)

### Section IV – International Studies in Peace and conflict

#### Question 14 — Option A: Anglo-Irish Relations 1968–1998 (25 marks)

(a) **To what extent** were paramilitary groups responsible for prolonging the conflict in Northern Ireland between 1968 and 1998? **OR**

(b) Assess the roles of Britain and the Irish Republic in securing peace in Northern Ireland after 1985.

#### Question 15 — Option B: Conflict in Europe 1935–1945 (25 marks)

(a) **To what extent** was the policy of appeasement responsible for the outbreak of war in Europe in 1939? **OR**

(b) Assess the significance of the conflict in North Africa to Allied victory in the European War.

**Question 16 — Option C: Conflict in Indochina 1954–1979 (25 marks)**

(a) Assess the importance of the Geneva Peace Agreement to developments within North and South Vietnam to 1964. **OR**

(b) **To what extent** were the anti-war movements in the United States responsible for communist victory in the Second Indochina War?

**Question 17 — Option D: Conflict in the Pacific 1937–1951 (25 marks)**

(a) **To what extent** did Japanese nationalism lead to the bombing of Pearl Harbor in 1941? **OR**

(b) Evaluate the view that the United States had no option but to use the atomic bomb in 1945.

**Question 18 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)**

(a) Assess the consequences of the 1967 (Six Day) War for Arab–Israeli relations. **OR**

(b) Account for changes in the aims and methods of the Palestinian Liberation Organisation in the Arab–Israeli conflict between 1964 and 1996.

**Question 19 — Option F: The Cold War 1945–1991 (25 marks)**

(a) **To what extent** were emerging differences between the superpowers responsible for the origins of the Cold War to 1949? **OR**

(b) Assess the role of the arms race in maintaining Cold War tensions after 1949.

**Question 20 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)**

(a) Assess the effectiveness of the United Nations as a peacekeeper during the 1960s and 1970s. Support your answer with reference to any TWO areas of peacekeeping from that period. **OR**

(b) **To what extent** was the effectiveness of the United Nations restricted by Cold War tensions?

## 2008 Exam Questions

### Section II – national Studies

#### Question 4 — Option A: Australia 1945–1983 (25 marks)

(a) **To what extent** did Australia's relations with Asia and the Pacific change in the period 1945–1983?

**OR**

(b) Evaluate the view that the 1975 'dismissal' of the Whitlam government was justified.

#### Question 5 — Option B: China 1927–1949 (25 marks)

(a) **To what extent** was the communist victory in China due to the leadership of Mao Zedong in the period 1927–1949?

**OR**

(b) Assess the impact of the Northern Expedition in achieving political stability and national unification in China.

#### Question 6 — Option C: Germany 1918–1939 (25 marks)

(a) Account for the successes and failures of democracy in Germany in the period 1918– 1933.

**OR**

(b) **To what extent** can Nazism in power be seen as totalitarianism in the period 1933– 1939?

#### Question 7 — Option D: India 1919–1947 (25 marks)

(a) Assess the view that communalism was more important than nationalism in India in the period 1919–1947. **OR**

(b) **To what extent** was the 'Quit India' Movement responsible for the British decision to grant independence?

#### Question 8 — Option E: Indonesia 1959–1998 (25 marks)

(a) Assess the impact of nationalism on Indonesia in the period 1959–1998. **OR**

(b) **To what extent** was the ideology of the New Order based on the *Pancasila*?

**Question 9 — Option F: Japan 1904–1937 (25 marks)**

- (a) Account for the successes and failures of democracy in Japan in the period 1904–1937. **OR**
- (b) **To what extent** was Japan's emergence as a great power due to its victory in the Russo-Japanese War and its annexation of Korea?

**Question 10 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

- (a) **To what extent** did leadership conflict and differing visions for the USSR shape the history of the Soviet Union in the period 1917–1941? **OR**
- (b) Analyse the purpose and impact of Stalin's Five Year Plans.

**Question 11 — Option H: South Africa 1960–1994 (25 marks)**

- (a) **To what extent** did changes in South African society in the period 1960–1994 lead to the collapse of *apartheid*? **OR**
- (b) **How significant** were Bantustans and independent black states in maintaining the South African government's control?

**Question 12 — Option I: USA 1919–1941 (25 marks)**

- (a) Assess the impact of domestic pressures on US foreign policy in the period 1919–1941. **OR**
- (b) **To what extent** did the Great Depression affect social tensions in the USA?

**Section III – Personalities in the 20<sup>th</sup> Century**

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below. Write the name of the personality you have studied on the front of your writing booklet(s) under your student number.

**Question 13 (25 marks)**

- (a) Describe the personal background and the historical context of the personality you have studied. (10 marks)
- (b) 'History is about winners.' **How accurate** is this statement in relation to the personality you have studied? (15 marks)



The personalities prescribed for study are listed below.

1 Yasser Arafat	10 Mohammed Ali Jinnah	19 Leni Riefenstahl
2 Joseph Benedict Chifley	11 Alexandra Kollontai	20 Eleanor Roosevelt
3 Herbert Evatt	12 Douglas MacArthur	21 Albert Speer
4 Mikhail Gorbachev	13 Nelson Mandela	22 Achmad Sukarno
5 Emperor Hirohito	14 Golda Meir	23 Sun Yixian (Sun Yat-sen)
6 Ho Chi Minh	15 Robert Gordon Menzies	24 Leon Trotsky
7 Kita Ikki	16 Bernard Law Montgomery	25 Woodrow Wilson
8 William Randolph Hearst	17 Jawaharlal Nehru	26 Isoroku Yamamoto
9 J Edgar Hoover	18 Ian Paisley	27 Zhu De (Chu Teh)

#### Section IV – International Studies in Peace and Conflict

##### Question 14 — Option A: Anglo-Irish Relations 1968–1998 (25 marks)

(a) Evaluate the impact of attempts at peacemaking in the Anglo-Irish conflict in the period 1968–1998. **OR**

(b) Assess the view that the Maze Prison protests were the turning point in the conflict in Northern Ireland.

##### Question 15 — Option B: Conflict in Europe 1935–1945 (25 marks)

(a) Evaluate the view that the air war determined the outcome of the European War. **OR**

(b) Assess the significance of the Nazi-Soviet Non-Aggression Pact to the outbreak of war in 1939.

##### Question 16 — Option C: Conflict in Indochina 1954–1979 (25 marks)

(a) **To what extent** was US involvement responsible for the ongoing conflict in Indochina in the period 1954–1979? **OR**

(b) Evaluate the view that the impact of war on civilians in Indochina was responsible for communist victory in the period 1968–1979.

**Question 17 — Option D: Conflict in the Pacific 1937–1951 (25 marks)**

(a) Assess the impact of strategies used by the Japanese and the Allies in the Pacific in the period 1937–1951. **OR**

(b) Evaluate the view that maintaining the status of the Emperor was responsible for the success of the Allied Occupation of Japan to 1951.

**Question 18 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)**

(a) **To what extent** did the attempts at peacemaking shape the Arab-Israeli conflict in the period 1948–1996? **OR**

(b) Assess the impact of the Israeli invasions of Lebanon in 1978 and 1982 on the development of the Arab-Israeli conflict.

**Question 19 — Option F: The Cold War 1945–1991 (25 marks)**

(a) **To what extent** did the ideologies of communism and capitalism influence the Cold War in the period 1945–1991?

**OR**

(b) Assess the consequences of détente for the Cold War.

**Question 20 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)**

(a) **To what extent** did Third World countries and changing membership affect the nature and role of the United Nations in the period 1946–2001?

**OR**

(b) Evaluate the effectiveness of the United Nations and its agencies in dealing with poverty, racism, refugees and AIDS.

## **Society and Culture Past HSC Questions 2008-2010**

**2008**

### **Question 5 — Popular Culture (20 marks)**

(a) Analyse the role of technology in influencing the distinguishing characteristics of popular culture.

**OR**

(b) Assess the influence of institutional power on the acceptance and rejection of ONE popular culture.

### **Question 6 — Belief Systems (20 marks)**

(a) Assess the impact of beliefs upon societies across time.

**OR**

(b) Evaluate the impact of cultural heritage on gender roles within ONE belief system.

### **Question 7 — Equality and Difference (20 marks)**

(a) Evaluate ways in which inequality in society can be reduced.

**OR**

(b) Analyse change in social differentiation in ONE society. Refer to ONE of the following:

- gender
- 'race' and ethnicity
- age
- sexuality
- disability
- social class
- location
- health
- religion and belief systems

### **Question 8 — Work and Leisure (20 marks)**

(a) Assess the influence of class on social attitudes towards employment and unemployment.

**OR**

(b) Evaluate the impact of conflict upon work and leisure in ONE society.

**2009**

**Question 5 — Popular Culture (20 marks)**

(a) Analyse your own interaction with popular culture.

**OR**

(b) Discuss the contribution of ONE popular culture to social change.

**Question 6 — Belief Systems (20 marks)**

(a) Explain the nature and role of ritual in belief systems.

**OR**

(b) Evaluate the impact of globalisation on at least ONE belief system.

**Question 7 — Equality and Difference (20 marks)**

(a) Discuss the extent to which the ideal of equality is shared by all Australians.

**OR**

(b) Explain factors that influence difference within ONE society. In your answer, refer to at least ONE of the following:

- 'race' and ethnicity
- location
- sexuality
- gender
- disability
- health
- social class
- age
- religion and belief systems.

**Question 8 — Work and Leisure (20 marks)**

(a) Account for continuities and changes in social attitudes towards leisure.

**OR**

(b) Explain the impact of work and leisure on at least ONE society.

**2010**

**Question 16 — Popular Culture (20 marks)**

Evaluate the role of the media in the development of popular culture from a local to a national to a global level.

OR

**Question 17 — Belief Systems (20 marks)**

Analyse the role of ideology and belief in society.

OR

**Question 18 — Equality and Difference (20 marks)**

Assess the possible impacts of maintaining existing inequalities for ONE society you have studied.

OR

**Question 19 — Work and Leisure (20 marks)**

Evaluate the changing patterns of work and leisure in ONE society you have studied.

## Appendix 2 – Genre

AHS1

Year 12 half yearly examination

10/10

Using Source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruption of Vesuvius and its impact.

### Descriptive Report

Stage/phase	
<b>Classification</b>	By reading Pliny the Younger's account of the volcanic eruption in Source 4, it shows how different times interpret and understand different things.
<b>Description</b>	<p>By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which shows the black smoke being emitted from the volcano.</p> <p>Other descriptions of the eruption by ancient writers such as Cassius Dio and Suetonius, show the same characteristics of havoc and panic, in a different way, like the interpretation of the ground tremoring being caused by giants stomping around the countryside. Modern day interpretations use available science and technology to create a more realistic and detailed account of the event.</p> <p>Volcanologist Sigurtson, used data from the eruption of Mt St Helens as a basis of recreating the different phases of the eruption. This is not totally reliable as it is using data from a different volcano, and all volcanoes have their different characteristics.</p> <p>Ancient writers such as Seneca also write about how the impact of this eruption resulted in the abandonment of the region as it was considered a source of "bad omen and outrageous fortune". Further settlements in the region are not apparent as people had come to know the disaster that had befallen there in 79AD.</p> <p>Dr Estelle Lazer, an Australian anthropologist, discovered that it was not only the sick and elderly</p>

	<p>who were left behind, as there was plenty of time to escape.</p> <p>She has also found through the study of human remains, that most of the victims died due to asphyxiation. and the falling pumice and rocks, which buried the entire town up to the first storey. Then the lava flow poured down and covered the city. This is evident as it was believed that the town was two stories. Pliny the younger also writes that the cause of his uncles death, Pliny the Elder, was as the pulled a shore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has also found that the site was discovered long before the 18<sup>th</sup> century. Her evidence to this claim is the numerous circular incertions found in the ash, suggesting that after the eruption, residents came back to try and salvage what they could. Further new research shows that this theory could have been possible. This new research shows that restoration programs were actually complete after the 62 earthquake and that after the eruption, looters came ot steal marble and any other thing of value that had survived.</p> <p>The impact of the eruption in ancient times doesn't seem to be all that much, as Pompeii and Herculaneum were considered small irrelevant country towns by some ancient Roman historians.</p>
--	---

Source 4 – Account of the eruption by Pliny the Younger.

[4] He [Pliny the Elder] was at Misenum, commanding the fleet in person. On 24 August in the early afternoon, my mother pointed out to him that a cloud of unusual size and form was appearing. [5] He had been enjoying the sun, had taken a cold bath, had eaten a light lunch while lying down, and was working. He called for his sandals and climbed to the place from which he would have the best view of the phenomenon. A cloud was rising from a mountain (those seeing it from far away could not tell which, but it was later known to be Vesuvius). Its appearance can best be expressed by comparing it to an umbrella pine, [6] for carried up to a very great height as if on a tree-trunk, it began to spread out into various branches. This was, I believe, because it was lifted up by the fresh blast, then as that died down, defeated by its own weight, it began to disperse far and wide.

Account for the breakdown of the Old Kingdom.

### Factorial Explanation

Stage/Phase	
Phenomenon : outcome	The collapse & breakdown of Old Kingdom Egypt is one that has been continually debated among scholars & historians. The lack of discriminating evidence has led to various interpretations, many scholars suggesting that a build-up of events led to the once mighty and centralized government's collapse. Factors that may have led to the collapse are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting decline of the power of the pharaoh.
Explanation: factors	Wilson states that one of the major contributing factors to Old Kingdom's collapse was the "burden of building non-economical and huge structures for each new pharaoh."
Factor 1: building programs	In the beginning of the old kingdom, king's built themselves large & lavishly decorated pyramids so they could ensure for themselves an afterlife with the gods, maintaining ma'at. Bradley suggests that this continual building of pyramids shows an excessive use of resources, especially those of Sneferu, Menkaure, Khut & Khafre. By Dynasty 6, pyramids were decreasing significantly in size and structure, and the last large & beautiful pyramid is that of Pepi II. One other pyramid from after this time has been located at Sahkara, but its small size & simple structure reveals its inferiority, suggesting Egypt's resources were now limited. The body of Anknes-pepy, minor wife of Pepi II & mother of one of his successors, was found in a reused sarcophagus, a sad comment on the conditions that affected even the highest-ranking members of the royal family.
Factor 2: decreasing tax revenue	Bradley believes that the collapse may have also been triggered by the decreasing revenue being given to the Egypt administrative centre. Kings began to give land to loyal nobles, that were free of tax, the number of these given increasing with each reign. This tax-exempt land was also given to priesthoods for temples to the gods, further depleting Egypt's revenue. Many historians are opposed to the belief that this led to the collapse however, as they believe the



<p>Factor 3: climactic changes</p>	<p>amount of wealth lost from the tax – exempt lands was never significantly large &amp; the priesthoods were never wasteful with offerings.</p> <p>Many historians, however, agree that climatic changes across central Africa probably had a hand in the breakdown of Egypt.</p> <p>Climatic changes in the area would have resulted in lower Niles, reducing the number of crops grown &amp; reducing the number of cattle. Climatic fluctuations were worsening by dynasty 5, and there is the large possibility that it led to famine, as seen in Unas' causeway reliefs, depicting images of starvation. Malek states that “with the lessening of crops &amp; cattle, as the Nile refused to rise, it led to a lower level of tax, significantly affecting the government.” The description of a famine is also recorded in dynasties 7 &amp; 8 by Anktifi, “Upper Egypt in its entirety is dying of hunger.” The extent of the loss by famine is emphasized by Ipuwer in his papyri writings, “He who places his brother in the ground is everywhere” &amp; “Lower Egypt weeps.” Thus, it is evident that Old Kingdom Egypt, both Upper &amp; Lower were greatly affected by the climactic changes.</p>
<p>Factor 4: growing power of nobles and officials</p>	<p>Lawless believes that the growing power of nobles &amp; officials also played a part in the decline of Egypt. In dynasties 7 &amp; 8 as the pyramids &amp; tombs of the kings decreased, the tombs of the nobles seem to be increasing &amp; growing in intricate detail. The positions awarded to the nobles used to be given solely to members of the royal family, but in later dynasties began to be given to favourites of the king. Soon after this, the titles of nobles became hereditary. Nomarchs, who ruled over their local nomes, or land, became so independent that they began to take on princely titles, to the length that they almost separated themselves completely from the capital state of Memphis. The burying of nobles in their own provincial areas instead of beside the king leads to Lawless's belief that they had grown so independent that they no longer held loyalty towards the king. Conversely, Kanawati states that their burying in their provincial areas does not indicate this, as the royal cemeteries were most likely full. He states that their loyalty to the king is still revealed through their requests for prestigious titles. Bradley believes that as the nobles gained power, as it was hereditary, that it resulted in their independence as “they no longer owned their status to the king.”</p> <p>All historians agree that the main impact of the breakdown was the king's fall in power. The king represented prosperity &amp; safety to the people, and it was his duty to maintain Ma'at. Malek contends that the king's inability to return prosperity to the land is evident through the records of 17 kings in 17 years, revealing</p>

<p>Factor 5: fall in King's power</p>	<p>the falling state Egypt was in. Egypt was based around the king's ability to maintain Ma'at &amp; prosperity. With that diminished, it led to the inevitable fall of old kingdom Egypt.</p> <p>Thus, the breakdown of Old Kingdom has been attributed to many factors, each placing a strain on the administrative centre that soon became too heavy to hold. The climatic fluctuations, growing independence of nobles &amp; loss of prosperity of the king all led to the inevitable collapse of one of the greatest centralized governments in the ancient world.</p>
---------------------------------------	---

**Teacher's comment:** Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.

(a) Explain the main features of the development of Athenian naval power in this period.

### Historical Account

Stage/Phase	
Background	The development of the Athenian naval power in this period was due to a variety of different reasons. With the Persian king Darius furious about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, as supported by <u>Herodotus</u> , was known for its strength in numbers & its invincibility. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all main features of the development of Athenian naval power in this period.
Account of stages	
Stage 1: lead up to battle of Marathon	In 494 BC when the Ionian revolt was laid to rest by the Persians, Darius swore revenge for the burning of the town of Sardis. As his troops sailed for Greece in 490 BC they were unopposed & as <u>Ehrenberg</u> states their progress was deliberately slow because the Greek force, while powerful in its own right, was not a match for the Persian forces. This led to the attack on Naxos and the siege of Eretria.
Stage 2: Themistocles foresaw more battles	After the battle of Marathen in 490BC which was considered an Athenian victory many believed that there would be no more threats from the Persians. However, as <u>Herodotus</u> & other scholars state, Themistocles foresaw that the Persians would indeed be back & that the pending battles would need to be fought on both land and sea.
Stage 3: Themistocles gets money for naval fleet development	With this in mind, Themistocles went to the people to argue that the money from the surplus from the silver mine should be to fortify the Pireaus port and for the building of triremes. Ehrenberg state that Themistocles proposed this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This forward thinking of Themistocles was an important main feature in the development of Athenian naval power in this period as he used the rare opportunity of

	<p>silver surplus to create a more sufficient naval fleet.</p> <p>This was also a main feature in the development of Athenian naval power as the new larger fleet was able to practice and strengthen their forces in the Aegina war in preparation, as Themistocles saw, for the pending Persian attack. <u>Thucyclides</u> states Themistocles turned them from steadfast hoplites into sea-tossed mariners.</p> <p>In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was indecisive. It was unclear whether they had developed into a naval power despite, as <u>Hornblower</u> states the loss of 50% of the Persians ships due to the weather.</p>
Stage 4: battle at Artemisium	
Stage 5: Battle of Salamis	<p>The Battle of Salamis was a main feature of the development of Athenian naval power later in 480BC. This was due to the fact that this was considered the turning point in the Persian Wars. This is supported by <u>Plutarch</u> who states that it was their prowess at sea which saved the Greeks. Many historians also agree with this statement as it was a well known fact that without the Athenian navy the Persians would have been able to raid the Greek coastline at will. These two, Battle of Salamis &amp; fact, were also features of the development of Athenian naval power.</p>
Stage 6: Battle of Mycate	<p>The final battle of the Persian Wars, the Battle of Mycate in approximately 479BC was also a main feature in the development of Athenian naval power in this period.</p> <p>The end of this battle was marked with the capture and burning of Persian ships which saw the Greeks, led by the Athenians on se, as the only naval power in the Mediterranean, as supported by <u>Ehrenberg</u>. Without the Persian naval power in the area the Athenian naval power was able to then capture the influential Persian town of Sestos.</p>
Stage 7: tactics of Themistocles	<p>Another main feature of the development of Athenian naval power in this period was the fact that during the Persian wars although, as <u>Bury &amp; Meiggs (B&amp;M)</u> state, the Greek forces were under control of the Spartans the navy was actually under the command of the Athenian strategos Themistocles.</p> <p>It was the tactics of Themistocles used in the battle of Salamis that led to the victory. <u>Ehrenberg</u> states that in order to trick Xerxes Themistocles sent his personal servant to say the Athenians would betray the</p>



<u>Stage/phase/genre</u>	
<u>Factorial Explanation</u>	a) Outline the ways you can become a 'biological parent'.
<b>Phenomenon:outcome</b> <b>Explanation:</b> factor 1  Factor 2  Factor 3	a)biological parent. 1. Through intercourse (sexual) between male + female where the sperm and egg fertilise and a embryo and fetus is created – natural. 2. Through IVF – process where a woman's egg is removed and placed with male sperm in a test tube and fertilised outside body then inserted into uterus – become pregnant. 3. AI – sperm inserted into uterus or fallopian tubes at time of ovulation. Increases chance of becoming pregnant. Both 2. and 3. are for couples that are having trouble conceiving naturally as a result of poor sperm count or hormone deficiency etc. All tests are conducted using drugs to get the woman ovulating + she is watched + tested + then eggs removed (for IVF) for AI when she is ovulating sperm gets inserted. After both cases woman monitored – see if shes pregnant.
<u>Consequential Explanation</u>	b) Describe the social and emotional effects of a planned and unplanned pregnancy on a male and female
<b>Phenomenon: cause</b> <b>Explanation:</b> consq 1 Consequence 2  Consequence 3 Consequence 4 Consequence 5 Consequence 6 Consequence 7 Consequence 8	b) <u>Planned pregnancy</u> – what parents wanted, happy, overjoyed – excited – emotional wellbeing good. Feel that they are both emotionally ready to have a child – having to adapt to all the new changes both in their life but also in the relationship. Feel that they would be able to support child financially, might have to make home alterations. Female might have to take time off work to stay home with child at a young age after birth. Father work. Reasons for having child may be for emotional wellbeing to love and give affections as well as receive it. Also to carry on the family name. May want the money that comes with having a child the government payout to help with their finances. The having of a child could help their relationships improve status as a parent in society.

<b>Phenomenon: cause</b> <b>Explanation:</b> consq 1 Consequence 2 Consequence 3 Consequence 4 Consequence 5  Consequence 6  Consequence 7	<u>Unplanned</u> – unexpected, not ready for a baby, financially not ready may be insecure, may still be smoking + on drugs + alcohol (mother) harms baby – because unaware she was pregnant. Feel shocked, confused, angry, disappointed, unsure. May think about getting an abortion or giving the child away to adoption once it was born. Male might leave mother as doesn't want child – not the responsibility to have to look after + support child – to big a burden. emotional pressure, uncertainty. Female emotionally feels annoyed + shocked. Dont know how to deal with it. Cant care for child nor support it. feel alone may feel ashamed + embarrassed. Social aspects – ruin social life – cant get out as much and enjoy life. Cant financially support baby – not able to short term or long term.
<u>Consequential Explanation</u>	c) Analyse how different types of social parenting may impact on an individual's wellbeing.
<b>Phenomenon: cause</b> <b>Explanation:</b> Consq 1 Consequence 2  Consequence 3 Consequence 4  <b>Phenomenon:cause</b> <b>Explanation:</b> Consq 1 Consequence 2	c) <u>Adoption</u> – individuals taking on the role of a parent to a child to meet the needs of the child, look after them for the long term have to support them financially and look after them till they are independent. – Become their parents. An older sibling might adopt their younger brothers + sisters if the parent/s die so that she/he can look after them – this have good impact be with family – have their support – not have to be broken up – relief have closeness with family. The older brother/sister of siblings take on full responsibility – may be too much for them – find it difficult struggle to support them – find it enjoyable though.  Children who are adopted at a young age might feel that they never really belonged to their family – want to find their real biological family + parents – may feel emotionally isolated from adoptive parents. On other hand may feel completely satisfied + accept their position in the family.  <u>Step parents</u> – a couple combines with one or both already having a child. Step parent take on role as adult + parent to child. May feel unsure of themselves, don't know how to act. Child may not accept parent – feel anger, annoyance + contempt towards them – not get on well – too demanding. Feel that they have been replaced or that they are not as special to their original 'parent' as they used to be. Become

Consequence 3	emotionally detached and depressed. May not like the change in family – prefer old routine – hard for them to adapt. Parent however might love having another adult to share the task of parenting with – feel less responsibility as has someone to share it with + decision making.
Consequence 4 Consequence 5	Blended family can occur in this family – may make some feel accepted; loved, part of ‘big family’ content or don't like the change – feel uncomfortable feel less socially outgoing – quieter, not talk to many people about what is happening. not as open + talkative, quiet + depressed.
<b>Phenomenon: cause</b>	<u>Foster parents</u> – adults who take care of a child for a time until they are again able to be looked after by biological parents or adopted. Foster parents take responsibility for the needs of the child while they are with them.
Consequence 1	Child is able to get away from circumstances if they are bad – feel relief –
Consequence 2	but may be scared – don't know the people – unsure, shy, quiet – affect on emotional wellbeing.
Consequence 3	Child may on other hand start to develop character + learn new things and enjoy themselves – become attached to foster parents – may not want to leave.
Consequence 4	Foster parents enjoy it – find they are getting something out of it – ie self worth + as if they are giving back to the community.

**Teacher's comment:** Social parenting good. You have made a good effort + could further improve by w/being discussed even further (phys/soc/emot/econ) – all types). But a great effort!



<u>Stage/phase/genre</u>	
<u>Consequential Explanation</u>	a) Identify the social changes likely to occur when people become parents. (4 marks)
<b>Phenomenon: cause</b>  <b>Explanation:</b> consequence 1 consequence 2 consequence 3 consequence 4  consequence 5  consequence 6  consequence 7	Social changes – the parents have to consider the impact a baby would have on their lives & it is a big one:  They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a ‘little one’ to look after. Life becomes more ‘family’ oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to support other parent. May have to find other friends – ones with family of their own – therefore creating closer bond – have things in common – can support one another. Parents in early stages can feel isolated from everyone as they aren’t able to get out of the house as they are looking after the baby – feel sad, depressed, lonely. Can’t live same lifestyle as previous – have responsibilities to new baby, have to act responsibly towards their child & each other. May join local community groups such as ‘Mothers & Bubs’ groups and ‘kids clubs’ – family orientated now.
<u>Consequential explanation</u>	(b) Predict the potential outcomes on family relationships of an authoritarian parenting style (6 marks).
<b>Phenomenon: cause</b>  <b>Explanation: consq</b>	Authoritarian parenting style – parents set down the rules, have to be followed, rules + expectations set on children. Have to obey, very strict, lack of freedom, choice, have no say in the matters + decision making.  This parenting style can create problems within a family as children are not given a chance to voice their own opinions & beliefs they are just expected to obey what their parents say. Cause tension between parents & children.

Consequence 1	Children might disagree with what parents have said or may have a reason for acting like they did – unable to explain themselves properly. This is unfair as everyone has the right to explain themselves.
Consequence 2	Children begin to distrust their parents, won't go to them for support or guidance, can become withdrawn or depressed.
Consequence 3	On other hand children can become even more annoyed, and opinionated and try and get the attention of their parents by acting up & misbehaving.
Consequence 4	Has negative impact on children's wellbeing as feel suppressed by their parents & dominated by them – feel inferior – as they aren't able to become independent thinkers and grow up by themselves.
Consequence 5	Parents too can have conflict between each other if they both do not have the same parenting style – cause fights and arguments about the way they should parent their children – cause tension/unease.
<b>Evaluation of consequences</b>	For good family relationships there has to be rules that are expected to be followed but independence for the children as well.
<u>Consequential Explanation</u>	(c) Examine the ways that gender and culture can influence parenting and caring relationships (15 marks).
<b>Phenomenon:cause 1</b>	<u>Gender</u> –
Consequence 1a (women as carers)	women were considered main carers of family & of household. have to take on <u>caring</u> for family & expected to be in jobs such as nurses etc. stereotypical views of society. Times are changing however although most carers these days are still women men are taking over the roles more. There are stereotypical & sexist views still present such as those that men shouldn't go into nursing – can impact on male feel less confident, lower selfesteem.
<b>Evaluation of consequences</b>	Parents & carers have to encourage the showing of masculinity & femininity by their children or those under their care.
Consequence 1b – males not accepted as carers	Males may not feel as <u>accepted</u> in their position of a carer by others & looked down on being expected that he cannot perform as well and to as high a standard as the woman can – negative impact on man.
Consequence 1c	Parents need to encourage their children therefore the father should play with both his sons + daughters so as to be a

<p>(model equality)</p> <p>Consequence 1d (GLBT parents have a negative impact)</p> <p><b>Phenomenon:cause 2</b></p> <p>Consequence 2a (determine's peoples choices)</p> <p>Consequence 2b (causes stress) (phase 1 – stress on child) (phase 2 – stress on parents)  (phase 3 – stress on carer)</p>	<p>positive rolemodel in their eyes. Its also important for parents to do an equal amount of housework so as to show children the fair way without saying that the mother should do all the work – stereotypical – need to work together as are a great influence to their children.</p> <p>Gay + Lesbian couples with children can cause uncertainty in the child and they may resent their ‘parents’ or ‘carers’ as they are not like everyone else – cause tension within family can prevent them from wanting to enter into social situations as feel embarrassed or scared of being teased – negative impact on social wellbeing as well as emotional.</p> <p><u>Culture</u> –</p> <p>Can determine what ppl wear. What school parents decide to send their children to , what food they eat, how they behave, the social &amp; community activities they do. Their traditions.</p> <p>all can cause stress on family as they have to abide by them – may be fights + arguments as disagree with what is taught or expected – negative impact on wellbeing. Child may feel suppressed or domineered over – emotional wellbeing affected.</p> <p>In some cultures family is a very important thing and some family members ie parents + carers could feel stifled by the family – extended as they offer guidance and ways to bring up children – can be overbearing – negatively impact upon the parents + their relationships with their children. If a carer is looking after an invalid/a person who is religious or overly strict in culture the carer can feel intimidated &amp; insecure as the person being cared for may be overbearing or have higher expectations of the carer based upon their religion &amp; the culture – cause undue stress on carer. Some cultures also may not like males being/playing the part of the carer and do not accept or indorse it as they believe that it is wrong + not to be accepted. have negative affect on male carers.</p>

(a) Teacher Comment: 4. Good discussion.

(b) Teacher comment: 6. Good.

(c) Teacher comment: 13. Give lots of egs. A good effort at introducing w/being in areas.

[illegible]

<p>Consequence 3 (increased leave)</p> <p><b>Evaluation of consequences</b></p>	<p>providing they make up the lost time another time. Or, they may allow 2 people to share one job, in order for them to both work and raise a family.</p> <p>Another aspect of workplace culture that impacts on patterns of work for individuals and families is regulations and entitlements. This includes maternity + paternity leave which is much needed upon the arrival of a new baby, long service leave, which can be accessed after working for 10 years at the one place, it may be used to spend quality time with a spouse, and 4 weeks leave with pay per year, which may be used by employees to spend quality time with their families.</p> <p>These 3 aspects of workplace culture all impact on patterns of work for individuals and families.</p>
<p><u>Factorial explanation</u></p>	<p>(c) Evaluate the extent to which awards, anti-discrimination policies and grievance procedures contribute to a supportive workplace. (15 marks)</p>
<p><b>Phenomenon: outcome</b> (supportive workplace)</p> <p><b>Explanation:</b> Factor 1 (awards)</p>	<p>Awards, anti-discrimination policies and grievance procedures all contributed to a supportive workplace because they try to maintain a happy + stable workplace environment. Many things can go wrong between people within a workplace + these 3 things were designed to keep unhealthy and unhappy situations at a minimum.</p> <p>Awards are policies which spell out an employers rights and responsibilities. It includes the minimum wage they can receive, the hrs they can work, what they must do + how they can act in the workplace. Their rights include to be paid minimum wage, not to be discriminated against, they have a right to join a trade union, to resign (with 2 weeks notice), to work in a safe + higenic environment, to be treated humanely and many more things. Their responsibilities include doing what is required of them, working full hours required, getting to work on time, to be polite + courteous to clients, to respect and obey their employer and many more things. An employer also has rights and responsibilities which must be accommodated for. Awards create supportive environments because the employee + the employer both know, understand and agree upon what is expected within the workplace. This understanding and agreement reduces the chance of arguments, disagreements + unfair experiences because both parties</p>

Factor 2 (anti-discrimination policies)	<p>know what is expected they therefore work together and support one another, which naturally leads to a happy, productive, supportive workplace.</p> <p>Anti-discrimination policies contribute to a supportive environment by ensuring that nobody is treated unfairly because of who they are.</p> <p>Anti-discrimination policies are designed for people to be treated fairly. People such as women, gays + lesbians, cultural groups, the elderly, disabled and other minority groups benefit from this policy as it enables the to be given a fair chance, to be treated properly and equally to others + to ensure they are not discriminated against by their employer, employees or other co-workers. When everyone in a workplace understands this policy the chance of workers being harassed, descriminated against or treated unfairly, is minimilised, because everybody understands that they must treat everyone equally.</p> <p>When everybody is treated fairly the workplace becomes a much more supportive environment.</p>
Factor 3 (grievance procedures)	<p>Grievance procedures solve disputes and problems within the workplace + therefore contributed to a supportive working environment.</p> <p>When two employees or an employer and employee have disagreements or problems, a grievance procedure can solve these + create a happier workplace. Problem which may arise in the workplace that may result in the need for a grievance procedure include, disagreements, arguments, fights, personality clashes, workplace problems and many other types of disputes. The grievance procedure is brought in to sort out the problem and to hopefully find a successful remedy to prevent it from happening again or to stop it.</p> <p>With less problems in the workplace, employees are much happier and more productive and this results in a supportive workplace.</p>
<b>Evaluation of factors</b>	<p>So, as we can se awards, anti-discrimination polociies + grievance procedures contribute to supportive workplaces to a large extent. While they may not be successful in every situation, the most often result in happier employees who then are more productive and all of this together creates a supportive workplace environment.</p>

Explain how people resisted the apartheid state in the period 1960-1990

### Historical Account

Stage/phase	
<b>Background</b>	<p>The people of South Africa, mainly the non-white groups, had resisted the apartheid state ever since its induction in 1948 under the nationalist government of Millan.</p> <p>Prior to 1960, resistance to apartheid had solely been non-violent in nature, with action such as civil disobedience, boycotts and protests being carried out to try and compel change to occur. Although the youth league of 1944 had “galvinised” the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville Massacre of March 21<sup>st</sup> 1960.</p>
<b>Account of Stages</b> Stage 1: PAC passbook protest (1960)	<p>The Sharpeville massacre occurred as a result of the PAC’s pass book protest, in which 5000 people left their passbooks at home and reported to the local police station to overwhelm the police and the jails.</p> <p>The aim had been similar to efforts of the ANC in trying to render the Apartheid laws unworkable. However, the PAC symbolized a struggle which was Black only, opposed to the inclusion of other groups, and which was led by Robert Subokwe and other former ANC members. The protest resulted in the deaths of 69 Africans and 180 wounded, eventually resulting in the death of another 86 Africans as riots erupted throughout South Africa, with a protest in Cape Town gaining 36,000 protesters. The government responded with the declaration of a State of Emergency and the imposition of the General Law Amendment Act, allowing them to detain suspects for 12 days without bail/charge.</p>
Stage 2: MK armed wing of ANC (1961)	<p>Above all, Sharpeville signified a vast change in the methods of resistance used by people of South Africa after 1960.</p> <p>ANC leaders such as Nelson Mandela felt that the violence of the State had to be met with violence from the people. This saw the formation of the MK armed wing of the ANC in 1961 also known as the Umkhonto We Sizwe (Spear of the Nation) who conducted over 200 attacks on government buildings (administration, post offices) and utilities. However, the ANC MK did not target inhabited buildings and establish guerilla training camps in neighbouring “Front Line” States.</p>



<p>Stage 3: armed wing of PAC (1963-64)</p>	<p>However, the PAC formed its own armed wing known as POQO (stand alone) as it pursued the killing of whites, it being established in 1963. But with the mass arrests of the POQO leaders in 1963 and the Ruvoma trial of 1964 which saw the imprisonment of most of the ANC leaders including Nelson Mandela, new forms of protest emerged to take their place (although the MK still operated throughout Mandela's imprisonment).</p>
<p>Stage 4: Student organisations (1968-1976)</p>	<p>The new forms of resistance were already seen in the vast student movements which emerged as people such as Steve Biko realised students should have an organisation of their own. This came mainly in the form of the South African Students Organisation (SASO) formed in 1968, which eventually became the Black Consciousness Movement in the 1970's. The BCM was led by Steve Biko who, instead of emphasizing protests, sought to make Blacks aware of their culture, history and music/art. The BCM established self-help groups called Black Community Programmes which aimed at helping blacks rise above the disadvantages of being in an apartheid state, as the BCM cooperated with church's and communities to achieve this aim. The BCM, Steve Biko and students organisations were instrumental in the protests of 1973-75 and the SOWETO riots of 1976.</p>
<p>Stage 5: Effects of Soweto riots, student, church and civic groups (1976-1984)</p>	<p>The SOWETO riots were some of the most significant resistance movements as they involved over 15,000 children and teenagers from schools, who protested against the government's decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students and the further deaths of 1,000 students that year as the people of South Africa adopted Mandela's advice that they should make "the townships ungovernable". The SOWETO riots saw a huge increase in the MK numbers as 14,000 students left to join the organisation after SOWETO, while during 1980-81 100,000 students joined student organisations such as COSAS and ASO. With the absence of a strong ANC leadership in the 1980's due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who used his position as church leader and his speaking skills to denounce Apartheid to South Africa and across the world. Tutu was awarded the Nobel Peace Prize in 1984 for his brave efforts. Moreover, church groups combined with civic groups, Indian community groups, Trade Unions and student groups to form the UDF which led the resistance to Apartheid in the 1980's.</p>

Stage 6: Black resistance (1983-1987)	<p>This was coupled with overwhelming responses among the Black populations to Botha's reformation of Apartheid in his "Total Strategy"</p> <p>Blacks and other groups such as the Indians and Coloureds boycotted the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell discontent and international criticism. The boycotts were successful with only 30% of Indians and Coloureds actually voting. In response to the legislation of African Trade Unions in 1979, Black strikes increased exponentially with over 1000 strikes in 1987 by 99% Black African workers. Hence, as Botha reformed Apartheid he only strengthened resistance to it, as it showed people that Apartheid could be changed and ultimately abolished.</p>
Stage 7: retaliation against black collaborators (1980s)	<p>This era ??? the 1980s also saw the increase of attacks on Black councilors who had collaborated with the government in 1982 to become community representatives.</p> <p>When ??? to race riots during 1984-85, violence broke out across South Africa as the nation verged on civil war, with councilors being "necklaced" and houses being burned down.</p>
Stage 8: international resistance (1960-1990)	<p>All the while International resistance to apartheid continued from 1960 to 1990, as trade sanctions were adopted by world bodies such as the UN in 1962.</p> <p>While boycotts on South African products or businesses in South Africa forced leaders in the corporate world to pull out from South Africa, such as Barkley's Bank. Or special codes such as the ??? principles were devised to ensure for rights in workplaces for black workers. Sporting boycotts were also instituted, with South Africa being banned from the Olympics in 1970 and becoming alienated in the 1980s as Botha's "Total Strategy" of "unofficial" tours, bribing players and even allowing inter-racial sport <u>failed</u>.</p>
<b>Evaluation of stages</b>	<p>Therefore, it is evident that people resisted to the Apartheid state in various ways, from domestic to international to peaceful to violent armed wings. However, in the future these elements would culminate to enable the downfall of Apartheid.</p>

Teacher comments:

"You need to improve handwriting and write more succinctly."

## Discussion

Stage/phase	
<b>Issue</b> macroTheme	<p>To what extent did the international response to apartheid contribute to its collapse?</p>
<b>Side (negative 1)</b> (international community slow to act)	<p>The international response to Apartheid was only one of the many contributing factors to the collapse of Apartheid in 1994.</p> <p>As early as the 1950's, the domestic resistance movement had highlighted the Apartheid regime in SA, and made the international community aware of the oppression being practiced by the white government. However, it wasn't until 1960 and the Sharpeville massacre on the 21<sup>st</sup> March That international attention was significantly drawn to the issue of Apartheid. The death of 69 black civilians and the ensuing violence which resulted in another 86 deaths by police shooting and brutality drew international outrage. The UN General Assembly called upon the SA government to end the Apartheid regime, while even the US condemned the White regime for its violent actions. Despite these calls for an end to apartheid, it would take further action for any change to come about.</p>
<b>Side (negative 2) hypTheme</b> (trade sanctions ineffective)	<p>In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a resource rich country, made wealthy through the exploitation of black labour. However, essentially the trade sanction was ineffective, as SA's trading partners, the US, Britain, France, Japan and Germany all failed to impose a ban on trade as it conflicted with their own economic interests. At the time SA had a growth rate in the economy of 6%, second only to Japan, and it was seen that effective embargos would cause SA to capitulate under international and economic pressures, however this did not occur.</p>
<b>Side (positive 1) hyperTheme</b>	<p>However, many non-governmental responses contributed to the collapse or at least the modification of Apartheid in some ways.</p> <p>The International Defence and Aid Fund helped to fund lawyers for the ANC and tried to counter the propaganda coming out of SA. Moreover, the British Anti-Apartheid movement was effective through its</p>

<p>(many international non-gov responses)</p> <p><b>Side (negative 3)</b> hyperTheme (Apartheid persists)</p> <p><b>Side (positive 2)</b> (sporting isolation)</p> <p><b>Side (positive 3)</b> (Botha's response to sporting isolation)</p>	<p>boycotts of South African products and those who operated in SA, such as Barclays Bank. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who helped to fund ANC activities and lawyers. The international response also reached businesses, with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by over 12 major international corporations in 1977 and lasting until 1987, including businesses such as IBM.</p> <p>However, despite these economic and legal efforts SA remained under the Apartheid regime during the 1970s and 1980s, it was only through a significant cultural boycott that the international response to Apartheid was bolstered. This came in the form of <u>Sport</u>.</p> <p>In 1968, Vorster had instituted SA sporting isolation with the D'oliviera Incident.</p> <p>From that point onwards, the heart of the SA nation, the Afrikaaner nation, was de?????. In 1970 SA was completely expelled from the Olympic movement. While in 1976 21 members boycotted the Montreal Olympics in protest of the NZ athletes at the games, who had competed against SA earlier that year. Thus the international response warded off any "would-be" supporters of the Apartheid regime. In 1977 the I???? Eagles Convention called for the isolation of SA in Sport, while SA was left to find alternatives.</p> <p>The fact that President Botha formulated "Total Strategy" as a response to both international and domestic resistance, which he called "Total Onslaught" is evidence of the effectiveness of the international resistance. Botha attempted to reinstitute sport in SA, bribing nations and players to come and play in SA. This can be seen in 1982 when Botha paid 50,000 each to 15 English cricketers to participate in an unofficial match against SA. The 15 were suspended for 3 months. Moreover, the fact that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure. Botha also attempted to show the world that he was "tinkering" with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha tried to created the impression that white rule was beneficial to blacks. Moreover, this was reinforced by his "frontline States" policy, wherein effectively he drew attention to the fact that Blacks could not govern themselves, creating havoc in Angola, Mozambique and Namibia throughout the 1980s.</p> <p>Nevertheless, movements such as COSAS (Congress of South African Students) and the emergence of the</p>
---	--



**Exposition**

Stage/phase	
<b>Question</b>	(b) Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945.
<b>Thesis</b>	The Nazi party used Propaganda, Terror and repression of the Jewish community between 1933 and 1945. The nature of this measures was devastating and and impact was devastating.
<b>Argument 1</b> racism	Racism was at the heart of Nazi ideology. The idea of the “perfect Aryan specimen” who was superior to every other race and that interbreeding resulted in “the destruction of the Aryan people and their culture”. Anti Semitism was the strongest racial sentiments.
<b>Argument 2</b> Propaganda	The anti-Jewish feelings were expressed through propaganda posters, songs speechs. This propaganda persuaded the German people to blame the Jews for their own suffering. That Germans had to struggle to win against their rival enemies the Jews. Historian Macallun suggest that the people accepted the ideaology as it gave them a “scapegoat” for their problems. Hitler was offering them to be rescued as anti-Semitism was just another of his policies which the people accepted and followed. The impact of this propaganda isolated Jews in the community, as they were commonly beaten, abused and discriminated against.
<b>Argument 3</b> Terror	<p>The Nazi impact on Jews did not stop here however as terror was introduced. Terror intensified anti-Jewish feelings as the German people together with the SS and SA openly acted violently against the Jewish people. The Jews became victimised. They were targets for any feelings of resentment. This is evident on ‘Crystal Night’ where Jewish shops were ransacked and destroyed.</p> <p>The Jews through this ongoing terror campaign of not knowing what was going to happen to them next and their lives being at risk caused enormous fear amongst Jewish communities. There lives had suddenly been turned from one of tolerance and acceptance to one of discrimination and violence. The nature of this terror historian</p>

<p><b>Argument 4</b> Repression</p>	<p>Kershaw describes as the “most negative of Nazi policies. Jews feared leaving their houses and the terror was only going to increase together with extremist Nazi policies until the system “spiraled out of control”.</p> <p>The Nazis inflicted repression upon the Jews. They were denied their culture. The Nuremburg laws came out and the Jews removed from their places of employment, they were further marginalized from society. Their basic human rights were revoked. They could no longer choose who they wished to marry, they could no longer have sexual intercourse with Germans if they were married. They could not even journey outside after certain hours of the day. Their life was turned upside down. The nature of such measure is difficult to comprehend. Many Jews tried to flee Germany, the Nazis encouraged their immigration out of Germany but this was limited by overseas countries acceptance of Jewish refugees. The difficulties of the Jews just continued to intensify.</p> <p>So many Jews had been rounded up and put into concentration camps where many were worked to death. The other Jews in the community heard the rumours of these camps and feared for their own lives and the lives of their children.</p> <p><u>Anne Franks Diary</u> explores the fear that the measures of terror encouraged. Never knowing if an SS man or even a neighbour would “do them in”. Living in such fear is difficult to contemplate and is blatantly wrong.</p>
<p><b>Argument 5</b> Escalation</p>	<p>Nazi propaganda, terror and repression continued to escalate. During the war after the invasion of Russia the program of resettlement almost became impossible. And the discussions for a final solution were made.</p> <p>Kershaw like so many historians suggests that the “Final Solution” to the “Jewish Question” was not planned from the beginning but was the result of “extremist ideology” continued escalation. Throughout the war 3.5 million Jews died through the Nazi extermination policy. As the Nazis committed genocide, through shootings, gassing on an industrial scale. Many Jews were also tortured and experimentations occurred.</p>
<p><b>Reiteration of thesis</b></p>	<p>Such atrocities occurred the nature of which was just horrific and the impact of which caused devastation not only between 1933-45 but even on present society. As the Jewish communities culture was denied and their basic human rights not only exploited but destroyed.</p>

Analyse the influence of race or ethnicity on the nature of difference as it relates to ONE society that you've studied.

### Consequential Explanation

Stage/Phase	
<b>Phenomenon:</b> <b>Cause</b>  Aboriginal race	<p>In Aboriginal Society, race is a significant influence on the nature of difference in their society. Australia likes to think of itself as an egalitarian society, however we are completely aware it is not. Aboriginal race negatively influences their access to socially valued resources including education, housing, income, employment, law and health. In a society riddled with social class and prejudice, Aboriginality is a definitely discriminated race in Australian society.</p>
<b>Explanation:</b> Consequence 1 Poor Health	<p>The health of Aborigines in Australia is completely horrific.</p> <p>They have a 30yr less life expectancy as they cannot afford, or do not have access to socially valued resources eg hospitals. They have high rates of CVD, diabetes, alcoholism and lung cancer. The inequalities they face is directly linked to their race. Aborigines had healthy diets free of alcohol, prior to European settlement. After the Europeans arrived in Australia, they took their land, and introduced alcohol. Now, as a result of the institutionalized racism, Aborigines use alcohol as an escape out of their suffering.</p> <p>Non-Indigenous people are not willing to support the Aborigines due to their race, hence they are in a cycle that they cannot get themselves out of. Infant mortality is a huge indicator of their poor health states. Riddled with malnutrition, not many babies survive, and the ones that do experience both intellectual and physical disabilities hindering them for life.</p>



Consequence 2 Limited access to education	<p>Aborigines access to education has been significantly difficult to attain. Prior to 1950, Aborigines were banned from schools, hence blocked from socially valued resources as a result of their race. After 1950, they were granted access to a white-school. However, they had to adhere to non-indigenous values and understanding. This was very difficult for a group of semi-traditional children. They grew up not knowing much about their heritage or culture as Aboriginality was not something to be proud of. Their race hindered their right to education, which has therefore caused them to suffer in many aspects of society as they cannot read and write English fluently. The education Aborigines had access to was quite unacceptable for them considering their gathering and hunting nature was quite dissimilar to the gesellschaft Australian child.</p>
Consequence 3 Limited employment opportunities	<p>As a result of poor education, Aboriginals had not much hope for employment. The majority of Aborigines are in semi-skilled and unskilled labour which is quite insufficient when they have a family to support. Aboriginal's race has prevented them from gaining employment due to their void access to education. This social differentiation evident in Australian society has severely impacted upon Aborigines. Without post-compulsory education it is quite difficult to get good employment. The racial discrimination evident in society is hindering on future generations of Aboriginals as they will find it exceptionally difficult to break out of the poverty cycle in a society full of prejudice. With the Europeans taking all the "professional" well paying jobs, Aborigines have been dumped on Centrelink benefits, not as a result of their doing.</p>
Consequence 4 Low income	<p>With employment in such poor areas, the income is neither fair nor stabilizing for Aborigines or their families. Before 1950, Aborigines were receiving only 1/5 of an average European doing the same job. This is a direct example of the influence their race is having on them gaining equality in society which once belonged to them. After the equal work for equal pay legislation came in, Aboriginals were still facing inequality in pay and were faced with racial discrimination as a social barrier they were not able to overcome. The nature of difference should not mean that they are deprived access to equal pay.</p>

<p>Consequence 5 Substandard housing</p>	<p>Aboriginals housing is completely substandard. Usually they have large, extended families emanating from their gemeinschaft heritage. The white people did not consider this when they gave them small houses suitable for European/Non-indigenous living rather than Aboriginal living. The influence of the aboriginals race has left them almost completely unable to rent property from landlords. Despite the presence of anti-discrimination laws, non-indigenous are refusing to rent their house to Aboriginals on the basis of their race. They regard all Aborigines as alcoholic and not trustworthy tenants to have in a house. This inequality based on race is completely evident of the prejudice in society. As a result, Aboriginals have had to go to the extent of making make-shift shacks, living in abandoned cars or living in commission housing. The social inequality evident is preventing the Aboriginal race of their rights to socially valued resources. This reinforces the incorrect notion of our hybrid society being an egalitarian one too.</p>
<p>Consequence 6 Higher prison rates</p>	<p>Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference. The Aborigines have 41% of the population in prison compared with the 8% of the non-indigenous population. It is not the case that Aborigines as a race are just violent and cause trouble, it is a result of the prejudice they face when they stand before the court because of the nature of difference. They really receive longer more harsh prison sentences for the same offence because of their race. This is a clear example of the negative influence Aboriginality has when it comes to equity and justice.  In Australian society it is clear the nature of difference is not very accepted. The inequalities Aboriginals endure because of their race is decisive evidence that Australia is not an egalitarian society and that the nature of difference does not work to your advantage. This is quite controversial considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of racial discrimination and prejudice. Through analysing the areas which the Aboriginals do not have to socially valued resources – eg housing, income, employment, education and health, we can identify the social inequality evident as a result of their race. After the settlement of the Europeans, the notion of conflict was evident from the moment they met.</p>

<b>Evaluation of consequences</b>	From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.
-----------------------------------	---

Teacher comments:

1. a very strong answer!!
2. Dahrendorf?
3. Try to use a few more SAC themes/concepts.

<b>Stage/phase</b>	
<b>Phenomenon: cause</b> Inequality	<p>Inequality is inherent with any society due to the perpetuation of factors to do with <u>commonality and difference</u> of different social and cultural groups. By examining the relationship between Aboriginal and non-Aboriginal people in Australian society we are able to evaluate inequality and its consequences through the examination of different outcomes experienced by people.</p> <p>Inequality of Aborigines is existent in terms of their sense of self otherwise known as identity, human rights and socio economic status due to the ongoing cycle of prejudice – the hostile attitudes towards an identifiable group within society and discrimination – the negative aspect of prejudice where a person acts upon their prejudices in its effort to make sure Aborigines find it substantially harder to achieve equal socio economic status and positive social mobility due to social stratification existent within Australian society.</p> <p>As stated by Dahrendorf – “Inequality is not merely a matter of an individual’s abilities and aptitudes; it is above all a social fact. The opportunities an individual has and even his/her abilities are in part governed by his/her position in society.” Aborigines have experienced dispossession of their land and culture since the early British settlement. Their human rights have been consistently ignored for over 215 years. In 1788 with the European invasion where the relationship between europeans and Aborigines in aus understood by the europeans through the belief of Darwin’s Evolutionary theory which stated that all coloured races were inferior to the white man/race has given birth to an institutionalised method of inequality of aborigines in Australia.</p>
<b>Explanation: consq</b> Consequence 1 Institutionalised inequality	<p>Over time, it can be seen that this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act.</p> <p>This act meant that the white population was now taking upon itself to “protect” it’s “inferior” counterparts. Instead the Act took away the rights of Aborigines and restricted their way of life and practice of culture. Assimilation of the Aboriginal community can be seen significantly in the exploration of the “Stolen generation” whereby</p>



**SACB1****Standards Package Text**

(a) Evaluate the effects of technology, discrimination and socioeconomic status on access to socially valued resources.

**Consequential Explanation**

Stage/phase	
<b>Macro-Phenomenon: cause</b>	The effects of technology, discrimination and socio economic status (SES) on access to socially valued resources in society can be one of a double edged sword. By this one means that there can be benefits for some members of society there can be disadvantages for other members.
<b>Cause 1 – Technology</b>	Technology is defined as any instrument that has been developed by humans to assist humans in their everyday lives. If we look at the society valued resource of access to childcare facilities we see that women of Australian society are severely disadvantaged.
<b>Explanation: Consequences 1</b> Consequence 1a Lack of paid maternity leave          Consequence 1b Lack of affordable child care	<p>While the stereotypes and ideologies of a woman's place in society is slowly changing over time there is still this belief and ideology that once a woman has a child they should stay at home and look after the child and not go back to work. However for some this may be the case but the fact that they aren't able to receive paid maternity leave it just isn't something that is financially sustainable for that family.</p> <p>In Australian society today there is much discussion and debate about paid maternity leave. Various levels have compiled reports on the issue but no action as of today has been taken. The only two institutions that offer such a resource is employees of the Australian Catholic University and Sydney City Council. These mothers are able to stay at home with their child in the first year of cognitive development with no worries.</p> <p>For mothers that don't have such a luxury have to find child care facilities that can cater to their working times and one that is not expensive.</p> <p>This is where we see the double edged sword taking place. While some mothers are able to find child care services the high cost of child care means that many parents are put into an awful decision of</p>



<p><b>Cause 3 – SES</b></p> <p><b>Explanation:</b></p> <p><b>Consequences 3</b></p> <p>Consequence 3a – lack of education</p> <p>Consequence 3b – unreported abuse</p> <p><b>Evaluation of consequences</b></p>	<p>employment is an increasing problem within Australia.</p> <p>More and more migrant people are coming to Australia and as a result of qualifications not being recognised and not being able to speak the language the migrants and their families have low SES.</p> <p>With their low SES there is a limit of education resources for families and the chances that the child has to learn the language.</p> <p>With such a limited range of facilities we see that depression is high. Without a high level of education many migrant women are forced to work in jobs such as sewing and manufacturing clothes for little to no money provided.</p> <p>This abuse of power and authority is in many cases left unreported as many migrant women fear the police and authority figures in the Australian environment.</p> <p>This in many cases is due to abuse and trauma that could have been subjected by people from similar positions of authority in their homeland. The viscous cycle means that these women stay in the low socioeconomic status of society and continue to be denied access to socially valued resources.</p> <p>While technology and the internet has allowed the people of Australia that can afford such connections and the price of a computer to have access to the information highway others can't. This can be due to lack of financial resources and education on how to use such technology. It is trends like this that allows one to say that in terms of technology and SES the access to socially valued resources has only improved for some and deteriorated for others. The Sex Discrimination Act in terms of discrimination has only allowed for access to increase for all women in the area of employment job opportunities within the workforce and access that used to be male dominated and patriarchal.</p>
---	--



## Appendix 3 Inscribed attitude analyses

Key

Affect

Appreciation

Judgement

**Using Source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruption of Vesuvius and its impact.**

By reading Pliny the Younger's account of the volcanic eruption in Source 4, it shows how different times interpret and understand different things. By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which shows the black smoke being emitted from the volcano.

Other descriptions of the eruption by ancient writers such as Cassius Dio and Suetonius, show the same characteristics of **havoc** [-comp] and **panic** [-sec], in a different way, like the interpretation of the ground tremoring being caused by giants stomping around the countryside. Modern day interpretations use available science and technology to create a more **realistic** [+val] and **detailed** [+comp] account of the event. Volcanologist Sigurtson, used data from the eruption of Mt St Helen's as a basis of recreating the different phases of the eruption. This is not totally **reliable** [-val] as it is using data from a different volcano, and all volcanoes have their different characteristics.

Ancient writers such as Seneca also write about how the impact of this eruption resulted in the abandonment of the region as it was considered a source of "**bad omen** [-reac] and **outrageous fortition** [-reac]". Further settlements in the region are not apparent as people had come to know the **disaster** [-reac] that had befallen there in 79AD.

Dr Estelle Lazer, an Australian anthropologist, discovered that it was not only the **sick** [-cap] and elderly who were left behind, as there was plenty of time to escape.

She has also found through the study of human remains, that most of the victims died due to asphyxiation. and the falling pumice and rocks, which buried the entire town up to the first storey. Then the lava flow poured down and covered the city. This is evident as it was believed that the town was two stories. Pliny the younger also writes that the cause of his uncle's death, Pliny the Elder, was as he pulled ashore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has also found that the site was discovered long before the 18<sup>th</sup> century. Her evidence to this claim is the numerous circular incertions found in the ash, suggesting that after the eruption, residents came back to try and salvage what they could. Further new research shows that this theory could have been possible. This new research shows that restoration programs were actually complete after the 62 earthquake and that after the eruption, looters came to **steal** [-prop] marble and any other thing **of value** [+val] that had survived.

The impact of the eruption in ancient times doesn't seem to be all that much, as Pompeii and Herculaneum were considered small **irrelevant** [-val] country towns by some ancient Roman historians.

Source 4 – Account of the eruption by Pliny the Younger.

[4] He [Pliny the Elder] was at Misenum, commanding the fleet in person. On 24 August in the early afternoon, my mother pointed out to him that a cloud of unusual size and form was appearing. [5] He had been enjoying the sun, had taken a cold bath, had eaten a light lunch while lying down, and was working. He called for his sandals and climbed to the place from which he would have the best

view of the phenomenon. A cloud was rising from a mountain (those seeing it from far away could not tell which, but it was later known to be Vesuvius). Its appearance can best be expressed by comparing it to an umbrella pine, [6] for carried up to a very great height as if on a tree-trunk, it began to spread out into various branches. This was, I believe, because it was lifted up by the fresh blast, then as that died down, defeated by its own weight, it began to disperse far and wide.

**Account for the breakdown of the Old Kingdom.**

The **collapse** [-comp] & **breakdown** [-comp] of Old Kingdom Egypt is one that has been continually debated among scholars & historians. The lack of **discriminating** [+val] evidence has led to various interpretations, many scholars suggesting that a build-up of events led to the once **mighty** [+cap] and centralized government's **collapse** [-cap]. Factors that may have led to the **collapse** [-cap] are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting **decline of the power** [cap] of the pharaoh.

Wilson states that one of the **major** [+val] contributing factors to Old Kingdom's **collapse** [-comp] was the "burden of building **non-economical** [-val] and huge structures for each new pharaoh." In the beginning of the old kingdom, king's built themselves large & **lavishly decorated** [+comp] pyramids so they could ensure for themselves an afterlife with the gods, maintaining ma'at. Bradley suggests that this continual building of pyramids shows an **excessive** [-ten] use of resources, especially those of Sneferu, Menkaure, Khut & Khafre. By Dynasty 6, pyramids were decreasing significantly in size and structure, and the last large & **beautiful** [+reac] pyramid is that of Pepi II. One other pyramid from after this time has been located at Sahkara, but its small size & simple structure reveals its **inferiority** [-val], suggesting Egypt's resources were now limited. The body of Anknespepy, minor wife of Pepi II & mother of one of his successors, was found in a reused sarcophagus, a **sad** [-hap] comment on the conditions that affected even the highest-ranking members of the royal family.

Bradley believes that the **collapse** [-comp] may have also been triggered by the decreasing revenue being given to the Egypt administrative centre. Kings began to give land to **loyal** [+ten] nobles, that were free of tax, the number of these given increasing with each reign. This tax-exempt land was also given to priesthoods for temples to the gods, further depleting Egypt's revenue. Many historians are opposed to the belief that this led to the **collapse** [-comp] however, as they believe the amount of wealth lost from the tax – exempt lands was never **significantly** [+val] large & the priesthoods were **never wasteful** [+ten] with offerings.

Many historians, however, agree that climatic changes across central Africa probably had a hand in the **breakdown** [-cap] of Egypt. Climatic changes in the area would have resulted in lower Niles, reducing the number of crops grown & reducing the number of cattle. Climatic fluctuations were worsening by dynasty 5, and there is the large possibility that it led to famine, as seen in Unas' causeway reliefs, depicting images of starvation. Malek states that "with the lessening of crops & cattle, as the Nile refused to rise, it led to a lower level of tax, significantly affecting the government." The description of a famine is also recorded in dynasties 7 & 8 by Ankthi, "Upper Egypt in its entirety is **dying of hunger** [-cap]." The extent of the loss by famine is emphasized by Ipuwer in his papyri writings, "He who places his brother in the ground is everywhere" & "Lower Egypt **weeps** [-hap]." Thus, it is evident that Old Kingdom Egypt, both Upper & Lower were greatly affected by the climatic changes.

Lawless believes that the growing **power** [+cap] of nobles & officials also played a part in the **decline** [-comp] of Egypt. In dynasties 7 & 8 as the pyramids & tombs of the kings decreased, the tombs of the nobles seem to be increasing & growing in **intricate** [+comp] detail. The positions awarded to the nobles used to be given solely to members of the royal family, but in later dynasties began to be given to **favourites** [+norm] of the king. Soon after this, the titles of nobles became hereditary.

Nomarchs, who ruled over their local nomes, or land, became so independent that they began to take on princely titles, to the length that they almost separated themselves completely from the capital state of Memphis. The burying of nobles in their own provincial areas instead of beside the king leads to Lawless's belief that they had grown so independent that they **no longer held loyalty** [-ten] towards the king. Conversely, Kanawati states that their burying in their provincial areas does not indicate this, as the royal cemeteries were most likely full. He states that their **loyalty** [+ten] to the king is still revealed through their requests for **prestigious** [+val] titles. Bradley believes that as the nobles gained **power** [+cap], as it was hereditary, that it resulted in their independence as "they no longer owned their status to the king."

All historians agree that the **main** [+val] impact of the **breakdown** [-comp] was the king's **fall in power** [-cap]. The king represented **prosperity** [+norm] & **safety** [+sec] to the people, and it was his duty to maintain Ma'at. Malek contends that the king's **inability** [-cap] to return **prosperity** [+norm] to the land is evident through the records of 17 kings in 17 years, revealing the **falling** [-comp] state Egypt was in. Egypt was based around the king's **ability** [+cap] to maintain Ma'at & **prosperity** [+norm]. With that diminished, it led to the inevitable **fall** [-comp] of old kingdom Egypt.

Thus, the **breakdown** [-comp] of Old Kingdom has been attributed to many factors, each placing a strain on the administrative centre that soon became too heavy to hold. The climatic fluctuations, growing independence of nobles & **loss of prosperity** [-norm] of the king all led to the inevitable **collapse** [-cap] of one of the **greatest** [+norm] centralized governments in the ancient world.

**Teacher's comment:** Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.

**Explain the main features of the development of Athenian naval power in this period.**

The development of the Athenian naval **power** [+cap] in this period was due to a variety of different reasons. With the Persian king Darius **furious** [-sat] about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, as supported by Herodotus, was known for its strength in numbers & its **invincibility** [+cap]. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all **main** [+val] features of the development of Athenian naval **power** [+cap] in this period.

In 494 BC when the Ionian revolt was laid to rest by the Persians, Darius swore revenge for the burning of the town of Sardis. As his troops sailed for Greece in 490 BC they were unopposed & as Ehrenberg states their progress was deliberately slow because the Greek force, while **powerful** [+cap] in its own right, was **not a match** [-cap] for the Persian forces. This led to the attack on Naxos and the siege of Eretria.

After the battle of Marathen in 490BC which was considered an Athenian victory many believed that there would be no more threats from the Persians. However, as Herodotus & other scholars state, Themistocles foresaw that the Persians would indeed be back & that the pending battles would need to be fought on both land and sea.

With this in mind, Themistocles went to the people to argue that the money from the surplus from the silver mine should be to fortify the Pireaus port and for the building of triremes. Ehrenberg state that Themistocles proposed this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This forward thinking of Themistocles was an **important main** [+val] feature in the development of Athenian naval **power** [+cap] in this period as he used the **rare** [+val] opportunity of silver surplus to create a more **sufficient** [+val] naval fleet.

This was also a **main** [+val] feature in the development of Athenian naval **power** [+cap] as the new larger fleet was able to practice and **strengthen** [+cap] their forces in the Aegina war in preparation, as Themistocles saw, for the pending Persian attack. Thucyclides states Themistocles  
??????????????????.

In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was **indecisive** [-comp]. It was **unclear** [-comp] whether they had developed into a naval **power** [+cap] despite, as Hornblower states the loss of 50% of the Persians ships due to the weather.

The Battle of Salamis was a **main** [+val] feature of the development of Athenian naval **power** [+cap] later in 480BC. This was due to the fact that this was considered the turning point in the Persian Wars. This is supported by Plutarch who states that it was their **powess at sea** [+cap] which saved the Greeks. Many historians also agree with this statement as it was a **well known** fact that without the Athenian navy the Persians would have been able to raid the Greek coastline at will. These two, Battle of Salamis & fact, were also features of the development of Athenian naval **power** [+cap].

The final battle of the Persian Wars, the Battle of Mycate in approximately 479BC was *also* [+force: quant] a **main** [+val] feature in the development of Athenian naval **power** [+cap] in this period. The end of this battle was marked with the capture and burning of Persian ships which saw the Greeks,

led by the Athenians on se, as the only naval **power** [+cap] in the Mediterranean, as supported by Ehrenberg. Without the Persian naval **power** [+cap] in the area the Athenian naval **power** [+cap] was able to then capture the **influential** [+val] Persian town of Sestos.

Another **main** [+val] feature of the development of Athenian naval **power** [+cap] in this period was the fact that during the Persian wars although, as Bury & Meiggs (B&M) state, the Greek forces were under control of the Spartans the navy was actually under the command of the Athenian strategos Themistocles. It was the tactics of Themistocles used in the battle of Salamis that led to the victory. Ehrenberg states that in order to trick Xerxes Themistocles sent his personal servant to say the Athenians would **betray** [-prop] the Greeks. Xerxes took the bait & the ensuing battle was [+val] **successful**. Therefore, another **main** [+val] feature of the development of Athenian Naval **power** [+cap] was the Athenian strategoi who were responsible for tactics and strategy.

After the Persian wars the Athenians, as Plutarch states, were **praised** [+ten] for their **prowess** [+cap] at sea & saving all the Hellas from the Persians. From this stemmed the Delian league which was also, to some extent, a feature of the development of Athenian naval **power** [+cap] in this period. B&M states that the aims of the Delian league was to protect the Greeks from the Persians & to attack the Persians for the **suffering** [-hap] that was caused. Because the Spartans were parochial due to the Helot threat& the Athenians had shown their “**prowess at sea**” [+cap], the Greeks placed themselves under Athenian control. This is a feature of the development as the Athenians had at their disposal the ships & help from many Greek polis.

Through the Delian league & their naval **power** [+cap] many histerians such as B&M believe that the Athenians were building an empire & their naval **power** [+cap] was strengthened through demanded tribute of ships from islands such as Thesbos.

Therefore it can be concluded that there are a variety of **main** [+val] features of the development of Athenian Naval **power** [+cap] in this period. These features included personalities such as Themistocles who Thucyclides states turned the Athenians from **steadfast** [+ten] hoplites into sea-tossed mariners, & also from events, especially naval battles.

## Question 19

- a) Outline the ways you can become a 'biological parent'.
- b) Describe the social and emotional affects of a planned and unplanned pregnancy on a male and female
- c) Analyse how different types of social parenting may impact on an individuals wellbeing.

a) biological parent.

1. Through intercourse (sexual) between male + female where the sperm and egg fertilise and a embryo and fetus is created – natural.
2. Through IVF – process where a woman's egg is removed and placed with male sperm in a test tube and fertilised outside body then inserted into uterus – become pregnant.
3. AI – sperm inserted into uterus or fallopian tubes at time of ovulation. Increases chance of becoming pregnant.

Both 2. and 3. are for couples that are **having trouble** [-cap] conceiving naturally as a result of **poor** [-val] sperm count or hormone deficiency etc. All tests are conducted using drugs to get the woman ovulating + she is watched + tested + then eggs removed (for IVF) for AI when she is ovulating sperm gets inserted. After both cases woman monitored – see if shes pregnant.

b) Planned pregnancy – what parents wanted, **happy** [+hap], **overjoyed** [+hap] – **excited** [+sat?]- emotional wellbeing **good** [+reac]. Feel that they are both **emotionally ready** [+sec] to have a child – having to adapt to all the new changes both in their life but also in the relationship. Feel that they would **be able to** [+cap] support child financially, might have to make home alterations. Female might have to take time off work to stay home with child at a young age after birth. Father work. Reasons for having child may be for emotional wellbeing to **love** [+hap] and **give affections** [+hap] as well as receive it. Also to carry on the family name. May **want** [+incl] the money that comes with having a child the government payout to help with their finances. The having of a child could help their relationships improve **status** [+ norm] as a parent in society.

Unplanned – **unexpected** [-sec], **not ready** [-cap] for a baby, financially **not ready** [-cap] may be **insecure** [-sec], may still be smoking + on drugs + alcohol (mother) harms baby – because **unaware** [-cap] she was pregnant. Feel **shocked** [-sec], **confused** [-sec], **angry** [-sat], **disappointed** [-sat], **unsure** [-sec]. May think about getting an abortion or giving the child away to adoption once it was born. Male might leave mother as **doesn't want** [-incl] child – **not the responsibility** [-ten] to have to look after + **support** [+prop] child – to big **a burden** [-val]. emotional **pressure** [-sec], **uncertainty** [-sec]. Female emotionally feels **annoyed** [-sat] + **shocked** [-sec]. Dont know how to deal with it. **Cant** [-cap] care for child nor **support** [+prop] it. feel **alone** [-sec] may feel **ashamed** [-sec] + **embarrassed** [-sec]. Social aspects – **ruin** [-comp] social life – **cant** [-cap] get out as much and **enjoy** [+sat] life. **Cant** [-cap] financially support baby – not able to short term or long term.

c) Adoption – individuals taking on the role of a parent to a child to meet the needs of the child, look after them for the long term have to support them financially and look after them till they are independent. – Become their parents. An older sibling might adopt their younger brothers + sisters if the parent/s die so that she/he can look after them – this have **good** [+val] impact be with family – have their **support** [+prop]– not have to be broken up – **relief** [+sec] have **closeness** [+sec] with family. The older brother/sister of siblings take on full **responsibility** [+ten] – may be too much for them – find it **difficult** [-cap] **struggle** [-cap] to **support** [+prop] them – find it **enjoyable** [+sat] though.



Children who are adopted at a young age might feel that they **never really belonged** [-sec] to their family – **want to** [+incl] find their real biological family + parents – may feel emotionally **isolated** [-sec] from adoptive parents. On other hand may feel completely **satisfied** [+sat] + **accept** [+reac] their position in the family.

Step parents – a couple combines with one or both already having a child. Step parent take on role as adult + parent to child. May feel **unsure** [-sec] of themselves, **don't know** [-cap] how to act. Child may **not accept** [-hap] parent – feel **anger** [-sat], **annoyance** [-sat] + **contempt** [-hap] towards them – not get on well – too **demanding** [-ten]. Feel that they have been replaced or that they are **not as special** [-sec] to their original 'parent' as they used to be. Become emotionally **detached** [-sec] and **depressed** [-hap]. May **not like** [-hap] the change in family – prefer old routine – hard for them to adapt. Parent however might **love** [+reac] having another adult to share the task of parenting with – feel less **responsibility** [ten] as has someone to share it with + decision making.

Blended family can occur in this family – may make some feel **accepted** [+sec]; **loved** [+hap], part of 'big family' **content** [+sat] or **don't like** [-reac] the change – feel **uncomfortable** [-sec] feel **less socially outgoing** [-sec] – quieter, not talk to many people about what is happening. not as open + talkative, quiet + **depressed** [-hap].

Foster parents – adults who take care of a child for a time until they are again able to be looked after by biological parents or adopted. Foster parents **take responsibility** [+ten] for the needs of the child while they are with them. Child is able to get away from circumstances if they are **bad** [-reac] – feel **relief** [+sec] – but may be **scared** [-sec] – don't know the people – **unsure** [-sec], shy, quiet – affect on emotional wellbeing. Child may on other hand start to develop character + learn new things and **enjoy** [+sat] themselves – become **attached to** [+hap] foster parents – may **not want** [-incl] to leave. Foster parents **enjoy** [+sat] it – find they are getting something out of it – ie **self worth** [+sec] + as if they are giving back to the community.

**Teacher's comment:** Social parenting good. You have made a good effort + could further improve by w/being discussed even further (phys/soc/emot/econ) – all types). But a great effort!

## Question 17

- a) Identify the social changes likely to occur when people become parents. (4 marks)
- b) Predict the potential outcomes on family relationships of an authoritarian parenting style (6 marks).
- c) Examine the ways that gender and culture can influence parenting and caring relationships (15 marks).

a) Social changes – the parents have to consider the impact a baby would have on their lives & it is a big one: They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a 'little one' to look after. Life becomes more 'family' oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to **support** [+prop] other parent. May have to find other friends – ones with family of their own – therefore creating **closer** [+val] bond – have things in common – can **support** [+prop] one another. Parents in early stages can feel **isolated** [-sec] from everyone as they aren't able to get out of the house as they are looking after the baby – feel **sad** [-hap], **depressed** [-hap], **lonely** [-sec]. Can't live same lifestyle as previous – have **responsibilities** [+ten] to new baby, have to act **responsibly** [+ten] towards their child & each other. May join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.

Teacher Comment: 4. Good discussion.

b) Authoritarian parenting style – parents set down the rules, have to be followed, rules + expectations set on children. Have to obey, very **strict** [+/-prop], lack of freedom, choice, have no say in the matters + decision making.

This parenting style can create **problems** [-comp] within a family as children are not given a chance to voice their own opinions & beliefs they are just expected to obey what their parents say. Cause **tension** [-sec] between parents & children.

Children might **disagree** [-sat] with what parents have said or may have a reason for acting like they did – **unable** [-cap] to explain themselves properly. This is **unfair** [-prop] as everyone has the right to explain themselves. Children begin to **distrust** [-sec] their parents, won't go to them for support or guidance, can become **withdrawn** [-sec] or **depressed** [-hap]. On other hand children can become even more **annoyed** [-sat], and **opinionated** [-cap] and try and get the attention of their parents by **acting up** [-prop] & **misbehaving** [-prop].

Has **negative** [-val] impact on children's wellbeing as feel **suppressed** [-sat] by their parents & **dominated** [-sat] by them – feel **inferior** [-sec] – as they aren't able to become independent thinkers and grow up by themselves.

Parents too can have **conflict** [-sec] between each other if they both do not have the same parenting style – cause fights and arguments about the way they should parent their children – cause **tension/unease** [-sec].

For **good** [+reac] family relationships there has to be rules that are expected to be followed but independence for the children as well.

Teacher comment: 6. Good.

c) Gender – women were considered **main** [+norm] carers of family & of household. have to take on caring for family & expected to be in jobs such as nurses etc. **stereotypical** [-cap] views of society. Times are changing however although most carers these days are still women men are taking over the roles more. There are **stereotypical** [-cap] & **sexist** [-prop] views still present such as those that men shouldn't go into nursing – can impact on male feel **less confident** [-sec], lower **selfesteem** [-sec].

Parents & carers have to encourage the showing of masculinity & femininity by their children or those under their care.

Males may not feel as **accepted** [-sec] in their position of a carer by others & **looked down on** [-sec] being expected that he cannot perform as well and to as high a standard as the woman can – **negative** [-val] impact on man.

Parents need to encourage their children therefore the father should play with both his sons + daughters so as to be a **positive** [+prop] rolemodel in their eyes. Its also **important** [+ val] for parents to do an equal amount of housework so as to show children the **fair** [+prop] way without saying that the mother should do all the work – **stereotypical** [-cap] – need to work together as are a **great** [+val] influence to their children.

Gay + Lesbian couples with children can cause **uncertainty** [-sec] in the child and they may **resent** [-hap] their 'parents' or 'carers' as they are not like everyone else – cause **tension** [-sec] within family can prevent them from wanting to enter into social situations as feel **embarrassed** [-hap] or **scared** [-sec] of being teased – **negative** [-val] impact on social wellbeing as well as emotional.

Culture – Can determine what ppl wear. What school parents decide to send their children to , what food they eat, how they behave, the social & community activities they do.

Their traditions.

all can cause **stress** [-sec] on family as they have to abide by them – may be fights + arguments as **disagree** [-sat] with what is taught or expected – **negative** [-val] impact on wellbeing.

Child may feel **suppressed** [-sat] or **domineered over** [-sat] – emotional wellbeing affected.

In some cultures family is a very **important** [+ val] thing and some family members ie parents + carers could feel **stifled** [-sat] by the family – extended as they offer guidance and ways to bring up children – can be **overbearing** [-ten] – **negatively** [-val] impact upon the parents + their relationships with their children.

If a carer is looking after an **invalid** [-cap]/a person who is religious or overly **strict** [-prop] in culture the carer can feel **intimidated** [-sec] & **insecure** [-sec] as the person being cared for may be **overbearing** [-ten] or have higher expectations of the carer based upon their religion & the culture – cause undue **stress** [-sec] on carer. Some cultures also may **not like** [-prop] males being/playing the part of the carer and **do not accept or indorse it** [-prop] as they believe that it is **wrong + not to be accepted** [-prop]. have **negative** [-val] affect on male carers.

Teacher comment: 13. Give lots of exs. A good effort at introducing w/being in areas.

- (a) Describe how patterns of paid and unpaid work differ for men and women. (3 marks)  
 (b) Discuss how workplace culture impacts on patterns of work for individuals and families. (7 marks)  
 (c) Evaluate the extent to which awards, anti-discrimination policies and grievance procedures contribute to a supportive workplace. (15 marks)

(a) Patterns of paid and unpaid work differ for men and women in that women tend to do more unpaid work than men, eg domestic housework + the raising of children, while men often do more paid work than women, eg as they may be seen as the 'breadwinner'. Women tend to change their patterns of work more than men. For example they may be more suited to casual work, temporary work, part-time work, work from home and job share, in order for them to keep up with their lifestyle which may include raising children. Men, on the other hand, may be more suited to patterns of work such as permanent, own their own business, seasonal (especially single men) and shift work.

(b) Workplace culture has a big impact on patterns of work for individuals + families because a workplace nowadays has to not only accommodate for the individuals it employs, but also for their families because that is another big role that they play outside of the workplace.

Workplaces today take into account the big emphasis on family. They therefore have an impact on patterns of work so they can accommodate for their employees who are also family members.

The provision of facilities such as child care at the workplace impacts on the pattern of work for its employees because it **provides help** [+val] for those who have families so that they can have the child cared for while they work and earn money.

The introduction of flexible work patterns and practices have an impact on those employed individuals who have families. For example, a workplace may allow an employee to leave work early to pick up their child for school, providing they make up the lost time another time. Or, they may allow 2 people to share one job, in order for them to both work and raise a family.

Another aspect of workplace culture that impacts on patterns of work for individuals and families is regulations and entitlements. This includes maternity + paternity leave which is much **needed** [+val] upon the arrival of a new baby, long service leave, which can be accessed after working for 10 years at the one place, it may be used to spend **quality** [+val] time with a spouse, and 4 weeks leave with pay per year, which may be used by employees to spend **quality** [+val] time with their families.

These 3 aspects of workplace culture all impact on patterns of work for individuals and families.

(c) Awards, anti-discrimination policies and grievance procedures all contributed to a **supportive** [+prop] workplace because they try to maintain a **happy** [+hap] + **stable** [+comp] workplace environment. Many things can go **wrong** [-sec] between people within a workplace + these 3 things were designed to keep **unhealthy** [-val] and **unhappy** [-hap] situations at a minimum.

Awards are policies which spell out an employers rights and responsibilities. It includes the minimum wage they can receive, the hrs they can work, what they must do + how they can act in the workplace. Their rights include to be paid minimum wage, **not to be discriminated against** [+prop], they have a right to join a trade union, to resign (with 2 weeks notice), to work in a **safe** [+reac] + **higenic** [+reac] environment, to be treated **humanely** [+prop] and many more things. Their

responsibilities include doing what is required of them, working full hours required, getting to work on time, to be **polite** [+prop] + **courteous** [+prop] to clients, to **respect** [+prop] and **obey** [+prop] their employer and many more things. An employer also has rights and responsibilities which must be accommodated for. Awards create **supportive** [+prop] environments because the employee + the employer both know, understand and agree upon what is expected within the workplace. This understanding and agreement reduces the chance of **arguments** [-sat], **disagreements** [-sat] + **unfair** [-prop] experiences because both parties know what is expected they therefore work together and **support** [+prop] one another, which naturally leads to a **happy** [+hap], **productive** [+cap], **supportive** [+prop] workplace.

Anti-discrimination policies contribute to a **supportive** [+prop] environment by ensuring that nobody is treated **unfairly** [-prop] because of who they are. Anti-discrimination policies are designed for people to be treated **fairly** [+prop]. People such as women, gays + lesbians, cultural groups, the elderly, disabled and other minority groups benefit from this policy as it enables the to be given a **fair** [+prop] chance, to be treated **properly** [+prop] and **equally** [+prop] to others + to ensure they are not **discriminated against** [-prop] by their employer, employees or other co-workers. When everyone in a workplace understands this policy the chance of workers being **harassed** [-prop], **discriminated against** [-prop] or **treated unfairly** [-prop], is minimilised, because everybody understands that they must treat everyone **equally** [+prop]. When everybody is treated **fairly** [+prop] the workplace becomes a much more **supportive** [+prop] environment.

Grievance procedures solve **disputes** [-sat] and **problems** [-comp] within the workplace + therefore contributed to a **supportive** [+prop] working environment. When two employees or an employer and employee have **disagreements** [-sat] or **problems** [-comp], a grievance procedure can solve these + create a **happier** [+hap] workplace. **Problem** [-comp] which may arise in the workplace that may result in the need for a grievance procedure include, **disagreements** [-sat], **arguments** [-sat], **fightes** [-sat], **personality clashes** [-hap], workplace **problems** [-comp] and many other types of **disputes** [-sat]. The grievance procedure is brought in to sort out the **problem** [-comp] and to hopefully find a **successful** [+val] remedy to prevent it from happening again or to stop it. With less **problems** [-comp] in the workplace, employees are much **happier** [+hap] and more **productive** [+cap] and this results in a **supportive** [+prop] workplace.

So, as we can see awards, anti-discrimination policies + grievance procedures contribute to **supportive** [+prop] workplaces to a large extent. While they may not be **successful** [+val] in every situation, the most often result in **happier** [+hap] employees who then are more **productive** [+cap] and all of this together creates a **supportive** [+prop] workplace environment.

**Explain how people resisted the apartheid state in the period 1960-1990**

The people of South Africa, mainly the non-white groups, had **resisted** [+ten] the apartheid state ever since its induction in 1948 under the nationalist government of Millan. Prior to 1960, **resistance** [+ten] to apartheid had solely been **non-violent** [-prop] in nature, with action such as civil disobedience, boycotts and protests being carried out to try and compel change to occur. Although the youth league of 1944 had “galvinised” the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville **Massacre** [-prop] of March 21<sup>st</sup> 1960.

The Sharpeville **massacre** [-prop] occurred as a result of the PAC’s pass book protest, in which 5000 people left their passbooks at home and reported to the local police station to overwhelm the police and the jails. The aim had been similar to efforts of the ANC in trying to render the Apartheid laws **unworkable** [-val]. However, the PAC symbolized a **struggle** [+ten] which was Black only, opposed to the inclusion of other groups, and which was led by Robert Subokwe and other former ANC members. The protest resulted in the deaths of 69 Africans and 180 wounded, eventually resulting in the death of another 86 Africans as riots erupted throughout South Africa, with a protest in Cape Town gaining 36,000 protesters. The government responded with the declaration of a State of Emergency and the imposition of the General Law Amendment Act, allowing them to detain suspects for 12 days without bail/charge.

Above all, Sharpeville signified a vast change in the methods of **resistance** [+ten] used by people of South Africa after 1960. ANC leaders such as Nelson Mandela felt that the **violence** [-prop] of the State had to be met with **violence** [-prop] from the people. This saw the formation of the MK armed wing of the ANC in 1961 also known as the Umkhonto We Sizwe (Spear of the Nation) who conducted over 200 attacks on government buildings (administration, post offices) and utilities. However, the ANC MK did not target inhabited buildings and establish guerilla training camps in neighbouring “Front Line” States.

However, the PAC formed its own armed wing known as POQO (stand alone) as it pursued the killing of whites, it being established in 1963. But with the mass arrests of the POQO leaders in 1963 and the Ruvoma trial of 1964 which saw the imprisonment of most of the ANC leaders including Nelson Mandela, new forms of protest emerged to take their place (although the MK still operated throughout Mandela’s imprisonment).

The new forms of **resistance** [+ten] were already seen in the vast student movements which emerged as people such as Steve Biko realised students should have an organisation of their own. This came mainly in the form of the South African Students Organisation (SASO) formed in 1968, which eventually became the Black Consciousness Movement in the 1970’s. The BCM was led by Steve Biko who, instead of emphasizing protests, sought to make Blacks aware of their culture, history and music/art. The BCM established self-help groups called Black Community Programmes which aimed at helping blacks rise above the **disadvantages** [-val] of being in an apartheid state, as the BCM cooperated with church’s and communities to achieve this aim. The BCM, Steve Biko and students organisations were **instrumental** [+ten] in the protests of 1973-75 and the SOWETO riots of 1976.

The SOWETO riots were some of the most **significant** [+val] resistance movements as they involved over 15,000 children and teenagers from schools, who protested against the government’s decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students

and the further deaths of 1,000 students that year as the people of South Africa adopted Mandela's advice that they should make "the townships **ungovernable** [-comp]". The SOWETO riots saw a huge increase in the MK numbers as 14,000 students left to join the organisation after SOWETO, while during 1980-81 100,000 students joined student organisations such as COSAS and ASO. With the absence of a **strong** [+cap] ANC leadership in the 1980's due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who used his position as church leader and his speaking skills to **denounce** [-prop] Apartheid to South Africa and across the world. Tutu was awarded the Nobel Peace Prize in 1984 for his **brave** [+ten] efforts. Moreover, church groups combined with civic groups, Indian community groups, Trade Unions and student groups to form the UDF which led the **resistance** [+ten] to Apartheid in the 1980's.

This was coupled with overwhelming responses among the Black populations to Botha's reformation of Apartheid in his "Total Strategy" Blacks and other groups such as the Indians and Coloureds boycotted the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell **discontent** [-sat] and international **criticism** [-prop]. The boycotts were **successful** [+val] with only 30% of Indians and Coloureds actually voting. In response to the legislation of African Trade Unions in 1979, Black strikes increased exponentially with over 1000 strikes in 1987 by 99% Black African workers. Hence, as Botha reformed Apartheid he only strengthened **resistance** [+ten] to it, as it showed people that Apartheid could be changed and ultimately abolished.

This era ??? the 1980s also saw the increase of attacks on Black councilors who had collaborated with the government in 1982 to become community representators. When ??? to race riots during 1984-85, **violence** [-prop] broke out across South Africa as the nation verged on civil war, with counselors being "necklaced" and houses being burned down.

All the while International **resistance** [+ten] to apartheid continued from 1960 to 1990, as trade sanctions were adopted by world bodies such as the UN in 1962. While boycotts on South African products or businesses in South Africa forced leaders in the corporate world to pull out from South Africa, such as Barkley's Bank. Or **special** [+val] codes such as the ??? principles were devised to ensure for rights in workplaces for black workers. Sporting boycotts were also instituted, with South Africa being banned from the Olympics in 1970 and becoming **alienated** [-comp??] in the 1980s as Botha's "Total Strategy" of "unofficial" tours, bribing players and even allowing inter-racial sport **failed** [-val].

Therefore, it is evident that people **resisted** [+ten] to the Apartheid state in various ways, from domestic to international to **peaceful** [+prop] to **violent** [-prop] armed wings. However, in the future these elements would culminate to enable the **downfall** [-comp] of Apartheid.

Teacher comments:

"You need to improve handwriting and write more succinctly."



**To what extent did the international response to apartheid contribute to its collapse?**

The international response to Apartheid was only one of the many contributing factors to the **collapse** [-comp] of Apartheid in 1994. As early as the 1950's, the domestic **resistance** [+ten] movement had highlighted the Apartheid regime in SA, and made the international community aware of the **oppression** [-prop] being practiced by the white government. However, it wasn't until 1960 and the Sharpeville **massacre** [-prop] on the 21<sup>st</sup> March That international attention was significantly drawn to the issue of Apartheid. The death of 69 black civilians and the ensuing **violence** [-prop] which resulted in another 86 deaths by police shooting and **brutality** [-prop] drew international **outrage** [-sat]. The UN General Assembly called upon the SA government to end the Apartheid regime, while even the US **condemned** [-prop] the White regime for its **violent** [-prop] actions. Despite these calls for an end to apartheid, it would take further action for any change to come about.

In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a resource rich country, made **wealthy** through the exploitation of black labour. However, essentially the trade sanction was **ineffective** [-val], as SA's trading partners, the US, Britain, France, Japan and Germany all failed to impose a ban on trade as it conflicted with their own economic interests. At the time SA had a growth rate in the economy of 6%, second only to Japan, and it was seen that **effective** [+val] embargos would cause SA to **capitulate** [-ten] under international and economic pressures, however this did not occur.

However, many non-governmental responses contributed to the **collapse** [-comp] or at least the modification of Apartheid in some ways. The International Defence and Aid Fund helped to fund lawyers for the ANC and tried to counter the **propaganda** [-comp] coming out of SA. Moreover, the British Anti-Apartheid movement was **effective** [+cap] through its boycotts of South African products and those who operated in SA, such as Barclays Bank. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who helped to fund ANC activities and lawyers. The international response also reached businesses, with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by over 12 major international corporations in 1977 and lasting until 1987, including businesses such as IBM.

However, despite these economic and legal efforts SA remained under the Apartheid regime during the 1970s and 1980s, it was only through a **significant** [+val] cultural boycott that the international response to Apartheid was **bolstered** [+comp]. This came in the form of Sport.

In 1968, Vorster had instituted SA sporting isolation with the D'oliviera Incident. From that point onwards, the heart of the SA nation, the Afrikaaner nation, was de?????. In 1970 SA was completely expelled from the Olympic movement. While in 1976 21 members boycotted the Montreal Olympics **in protest of** [-ten] the NZ athletes at the games, who had competed against SA earlier that year. Thus the international response warded off any "would-be" supporters of the Apartheid regime. In 1977 the I???? Eagles Convention called for the isolation of SA in Sport, while SA was left to find alternatives.

The fact that President Botha formulated "Total Strategy" as a response to both international and domestic resistance, which he called "Total Onslaught" is evidence of the **effectiveness** [+val] of the international **resistance** [+ten]. Botha attempted to reinstitute sport in SA, **bribing** [-prop] nations and players to come and play in SA. This can be seen in 1982 when Botha paid 50,000 each to 15



English cricketers to participate in an unofficial match against SA. The 15 were suspended for 3 months. Moreover, the fact that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure. Botha also attempted to show the world that he was “tinkering” with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha tried to create the impression that white rule was **beneficial** [+prop] to blacks. Moreover, this was reinforced by his “frontline States” policy, wherein effectively he drew attention to the fact that Blacks **could not** [-cap] govern themselves, creating **havoc** [-comp] in Angola, Mozambique and Namibia throughout the 1980s.

Nevertheless, movements such as COSAS (Congress of South African Students) and the emergence of the United Democratic Front in 1983 drew attention away from Botha’s ???????? The campaign to Free Mandela, started by the British World Campaign in 1978, effectively became an international solidarity movement against Apartheid. So while it may be argued that the economic ????? embargos of the 1970s and 1980s did not contribute, the international movement, aided by the new force of the media kept **resistance** [+ten] and attention on SA. This can be seen during the 1984-5 **violence** [-prop] that erupted in the Trans Vaal and Johannesburg areas, and later the **violence** [-prop] between Inkatha and the ANC, which was shown in full **horror** [-sec] to the world through their TV screens.

Furthermore, once de Klerk came to power in 1990 and began to release Mandela, urban groups such as the ANC and repeal Apartheid Acts such as the Separate Amenities Act in 1990 (later Group Areas Act and Land Act) – international attention **did not waver** [+ten]. In fact, while events such as the death of Chris Hani in April 1993 and the escalation of civil war **violence** [-prop] can be attributed to the **collapse** [-comp] of Apartheid; international pressure ultimately facilitated the means by which both the ANC, Inkatha and the National Party came to an agreement in 1993. It is argued by Historians that international mediators were **key** [+cap] facilitators in CODESA and the agreement presented by both Mandela and de Klerk to their respective sides as a ‘fait accompli’. Moreover, the last minute decision of the IFP and Buthelezi to participate in the 1994 elections is attributed to international pressure. Ultimately, the fact that de Klerk did not use the military power that Botha used to suppress Apartheid, is evidence that his decision to give in to the demands of the non-white majority came in the light of international **condemnation** [-prop] if he didn’t accept an agreement.

Thus, it can be said that the international response to apartheid was a **key** [+val] factor in its collapse as it maintained attention on the regime and created an **isolated** [-val???] SA which could not remain as such forever. While the domestic resistance movement was nevertheless just as **important** [+val], the international response **cannot be discounted** [+val].

**(b) Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945.**

The Nazi party used **Propaganda** [-comp], **Terror** [-incl] and **repression** [-prop] of the Jewish community between 1933 and 1945. The nature of this measures was **devastating** [-reac] and and impact was **devastating** [-reac].

**Racism** [-prop] was at the heart of Nazi ideology. The idea of the “**perfect** [+norm] Aryan specimen” who was **superior** [+norm] to every other race and that interbreeding resulted in “the **destruction** [-cap] of the Aryan people and their culture”. Anti Semitism was the strongest racial sentiments.

The **anti-Jewish** [-hap] feelings were expressed through **propaganda** [-comp] posters, songs speeches. This **propaganda** [-comp] persuaded the German people to **blame** [-prop] the Jews for their own **suffering** [-hap]. That Germans had to **struggle** [+ten] to win against their rival **enemies** [-hap] the Jews. Historian Macallun suggest that the people **accepted** [+reac] the ideology as it gave them a “scapegoat” for their problems. Hitler was offering them to be rescued as anti-Semitism was just another of his policies which the people **accepted** [+reac] and followed. The impact of this **propaganda** [-comp] isolated Jews in the community, as they were commonly beaten, **abused** [-prop] and **discriminated against** [-prop].

The Nazi impact on Jews did not stop here however as **terror** [-incl] was introduced. **Terror** [-incl] intensified **anti-Jewish** [-hap] feelings as the German people together with the SS and SA openly acted **violently** [-prop] against the Jewish people. The Jews became **victimized** [-norm]. They were targets for any feelings of **resentment** [-hap]. This is evident on ‘Crystal Night’ where Jewish shops were **ransacked** [-prop] and destroyed.

The Jews through this ongoing **terror** [-incl] campaign of not knowing what was going to happen to them next and their lives being at risk caused enormous **fear** [-incl] amongst Jewish communities. There lives had suddenly been turned from one of tolerance and acceptance to one of **discrimination** [-prop] and **violence** [-prop]. The nature of this **terror** [-incl] historian Kershaw describes as the “most **negative** [-reac] of Nazi policies. Jews **feared** [-incl] leaving their houses and the **terror** [-incl] was only going to increase together with **extremist** [-comp] Nazi policies until the system “spiraled **out of control** [-comp]”.

The Nazis inflicted **repression** [-prop] upon the Jews. They were denied their culture. The Nuremburg laws came out and the Jews removed from their places of employment, they were further marginalized from society. Their basic human rights were revoked. They could no longer choose who they wished to marry, they could no longer have sexual intercourse with Germans if they were married. They could not even journey outside after certain hours of the day. Their life was turned upside down. The nature of such measure is **difficult to comprehend** [-comp]. Many Jews tried to flee Germany, the Nazis encouraged their immigration out of Germany but this was limited by overseas countries acceptance of Jewish refugees. The difficulties of the Jews just continued to intensify.

So many Jews had been rounded up and put into concentration camps where many were worked to death. The other Jews in the community heard the rumours of these camps and **feared** [-incl] for their own lives and the lives of their children.

Anne Franks Diary explores the **fear** [-incl] that the measures of **terror** [-incl] encouraged. Never knowing if an SS man or even a neighbour would “dob them in”. living is such **fear** [-incl] is **difficult to contemplate** [-comp] and is blatantly **wrong** [-prop].

Nazi **propaganda** [-comp], **terror** [-incl] and **repression** [-prop] continued to escalate. During the war after the invasion of Russia the program of resettlement almost became **impossible** [-val] And the discussions for a final solution was made.

Kershaw like so many historians suggests that the “Final Solution” to the “Jewish Question” was not planned from the beginning but was the result of “**extremist** [-comp] ideology” continued escalation. Throughout the war 3.5 million Jews died through the Nazi extermination policy. As the Nazis committed **genocide** [-prop], through shootings, gassing on an in ??????? scale. Many Jews were also **tortured** [-prop] and experimentations occurred.

Such **atrocities** [-prop] occurred the nature of which was just **horrific** [-reac] and the impact of which caused **devestation** [-comp] not only between 1933-45 but even on present society. As the Jewish communities culture was denied and their basic human rights not only exploited but destroyed.

**Analyse the influence of race or ethnicity on the nature of difference as it relates to ONE society that you've studied.**

In Aboriginal Society, race is a **significant** [+val] influence on the nature of difference in their society. Australia likes to think of itself as an **egalitarian** [+prop] society, however we are completely aware it is not. Aboriginal race **negatively** [-val] influences their access to **socially valued** [+val] resources including education, housing, income, employment, law and health. In a society riddled with social class and **prejudice** [-cap], Aboriginality is a definitely **discriminated** [-norm] race in Australian society.

The health of Aborigines in Australia is completely **horrific** [-val]. They have a 30yr less life expectancy as they **cannot afford** [-cap], or **do not have access** [-cap] to **socially valued** [+val] resources eg hospitals. They have high rates of CVD, diabetes, alcoholism and lung cancer. The inequalities they face is directly linked to their race. Aborigines had **healthy** [+val] diets free of alcohol, prior to European settlement. After the Europeans arrived in Australia, they took their land, and introduced alcohol. Now, as a result of the institutionalized **racism** [-prop], Aborigines use alcohol as an escape out of their **suffering** [-hap].

Non-Indigenous people are not willing to support the Aborigines due to their race, hence they are in a cycle that they **cannot** [-cap] get themselves out of. Infant mortality is a huge indicator of their **poor** [-val] health states. Riddled with **malnutrition** [-cap], not many babies survive, and the ones that do experience both **intellectual and physical disabilities** [-cap] **hindering** [-cap] them for life.

Aborigines access to education has been significantly **difficult to attain** [-comp]. Prior to 1950, Aborigines were banned from schools, hence blocked from **socially valued** [+val] resources as a result of their race. After 1950, they were granted access to a white-school. However, they had to adhere to non-indigenous values and understanding. This was very **difficult** [-cap] for a group of semi-traditional children. They grew up **not knowing** [-cap] much about their heritage or culture as Aboriginality was **not something to be proud of** [-norm]. Their race **hindered** [-val] their right to education, which has therefore caused them to **suffer** [-hap] in many aspects of society as they **cannot** [-cap] read and write English **fluently** [-cap]. The education Aborigines had access to was quite **unacceptable** [-val] for them considering their gathering and hunting nature was quite dissimilar to the gesellschaft Australian child.

As a result of **poor** [-val] education, Aborigines had **not much hope** [-sat] for employment. The majority of Aborigines are in semi-skilled and unskilled labour which is quite **insufficient** [-val] when they have a family to support. Aboriginal's race has **prevented** [-val] them from gaining employment due to their void access to education. This social differentiation evident in Australian society has severely impacted upon Aborigines. Without post-compulsory education it is quite **difficult** [-cap] to get **good** [+val] employment. The **racial discrimination** [-prop] evident in society is **hindering** [-val] on future generations of Aborigines as they will find it exceptionally **difficult** [-cap] to break out of the poverty cycle in a society full of **prejudice** [-cap]. With the Europeans taking all the "professional" well paying jobs, Aborigines have been dumped on Centrelink benefits, not as a result of their doing.

With employment in such **poor** [-val] areas, the income is neither **fair** [-val] nor **stabilizing** [-val] for Aborigines or their families. Before 1950, Aborigines were receiving only 1/5 of an average European doing the same job. This is a direct example of the influence their race is having on them gaining

equality in society which once belonged to them. After the equal work for equal pay legislation came in, Aboriginals were still facing inequality in pay and were faced with racial discrimination as a social barrier they were **not able to** [-cap] overcome. The nature of difference should not mean that they are deprived access to equal pay.

Aboriginals housing is completely **substandard** [-val]. Usually they have large, extended families emanating from their gemeinschaft heritage. The white people did not consider this when they gave them small houses suitable for European/Non-indigenous living rather than Aboriginal living. The influence of the aboriginals race has left them almost completely **unable** [-cap] to rent property from landlords. Despite the presence of anti-discrimination laws, non-indigenous are refusing to rent their house to Aboriginals on the basis of their race. They regard all Aborigines as **alcoholic** [-prop] and **not trustworthy** [-ten] tenants to have in a house. This inequality based on race is completely evident of the **prejudice** [-cap] in society. As a result, Aboriginals have had to go to the extent of making make-shift shacks, living in abandoned cars or living in commission housing. The social inequality evident is preventing the Aboriginal race of their rights to **socially valued** [+val] resources. This reinforces the **incorrect** [-comp] notion of our hybrid society being an **egalitarian** [+prop] one too.

Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference. The Aborigines have 41% of the population in prison compared with the 8% of the non-indigenous population. It is not the case that Aborigines as a race are just **violent** [-prop] and **cause trouble** [-prop], it is a result of the **prejudice** [-cap] they face when they stand before the court because of the nature of difference. They really receive longer more **harsh** [-reac] prison sentences for the same offence because of their race. This is a clear example of the **negative** [-val] influence Aboriginality has when it comes to equity and justice.

In Australian society it is clear the nature of difference is not very accepted. The inequalities Aboriginals endure because of their race is **decisive** [+val] evidence that Australia is **not an egalitarian** [-prop] society and that the nature of difference **does not work to your advantage** [-val]. This is quite **controversial** [-comp] considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of **racial discrimination** [-prop] and **prejudice** [-cap]. Through analysing the areas which the Aboriginals do not have to **socially valued** [+val] resources – eg housing, income, employment, education and health, we can identify the social inequality evident as a result of their race. After the settlement of the Europeans, the notion of **conflict** [-sec] was evident from the moment they met. From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.

Teacher comments:

4. a very strong answer!!
5. Dahrendorf?
6. Try to use a few more SAC themes/concepts.

Inequality is inherent with any society due to the perpetuation of factors to do with commonality and difference of different social and cultural groups. By examining the relationship between Aboriginal and non-Aboriginal people in Australian society we are able to evaluate inequality and its consequences through the examination of different outcomes experienced by people. **Inequality** [-norm] of Aborigines is existent in terms of their sense of self otherwise known as identity, human rights and socio economic status due to the ongoing cycle of **prejudice** [-cap] – the **hostile** [-hap] attitudes towards an identifiable group within society and discrimination – the negative aspect of **prejudice** [-cap] where a person acts upon their **prejudices** [-cap] in its effort to make sure Aborigines find it substantially **harder** [-cap] to achieve equal socio economic status and **positive** [+val] social mobility due to social stratification existent within Australian society.

As stated by Dahrendorf – “Inequality is not merely a matter of an individual’s **abilities** [+cap] and **aptitudes** [+cap]; it is above all a social fact. The opportunities an individual has and even his/her **abilities** [+cap] are in part governed by his/her position in society.” Aborigines have experienced dispossession of their land and culture since the early British settlement. Their human rights have been consistently ignored for over 215 years. In 1788 with the European **invasion** [-prop] where the relationship between Europeans and Aborigines is understood by the Europeans through the belief of Darwin’s Evolutionary theory which stated that all coloured races were **inferior** [-norm] to the white man/race has given birth to an institutionalised method of inequality of Aborigines in Australia.

Over time, it can be seen that this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act. This act meant that the white population was now taking upon itself to “protect” its “**inferior**” [-norm] counterparts. Instead the Act took away the rights of Aborigines and restricted their way of life and practice of culture. Assimilation of the Aboriginal community can be seen significantly in the exploration of the “**Stolen** [-prop] generation” whereby hundred/thousands of Aboriginal children were taken from their parents in the governments attempt to “breed out” the Aboriginal culture. Children were put in “training houses” and taught to abide by and conduct themselves according to the “white” way of life. In the 1970s some **justice** [+prop] was given back to the Aboriginal community through the process of integration where it was said that society **accepted** [+val] the values, cultures and customs of the Aboriginal people. Later on with the **failure** [-val] of the previous notion the idea of “self determination” was needed by the Aboriginal community giving it freedom to express and practice its traditional values and beliefs.

Throughout time governments have tried to reduce the level of inequality amongst Aborigines and non Aborigines by introducing a **zero-tolerance** [-prop] against discrimination but its **limitations** [-val] can be seen as it is still **unable** [-val] to control the inner opinions and **prejudices** [-cap] of society.

As a result of this institutionalised inequality solely Aborigines are greatly **disadvantaged** [-cap] in income and employment, health, housing, education and the law. These inequalities are arguable by the consensus theory to be inevitable as in every society some groups ?????? always perceive more **superior** [+norm] to others. Whereas the conflict theory suggests that all people are equal, it is in fact only their access to **authority** [+cap] and **power** [+cap] which generates inequality.

Only 8% of Aboriginal people occupy white collar jobs with 83% employed in unskilled manual labour. due to the lack of education available to them and also implications of **discouragement** [-sec]

due to discrimination with a retention rate of 12% compared to 90% of the non-aboriginal population also with only 5% continuing into TAFE/uni compared to 52% of the rest of the population. Aboriginal health is **poor** [-val] with Aboriginals expected to live 20 years less than other Australians this is due to **poor** [-val] access to **adequate** [+val] health and living conditions with over 50% of Aboriginals living **poverty** [-norm] and forced into **sub standard** [-val] accommodation eg humpies, shacks etc. It is also important that the chance of Aboriginal people going to goal is 14-20% more than non-aboriginals due to the environment **prejudices** [-cap] and discrimination they are subjected to.

Teacher comment: A very solid response.

**(a) Evaluate the effects of technology, discrimination and socioeconomic status on access to socially valued resources.**

The effects of technology, discrimination and socio economic status (SES) on access to **socially valued** [+val] resources in society can be one of a double edged sword. By this one means that there can be **benefits** [+val] for some members of society there can be **disadvantages** [-val] for other members.

Technology is defined as any instrument that has been developed by humans to assist humans in their everyday lives. If we look at the society **valued** [+val] resource of access to childcare facilities we see that women of Australian society are severely **disadvantaged** [-cap].

While the **stereotypes** [-cap] and ideologies of a woman's place in society is slowly changing over time there is still this belief and ideology that once a woman has a child they should stay at home and look after the child and not go back to work. However for some this may be the case but the fact that they **aren't able** [-cap] to receive paid maternity leave it just isn't something that is financially sustainable for that family.

In Australian society today there is much discussion and debate about paid maternity leave. Various levels have compiled reports on the issue but no action as of today has been taken. The only two institutions that offer such a resource is employees of the Australian Catholic University and Sydney City Council. These mothers are **able** [+cap] to stay at home with their child in the first year of cognitive development with **no worries** [+sec].

For mothers that don't have such a luxury have to find child care facilities that can cater to their working times and one that is not expensive. This is where we see the double edged sword taking place. While some mothers are **able** [+cap] to find child care services the high cost of child care means that many parents are put into an **awful** [-reac] decision of deciding what do I do. This decision and **problem** [-reac] leaves many parents feeling **disillusioned** [-sat] about having children and as a result of this we see that the Australian population is experiencing a declining birth rate.

This lack of access to a **socially valued** [+val] resource of child care can not only place health and **stress** [-sec] problems on the parents but on the child as well.

**Discrimination** [-prop] based on appearance and gender has long been a **problem** [-reac] to women when applying for jobs and employment opportunities in the past. The patriarchal society and the **myth** [-val] that women belonged in the home and **weren't able** [-cap] to make decisions of **power** [+val] and be **assertive** [-cap] meant that many women weren't employed.

The Sex Discrimination Act of 1984 was something that started to change the patriarchal beliefs of society and the systems of **hegemonic power** [-prop]. The act established that no person could be

- refused a job as a result of their sex or gender
- **sexually harassed** [-prop] wither in the work office environment or at any work related function
- fired as a result of pregnancy, sex, marital degree or parental responsibilities

This act allowed women to enter professions that had been previously dominated by men and to break down the ideologies and **myths** [-val] that had surrounded women and their capabilities of



employment that had stood in the past. The **success** [+val] of the Sex Discrimination Act can be seen in the number of female undergraduates outnumbering males in the medical occupations. This outnumber can be due to the fact that females are now undertaking more positions at university and breaking into professions that had previously been male dominated and held an androcentric way of thinking.

The effect of the Sex Discrimination Act has allowed **discrimination** [-prop] based on gender to occur in society less often than it did in the past. It has given **hope** [+sec] to show that women can do anything that they want.

The effect of socio economic status on women with access to **socially valued** [+val] resources of education and employment is an increasing **problem** [-reac] within Australia. More and more migrant people are coming to Australia and as a result of qualifications not being recognised and **not being able** [-cap] to speak the language the migrants and their families have **low SES** [-norm]. With their **low SES** [-norm] there is a limit of education resources for families and the chances that the child has to learn the language. With such a limited range of facilities we see that **depression** [-hap] is high. Without a high level of education many migrant women are **forced** [-cap] to work in jobs such as sewing and manufacturing clothes for little to no money provided.

This **abuse of power and authority** [-prop] is in many cases left unreported as many migrant women **fear** [-incl] the police and **authority** [+cap] figures in the Australian environment. This in many cases is due to **abuse** [-prop] and **trauma** [-sec] that could have been subjected by people from similar positions of **authority** [+cap] in their homeland. The **viscous** [-reac] cycle means that these women stay in the **low socioeconomic status** [-norm] of society and continue to be **denied access** [-cap] to **socially valued** [+val] resources.

While technology and the internet has allowed the people of Australia that can afford such connections and the price of a computer to have access to the information highway others can't. This can be due to lack of financial resources and education on how to use such technology. It is trends like this that allows one to say that in terms of technology and SES the access to **socially valued** [+val] resources has only improved for some and deteriorated for others. The Sex Discrimination Act in terms of **discrimination** [-prop] has only allowed for access to increase for all women in the area of employment job opportunities within the workforce and access that used to be male dominated and patriarchal.

## Appendix 4 - Inscribed attitude analysis with graduation

Key

Affect

Appreciation

Judgement

*graduation*

**Using Source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruption of Vesuvius and its impact.**

By reading Pliny the Younger's account of the volcanic eruption in Source 4, it shows how different times interpret and understand different things. By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which shows the black smoke being emitted from the volcano.

Other descriptions of the eruption by ancient writers such as Cassius Dio and Suetonius, show the same characteristics of **havoc** [-comp] and **panic** [-sec], in a different way, like the interpretation of the ground trembling being caused by giants stomping around the countryside. Modern day interpretations use available science and technology to create a *more* [+force: intensifying] **realistic** [+val] and **detailed** [+comp] account of the event. Volcanologist Sigurtson, used data from the eruption of Mt St Helen's as a basis of recreating the different phases of the eruption. This is *not totally* [-force: intensifying] **reliable** [-val] as it is using data from a different volcano, and all volcanoes have their different characteristics.

Ancient writers such as Seneca also write about how the impact of this eruption resulted in the abandonment of the region as it was considered a source of "**bad omen** [-reac] and **outrageous fortune** [-reac] ". Further settlements in the region are not apparent as people had come to know the **disaster** [-reac] that had befallen there in 79AD.

Dr Estelle Lazer, an Australian anthropologist, discovered that it was *not only* [+force: quantifying] the **sick** [-cap] and elderly who were left behind, as there was plenty of time to escape.

She has also found through the study of human remains, that most of the victims died due to asphyxiation. and the falling pumice and rocks, which buried the entire town up to the first storey. Then the lava flow poured down and covered the city. This is evident as it was believed that the town was two stories. Pliny the younger also writes that the cause of his uncle's death, Pliny the Elder, was as he pulled ashore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has also found that the site was discovered long before the 18<sup>th</sup> century. Her evidence to this claim is the numerous circular incursions found in the ash, suggesting that after the eruption, residents came back to try and salvage what they could. Further new research shows that this theory could have been possible. This new research shows that restoration programs were actually complete after the 62 earthquake and that after the eruption, looters came to **steal** [-prop] marble and *any other* [+force: quant] thing **of value** [+val] that had survived.

The impact of the eruption in ancient times doesn't seem to be all that much, as Pompeii and Herculaneum were considered *small* [-force: quant] **irrelevant** [-val] country towns by some ancient Roman historians.

Source 4 – Account of the eruption by Pliny the Younger.

[4] He [Pliny the Elder] was at Misenum, commanding the fleet in person. On 24 August in the early afternoon, my mother pointed out to him that a cloud of unusual size and form was appearing. [5] He had been enjoying the sun, had taken a cold bath, had eaten a light lunch while lying down, and was working. He called for his sandals and climbed to the place from which he would have the best view of the phenomenon. A cloud was rising from a mountain (those seeing it from far away could not tell which, but it was later known to be Vesuvius). Its appearance can best be expressed by comparing it to an umbrella pine, [6] for carried up to a very great height as if on a tree-trunk, it began to spread out into various branches. This was, I believe, because it was lifted up by the fresh blast, then as that died down, defeated by its own weight, it began to disperse far and wide.

### Account for the breakdown of the Old Kingdom.

The **collapse** [-comp] & **breakdown** [-comp] of Old Kingdom Egypt is one that has been continually debated among scholars & historians. The *lack of* [-force: quant] **discriminating** [+val] evidence has led to various interpretations, many scholars suggesting that a build-up of events led to the *once* [-force:intensifying] **mighty** [+cap] and centralized government's **collapse** [-cap]. Factors that may have led to the **collapse** [-cap] are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting **decline** [-force: quantifying] **of the power** [cap] of the pharaoh.

Wilson states that *one of* [+force:quantifying] the **major** [+val] contributing factors to Old Kingdom's **collapse** [-comp] was the "**burden** [-reac] of building **non-economical** [-val] and huge structures for each new pharaoh." In the beginning of the old kingdom, king's built themselves large & **lavishly decorated** [+comp] pyramids so they could ensure for themselves an afterlife with the gods, maintaining ma'at. Bradley suggests that this continual building of pyramids shows an **excessive** [+force:intensifying; -ten] use of resources, especially those of Sneferu, Menkaure, Khut & Khafre. By Dynasty 6, pyramids were decreasing significantly in size and structure, and the last large & **beautiful** [+reac] pyramid is that of Pepi II. One other pyramid from after this time has been located at Sahkara, but its small size & simple structure reveals its **inferiority** [-val], suggesting Egypt's resources were now limited. The body of Anknes-pepy, minor wife of Pepi II & mother of one of his successors, was found in a reused sarcophagus, a **sad** [-hap] comment on the conditions that affected even the highest-ranking members of the royal family.

Bradley believes that the **collapse** [-comp] may have also been triggered by the decreasing revenue being given to the Egypt administrative centre. Kings began to give land to **loyal** [+ten] nobles, that were free of tax, the number of these given increasing with each reign. This tax-exempt land was also given to priesthoods for temples to the gods, further depleting Egypt's revenue. Many historians are opposed to the belief that this led to the **collapse** [-comp] however, as they believe the amount of wealth lost from the tax – exempt lands was *never* [-force:frequency] **significantly** [+val] large & the priesthoods were *never* [-force: frequency] **wasteful** [-ten] with offerings.

Many historians, however, agree that climatic changes across central Africa probably had a hand in the **breakdown** [-cap] of Egypt. Climatic changes in the area would have resulted in lower Niles, reducing the number of crops grown & reducing the number of cattle. Climatic fluctuations were worsening by dynasty 5, and there is the large possibility that it led to famine, as seen in Unas' causeway reliefs, depicting images of starvation. Malek states that "with the lessening of crops & cattle, as the Nile refused to rise, it led to a lower level of tax, significantly affecting the government." The description of a famine is also recorded in dynasties 7 & 8 by Anktifi, "Upper Egypt *in its entirety* [force: quantifying] is **dying of hunger** [-cap]." The extent of the loss by famine is emphasized by Ipuwer in his papyri writings, "He who places his brother in the ground is everywhere" & "Lower Egypt **weeps** [-hap]." Thus, it is evident that Old Kingdom Egypt, both Upper & Lower were greatly affected by the climatic changes.

Lawless believes that the *growing* [+force: intensifying] **power** [+cap] of nobles & officials also played a part in the **decline** [-comp] of Egypt. In dynasties 7 & 8 as the pyramids & tombs of the kings decreased, the tombs of the nobles seem to be increasing & *growing in* [+force: intensifying] **intricate** [+comp] detail. The positions awarded to the nobles used to be given solely to members of the royal family, but in later dynasties began to be given to **favourites** [+norm] of the king. Soon after this, the titles of nobles became hereditary. Nomarchs, who ruled over their local nomes, or land, became so independent that they began to take on princely titles, to the length that they almost separated themselves completely from the capital state of Memphis. The burying of nobles in their own provincial areas instead of beside the king leads to Lawless's belief that they had grown so independent that they **no longer** [-force: intensifying] **held loyalty** [-ten] towards the king. Conversely, Kanawati states that their burying in their provincial areas does not indicate this, as the royal cemeteries were most likely full. He states that their **loyalty** [+ten] to the king is still revealed through their requests for **prestigious** [+val] titles. Bradley believes that as the nobles *gained* [force: intensifying] **power** [+cap], as it was hereditary, that it resulted in their independence as "they no longer owned their status to the king."

All historians agree that the **main** [+val] impact of the **breakdown** [-comp] was the king's **fall in** [-force: intensifying] **power** [-cap]. The king represented **prosperity** [+norm] & **safety** [+sec] to the people, and it was his duty to maintain Ma'at. Malek contends that the king's **inability** [-cap] to return **prosperity** [+norm] to the land is evident through the records of 17 kings in 17 years, revealing the **falling** [-comp] state Egypt was in. Egypt was based around the king's **ability** [+cap] to maintain Ma'at & **prosperity** [+norm]. With that diminished, it led to the **inevitable** [+focus: fulfillment: actualisation] **fall** [-comp] of old kingdom Egypt.

Thus, the **breakdown** [-comp] of Old Kingdom has been attributed to many factors, each placing a strain on the administrative centre that soon became too heavy to hold. The climatic fluctuations, growing independence of nobles & **loss of** [-force: intensifying] **prosperity** [-norm] of the king all led to the **inevitable** [+focus: fulfillment: actualisation] **collapse** [-cap] of *one of* [+force: quantifying] the **greatest** [+norm] centralized governments in the ancient world.

**Teacher's comment:** Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.

The development of the Athenian naval **power** [+cap] in this period was due to a variety of different reasons. With the Persian king Darius **furious** [-sat] about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, as supported by Herodotus, was known for its strength in numbers & its **invincibility** [+cap]. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all **main** [+val] features of the development of Athenian naval **power** [+cap] in this period.

In 494 BC when the Ionian revolt was laid to rest by the Persians, Darius swore revenge for the burning of the town of Sardis. As his troops sailed for Greece in 490 BC they were unopposed & as Ehrenberg states their progress was deliberately slow because the Greek force, while **powerful** [+cap] *in its own right* [-force: intensifying], was **not a match** [-cap] for the Persian forces. This led to the attack on Naxos and the siege of Eretria.

After the battle of Marathen in 490BC which was considered an Athenian victory many believed that there would be no more threats from the Persians. However, as Herodotus & other scholars state, Themistocles foresaw that the Persians would indeed be back & that the pending battles would need to be fought on both land and sea.

With this in mind, Themistocles went to the people to argue that the money from the surplus from the silver mine should be to fortify the Pireaus port and for the building of triremes. Ehrenberg state that Themistocles proposed this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This forward thinking of Themistocles was an **important main** [+val] feature in the development of Athenian naval **power** [+cap] in this period as he used the **rare** [+val] opportunity of silver surplus to create a *more* [+force: intens] **sufficient** [+val] naval fleet.

This was *also* [+force: quant] a **main** [+val] feature in the development of Athenian naval **power** [+cap] as the new larger fleet was able to practice and **strengthen** [+cap] their forces in the Aegina war in preparation, as Themistocles saw, for the pending Persian attack. Thucyclides states Themistocles ??????????????????.

In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was **indecisive** [-comp]. It was **unclear** [-comp] whether they had developed into a naval **power** [+cap] despite, as Hornblower states the loss of 50% of the Persians ships due to the weather.

The Battle of Salamis was a **main** [+val] feature of the development of Athenian naval **power** [+cap] later in 480BC. This was due to the fact that this was considered the turning point in the Persian Wars. This is supported by Plutarch who states that it was their **powess at sea** [+cap] which saved the Greeks. Many historians also agree with this statement as it was a **well known** fact that without the Athenian navy the Persians would have been able to raid the Greek coastline at will. These two, Battle of Salamis & fact, were also features of the development of Athenian naval **power** [+cap].

The final battle of the Persian Wars, the Battle of Mycate in approximately 479BC was *also* [+force: quant] a **main** [+val] feature in the development of Athenian naval **power** [+cap] in this period. The end of this battle was marked with the capture and burning of Persian ships

which saw the Greeks, led by the Athenians on se, as the *only* [-force:quant] naval **power** [+cap] in the Mediterranean, as supported by Ehrenberg. Without the Persian naval **power** [+cap] in the area the Athenian naval **power** [+cap] was able to then capture the **influential** [+val] Persian town of Sestos.

*Another* [+force: amount] **main** [+val] feature of the development of Athenian naval **power** [+cap] in this period was the fact that during the Persian wars although, as Bury & Meiggs (B&M) state, the Greek forces were under control of the Spartans the navy was actually under the command of the Athenian strategos Themistocles. It was the tactics of Themistocles used in the battle of Salamis that led to the victory. Ehrenberg states that in order to trick Xerxes Themistocles sent his personal servant to say the Athenians would **betray** [-prop] the Greeks. Xerxes took the bait & the ensuing battle was [+val] **successful**. Therefore, *another* [+force: quant] **main** [+val] feature of the development of Athenian Naval **power** [+cap] was the Athenian strategoi who were responsible for tactics and strategy.

After the Persian wars the Athenians, as Plutarch states, were **praised** [+ten] for their **prowess** [+cap] at sea & saving all the Hellas from the Persians. From this stemmed the Delian league which was also, to some extent, a feature of the development of Athenian naval **power** [+cap] in this period. B&M states that the aims of the Delian league was to protect the Greeks from the Persians & to attack the Persians for the **suffering** [-hap] that was caused. Because the Spartans were parochial due to the Helot threat& the Athenians had shown their "**prowess at sea**" [+cap], the Greeks placed themselves under Athenian control. This is a feature of the development as the Athenians had at their disposal the ships & help from many Greek polis.

Through the Delian league & their naval **power** [+cap] many histerians such as B&M believe that the Athenians were building an empire & their naval **power** [+cap] was strengthened through demanded tribute of ships from islands such as Thesbos.

Therefore it can be concluded that there are *a variety of* [+force:quant] **main** [+val] features of the development of Athenian Naval **power** [+cap] in this period. These features included personalities such as Themistocles who Thucyclides states turned the Athenians from **steadfast** [+ten] hoplites into sea-tossed mariners, & also from events, especially naval battles.



- d) Outline the ways you can become a 'biological parent'.
- e) Describe the social and emotional affects of a planned and unplanned pregnancy on a male and female
- f) Analyse how different types of social parenting may impact on an individuals wellbeing.

a) biological parent.

1. Through intercourse (sexual) between male + female where the sperm and egg fertilise and a embryo and fetus is created – natural.
2. Through IVF – process where a woman's egg is removed and placed with male sperm in a test tube and fertilised outside body then inserted into uterus – become pregnant.
3. AI – sperm inserted into uterus or fallopian tubes at time of ovulation. Increases chance of becoming pregnant.

Both 2. and 3. are for couples that are **having trouble** [-cap] conceiving naturally as a result of **poor** [-val] sperm count or hormone deficiency etc. All tests are conducted using drugs to get the woman ovulating + she is watched + tested + then eggs removed (for IVF) for AI when she is ovulating sperm gets inserted. After both cases woman monitored – see if shes pregnant.

b) Planned pregnancy – what parents wanted, **happy** [+ hap], **overjoyed** [+hap] – **excited** [+sat?]- emotional wellbeing **good** [+reac]. Feel that they are both **emotionally ready** [+sec] to have a child – having to adapt to all the new changes both in their life but also in the relationship. Feel that they would **be able to** [+cap] support child financially, might have to make home alterations. Female might have to take time off work to stay home with child at a young age after birth. Father work. Reasons for having child may be for emotional wellbeing to **love** [+hap] and **give affections** [+hap] as well as receive it. Also to carry on the family name. May **want** [+incl] the money that comes with having a child the government payout to help with their finances. The having of a child could help their relationships **improve** [+force: quant] **status** [+ norm] as a parent in society.

Unplanned – **unexpected** [-sec], **not ready** [-cap] for a baby, financially **not ready** [-cap] may be **insecure** [-sec], may still be smoking + on drugs + alcohol (mother) harms baby – because **unaware** [-cap] she was pregnant. Feel **shocked** [-sec], **confused** [-sec], **angry** [-sat], **disappointed** [-sat], **unsure** [-sec]. May think about getting an abortion or giving the child away to adoption once it was born. Male might leave mother as **doesn't want** [-incl] child – **not the responsibility** [-ten] to have to look after + **support** [+prop] child – **to big** [+force: quant] **a burden** [-val]. emotional **pressure** [-sec], **uncertainty** [-sec]. Female emotionally feels **annoyed** [-sat] + **shocked** [-sec]. Dont know how to deal with it. **Cant** [-cap] care for child nor **support** [+prop] it. feel **alone** [-sec] may feel **ashamed** [-sec] + **embarrassed** [-sec]. Social aspects – **ruin** [-comp] social life – **cant** [-cap] get out as much and **enjoy** [+sat] life. **Cant** [-cap] financially support baby – not able to short term or long term.

c) Adoption – individuals taking on the role of a parent to a child to meet the needs of the child, look after them for the long term have to support them financially and look after them till they are independent. – Become their parents. An older sibling might adopt their younger brothers + sisters if the parent/s die so that she/he can look after them – this have **good** [+val] impact be with family – have their **support** [+prop]- not have to be broken up – **relief** [+sec] have **closeness** [+sec] with family. The older brother/sister of siblings take on **full** [+force:

intens] **responsibility** [+ten] – may be too much for them – find it **difficult** [-cap] **struggle** [-cap] to **support** [+prop] them – find it **enjoyable** [+sat] though.

Children who are adopted at a young age might feel that they **never really belonged** [-sec] to their family – **want to** [+incl] find their real biological family + parents – may feel emotionally **isolated** [-sec] from adoptive parents. On other hand may feel *completely* [+force: intens] **satisfied** [+sat] + **accept** [+reac] their position in the family.

Step parents – a couple combines with one or both already having a child. Step parent take on role as adult + parent to child. May feel **unsure** [-sec] of themselves, **don't know** [-cap] how to act. Child may **not accept** [-hap] parent – feel **anger** [-sat], **annoyance** [-sat] + **contempt** [-hap] towards them – not get on well – *too* [+force: intens] **demanding** [-ten]. Feel that they have been replaced or that they are **not as special** [-sec] to their original 'parent' as they used to be. Become emotionally **detached** [-sec] and **depressed** [-hap]. May **not like** [-hap] the change in family – prefer old routine – hard for them to adapt. Parent however might **love** [+reac] having another adult to share the task of parenting with – feel *less* [-force: quant] **responsibility** [ten] as has someone to share it with + decision making.

Blended family can occur in this family – may make some feel **accepted** [+sec]; **loved** [+hap], part of 'big family' **content** [+sat] or **don't like** [-reac] the change – feel **uncomfortable** [-sec] feel *less* [-force: intens] **socially outgoing** [-sec] – quieter, not talk to many people about what is happening. not as open + talkative, quiet + **depressed** [-hap].

Foster parents – adults who take care of a child for a time until they are again able to be looked after by biological parents or adopted. Foster parents **take responsibility** [+ten] for the needs of the child *while they are with them* [+force: quant: ext: time]. Child is able to get away from circumstances if they are **bad** [-reac] – feel **relief** [+sec] – but may be **scared** [-sec] – don't know the people – **unsure** [-sec], shy, quiet – affect on emotional wellbeing. Child may on other hand start to develop character + learn new things and **enjoy** [+sat] themselves – become **attached to** [+hap] foster parents – may **not want** [-incl] to leave. Foster parents **enjoy** [+sat] it – find they are getting something out of it – ie **self worth** [+sec] + as if they are giving back to the community.

**Teacher's comment:** Social parenting good. You have made a good effort + could further improve by w/being discussed even further (phys/soc/emot/econ) – all types). But a great effort!

- d) Identify the social changes likely to occur when people become parents. (4 marks)
- e) Predict the potential outcomes on family relationships of an authoritarian parenting style (6 marks).
- f) Examine the ways that gender and culture can influence parenting and caring relationships (15 marks).

a) Social changes – the parents have to consider the impact a baby would have on their lives & it is a big one: They would have to cut back on the amount of time they spend socialising as they now have the 24hr care of a ‘little one’ to look after. Life becomes more ‘family’ oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to **support** [+prop] other parent. May have to find other friends – ones with family of their own – therefore creating **closer** [+val] bond – have things in common – can support one another. Parents in early stages can feel **isolated** [-sec] *from everyone* [+force: intens] as they aren’t able to get out of the house as they are looking after the baby – feel **sad** [-hap], **depressed** [-hap], **lonely** [-sec]. Can’t live same lifestyle as previous – have **responsibilities** [+ten] to new baby, have to act **responsibly** [+ten] towards their child & each other.

May join local community groups such as ‘Mothers & Bubs’ groups and ‘kids clubs’ – family orientated now.

Teacher Comment: 4. Good discussion.

b) Authoritarian parenting style – parents set down the rules, have to be followed, rules + expectations set on children. Have to obey, *very* [+force: intens] **strict** [+/-prop], lack of freedom, choice, have no say in the matters + decision making.

This parenting style can create **problems** [-comp] within a family as children are not given a chance to voice their own opinions & beliefs they are just expected to obey what their parents say. Cause **tension** [-sec] between parents & children.

Children might **disagree** [-sat] with what parents have said or may have a reason for acting like they did – **unable** [-cap] to explain themselves properly. This is **unfair** [-prop] as everyone has the right to explain themselves. Children *begin to* [-focus: compl] **distrust** [-sec] their parents, won’t go to them for support or guidance, can become **withdrawn** [-sec] or **depressed** [-hap]. On other hand children can become *even more* [+force: intens] **annoyed** [-sat], and **opinionated** [-cap] and try and get the attention of their parents by **acting up** [-prop] & **misbehaving** [-prop].

Has **negative** [-val] impact on children’s wellbeing as feel **suppressed** [-sat] by their parents & **dominated** [-sat] by them – feel **inferior** [-sec] – as they aren’t able to become independent thinkers and grow up by themselves.

Parents too can have **conflict** [-sec] between each other if they both do not have the same parenting style – cause fights and arguments about the way they should parent their children – cause **tension/unease** [-sec].

For **good** [+reac] family relationships there has to be rules that are expected to be followed but independence for the children as well.

Teacher comment: 6. Good.

c) Gender – women were considered **main** [+norm] carers of family & of household. have to take on caring for family & expected to be in jobs such as nurses etc. **stereotypical** [-cap] views of society. Times are changing however although most carers these days are still women men are taking over the roles more. There are **stereotypical** [-cap] & **sexist** [-prop] views still present such as those that men shouldn't go into nursing – can impact on male feel **less** [-force: intens] **confident** [-sec], **lower** [-force: quant] **selfesteem** [-sec].

Parents & carers have to encourage the showing of masculinity & femininity by their children or those under their care.

Males may not feel as [-force: intens] **accepted** [-sec] in their position of a carer by others & **looked down on** [-sec] being expected that he cannot perform as well and to as high a standard as the woman can – **negative** [-val] impact on man.

Parents need to encourage their children therefore the father should play with both his sons + daughters so as to be a **positive** [+prop] rolemodel in their eyes. Its also **important** [+ val] for parents to do an equal amount of housework so as to show children the **fair** [+prop] way without saying that the mother should do all the work – **stereotypical** [-cap] – need to work together as are a **great** [+val] influence to their children.

Gay + Lesbian couples with children can cause **uncertainty** [-sec] in the child and they may **resent** [-hap] their 'parents' or 'carers' as they are not like everyone else – cause **tension** [-sec] within family can prevent them from wanting to enter into social situations as feel **embarrassed** [-hap] or **scared** [-sec] of being teased – **negative** [-val] impact on social wellbeing as well as emotional.

Culture – Can determine what ppl wear. What school parents decide to send their children to , what food they eat, how they behave, the social & community activities they do.

Their traditions.

all can cause **stress** [-sec] on family as they have to abide by them – may be fights + arguments as **disagree** [-sat] with what is taught or expected – **negative** [-val] impact on wellbeing.

Child may feel **suppressed** [-sat] or **domineered over** [-sat] – emotional wellbeing affected.

In some cultures family is a very [+force: intens] **important** [+ val] thing and some family members ie parents + carers could feel **stifled** [-sat] by the family – extended as they offer guidance and ways to bring up children – can be **overbearing** [-ten] – **negatively** [-val] impact upon the parents + their relationships with their children.

If a carer is looking after an **invalid** [-cap]/a person who is religious or **overly** [+force: intens] **strict** [-prop] in culture the carer can feel **intimidated** [-sec] & **insecure** [-sec] as the person being cared for may be **overbearing** [-ten] or have higher expectations of the carer based upon their religion & the culture – cause **undue** [+force: quant: amt] **stress** [-sec] on carer. Some cultures also may **not like** [-prop] males being/playing the part of the carer and **do not accept or indorse it** [-prop] as they believe that it is **wrong + not to be accepted** [-prop]. have **negative** [-val] affect on male carers.

Teacher comment: 13. Give lots of egs. A good effort at introducing w/being in areas.

**(a) Describe how patterns of paid and unpaid work differ for men and women. (3 marks)**

**(b) Discuss how workplace culture impacts on patterns of work for individuals and families. (7 marks)**

**(c) Evaluate the extent to which awards, anti-discrimination policies and grievance procedures contribute to a supportive workplace. (15 marks)**

(a) Patterns of paid and unpaid work differ for men and women in that women tend to do more unpaid work than men, eg domestic housework + the raising of children, while men often do more paid work than women, eg as they may be seen as the 'breadwinner'. Women tend to change their patterns of work more than men. For example they may be more suited to casual work, temporary work, part-time work, work from home and job share, in order for them to keep up with their lifestyle which may include raising children. Men, on the other hand, may be more suited to patterns of work such as permanent, own their own business, seasonal (especially single men) and shift work.

(b) Workplace culture has a big impact on patterns of work for individuals + families because a workplace nowadays has to not only accommodate for the individuals it employs, but also for their families because that is another big role that they play outside of the workplace.

Workplaces today take into account the big emphasis on family. They therefore have an impact on patterns of work so they can accommodate for their employees who are also family members.

The provision of facilities such as child care at the workplace impacts on the pattern of work for its employees because it **provides help** [+val] for those who have families so that they can have the child cared for while they work and earn money.

The introduction of flexible work patterns and practices have an impact on those employed individuals who have families. For example, a workplace may allow an employee to leave work early to pick up their child for school, providing they make up the lost time another time. Or, they may allow 2 people to share one job, in order for them to both work and raise a family.

Another aspect of workplace culture that impacts on patterns of work for individuals and families is regulations and entitlements. This includes maternity + paternity leave which is *much* [+force: intens] **needed** [+val] upon the arrival of a new baby, long service leave, which can be accessed after working for 10 years at the one place, it may be used to spend **quality** [+val] time with a spouse, and 4 weeks leave with pay per year, which may be used by employees to spend **quality** [+val] time with their families.

These 3 aspects of workplace culture all impact on patterns of work for individuals and families.

(c) Awards, anti-discrimination policies and grievance procedures all contributed to a **supportive** [+prop] workplace because they try to maintain a **happy** [+hap] + **stable** [+comp] workplace environment. Many things can go **wrong** [-sec] between people within a workplace + these 3 things were designed to keep **unhealthy** [-val] and **unhappy** [-hap] situations at a minimum.

Awards are policies which spell out an employers rights and responsibilities. It includes the minimum wage they can receive, the hrs they can work, what they must do + how they can act in the workplace. Their rights include to be paid minimum wage, **not to be discriminated against** [+prop], they have a right to join a trade union, to resign (with 2 weeks notice), to work in a **safe** [+reac] + **higenic** [+reac] environment, to be treated **humanely** [+prop] and many more things. Their responsibilities include doing what is required of them, working full hours required, getting to work on time, to be **polite** [+prop] + **courteous** [+prop] to clients, to **respect** [+prop] and **obey** [+prop] their employer and many more things. An employer also has rights and responsibilities which must be accommodated for. Awards create **supportive** [+prop] environments because the employee + the employer both know, understand and agree upon what is expected within the workplace. This understanding and agreement reduces the chance of **arguments** [-sat], **disagreements** [-sat] + **unfair** [-prop] experiences because both parties know what is expected they therefore work together and **support** [+prop] one another, which naturally leads to a **happy** [+hap], **productive** [+cap], **supportive** [+prop] workplace.

Anti-discrimination policies contribute to a **supportive** [+prop] environment by ensuring that nobody is treated **unfairly** [-prop] because of who they are. Anti-discrimination policies are designed for people to be treated **fairly** [+prop]. People such as women, gays + lesbians, cultural groups, the elderly, disabled and other minority groups benefit from this policy as it enables the to be given a **fair** [+prop] chance, to be treated **properly** [+prop] and **equally** [+prop] to others + to ensure they are not **discriminated against** [-prop] by their employer, employees or other co-workers. When everyone in a workplace understands this policy the chance of workers being **harassed** [-prop], **descriminated against** [-prop] or **treated unfairly** [-prop], is minimilised, because everybody understands that they must treat everyone **equally** [+prop]. When everybody is treated **fairly** [+prop] the workplace becomes a *much more* [+force: intens] **supportive** [+prop] environment.

Grievance procedures solve **disputes** [-sat] and **problems** [-comp] within the workplace + therefore contributed to a **supportive** [+prop] working environment. When two employees or an employer and employee have **disagreements** [-sat] or **problems** [-comp], a grievance procedure can solve these + create a **happier** [+force: intens; +hap] workplace. **Problem** [-comp] which may arise in the workplace that may result in the need for a grievance procedure include, **disagreements** [-sat], **arguments** [-sat], **fights** [-sat], **personality clashes** [-hap], workplace **problems** [-comp] and *many other types of* [+force: quant] **disputes** [-sat]. The grievance procedure is brought in to sort out the **problem** [-comp] and to hopefully find a **successful** [+val] remedy to prevent it from happening again or to stop it. With *less* [-force: quant] **problems** [-comp] in the workplace, employees are *much happier* [+force: intens; +hap] and *more* [+force: intens] **productive** [+cap] and this results in a **supportive** [+prop] workplace.

So, as we can se awards, anti-discrimination polocies + grievance procedures contribute to **supportive** [+prop] workplaces to a large extent. While they may not be **successful** [+val] in every situation, the most often result in **happier** [+force: intens; +hap] employees who then are *more* [+force: intens] **productive** [+cap] and all of this together creates a **supportive** [+prop] workplace environment.



Explain how people resisted the apartheid state in the period 1960-1990

The people of South Africa, mainly the non-white groups, had **resisted** [+ten] the apartheid state ever since its induction in 1948 under the nationalist government of Millan. *Prior to 1960* [+force: quant: extent: time], **resistance** [+ten] to apartheid had *solely* [force: intensifying] been **non-violent** [-prop] in nature, with action such as civil disobedience, boycotts and protests being carried out to try and compel change to occur. Although the youth league of 1944 had “galvinised” the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville **Massacre** [-prop] of March 21<sup>st</sup> 1960.

The Sharpeville **massacre** [-prop] occurred as a result of the PAC’s pass book protest, in which 5000 people left their passbooks at home and reported to the local police station to overwhelm the police and the jails. The aim had been similar to efforts of the ANC in trying to render the Apartheid laws **unworkable** [-val]. However, the PAC symbolized a **struggle** [+ten] which was Black only, opposed to the inclusion of other groups, and which was led by Robert Subokwe and other former ANC members. The protest resulted in the deaths of 69 Africans and 180 wounded, eventually resulting in the death of another 86 Africans as riots erupted throughout South Africa, with a protest in Cape Town gaining 36,000 protesters. The government responded with the declaration of a State of Emergency and the imposition of the General Law Amendment Act, allowing them to detain suspects for 12 days without bail/charge.

Above all, Sharpeville signified a vast change in the methods of **resistance** [+ten] used by people of South Africa after 1960. ANC leaders such as Nelson Mandela felt that the **violence** [-prop] of the State had to be met with **violence** [-prop] from the people. This saw the formation of the MK armed wing of the ANC in 1961 also known as the Umkhonto We Sizwe (Spear of the Nation) who conducted over 200 attacks on government buildings (administration, post offices) and utilities. However, the ANC MK did not target inhabited buildings and establish guerilla training camps in neighbouring “Front Line” States.

However, the PAC formed its own armed wing known as POQO (stand alone) as it pursued the killing of whites, it being established in 1963. But with the mass arrests of the POQO leaders in 1963 and the Ruvoma trial of 1964 which saw the imprisonment of most of the ANC leaders including Nelson Mandela, new forms of protest emerged to take their place (although the MK still operated throughout Mandela’s imprisonment).

The *new forms* [+force: quant] of **resistance** [+ten] were already seen in the vast student movements which emerged as people such as Steve Biko realised students should have an organisation of their own. This came mainly in the form of the South African Students Organisation (SASO) formed in 1968, which eventually became the Black Consciousness Movement in the 1970’s. The BCM was led by Steve Biko who, instead of emphasizing protests, sought to make Blacks aware of their culture, history and music/art. The BCM established self-help groups called Black Community Programmes which aimed at helping blacks rise above the **disadvantages** [-val] of being in an apartheid state, as the BCM cooperated with church’s and communities to achieve this aim. The BCM, Steve Biko and students organisations were **instrumental** [+ten] in the protests of 1973-75 and the SOWETO riots of 1976.

The SOWETO riots were some of the *most* [+force: intensifying] **significant** [+val] resistance movements as they involved over 15,000 children and teenagers from schools, who protested against the government's decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students and the further deaths of 1,000 students that year as the people of South Africa adopted Mandela's advice that they should make "the townships **ungovernable** [-comp]". The SOWETO riots saw a huge increase in the MK numbers as 14,000 students left to join the organisation after SOWETO, while during 1980-81 100,000 students joined student organisations such as COSAS and ASO. With the *absence of* [-force: quant] a **strong** [+cap] ANC leadership in the 1980's due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who used his position as church leader and his speaking skills to **denounce** [-prop] Apartheid to South Africa and across the world. Tutu was awarded the Nobel Peace Prize in 1984 for his **brave** [+ten] efforts. Moreover, church groups combined with civic groups, Indian community groups, Trade Unions and student groups to form the UDF which led the **resistance** [+ten] to Apartheid in the 1980's.

This was coupled with overwhelming responses among the Black populations to Botha's reformation of Apartheid in his "Total Strategy" Blacks and other groups such as the Indians and Coloureds boycotted the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell **discontent** [-sat] and *international* [+force: quant: scope: space] **criticism** [-prop]. The boycotts were **successful** [+val] with only 30% of Indians and Coloureds actually voting. In response to the legislation of African Trade Unions in 1979, Black strikes increased exponentially with over 1000 strikes in 1987 by 99% Black African workers. Hence, as Botha reformed Apartheid he only *strengthened* [+force: intensifying] **resistance** [+ten] to it, as it showed people that Apartheid could be changed and ultimately abolished.

This era ??? the 1980s also saw the increase of attacks on Black councilors who had collaborated with the government in 1982 to become community representators. When ??? to race riots during 1984-85, **violence** [-prop] broke out across South Africa as the nation verged on civil war, with counselors being "necklaced" and houses being burned down.

All the while *International* [+force: quant: scope: space] **resistance** [+ten] to apartheid *continued from 1960 to 1990* [+force: quant: scope: time], as trade sanctions were adopted by world bodies such as the UN in 1962. While boycotts on South African products or businesses in South Africa forced leaders in the corporate world to pull out from South Africa, such as Barkley's Bank. Or **special** [+val] codes such as the ??? principles were devised to ensure for rights in workplaces for black workers. Sporting boycotts were also instituted, with South Africa being banned from the Olympics in 1970 and *becoming* [-focus: compl] **alienated** [-comp???] in the 1980s as Botha's "Total Strategy" of "unofficial" tours, bribing players and even allowing inter-racial sport **failed** [-val].

Therefore, it is evident that people **resisted** [+ten] to the Apartheid state in various ways, from domestic to international to **peaceful** [+prop] to **violent** [-prop] armed wings. However, in the future these elements would culminate to enable the **downfall** [-comp] of Apartheid.

Teacher comments:

"You need to improve handwriting and write more succinctly."



**To what extent did the international response to apartheid contribute to its collapse?**

The international response to Apartheid was only one of the many contributing factors to the **collapse** [-comp] of Apartheid in 1994. As early as the 1950's, the *domestic* [-force:quant: scope: space] **resistance** [+ten] movement had highlighted the Apartheid regime in SA, and made the international community aware of the **oppression** [-prop] being practiced by the white government. However, it wasn't until 1960 and the Sharpeville **massacre** [-prop] on the 21<sup>st</sup> March That international attention was significantly drawn to the issue of Apartheid. The death of 69 black civilians and the ensuing **violence** [-prop] which resulted in another 86 deaths by police shooting and **brutality** [-prop] drew *international* [+force: quant: scope: space] **outrage** [-sat]. The UN General Assembly called upon the SA government to end the Apartheid regime, while even the US **condemned** [-prop] the White regime for its **violent** [-prop] actions. Despite these calls for an end to apartheid, it would take further action for any change to come about.

In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a resource rich country, made **wealthy** through the exploitation of black labour. However, essentially the trade sanction was **ineffective** [-val], as SA's trading partners, the US, Britain, France, Japan and Germany all failed to impose a ban on trade as it conflicted with their own economic interests. At the time SA had a growth rate in the economy of 6%, second only to Japan, and it was seen that **effective** [+val] embargos would cause SA to **capitulate** [-ten] under international and economic pressures, however this did not occur.

However, many non-governmental responses contributed to the **collapse** [-comp] or at least the modification of Apartheid in some ways. The International Defence and Aid Fund helped to fund lawyers for the ANC and tried to counter the **propaganda** [-comp] coming out of SA. Moreover, the British Anti-Apartheid movement was **effective** [+cap] through its boycotts of South African products and those who operated in SA, such as Barclays Bank. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who helped to fund ANC activities and lawyers. The international response also reached businesses, with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by over 12 major international corporations in 1977 and lasting until 1987, including businesses such as IBM.

However, despite these economic and legal efforts SA remained under the Apartheid regime during the 1970s and 1980s, it was only through a **significant** [+val] cultural boycott that the international response to Apartheid was **bolstered** [+comp]. This came in the form of Sport.

In 1968, Vorster had instituted SA sporting isolation with the D'oliviera Incident. From that point onwards, the heart of the SA nation, the Afrikaaner nation, was de?????. In 1970 SA was completely expelled from the Olympic movement. While in 1976 21 members boycotted the Montreal Olympics **in protest of** [-ten] the NZ athletes at the games, who had competed against SA earlier that year. Thus the international response warded off any "would-be" supporters of the Apartheid regime. In 1977 the I???? Eagles Convention called for the isolation of SA in Sport, while SA was left to find alternatives.

The fact that President Botha formulated "Total Strategy" as a response to both *international* [+force: quant: scope: space] and *domestic* [-force: quant: scope: space] **resistance** [+ten],

which he called “Total Onslaught” is evidence of the **effectiveness** [+val] of the *international* [+force: quant: scope: space] **resistance** [+ten]. Botha attempted to reinstitute sport in SA, **bribing** [-prop] nations and players to come and play in SA. This can be seen in 1982 when Botha paid 50,000 each to 15 English cricketers to participate in an unofficial match against SA. The 15 were suspended for 3 months. Moreover, the fact that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure. Botha also attempted to show the world that he was “tinkering” with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha tried to create the impression that white rule was **beneficial** [+prop] to blacks. Moreover, this was reinforced by his “frontline States” policy, wherein effectively he drew attention to the fact that Blacks **could not** [-cap] govern themselves, creating **havoc** [+force: intensifying; -comp] in *Angola, Mozambique and Namibia* [+force; quant: scope: space] *throughout the 1980s* [+force: quant: scope: time].

Nevertheless, movements such as COSAS (Congress of South African Students) and the emergence of the United Democratic Front in 1983 drew attention away from Botha’s ???????? The campaign to Free Mandela, started by the British World Campaign in 1978, effectively became an international solidarity movement against Apartheid. So while it may be argued that the economic ?????? embargos of the 1970s and 1980s did not contribute, the international movement, aided by the new force of the media kept **resistance** [+ten] and attention on SA. This can be seen during the *1984-5* [+force: quant: scope: time] **violence** [-prop] that erupted in the Trans Vaal and Johannesburg areas, and later the **violence** [-prop] between Inkatha and the ANC, which was shown in *full* [+force: intensifying] **horror** [-sec] to the world through their TV screens.

Furthermore, once de Klerk came to power in 1990 and began to release Mandela, urban groups such as the ANC and repeal Apartheid Acts such as the Separate Amenities Act in 1990 (later Group Areas Act and Land Act) – international attention **did not waver** [+ten]. In fact, while events such as the death of Chris Hani in April 1993 and the escalation of civil war **violence** [-prop] can be attributed to the **collapse** [-comp] of Apartheid; international pressure ultimately facilitated the means by which both the ANC, Inkatha and the National Party came to an agreement in 1993. It is argued by Historians that international mediators were **key** [+cap] facilitators in CODESA and the agreement presented by both Mandela and de Klerk to their respective sides as a ‘fait accompli’. Moreover, the last minute decision of the IFP and Buthelezi to participate in the 1994 elections is attributed to international pressure. Ultimately, the fact that de Klerk did not use the military power that Botha used to suppress Apartheid, is evidence that his decision to give in to the demands of the non-white majority came in the light of *international* [+force: quant: scope: space] **condemnation** [-prop] if he didn’t accept an agreement.

Thus, it can be said that the international response to apartheid was a **key** [+val] factor in its **collapse** [-comp] as it maintained attention on the regime and created an **isolated** [-val???] SA which could not remain as such forever. While the domestic resistance movement was nevertheless *just as* [+force: intens] **important** [+val], the international response **cannot be discounted** [+val].

Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945.

The Nazi party used **Propaganda** [-comp], **Terror** [-incl] and **repression** [-prop] of the Jewish community between 1933 and 1945. The nature of this measures was **devastating** [-reac] and and impact was **devastating** [-reac].

**Racism** [-prop] was at the heart of Nazi ideology. The idea of the “**perfect** [+norm] Aryan specimen” who was **superior** [+norm] *to every other race* [+force: intens] and that interbreeding resulted in “the **destruction** [-cap] of the Aryan people and their culture”. Anti Semitism was the strongest racial sentiments.

The **anti-Jewish** [-hap] feelings were expressed through **propaganda** [-comp] posters, songs speeches. This **propaganda** [-comp] persuaded the German people to **blame** [-prop] the Jews for their own **suffering** [-hap]. That Germans had to **struggle** [+ten] to win against their rival **enemies** [-hap] the Jews. Historian Macallun suggest that the people **accepted** [+reac] the ideaology as it gave them a “scapegoat” for their problems. Hitler was offering them to be rescued as anti-Semitism was just another of his policies which the people **accepted** [+reac] and followed. The impact of this **propaganda** [-comp] isolated Jews in the community, as they were commonly beaten, **abused** [-prop] and **discriminated against** [-prop].

The Nazi impact on Jews did not stop here however as **terror** [-incl] was introduced. **Terror** [-incl] *intensified* [+force: intens] **anti-Jewish** [-hap] feelings as the German people together with the SS and SA openly acted **violently** [-prop] against the Jewish people. The Jews became **victimized** [-norm]. They were targets for any feelings of **resentment** [-hap]. This is evident on ‘Crystal Night’ where Jewish shops were **ransacked** [-prop] and destroyed.

The Jews through this *ongoing* [+force: quant:scope: time] **terror** [-incl] campaign of not knowing what was going to happen to them next and their lives being at risk caused *enormous* [+force: quant] **fear** [-incl] *amongst Jewish communities* [+force: quant: scope: space]. There lives had suddenly been turned from one of tolerance and acceptance to one of **discrimination** [-prop] and **violence** [-prop]. The nature of this **terror** [-incl] historian Kershaw describes as the “*most* [+force: intens] **negative** [-reac] of Nazi policies. Jews **feared** [-incl] leaving their houses and the **terror** [-incl] was *only going to increase* [+force: intens] together with **extremist** [-comp] Nazi policies until the system “*spiraled* [+force: intens] **out of control** [-comp]”.

The Nazis inflicted **repression** [-prop] upon the Jews. They were denied their culture. The Nuremburg laws came out and the Jews removed from their places of employment, they were further marginalized from society. There basic human rights were revoked. They could no longer choose who they wished to marry, they could no longer have sexual intercourse with Germans if the were married. They could not even journey outside after certain hours of the day. There life was turned upside down. The nature of such measure is **difficult to comprehend** [-comp]. Many Jews tried to flee Germany, the Nazis encouraged their immigration out of Germany but this was limited by overseas countries acceptance of Jewish refugees. The difficulties of the Jews just continued to intensify.

So many Jews had been rounded up and put into concentration camps were many were worked to death. The other Jews in the community heard the rumours of these camps and **feared** [-incl] for their own lives and the lives of their children.

Anne Franks Diary explores the **fear** [-incl] that the measures of **terror** [-incl] encouraged. Never knowing if an SS man or even a neighbour would “do them in”. Living is such **fear** [-incl] is **difficult to contemplate** [-comp] and is *blatantly* [+force: intens] **wrong** [-prop].

Nazi **propaganda** [-comp], **terror** [-incl] and **repression** [-prop] *continued to escalate* [+force: quant]. During the war after the invasion of Russia the program of resettlement *almost became* [-focus: fulfil: completion] **impossible** [-val] And the discussions for a final solution was made.

Kershaw like so many historians suggests that the “Final Solution” to the “Jewish Question” was not planned from the beginning but was the result of “**extremist** [-comp] ideology” *continued* [+force: quant: scope: time] *escalation* [+force: intens]. Throughout the war 3.5 million Jews died through the Nazi extermination policy. As the Nazis committed **genocide** [-prop], through shootings, gassing on an in ?????? scale. Many Jews were also **tortured** [-prop] and experimentations occurred.

Such **atrocities** [-prop] occurred the nature of which was just **horrific** [-reac] and the impact of which caused **devastation** [-comp] not only between 1933-45 but even on present society. As the Jewish communities culture was denied and their basic human rights not only exploited but destroyed.

**Analyse the influence of race or ethnicity on the nature of difference as it relates to ONE society that you've studied.**

In Aboriginal Society, race is a **significant** [+val] influence on the nature of difference in their society. Australia likes to think of itself as an **egalitarian** [+prop] society, however we are completely aware it is not. Aboriginal race **negatively** [-val] influences their access to **socially valued** [+val] resources including education, housing, income, employment, law and health. In a society *riddled with* [+quant] social class and **prejudice** [-cap], Aboriginality is a *definitely* [+focus: fulfilment: actualisation] **discriminated** [-norm] race in Australian society.

The health of Aborigines in Australia is *completely* [+force: intens] **horrific** [-val]. They have a 30yr less life expectancy as they **cannot afford** [-cap], or **do not have access** [-cap] to **socially valued** [+val] resources eg hospitals. They have high rates of CVD, diabetes, alcoholism and lung cancer. The inequalities they face is directly linked to their race. Aborigines had **healthy** [+val] diets free of alcohol, prior to European settlement. After the Europeans arrived in Australia, they took their land, and introduced alcohol. Now, as a result of the *institutionalized* [+force: quant: extent: space] **racism** [-prop], Aborigines use alcohol as an escape out of their **suffering** [-hap].

Non-Indigenous people are not willing to support the Aborigines due to their race, hence they are in a cycle that they **cannot** [-cap] get themselves out of. Infant mortality is a huge indicator of their **poor** [-val] health states. *Riddled with* [+force: quant] **malnutrition** [-cap], not many babies survive, and the ones that do experience *both* [+force: quant] **intellectual and physical disabilities** [-cap] **hindering** [-cap] them *for life* [+force: quant: ext: scope: time].

Aborigines access to education has been *significantly* [+force: intens] **difficult to attain** [-comp]. Prior to 1950, Aborigines were banned from schools, hence blocked from **socially valued** [+val] resources as a result of their race. After 1950, they were granted access to a white-school. However, they had to adhere to non-indigenous values and understanding. This was *very* [+force: intens] **difficult** [-cap] for a group of semi-traditional children. They grew up **not knowing** [-cap] *much* [-force: quant] about their heritage or culture as Aboriginality was **not something to be proud of** [-norm]. Their race **hindered** [-val] their right to education, which has therefore caused them to **suffer** [-hap] *in many aspects of society* [+force: quant: ext: scope: space] as they **cannot** [-cap] read and write English **fluently** [-cap]. The education Aborigines had access to was *quite* [+force: intens] **unacceptable** [-val] for them considering their gathering and hunting nature was quite dissimilar to the *gesellschaft* Australian child.

As a result of **poor** [-val] education, Aborigines had **not much hope** [-sat] for employment. The majority of Aborigines are in semi-skilled and unskilled labour which is *quite* [+force: intens] **insufficient** [-val] when they have a family to support. Aboriginal's race has **prevented** [-val] them from gaining employment due to their void access to education. This social differentiation evident in Australian society has severely impacted upon Aborigines. Without post-compulsory education it is *quite* [+force: intens] **difficult** [-cap] to get **good** [+val] employment. The **racial discrimination** [-prop] evident in society is **hindering** [-val] *on future generations* [force: quant: scope: time] of Aborigines as they will find it *exceptionally* [+force: intens] **difficult** [-cap] to break out of the poverty cycle in a society *full of* [+force: quant] **prejudice** [-cap]. With the Europeans taking all the "professional" well paying jobs, Aborigines have been dumped on Centrelink benefits, not as a result of their doing.

With employment in such **poor** [-val] areas, the income is *neither* [+force: intens] **fair** [-val] nor **stabilizing** [-val] for Aborigines or their families. Before 1950, Aborigines were receiving only 1/5 of an average European doing the same job. This is a direct example of the influence their race is having on them gaining equality in society which once belonged to them. After the equal work for equal pay legislation came in, Aborigines were still facing inequality in pay and were faced with racial discrimination as a social barrier they were **not able to** [-cap] overcome. The nature of difference should not mean that they are deprived access to equal pay.

Aborigines housing is *completely* [+force: intens] **substandard** [-val]. Usually they have large, extended families emanating from their gemeinschaft heritage. The white people did not consider this when they gave them small houses suitable for European/Non-indigenous living rather than Aboriginal living. The influence of the aborigines race has left them almost *completely* [+force: intens] **unable** [-cap] to rent property from landlords. Despite the presence of anti-discrimination laws, non-indigenous are refusing to rent their house to Aborigines on the basis of their race. They regard all Aborigines as **alcoholic** [-prop] and **not trustworthy** [-ten] tenants to have in a house. This inequality based on race is completely evident of the **prejudice** [-cap] in society. As a result, Aborigines have had to go to the extent of making make-shift shacks, living in abandoned cars or living in commission housing. The social inequality evident is preventing the Aboriginal race of their rights to **socially valued** [+val] resources. This reinforces the **incorrect** [-comp] notion of our hybrid society being an **egalitarian** [+prop] one too.

Aborigines, similarly face complete inequality in front of the law on the basis of race and the nature of difference. The Aborigines have 41% of the population in prison compared with the 8% of the non-indigenous population. It is not the case that Aborigines as a race are just **violent** [-prop] and **cause trouble** [-prop], it is a result of the **prejudice** [-cap] they face when they stand before the court because of the nature of difference. They really receive longer *more* [+force:intens] **harsh** [-reac] prison sentences for the same offence because of their race. This is a clear example of the **negative** [-val] influence Aboriginality has when it comes to equity and justice.

In Australian society it is clear the nature of difference is not very accepted. The inequalities Aborigines endure because of their race is **decisive** [+val] evidence that Australia is **not an egalitarian** [-prop] society and that the nature of difference **does not work to your advantage** [-val]. This is *quite* [+force: intens] **controversial** [-comp] considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of **racial discrimination** [-prop] and **prejudice** [-cap]. Through analysing the areas which the Aborigines do not have to **socially valued** [+val] resources – eg housing, income, employment, education and health, we can identify the social inequality evident as a result of their race. After the settlement of the Europeans, the notion of **conflict** [-sec] was evident from the moment they met. From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.

Teacher comments:

7. a very strong answer!!
8. Dahrendorf?
9. Try to use a few more SAC themes/concepts.



Inequality is inherent with any society due to the perpetuation of factors to do with commonality and difference of different social and cultural groups. By examining the relationship between Aboriginal and non-Aboriginal people in Australian society we are able to evaluate inequality and its consequences through the examination of different outcomes experienced by people. **Inequality** [-norm] of Aborigines is existent in terms of their sense of self otherwise known as identity, human rights and socio economic status due to the *ongoing cycle* [force: quant: scope: time] of **prejudice** [-cap] – the **hostile** [-hap] attitudes towards an identifiable group within society and discrimination – the negative aspect of **prejudice** [-cap] where a person acts upon their **prejudices** [-cap] in its effort to make sure Aborigines find it *substantially* [+force: intens] **harder** [-cap] to achieve equal socio economic status and **positive** [+val] social mobility due to social stratification existent within Australian society.

As stated by Dahrendorf – “Inequality is not merely a matter of an individual’s **abilities** [+cap] and **aptitudes** [+cap]; it is above all a social fact. The opportunities an individual has and even his/her **abilities** [+cap] are in part governed by his/her position in society.” Aborigines have experienced dispossession of their land and culture since the early British settlement. Their human rights have been consistently ignored for over 215 years. In 1788 with the European **invasion** [-prop] where the relationship between europeans and Aborigines in aus understood by the europeans through the belief of Darwin’s Evolutionary theory which stated that all coloured races were **inferior** [-norm] to the white man/race has given birth to an institutionalised method of inequality of aborigines in Australia.

Over time, it can be seen that this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act. This act meant that the white population was now taking upon itself to “protect” it’s “**inferior**” [-norm] counterparts. Instead the Act took away the rights of Aborigines and restricted their way of life and practice of culture. Assimilation of the Aboriginal community can be seen significantly in the exploration of the “**Stolen**” [-prop] generation” whereby hundred/thousands of Aboriginal children were taken from there parents in the governments attempt to “breed out” the Aboriginal culture. Children were put in “training houses” and taught to abide by and conduct themselves according to the “white” way of life. In the 1970s *some* [+force: quant] **justice** [+prop] was given back to the Aboriginal community through the process of integration where it was said that society **accepted** [+val] the values, cultures and customs of the Aboriginal people. Later on with the **failure** [-val] of the previous notion the idea of “self determination” was needed by the Aboriginal community giving it freedom to express and practice it’s traditional values and beliefs.

Throughout time governments have tried to reduce the level of inequality amongst Aboriginals and non Aboriginals by introducing a **zero-tolerance** [-force: quant; -prop] against discrimination but it’s **limitations** [-val] can be seen as it is *still* [+force: quant: ext: scope: time] **unable** [-val] to control the inner opinions and **prejudices** [-cap] of society.

As result of this institutionalised inequality soley Aborigines are *greatly* [+force: intens] **disadvantaged** [-cap] in income and employment, health, housing, education and the law. These inequalities are argueaby the consensus theory to be inevitable as in every society some groups ?????? always perceive *more* [+force: intens] **superior** [+norm] to others. Whereas the

conflict theory suggests that all people are equal, it is infact only their access to **authority** [+cap] and **power** [+cap] which generates inequality.

Only 8% of Aboriginal people occupy white collar jobs with 83% employed in unskilled manual labour. due to the lack of education available to them and also implications of **discouragement** [-sec] due to discrimination with a retention rate of 12% compared to 90% of the non-aboriginal population also with only 5% continuing into TAFE/uni compared to 52% of the rest of the population. Aboriginal health is **poor** [-val] with Aboriginals expected to live 20 years less than other Australians this is due to **poor** [-val] access to **adequate** [+val] health and living conditions with over 50% of Aboriginals living **poverty** [-norm] and forced into **sub standard** [-val] accommodation eg humpies, shacks etc. It is also important that the chance of Aboriginal people going to goal is 14-20% more than non-aboriginals due to the environment **prejudices** [-cap] and discrimination they are subjected to.

Teacher comment: A very solid response.



Evaluate the effects of technology, discrimination and socioeconomic status on access to socially valued resources.

The effects of technology, discrimination and socio economic status (SES) on access to **socially valued** [+val] resources in society can be one of a double edged sword. By this one means that there can be **benefits** [+val] *for some* [+/-force: quant] members of society there can be **disadvantages** [-val] *for other* [+/- force: quant] members.

Technology is defined as any instrument that has been developed by humans to assist humans in their everyday lives. If we look at the society **valued** [+val] resource of access to childcare facilities we see that women of Australian society are *severely* [+force: intens] **disadvantaged** [-cap].

While the **stereotypes** [-cap] and ideologies of a woman's place in society is slowly changing over time there is still this belief and ideology that once a woman has a child they should stay at home and look after the child and not go back to work. However for some this may be the case but the fact that they **aren't able** [-cap] to receive paid maternity leave it just isn't something that is financially sustainable for that family.

In Australian society today there is much discussion and debate about paid maternity leave. Various levels have compiled reports on the issue but no action as of today has been taken. The only two institutions that offer such a resource is employees of the Australian Catholic University and Sydney City Council. These mothers are **able** [+cap] to stay at home with their child in the first year of cognitive development with **no worries** [+sec].

For mothers that don't have such a luxury have to find child care facilities that can cater to their working times and one that is not expensive. This is where we see the double edged sword taking place. While some mothers are **able** [+cap] to find child care services the high cost of child care means that many parents are put into an **awful** [-reac] decision of deciding what do I do. This decision and **problem** [-reac] leaves many parents feeling **disillusioned** [-sat] about having children and as a result of this we see that the Australian population is experiencing a declining birth rate.

This lack of access to a **socially valued** [+val] resource of child care can not only place health and **stress** [-sec] problems on the parents but on the child as well.

**Discrimination** [-prop] based on appearance and gender has *long been* [+ force: quant: ext: scope:time] a **problem** [-reac] to women when applying for jobs and employment opportunities in the past. The patriarchal society and the **myth** [-val] that women belonged in the home and **weren't able** [-cap] to make decisions of **power** [+val] and be **assertive** [-cap] meant that many women weren't employed.

The Sex Discrimination Act of 1984 was something that started to change the patriarchal beliefs of society and the systems of **hegemonic power** [-prop]. The act established that no person could be

- refused a job as a result of their sex or gender
- **sexually harassed** [-prop] *within in the work office environment or at any work related function* [+force: quant: ext: space]

- fired as a result of pregnancy, sex, marital degree or parental responsibilities

This act allowed women to enter professions that had been previously dominated by men and to break down the ideologies and **myths** [-val] that had surrounded women and their capabilities of employment that had stood in the past. The **success** [+val] of the Sex Discrimination Act can be seen in the number of female undergraduates outnumbering males in the medical occupations. This outnumber can be due to the fact that females are now undertaking more positions at university and breaking into professions that had previously been male dominated and held an androcentric way of thinking.

The effect of the Sex Discrimination Act has allowed **discrimination** [-prop] based on gender to occur in society less often than it did in the past. It has given **hope** [+sec] to show that women can do anything that they want.

The effect of socio economic status on women with access to **socially valued** [+val] resources of education and employment is an *increasing* [+force: quant] **problem** [-reac] *within Australia* [+force: quant: ext: space]. More and more migrant people are coming to Australia and as a result of qualifications not being recognised and **not being able** [-cap] to speak the language the migrants and their families have **low SES** [-norm]. With their **low SES** [-norm] there is a limit of education resources for families and the chances that the child has to learn the language. With such a limited range of facilities we see that **depression** [-hap] *is high* [+force: quant]. Without a high level of education many migrant women are **forced** [-cap] to work in jobs such as sewing and manufacturing clothes for little to no money provided.

This **abuse of power and authority** [-prop] is in many cases left unreported as many migrant women **fear** [-incl] the police and **authority** [+cap] figures in the Australian environment. This in many cases is due to **abuse** [-prop] and **trauma** [-sec] that could have been subjected by people from similar positions of **authority** [+cap] in their homeland. The **viscous** [-reac] cycle means that these women stay in the **low socioeconomic status** [-norm] of society and *continue to be* [+force: quant: scope: time] **denied access** [-cap] to **socially valued** [+val] resources.

While technology and the internet has allowed the people of Australia that can afford such connections and the price of a computer to have access to the information highway others can't. This can be due to lack of financial resources and education on how to use such technology. It is trends like this that allows one to say that in terms of technology and SES the access to **socially valued** [+val] resources has only improved for some and deteriorated for others. The Sex Discrimination Act in terms of **discrimination** [-prop] has only allowed for access to increase for all women in the area of employment job opportunities within the workforce and access that used to be male dominated and patriarchal.

## Appendix 5 - Inscribed attitude analysis with graduation + invocations

Key

**Inscribed Affect**

**Inscribed Appreciation**

**Inscribed Judgement**

*Graduation*

**Invoked Affect**

**Invoked Appreciation**

**Invoked Judgement**

**Using Source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruption of Vesuvius and its impact.**

By reading Pliny the Younger's account of the volcanic eruption in Source 4, it shows how different times interpret and understand different things. By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which shows the black smoke being emitted from the volcano.

*Other descriptions* [+force: quant] of the eruption by *ancient* [+force: quant: distance: time] writers *such as Cassius Dio and Suetonius* [+force: quant flagging +app], show the same characteristics of **havoc** [-comp] and **panic** [-sec], in a different way, like *the interpretation of the ground tremoring being caused by giants stomping around the countryside* [afford -app]. *Modern day* [-force: quant: distance: time flagging + app] interpretations *use available science and technology* [afford +app] to create a *more* [+force: intensifying] **realistic** [+val] and **detailed** [+comp] account of the event. Volcanologist Sigurtson, used data from the eruption of Mt St Helen's as a basis of recreating the different phases of the eruption. This is *not totally* [-force: intensifying] **reliable** [-val] as it is using data from a different volcano, and *all* volcanoes have their different characteristics.

*Ancient writers such as Seneca also* [+force: quant flagging +app] write about how the impact of this eruption resulted in the **abandonment** [afford -app] of the region as it was considered a source of "**bad omen** [-reac] and **outrageous fortion** [-reac] ". *Further* [+force: quant] settlements in the region are not apparent as people had come to know the **disaster** [-reac] that had befallen there *in 79AD* [quant: distance: time].

Dr Estelle Lazer, an Australian anthropologist, discovered that it was *not only* [+force: quantifying] the **sick** [-cap] and elderly who were left behind, as there was *plenty* [+quant] of time to escape.

She has also found through the study of human remains, that *most of* [+quant] the victims died due to asphyxiation. and the falling pumice and rocks, which buried *the entire town up to the first storey* [+quant: extent: scope: space flagging -app]. Then the lava flow **poured** [+force: intens flagging -app] down and **covered** [+ force: quant: extent: scope: space flagging -app] the city. This is evident as it was believed that the town was *two stories* [+force: quant: ext: scope: space]. Pliny the younger also writes that the cause of his uncle's death, Pliny the Elder, was as he pulled a shore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has *also* [+force: quant] found that the site was discovered *long before the 18<sup>th</sup> century* [+force: quant: distance: time]. Her evidence to this claim is the **numerous** [+force: quant flagging + app] circular incertions found in the ash, suggesting that after the eruption, residents came back to try and salvage what they could. *Further* [+force:

quant flagging + app] *new* [+force: quant: extent: distance: time flagging +app]  
research shows that this theory could have been possible. This *new* [+force: quant:  
extent: distance: time flagging +app] research shows that restoration programs were  
actually complete *after the 62 earthquake* [+force: quant: ext: distance:time] and that  
after the eruption, looters came to *steal* [-prop] marble and *any other* [+force: quant]  
thing *of value* [+val] that had survived.

The impact of the eruption in ancient times *doesn't seem to be all that much* [-force:  
intens], as Pompeii and Herculaneum were considered *small* [-force: quant] *irrelevant*  
[-val] country towns by some ancient Roman historians.

Source 4 – Account of the eruption by Pliny the Younger.

[4] He [Pliny the Elder] was at Misenum, commanding the fleet in person. On 24  
August in the early afternoon, my mother pointed out to him that a cloud of unusual  
size and form was appearing. [5] He had been enjoying the sun, had taken a cold bath,  
had eaten a light lunch while lying down, and was working. He called for his sandals  
and climbed to the place from which he would have the best view of the phenomenon.  
A cloud was rising from a mountain (those seeing it from far away could not tell which,  
but it was later known to be Vesuvius). Its appearance can best be expressed by  
comparing it to an umbrella pine, [6] for carried up to a very great height as if on a  
tree-trunk, it began to spread out into various branches. This was, I believe, because it  
was lifted up by the fresh blast, then as that died down, defeated by its own weight, it  
began to disperse far and wide.

### Account for the breakdown of the Old Kingdom.

The **collapse** [-comp] & **breakdown** [-comp] of Old Kingdom Egypt is one that has been *continually* [+force: quant: frequency] debated among scholars & historians. The *lack of* [-force: quant] **discriminating** [+val] evidence has led to *various* [+force: quant] interpretations, *many* [+force: quant flagging + app] scholars suggesting that a build-up of events led to the *once* [-force: intensifying] **mighty** [+cap] and centralized government's **collapse** [-cap]. Factors that may have led to the **collapse** [-cap] are the *monumental* [+force: quant flagging –judg] building habits, the giving of tax-exempt land, climate change, growing independence of the nobles & the resulting *decline* [-force: quantifying] **of the power** [cap] of the pharaoh.

Wilson states that *one of* [+force: quant] the **major** [+val] contributing factors to Old Kingdom's **collapse** [-comp] was the "**burden** [-reac] of building **non-economical** [-val] and *huge* [+force: quant] structures for *each* [+force: quant] new pharaoh." In the beginning of the old kingdom, king's built themselves *large* [+force: quant] & **lavishly decorated** [+comp] pyramids so they could ensure for themselves an afterlife with the gods, maintaining ma'at. Bradley suggests that this *continual* [+force: quant] building of pyramids shows an **excessive** [+force: intensifying; -ten] use of resources, especially those of *Sneferu, Menkaure, Khut & Khafre* [+force: quant]. *By Dynasty 6* [force: quant: ext: distance: time], pyramids were *decreasing significantly in size and structure* [-force: quant flagging – app], and the last *large* [+force: quant flagging +app] & **beautiful** [+reac] pyramid is that of Pepi II. One other pyramid *from after this time* [+force: quant: ext: scope: time] has been located at Sahkara, but its *small size* [-force: quant flagging – app] & **simple** [afford – app] structure reveals its **inferiority** [-val], suggesting Egypt's resources were now **limited** [-force: quant invoking –app]. The body of Anknes-pepy, **minor** [afford –judge] wife of Pepi II & mother of one of his successors, was found in a **reused** [afford –app] sarcophagus, a **sad** [-hap] comment on the conditions that affected even the **highest-ranking** [afford +judge] members of the royal family.

Bradley believes that the **collapse** [-comp] may have also been triggered by the *decreasing* [-force: quant flagging – app] revenue being given to the Egypt administrative centre. Kings began to give land to **loyal** [+ten] nobles, that were free of tax, the number of these given *increasing* [+force: quant] with each reign. This tax-exempt land was *also* [+force: quant] given to priesthoods for temples to the gods, further *depleting* [-force: quant flagging -app] Egypt's revenue. *Many* [+force: quant] historians are **opposed to the belief** [afford –app] that this led to the **collapse** [-comp] however, as they believe the amount of wealth lost from the tax – exempt lands was *never* [-force: frequency] **significantly** [+val] large & the priesthoods were *never* [-force: frequency] **wasteful** [-ten] with offerings.

*Many* [+force: quant] historians, however, agree that climatic changes *across central Africa* [+force: quant: ext: scope: space] probably had a hand in the **breakdown** [-cap]

of Egypt. Climatic changes in the area would have resulted in *lower* [-force: quant flagging -app] Niles, *reducing* [-force: quant flagging -app] the number of crops grown & *reducing* [-force: quant flagging - app] the number of cattle. Climatic fluctuations were *worsening* [+force: intens flagging -app] by dynasty 5, and there is the *large* [+force: quant flagging +app] possibility that it led to *famine* [afford -aff], as seen in Unas' causeway reliefs, depicting images of *starvation* [afford - aff]. Malek states that "with the *lessening* [-force: quant flagging -app] of crops & cattle, as the Nile refused to rise, it led to a *lower* [-force: quant] level of tax, *significantly* [+force: intens] affecting the government." The description of a *famine* [afford - aff] is also recorded in *dynasties 7 & 8* [+force: quant: ext: scope: time] by Anktifi, "Upper Egypt *in its entirety* [force: quantifying: scope: spage] is *dying of hunger* [-cap]." The extent of the loss by famine is emphasized by Ipuwer in his papyri writings, "He who places his brother in the ground is *everywhere* [+force: quant: ext: scope: space]" & "Lower Egypt *weeps* [-hap]." Thus, it is evident that Old Kingdom Egypt, *both Upper & Lower* [+force: quant: ext: scope: space] were *greatly* [+force: intens] affected by the climactic changes.

Lawless believes that the *growing* [+force: intensifying] *power* [+cap] of nobles & officials *also* [+force: quant] played a part in the *decline* [-comp] of Egypt. In dynasties 7 & 8 as the pyramids & tombs of the kings decreased [-force: quant], the tombs of the nobles seem to be *increasing* [+force: quant] & *growing in* [+force: intensifying] *intricate* [+comp] detail. The positions awarded to the nobles used to be given solely to members of the royal family, but in later dynasties began to be given to *favourites* [+norm] of the king. Soon after this, the titles of nobles became hereditary. Nomarchs, who ruled over their local nomes, or land, became *so independent* [+force: intens flagging -judge] that they *began to take on princely titles* [afford], to the length that they *almost separated themselves completely from the capital state of Memphis* [afford - judg]. The burying of nobles in their own provincial areas instead of beside the king leads to Lawless's belief that they had grown so independent that they *no longer* [-force: intensifying] *held loyalty* [-ten] towards the king. Conversely, Kanawati states that their burying in their provincial areas does not indicate this, as the royal cemeteries were most likely full. He states that their *loyalty* [+ten] to the king is still revealed through their requests for *prestigious* [+val] titles. Bradley believes that as the nobles *gained* [force: intensifying] *power* [+cap], as it was hereditary, that it resulted in their independence as "they no longer owned their status to the king."

*All* [+force: quant] historians agree that the *main* [+val] impact of the *breakdown* [-comp] was the king's *fall in* [-force: intensifying] *power* [-cap]. The king represented *prosperity* [+norm] & *safety* [+sec] to the people, and it was his duty to maintain Ma'at. Malek contends that the king's *inability* [-cap] to return *prosperity* [+norm] to the land is evident through the records of *17 kings in 17 years* [+force: quant flagging - app of Egypt], revealing the *falling* [-comp] state Egypt was in. Egypt was based around the king's *ability* [+cap] to maintain Ma'at & *prosperity* [+norm]. With that *diminished* [-force: intens flagging - judge], it led to the *inevitable* [+focus: fulfillment: actualisation] *fall* [-comp] of old kingdom Egypt.

Thus, the *breakdown* [-comp] of Old Kingdom has been attributed to *many* [+force: quant] factors, each placing a *strain* [afford - app] on the administrative centre that

soon became *too heavy* [+force: intens flagging – app] to hold. The climatic fluctuations, growing independence of nobles & *loss of* [-force: intensifying] *prosperity* [-norm] of the king all led to the *inevitable* [+focus: fulfillment: actualisation] *collapse* [-cap] of *one of* [+force: quantifying] the *greatest* [+norm] centralized governments in the ancient world.

**Teacher's comment:** Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.



**Explain the main features of the development of Athenian naval power in this period.**

The development of the Athenian naval **power** [+cap] in this period was due to a *variety of different* [+force: quant] reasons. With the Persian king Darius **furios** [-sat] about the burning of Sardis during the Ionian revolt he **vowed** [+force: intens flagging + judg] to **avenge** [afford +judg] this by attacking the Greeks. The Persian force, as supported by Herodotus, was known for its *strength in numbers* [+force: quant flagging +judge] & its **invincibility** [+cap]. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league *to some extent* [-focus: valeur: auth] were *all* [+force: quant] **main** [+val] features of the development of Athenian naval **power** [+cap] in this period.

In 494 BC when the Ionian revolt was **laid to rest** [provoke +judge of Persians] by the Persians, Darius **swore revenge** [+force: intens flagging +judg] for the **burning** [afford – app of Sardis] of the town of Sardis. As his troops sailed for Greece in 490 BC they were **unopposed** [afford + judg] & as Ehrenberg states *their progress was deliberately slow* [afford + ten] because the Greek force, while **powerful** [+cap] *in its own right* [-force: intensifying] , was **not a match** [-cap] for the Persian forces. This led to the attack on Naxos and the siege of Eretria.

After the battle of Marathen in 490BC which was considered an Athenian **victory** [afford +app] *many* [+force: quant] believed that there would be *no more* [-force: quant] **threats** [afford: aff] from the Persians. However, as Herodotus & other scholars [+force: quant] state, Themistocles **foresaw** [afford + judg] that the Persians would indeed be back & that the pending battles would need to be fought *on both* [+force: quant: ext: scope: space] land and sea.

With this in mind, Themistocles went to the people to argue that the money from the surplus from the silver mine should be to fortify the Pireaus port and for the building of triremes. Ehrenberg state that Themistocles proposed this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This **forward thinking** [afford + judg] of Themistocles was an **important main** [+val] feature in the development of Athenian naval **power** [+cap] in this period as he used the **rare** [+val] opportunity of silver **surplus** [+force :quant flagging +app] to create a *more* [+force: intens] **sufficient** [+val] naval fleet.

This was *also* [+force: quant] a **main** [+val] feature in the development of Athenian naval **power** [+cap] as the new **larger** [+force: quant flagging + app] fleet was able to practice and **strengthen** [+cap] their forces in the Aegina war in preparation, as Themistocles saw, for the pending Persian attack. Thucyclides states Themistocles ???????????????????.

In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was **indecisive** [-comp]. It was **unclear** [-comp] whether they had developed into a naval **power** [+cap] despite, as Hornblower states the *loss of 50%* [+force: quant flagging – app] of the Persians ships due to the weather.

The Battle of Salamis was a **main** [+val] feature of the development of Athenian naval **power** [+cap] later in 480BC. This was due to the fact that this was considered the **turning point** [afford +app] in the Persian Wars. This is supported by Plutarch who states that it was their **powess at sea** [+cap] which saved the Greeks. *Many historians also* [+force: quant] **agree** [afford + app] with this statement as it was a **well known** fact that without the Athenian navy the Persians would have been able to raid the Greek coastline at will. These two, Battle of Salamis & fact, were also features of the development of Athenian naval **power** [+cap].

The final battle of the Persian Wars, the Battle of Mycate in approximately 479BC was *also* [+force: quant] a **main** [+val] feature in the development of Athenian naval **power** [+cap] in this period. The end of this battle was marked with the **capture and burning of** [afford – app] Persian ships which saw the Greeks, led by the Athenians on se, as the *only* [-force: quant] naval **power** [+cap] in the Mediterranean, as supported by Ehrenberg. Without the Persian naval **power** [+cap] in the area the Athenian naval **power** [+cap] was able to then capture the **influential** [+val] Persian town of Sestos.

*Another* [+force: amount] **main** [+val] feature of the development of Athenian naval **power** [+cap] in this period was the fact that during the Persian wars although, as Bury & Meiggs (B&M) state, the Greek forces were under control of the Spartans the navy was actually under the command of the Athenian strategos Themistocles. *It was the tactics of Themistocles used in the battle of Salamis that led to the victory* [afford tactics +app]. Ehrenberg states that in order to **trick** [afford + cap] Xerxes Themistocles sent his personal servant to say the Athenians would **betray** [-prop] the Greeks. *Xerxes took the bait* [afford – judge] & the ensuing battle was [+val] **successful**. Therefore, *another* [+force: quant] **main** [+val] feature of the development of Athenian Naval **power** [+cap] was the Athenian strategoi **who were responsible for tactics and strategy** [afford + judg].

After the Persian wars the Athenians, as Plutarch states, were **praised** [+ten] for their **prowess** [+cap] at sea & **saving** [afford +judg] *all* [+force: quant] the Hellas from the Persians. From this stemmed the Delian league which was also, *to some extent* [-focus: val: auth] , a feature of the development of Athenian naval **power** [+cap] in this period. B&M states that the aims of the Delian league was to **protect** [afford + judg] the Greeks from the Persians & to **attack** [afford +ten] the Persians for the **suffering** [-hap] that was caused. Because the Spartans were **parochial** [afford – judg] due to the Helot threat& the Athenians had shown their “**prowess at sea**” [+cap], the Greeks **placed themselves under Athenian control** [afford – judg]. This is a feature of the development as the Athenians had at their disposal the ships & help from *many* [+force: quant] Greek polis.

Through the Delian league & their naval **power** [+cap] *many historians* [+force: quant] such as B&M believe that the Athenians were building an empire & their naval **power** [+cap] was *strengthened* [+force: intens] through demanded tribute of ships from islands such as Thesbos.

Therefore it can be concluded that there are *a variety of* [+force:quant] **main** [+val] features of the development of Athenian Naval **power** [+cap] in this period. These features included personalities such as Themistocles who Thucyclides states turned the Athenians from **steadfast** [+ten] hoplites into sea-tossed mariners, & also from events, *especially* [+focus: spec] naval battles.

- g) Outline the ways you can become a 'biological parent'.
- h) Describe the social and emotional affects of a planned and unplanned pregnancy on a male and female
- i) Analyse how different types of social parenting may impact on an individuals wellbeing.

a) biological parent.

1. Through intercourse (sexual) between male + female where the sperm and egg fertilise and a embryo and fetus is created – natural.
2. Through IVF – process where a woman's egg is removed and placed with male sperm in a test tube and fertilised outside body then inserted into uterus – become pregnant.
3. AI – sperm inserted into uterus or fallopian tubes at time of ovulation. Increases chance of becoming pregnant.

Both 2. and 3. are for couples that are **having trouble** [-cap] conceiving naturally as a result of **poor** [-val] sperm count or hormone **deficiency** [-force: quant flagging – app] etc. All tests are conducted using drugs to get the woman ovulating + she is watched + tested + then eggs removed (for IVF) for AI when she is ovulating sperm gets inserted. After both cases woman monitored – see if shes pregnant.

b) Planned pregnancy – what parents wanted, **happy** [+ hap], **overjoyed** [+hap] – **excited** [+sat?]- emotional wellbeing **good** [+reac]. Feel that they are both **emotionally ready** [+sec] to have a child – having to adapt to all the new changes both in their life but also in the relationship. Feel that they would **be able to** [+cap] support child financially, might have to make home alterations. Female might have to take time off work to stay home with child at a young age after birth. Father work. Reasons for having child may be for emotional wellbeing to **love** [+hap] and **give affections** [+hap] as well as receive it. Also to carry on the family name. May **want** [+incl] the money that comes with having a child the government payout to help with their finances. The having of a child could help their relationships **improve** [+force: quant] **status** [+ norm] as a parent in society.

Unplanned – **unexpected** [-sec], **not ready** [-cap] for a baby, financially **not ready** [-cap] may be **insecure** [-sec], may still be **smoking + on drugs + alcohol** [afford – judge] (mother) **harms** [afford – judge] baby – because **unaware** [-cap] she was pregnant. Feel **shocked** [-sec], **confused** [-sec], **angry** [-sat], **disappointed** [-sat], **unsure** [-sec]. May think about getting an abortion or giving the child away to adoption once it was born. Male might leave mother as **doesn't want** [-incl] child – **not the responsibility** [-ten] to have to look after + **support** [+prop] child – **to big** [+force: quant] **a burden** [-val]. emotional **pressure** [-sec], **uncertainty** [-sec]. Female emotionally feels **annoyed** [-sat] + **shocked** [-sec]. **Dont know how to deal with it** [afford – judge]. **Cant** [-cap] care

for child nor **support** [+prop] it. feel **alone** [-sec] may feel **ashamed** [-sec] + **embarrassed** [-sec].

Social aspects – **ruin** [-comp] social life – **cant** [-cap] get out as much and **enjoy** [+sat] life. **Cant** [-cap] financially support baby – not able to short term or long term.

c) Adoption – individuals taking on the role of a parent to a child to meet the needs of the child, look after them *for the long term* [+force: quant: ext: time flagging + judge] have to support them financially and look after them *till they are independent* [+force: quant: ext: time]. – Become their parents. An older sibling might adopt their younger brothers + sisters if the parent/s die so that she/he can look after them – this have **good** [+val] impact **be with family** [afford + aff] – have their **support** [+prop] – not have to be broken up – **relief** [+sec] have **closeness** [+sec] with family. The older brother/sister of siblings take on *full* [+force: intens] **responsibility** [+ten] – may be *too much* [+force: quant flagging – cap] for them – find it **difficult** [-cap] **struggle** [-cap] to **support** [+prop] them – find it **enjoyable** [+sat] though.

Children who are adopted at a young age might feel that they **never really belonged** [-sec] to their family – **want to** [+incl] find their real biological family + parents – may feel emotionally **isolated** [-sec] from adoptive parents. On other hand may feel *completely* [+force: intens] **satisfied** [+sat] + **accept** [+reac] their position in the family.

Step parents – a couple combines with one or both already having a child. Step parent take on role as adult + parent to child. May feel **unsure** [-sec] of themselves, **don't know** [-cap] how to act. Child may **not accept** [-hap] parent – feel **anger** [-sat], **annoyance** [-sat] + **contempt** [-hap] towards them – **not get on well** [afford – aff] – *too* [+force: intens] **demanding** [-ten]. **Feel that they have been replaced** [afford – affect] or that they are **not as special** [-sec] to their original 'parent' as they used to be. Become emotionally **detached** [-sec] and **depressed** [-hap]. May **not like** [-hap] the change in family – prefer old routine – **hard for them to adapt** [afford – judge]. Parent however might **love** [+reac] having another adult to share the task of parenting with – feel *less* [-force: quant] **responsibility** [ten] as has someone to share it with + decision making.

Blended family can occur in this family – may make some feel **accepted** [+sec]; **loved** [+hap], part of 'big [+force: quant] family' **content** [+sat] or **don't like** [-reac] the change – feel **uncomfortable** [-sec] feel *less* [-force: intens] **socially outgoing** [-sec] – quieter, **not talk to many people about what is happening** [afford – aff]. not as open + talkative, quiet + **depressed** [-hap].

Foster parents – adults who take care of a child *for a time* [+force: quant: ext: time] until they are again able to be looked after by biological parents or adopted. Foster parents **take responsibility** [+ten] for the needs of the child *while they are with them* [+force: quant: ext: time]. Child is able to get away from circumstances if they are **bad** [-reac] – feel **relief** [+sec] – but may be **scared** [-sec] – don't know the people – **unsure** [-sec], shy, quiet – affect on emotional wellbeing. Child may on other hand *start to* [-focus: fulfil: comp] **develop character** [afford + judge] + learn new things and **enjoy** [+sat] themselves – become **attached to** [+hap] foster parents – may **not want** [-incl] to leave. Foster parents **enjoy** [+sat] it – **find they are getting something out of it**

[afford + aff] – ie **self worth** [+sec] + as if they are giving back to the community  
[afford+ judge].

**Teacher's comment:** Social parenting good. You have made a good effort + could further improve by w/being discussed even further (phys/soc/emot/econ) – all types). But a great effort!

- g) Identify the social changes likely to occur when people become parents. (4 marks)
- h) Predict the potential outcomes on family relationships of an authoritarian parenting style (6 marks).
- i) Examine the ways that gender and culture can influence parenting and caring relationships (15 marks).

a) Social changes – the parents have to consider the impact a baby would have on their lives & it is a *big* [+force: quant] one: They would have to cut back on the amount of time they spend socialising as they now have the *24hr* [+force: quant: ext: time] care of a 'little one' to look after. Life becomes more 'family' oriented – might have to pick up more hours at work to pay for expenses of baby or on other hand may have to drop a few hours to be able to support other parent. May have to find other friends – ones with family of their own – therefore creating **closer** [+val] bond – have things in common – **can support one another** [afford + judge]. Parents in early stages can feel **isolated** [-sec] *from everyone* [+force: quant: scope: space] as **they aren't able to get out of the house** [afford - judge] as they are looking after the baby – feel **sad** [-hap], **depressed** [-hap], **lonely** [-sec]. **Cant live same lifestyle as previous** [afford - judge] – have **responsibilities** [+ten] to new baby, have to act **responsibly** [+ten] towards their child & each other.

May join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.

Teacher Comment: 4. Good discussion.

b) Authoritarian parenting style – parents set down the rules, have to be followed, rules + expectations set on children. Have to obey, very **strict** [+/-prop], **lack of freedom, choice, have no say in the matters + decision making** [afford - judge].

This parenting style can create **problems** [-comp] within a family as children are **not given a chance to voice their own opinions & beliefs** [afford - judge] they are **just expected to obey what their parents say** [flag - judge]. Cause **tension** [-sec] between parents & children.

Children might **disagree** [-sat] with what parents have said or may have a reason for acting like they did – **unable** [-cap] to explain themselves *properly*. This is **unfair** [-prop] as *everyone* has the right to explain themselves. Children *begin to* [-focus: fulfil: comp] **distrust** [-sec] their parents, **won't go to them for support or guidance** [afford], can become **withdrawn** [-sec] or **depressed** [-hap]. On other hand children can become *even more* **annoyed** [-sat], and **opinionated** [-cap] and try and get the attention of their parents by **acting up** [-prop] & **misbehaving** [-prop].

Has **negative** [-val] impact on children's wellbeing as feel **suppressed** [-sat] by their parents & **dominated** [-sat] by them – feel **inferior** [-sec] – as they **aren't able to become independent thinkers and grow up by themselves** [afford - judge].  
Parents too can have **conflict** [-sec] between each other if they both do not have the same parenting style – cause **fight and arguments** [afford - aff] about the way they should parent their children – cause **tension/unease** [-sec].  
For **good** [+reac] family relationships there has to be rules that are expected to be followed but **independence for the children** as well [afford + prop].

Teacher comment: 6. Good.

c) Gender – women were considered **main** [+norm] carers of family & of household. have to take on caring for family & expected to be in jobs such as nurses etc. **stereotypical** [-cap] views of society. Times are changing however although most carers these days are still women men are taking over the roles more. There are **stereotypical** [-cap] & **sexist** [-prop] views still present such as those that men shouldn't go into nursing – can impact on male feel **less confident** [-sec], **lower selfesteem** [-sec].

Parents & carers have to encourage the showing of masculinity & femininity by their children or those under their care.

Males may not feel as **accepted** [-sec] in their position of a carer by others & **looked down on** [-sec] being expected that he cannot perform as well and to as high a standard as the woman can – **negative** [-val] impact on man.

Parents need to encourage their children therefore the father should play with both his sons + daughters so as to be a **positive** [+prop] rolemodel in their eyes. Its **also important** [+ val] for parents to do an equal amount of housework so as to show children the **fair** [+prop] way without **saying that the mother should do all the work** [afford – judge] – **stereotypical** [-cap] – need to work together as are a **great** [+val] influence to their children.

Gay + Lesbian couples with children can cause **uncertainty** [-sec] in the child and they may **resent** [-hap] their 'parents' or 'carers' as **they are not like everyone else** [afford – judge] – cause **tension** [-sec] within family can **prevent them from wanting to enter into social situations** [afford – aff] as feel **embarrassed** [-hap] or **scared** [-sec] of being teased – **negative** [-val] impact on social wellbeing as well as emotional.

Culture – Can determine what ppl wear. What school parents decide to send their children to , what food they eat, how they behave, the social & community activities they do.

Their traditions.

all can cause **stress** [-sec] on family as they have to abide by them – may be **fight + arguments** [afford – aff] as **disagree** [-sat] with what is taught or expected – **negative** [-val] impact on wellbeing.

Child may feel **suppressed** [-sat] or **domineered over** [-sat] – emotional wellbeing affected.



In some cultures family is a very **important** [+ val] thing and some family members ie parents + carers could feel **stifled** [-sat] by the family – extended as they offer guidance and ways to bring up children – can be **overbearing** [-ten] – **negatively** [-val] impact upon the parents + their relationships with their children.

If a carer is looking after an **invalid** [-cap]/a person who is religious or *overly* **strict** [-prop] in culture the carer can feel **intimidated** [-sec] & **insecure** [-sec] as the person being cared for may be **overbearing** [-ten] or **have higher expectations** [afford – judge] of the carer based upon their religion & the culture – cause *undue* [+force: quant: amt] **stress** [-sec] on carer. Some cultures also may **not like** [-prop] males being/playing the part of the carer and **do not accept or indorse it** [-prop] as they believe that it is **wrong + not to be accepted** [-prop]. have **negative** [-val] affect on male carers.

Teacher comment: 13. Give lots of egs. A good effort at introducing w/being in areas.

**(a) Describe how patterns of paid and unpaid work differ for men and women. (3 marks)**

**(b) Discuss how workplace culture impacts on patterns of work for individuals and families. (7 marks)**

**(c) Evaluate the extent to which awards, anti-discrimination policies and grievance procedures contribute to a supportive workplace. (15 marks)**

(a) Patterns of paid and unpaid work differ for men and women in that women tend to do *more* [+force: quant] unpaid work than men, eg domestic housework + the raising of children, while men often do *more* [+force: quant] paid work than women, eg as they may be seen as the 'breadwinner'. Women tend to change their patterns of work *more* [+force: quant: frequency] than men. For example they may be *more* [+force: intens] suited to casual work, temporary work, part-time work, work from home and job share, in order for them to keep up with their lifestyle which may include raising children. Men, on the other hand, may be *more* [+force: intens] suited to patterns of work such as permanent, own their own business, seasonal (especially single men) and shift work.

(b) Workplace culture has a *big* [+force: quant flagging + app] impact on patterns of work for individuals + families because a workplace nowadays has to not only accommodate for the individuals it employs, but also for their families because that is another *big* [+force: quant flagging + app] role that they play outside of the workplace.

Workplaces today take into account the *big emphasis* [+force: quant flagging + app] on family. They therefore have an impact on patterns of work so they can accommodate for their employees who are also family members.

The provision of facilities such as child care at the workplace impacts on the pattern of work for its employees because it *provides help* [+val] for those who have families so that they can have the child cared for while they work and earn money.

The introduction of flexible work patterns and practices have an impact on those employed individuals who have families. For example, a workplace may allow an employee to leave work early to pick up their child for school, providing they make up the lost time another time. Or, they may allow 2 people to share one job, in order for them to both work and raise a family.

Another aspect of workplace culture that impacts on patterns of work for individuals and families is regulations and entitlements. This includes maternity + paternity leave which is *much* [+force: intens] *needed* [+val] upon the arrival of a new baby, long service leave, which can be accessed after working *for 10 years* [+force: quant: ext: time] at the one place [-force: quant: ext: space], it may be used to spend *quality* [+val] time with a spouse, and *4 weeks leave* [+force: quant] with pay per year, which may be used by employees to spend *quality* [+val] time with their families.

These 3 aspects of workplace culture all impact on patterns of work for individuals and families.

(c) Awards, anti-discrimination policies and grievance procedures all contributed to a **supportive** [+prop] workplace because they *try to* [-focus: fulfill: comp] maintain a **happy** [+hap] + **stable** [+comp] workplace environment. *Many* [+force: quant] things can go **wrong** [-sec] between people within a workplace + these 3 things were designed to keep **unhealthy** [-val] and **unhappy** [-hap] situations at a minimum.

Awards are policies which spell out an employers rights and responsibilities. It includes the minimum wage they can receive, the hrs they can work, what they must do + how they can act in the workplace. Their rights include to be paid minimum wage, **not to be discriminated against** [+prop], they have a right to join a trade union, to resign (with 2 weeks [+force: quant] notice), to work in a **safe** [+reac] + **higenic** [+reac] environment, to be treated **humanely** [+prop] and *many more* [+force: quant] things. Their responsibilities include **doing what is required of them** [afford + judge], **working full hours required** [afford + judge], **getting to work on time** [afford + judge], to be **polite** [+prop] + **courteous** [+prop] to clients, to **respect** [+prop] and **obey** [+prop] their employer and *many more* [+force: grad] things. An employer also has rights and responsibilities which must be accommodated for. Awards create **supportive** [+prop] environments because the employee + the employer both know, understand and agree upon what is expected within the workplace. This understanding and agreement reduces the chance of **arguments** [-sat], **disagreements** [-sat] + **unfair** [-prop] experiences because both parties know what is expected they therefore work together and **support** [+prop] one another, which naturally leads to a **happy** [+hap], **productive** [+cap], **supportive** [+prop] workplace.

Anti-discrimination policies contribute to a **supportive** [+prop] environment by ensuring that nobody is treated **unfairly** [-prop] because of who they are. Anti-discrimination policies are designed for people to be treated **fairly** [+prop]. People such as *women, gays + lesbians, cultural groups, the elderly, disabled and other minority groups* [+force: quant flagging + app of anti-D policies] benefit from this policy as it enables the to be given a **fair** [+prop] chance, to be treated **properly** [+prop] and **equally** [+prop] to others + to ensure they are not **discriminated against** [-prop] by their employer, employees or other co-workers. When everyone in a workplace understands this policy the chance of workers being **harassed** [-prop], **desccriminated against** [-prop] or **treated unfairly** [-prop], is minimilised, because everybody understands that they must treat everyone **equally** [+prop]. When everybody is treated **fairly** [+prop] the workplace becomes a *much more* [+force: intens] **supportive** [+prop] environment.

Grievance procedures solve **disputes** [-sat] and **problems** [-comp] *within the workplace* [+force: quant: ext: space] + therefore contributed to a **supportive** [+prop] working environment. When two employees or an employer and employee have **disagreements** [-sat] or **problems** [-comp], a grievance procedure can solve these + create a **happier** [+force: intens; +hap] workplace. **Problem** [-comp] which may arise in

the workplace that may result in the need for a grievance procedure include, **disagreements** [-sat], **arguments** [-sat], **fight**s [-sat], **personality clashes** [-hap], workplace **problems** [-comp] and *many other types of* [+force: quant] **disputes** [-sat]. The grievance procedure is brought in to sort out the **problem** [-comp] and to *hopefully* [-focus: fulfill: actual] find a **successful** [+val] remedy to prevent it from happening again or to stop it. With *less* [-force: quant] **problems** [-comp] in the workplace, employees are *much happier* [+force: intens; +hap] and *more* [+force: intens] **productive** [+cap] and this results in a **supportive** [+prop] workplace.

So, as we can see awards, anti-discrimination policies + grievance procedures contribute to **supportive** [+prop] workplaces to a large extent. While they may not be **successful** [+val] in every situation, the *most often* [+force: quant: freq] result in **happier** [+force: intens; +hap] employees who then are *more* [+force: intens] **productive** [+cap] and *all of this together* [+force: quant] creates a **supportive** [+prop] workplace environment.

**Explain how people resisted the apartheid state in the period 1960-1990**

The people of South Africa, *mainly* [focus: valuer: specificity] the non-white groups, had **resisted** [+ten] the apartheid state *ever since its induction in 1948* [+force: quant: ext: scope: time flagging + judgement] under the nationalist government of Millan. *Prior to 1960* [+force: quant: extent: time], **resistance** [+ten] to apartheid had *solely* [force: intensifying] been **non-violent** [-prop] in nature, with action such as civil disobedience, **boycotts** [afford + judge] and **protests** [afford + judge] being carried out to try and compel change to occur. Although the youth league of 1944 had “galvinised” the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville **Massacre** [-prop] of March 21<sup>st</sup> 1960.

The Sharpeville **massacre** [-prop] occurred as a result of the PAC’s pass book **protest** [afford +judge], in which **5000** [+force: quant flagging +app of the protest] people left their passbooks at home and reported to the local police station to overwhelm the police and the jails. The aim had been similar to efforts of the ANC in *trying to* [-focus: fulfill: completion] render the Apartheid laws **unworkable** [-val]. However, the PAC symbolized a **struggle** [+ten] which was **Black only** [-force: quant: extent: scope: space flagging – judge of PAC/struggle], **opposed to the inclusion of other groups** [afford – judge], and which was led by Robert Subokwe and other former ANC members. The protest resulted in the deaths of **69** [+force: quant flagging – judge] Africans and **180** [+force: quant flagging – judge] wounded, eventually resulting in the death of **another 86** [+force: quant flagging - judge] Africans as riots **erupted** [+force: intens] throughout South Africa, with a protest in Cape Town gaining **36,000** [+force: quant] protesters. The government responded with the declaration of a State of Emergency and the imposition of the General Law Amendment Act, allowing them to **detain suspects for 12 days without bail/charge** [afford – judge].

*Above all* [+focus: specificity], Sharpeville signified a **vast** [+force: quant flagging + app of change] change in the methods of **resistance** [+ten] used by people of South Africa *after 1960* [+force: quant: ext: scope: time]. ANC leaders such as Nelson Mandela felt that the **violence** [-prop] of the State had to be met with **violence** [-prop] from the people. This saw the formation of the MK armed wing of the ANC in 1961 also known as the Umkhonto We Sizwe (Spear of the Nation) who conducted **over 200** [+force: quant] attacks on government buildings (administration, post offices) and utilities. However, the ANC MK **did not target inhabited buildings** [afford + judge] and establish guerilla training camps in neighbouring “Front Line” States.

However, the PAC formed its own armed wing known as POQO (stand alone) as it pursued **the killing of whites** [afford –judge], it being established in 1963. But with the **mass** [+force: quant] arrests of the POQO leaders in 1963 and the Ruvoma trial of 1964 which saw the imprisonment of **most** [+force: quant] of the ANC leaders including Nelson Mandela, new forms of protest emerged to take their place (although the MK

still operated *throughout Mandela's imprisonment* [+force: quant: extent: scope: time flagging + judge].

The *new forms* [+force: quant] of **resistance** [+ten] were already seen in the *vast* [+force: quant] student movements which emerged as people such as Steve Biko realised students should have an organisation of their own. This came *mainly* [+focus: valeur: spec] in the form of the South African Students Organisation (SASO) formed in 1968, which *eventually* [focus: fulfillment: completion] became the Black Consciousness Movement in the 1970's. The BCM was led by Steve Biko who, *instead of emphasizing protests, sought to make Blacks aware of their culture, history and music/art* [flag + judge]. The BCM *established self-help groups* [afford + judge] called Black Community Programmes which *aimed at* [focus: fulfill: completion] helping blacks rise above the **disadvantages** [-val] of being in an apartheid state, as the BCM *cooperated with church's and communities* [afford + judge] to achieve this aim. *The BCM, Steve Biko and students organisations* [+force: quant] were **instrumental** [+ten] in the protests of 1973-75 [+force: quant: ext: scope: time] and the SOWETO riots of 1976.

The SOWETO riots were *some of* [force: quant] the *most* [+force: intensifying] **significant** [+val] resistance movements as they involved *over 15,000* [+force: quant] children and teenagers from schools, who *protested* [afford + judge] against the government's decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students and the *further deaths of 1,000* [+force: quant] students that year as the people of South Africa adopted Mandela's advice that they should make "the townships **ungovernable** [-comp]". The SOWETO riots saw a *huge increase* [+force: quant] in the MK numbers as *14,000* [+force: quant flagging + judge of MK] students left to join the organisation after SOWETO, while *during 1980-81* [+force: quant: ext: time] *100,000* [+force: quant flagging + judge of COSAS] students joined student organisations such as COSAS and ASO. With the *absence of* [-force: quant] a **strong** [+cap] ANC leadership *in the 1980's* [+force: quant: ext: scope: time] due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who *used his position as church leader and his speaking skills* [afford + judge] to **denounce** [-prop] Apartheid *to South Africa and across the world* [+force: quant: ext: scope: space]. Tutu *was awarded the Nobel Peace Prize* [afford + judge] in 1984 for his **brave** [+ten] efforts. Moreover, *church groups combined with civic groups, Indian community groups, Trade Unions and student groups* [+force: quant flagging + judge] to form the UDF which led the **resistance** [+ten] to Apartheid in the 1980's.

This was coupled with *overwhelming* [+force: quant: amt] responses among the Black populations to Botha's reformation of Apartheid in his "Total Strategy" *Blacks and other groups such as the Indians and Coloureds* [+force: quant] **boycotted** [afford + judge] the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell **discontent** [-sat] and *international* [+force: quant: scope: space] **criticism** [-prop]. The boycotts were **successful** [+val] with *only 30%* [-force: quant] of Indians and Coloureds actually voting. In response to the legislation of African Trade Unions in

1979, Black strikes increased *exponentially* [+force: intensifying flagging + app of strikes] with *over 1000* [+force: quant flagging + app of strikes] strikes in 1987 by 99% [+force: quant flagging + app of strikes] Black African workers. Hence, as Botha reformed Apartheid he only *strengthened* [+force: intensifying] *resistance* [+ten] to it, as it showed people that Apartheid could be changed and ultimately abolished.

This era ??? the 1980s also saw the *increase* [+force: quant] of attacks on Black councilors who had collaborated with the government in 1982 to become community representators. When ??? to race riots *during 1984-85* [+force: quant: ext: scope: time], *violence* [-prop] broke out *across South Africa* [+force: quant: ext: scope: space] as the nation *verged on civil war* [afford – app], with counselors being “*necklaced*” [afford – judge] and *houses being burned down* [afford – judge].

All the while *International* [+force: quant: scope: space] *resistance* [+ten] to apartheid *continued from 1960 to 1990* [+force: quant: scope: time], as *trade sanctions were adopted* [afford + judge of world bodies] by world bodies such as the UN in 1962. While boycotts on South African products or businesses in South Africa *forced leaders in the corporate world to pull out from South Africa* [afford + app of boycotts], such as Barkley’s Bank. Or *special* [+val] codes such as the ??? principles were devised *to ensure for rights in workplaces for black workers* [afford + judge]. Sporting boycotts were also instituted, with South Africa being banned from the Olympics in 1970 and *becoming* [-focus: compl] *alienated* [-comp??] in the 1980s as Botha’s “Total Strategy” of “*unofficial*” [afford – judge of Botha] tours, *bribing players* [afford – judge of Botha] and even allowing inter-racial sport *failed* [-val].

Therefore, it is evident that people *resisted* [+ten] to the Apartheid state in *various* [+force: quant] ways, *from domestic to international* [+force: quant: scope: space] to *peaceful* [+prop] to *violent* [-prop] armed wings. However, in the future these elements would culminate to enable the *downfall* [-comp] of Apartheid.

Teacher comments:

“You need to improve handwriting and write more succinctly.”



**To what extent did the international response to apartheid contribute to its collapse?**

The international response to Apartheid was *only one* [-force: quant flagging -app] of *the many* [+ force: quant] contributing factors to the *collapse* [-comp] of Apartheid in 1994. *As early as the 1950's* [+force: quant: dist: time], the *domestic* [-force:quant: scope: space] *resistance* [+ten] movement had highlighted the Apartheid regime in SA, and made the international community aware of the *oppression* [-prop] being practiced by the white government. *However, it wasn't until 1960* [flag – judge of international community] and the Sharpeville *massacre* [-prop] on the 21<sup>st</sup> March That international attention was significantly drawn to the issue of Apartheid. The death of 69 [+force: quant] black civilians and the ensuing *violence* [-prop] which resulted in *another 86* [+force: quant] *deaths by police shooting* [afford – judge] and *brutality* [-prop] drew *international* [+force: quant: scope: space] *outrage* [-sat]. The UN General Assembly called upon the SA government to end the Apartheid regime, while even the US *condemned* [-prop] the White regime for its *violent* [-prop] actions. *Despite these calls for an end to apartheid, it would take further* [+force: quant] *action for any change to come about* [flag – judge].

In 1962, the UN called for trade sanctions to be placed upon South Africa who was at the time a *resource rich* [afford +app] country, made *wealthy* [+val] through the *exploitation of black labour* [afford – judge]. However, essentially the trade sanction was *ineffective* [-val], as SA's trading partners, *the US, Britain, France, Japan and Germany* [+force: quant] *all failed to impose a ban on trade as it conflicted with their own economic interests* [flag – judge]. At the time SA had a growth rate in the economy of 6% [+force: quant], *second only to Japan* [afford + val], and it was seen that *effective* [+val] embargos would cause SA to *capitulate* [-ten] under international and economic pressures, *however this did not occur* [flag – judge].

However, *many* [+force: quant] non-governmental responses contributed to the *collapse* [-comp] or at least the modification of Apartheid *in some ways* [-focus: fulfil: compl]. The International Defence and Aid Fund *helped to* [-focus: fulfil: compl] fund lawyers for the ANC and *tried to* [-focus: fulfil: compl] counter the *propaganda* [-comp] coming out of SA. Moreover, the British Anti-Apartheid movement was *effective* [+cap] through its *boycotts* [afford + judge] of South African products and *those who operated in SA, such as Barclays Bank* [afford – judge]. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who *helped to* [-focus: fulfil: compl] *fund ANC activities and lawyers* [afford + judge]. The international response *also reached businesses* [afford +app], with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by *over 12* [+force: quant] *major international* [afford + app] corporations *in 1977 and lasting until 1987* [+force: quant: scope: time flagging + app], *including businesses such as IBM* [afford + app of Sullivan principles].



However, despite these economic and legal efforts SA remained under the Apartheid regime *during the 1970s and 1980s* [+force: quant: scope: time], it was only through a **significant** [+val] cultural boycott that the international response to Apartheid was **bolstered** [+comp]. This came in the form of Sport.

In 1968, Vorster had instituted SA sporting isolation with the D’oliviera Incident. From that point onwards, the heart of the SA nation, the Afrikaaner nation, was de?????. In 1970 SA was *completely* [+force: intens] **expelled** [afford – judge] from the Olympic movement. While in 1976 21 [+force: quant] members **boycotted** [afford + judge] the Montreal Olympics **in protest of** [-ten] the NZ athletes at the games, who had **competed against SA earlier that year** [afford – judge]. Thus the international response warded off any “would-be” supporters of the Apartheid regime. In 1977 the I???? Eagles Convention called for the isolation of SA in Sport, while SA was left to find alternatives.

The fact that President Botha formulated “Total Strategy” as a response to *both* [+force: quant] *international* [+force: quant: scope: space] and *domestic* [-force: quant: scope: space] **resistance** [+ten], which he called “Total Onslaught” is evidence of the **effectiveness** [+val] of the *international* [+force: quant: scope: space] **resistance** [+ten]. Botha **attempted to** [-focus: fulfil: compl flagging -judge] reinstitute sport in SA, **bribing** [-prop] nations and players to come and play in SA. This can be seen in 1982 when Botha **paid 50,000 each to 15 English cricketers** [afford – judge] to participate in an **unofficial** [afford – app] match against SA. The 15 were **suspended** [-judge] **for 3 months** [+force: quant: scope : time flagging – judge]. Moreover, the fact that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure. Botha also **attempted to** [-focus: fulfil: compl] show the world that he was “tinkering” with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha **tried to** [-focus: fulfil: compl flagging - judge] **created the impression** [afford -judge] that white rule was **beneficial** [+prop] to blacks. Moreover, this was reinforced by his “frontline States” policy, wherein *effectively* [-focus: fulfil: compl] he drew attention to the fact that Blacks **could not** [-cap] govern themselves, creating **havoc** [+force: intensifying; -comp] *in Angola, Mozambique and Namibia* [+force: quant: scope: space] *throughout the 1980s* [+force: quant: scope: time].

Nevertheless, movements such as COSAS (Congress of South African Students) and the emergence of the United Democratic Front in 1983 drew attention away from Botha’s ???????? The campaign to Free Mandela, started by the British World Campaign in 1978, *effectively* [-focus: fulfil: compl] became an *international* [+force: quant: scope: space] **solidarity** [afford + judge] movement against Apartheid. So while it may be argued that the economic ????? embargos *of the 1970s and 1980s* [+force: quant: scope: time] **did not contribute** [afford – app], the *international* [+force; quant: scope: space] movement, aided by the new **force** [afford + judge] of the media kept **resistance** [+ten] and attention on SA. This can be seen during the *1984-5* [+force: quant: scope: time] **violence** [-prop] that erupted *in the Trans Vaal and Johannesburg areas* [+force: quant: scope: space], and later the **violence** [-prop] between Inkatha

and the ANC, which was shown in *full* [+force: intensifying] **horror** [-sec] to the world through their TV screens.

Furthermore, once de Klerk came to power in 1990 and *began to* [-focus: fulfil: compl] release Mandela, urban groups such as the ANC and repeal Apartheid Acts such as the Separate Amenities Act in 1990 (later Group Areas Act and Land Act) – international attention **did not waver** [+ten]. In fact, while events such as the death of Chris Hani in April 1993 and the *escalation* [+force: quant] of civil war **violence** [-prop] can be attributed to the **collapse** [-comp] of Apartheid; international pressure ultimately *facilitated* [-focus: fulfil: compl] the means by which *both the ANC, Inkatha and the National Party* [+force: quant] came to an agreement in 1993. It is argued by Historians that international mediators were **key** [+cap] facilitators in CODESA and the agreement presented by both Mandela and de Klerk to their respective sides as a ‘*fait accompli*’. Moreover, the **last minute** [afford – judge] decision of the IFP and Buthelezi to participate in the 1994 elections is attributed to international pressure. Ultimately, the fact that de Klerk **did not use the military power that Botha used** [afford + judge] to suppress Apartheid, is evidence that his decision to **give in** [afford – judge] to the demands of the non-white majority came in the light of *international* [+force: quant: scope: space] **condemnation** [-prop] if he didn’t accept an agreement.

Thus, it can be said that the international response to apartheid was a **key** [+val] factor in its **collapse** [-comp] as it maintained attention on the regime and created an **isolated** [-val??] SA which could not remain as such forever. While the domestic resistance movement was nevertheless *just as* [+force: intens] **important** [+val], the international response **cannot be discounted** [+val].

Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945.

The Nazi party used **Propaganda** [-comp], **Terror** [-incl] and **repression** [-prop] of the Jewish community *between 1933 and 1945* [+force: quant: ext: time flagging -judge]. The nature of this measures was **devastating** [-reac] and and impact was **devastating** [-reac].

**Racism** [-prop] was at the heart of Nazi ideology. The idea of the “**perfect** [+norm] Aryan specimen” who was **superior** [+norm] *to every other race* [+force: intens] and that interbreeding resulted in “the **destruction** [-cap] of the Aryan people and their culture”. **Anti Semitism** [afford – judge] was *the strongest* [+force: intens] racial sentiments.

The **anti-Jewish** [-hap] feelings were expressed through **propaganda** [-comp] posters, songs speeches. This **propaganda** [-comp] persuaded the German people to **blame** [-prop] the Jews for their own **suffering** [-hap]. That Germans had to **struggle** [+ten] to win against their rival **enemies** [-hap] the Jews. Historian Macallun suggest that the people **accepted** [+reac] the ideaology as it gave them a “**scapegoat**” for their **problems** [afford – ten]. Hitler was offering them to be rescued as **anti-Semitism** [afford – judge] was *just another* [+force: quant] of his policies which the people **accepted** [+reac] and followed. The impact of this **propaganda** [-comp] **isolated** [afford – judge] Jews in the community, as they were **commonly** [+force: quant: frequency flagging -judge] **beaten** [afford – judge], **abused** [-prop] and **discriminated against** [-prop].

The Nazi impact on Jews *did not stop here* [+force: quant: extent: scope: space] however as **terror** [-incl] was introduced. **Terror** [-incl] *intensified* [+force: intens] **anti-Jewish** [-hap] feelings as the *German people together with the SS and SA* [+force: quant] **openly** [afford -judge] acted **violently** [-prop] against the Jewish people. The Jews became **victimized** [-norm]. They *were targets* [afford - judge] for any feelings of **resentment** [-hap]. This is evident on ‘Crystal Night’ where Jewish shops were **ransacked** [-prop] and **destroyed** [-judge].

The Jews through this *ongoing* [+force: quant: scope: time] **terror** [-incl] campaign of **not knowing what was going to happen to them next and their lives being at risk** [afford – aff] caused *enormous* [+force: quant] **fear** [-incl] *amongst Jewish communities* [+force: quant: scope: space]. There lives had suddenly been turned from one of **tolerance** [afford + judge] and **acceptance** [afford + judge] to one of **discrimination** [-prop] and **violence** [-prop]. The nature of this **terror** [-incl] historian Kershaw describes as the “*most* [+force: intens] **negative** [-reac] of Nazi policies. Jews **feared** [-incl] leaving their houses and the **terror** [-incl] was *only going to increase* [+force: intens] together with **extremist** [-comp] Nazi policies until the system “*spiraed* [+force: intens] **out of control** [-comp]”.

The Nazis inflicted [afford – judge] **repression** [-prop] upon the Jews. They were denied their culture [-judge]. The Nuremberg laws came out and the Jews removed from their places of employment, they were further [+force: intens] marginalized from society. Their basic human rights were revoked. They could no longer [+force: quant: scope: time] choose who they wished to marry, they could no longer [+force: quant: scope: time] have sexual intercourse with Germans if they were married. They could not even [+force: intens] journey outside after certain hours of the day [+force: quant: scope: time]. Their life was turned upside down [afford -judge]. The nature of such measure is difficult to comprehend [-comp]. Many Jews tried to [-focus; compl] flee [afford – aff] Germany, the Nazis encouraged their immigration out of Germany but this was limited [-force: intens] by overseas countries acceptance of Jewish refugees. The difficulties of the Jews [afford – judge] just continued to intensify [+force: intens].

So many [+force: quant] Jews had been rounded up [provoke – judge] and put into concentration camps [afford – judge] were many [+force: quant] were worked to death [afford – judge]. The other Jews in the community heard the rumours of these camps and feared [-incl] for their own lives and the lives of their children.

Anne Franks Diary explores the fear [-incl] that the measures of terror [-incl] encouraged. Never knowing if an SS man or even a neighbour would “do them in” [afford – aff]. Living in such fear [-incl] is difficult to contemplate [-comp] and is blatantly [+force: intens] wrong [-prop].

Nazi propaganda [-comp], terror [-incl] and repression [-prop] continued to escalate [+force: quant]. During the war after the invasion of Russia the program of resettlement almost became [-focus: fulfil: completion] impossible [-val] And the discussions for a final solution were made.

Kershaw like so many historians [+force: quant] suggests that the “Final Solution” to the “Jewish Question” was not planned from the beginning but was the result of “extremist [-comp] ideology” continued [+force: quant: scope: time] escalation [+force: intens]. Throughout the war [+force: quant: scope: time] 3.5 million [+force: quant: flagging - judge] Jews died through the Nazi extermination policy [afford – judge]. As the Nazis committed genocide [-prop], through shootings [afford – judge], gassing [afford – judge] on an in ??????? scale. Many [+force: quant] Jews were also tortured [-prop] and experimentations [afford – judge] occurred.

Such atrocities [-prop] occurred the nature of which was just horrific [-reac] and the impact of which caused devastation [-comp] not only between 1933-45 but even on present society [+force: quant: scope: time]. As the Jewish communities culture was denied [afford -judge] and their basic human rights not only exploited but destroyed [afford – judge].

**Analyse the influence of race or ethnicity on the nature of difference as it relates to ONE society that you've studied.**

In Aboriginal Society, race is a **significant** [+val] influence on the nature of difference in their society. Australia **likes to think of itself** [afford – judge] as an **egalitarian** [+prop] society, however we are **completely** [+force: intens] aware **it is not** [afford – judge]. Aboriginal race **negatively** [-val] influences their access to **socially valued** [+val] resources including *education, housing, income, employment, law and health* [+force: quant flagging -judge]. In a society *riddled with* [+force: quant] **social class** [afford – judge] and **prejudice** [-cap], Aboriginality is a *definitely* [+focus: fulfilment: actualisation] **discriminated** [-norm] race in Australian society.

The health of Aborigines in Australia is *completely* [+ force: intens] **horrific** [-val]. They have a *30yr less* [-force: quant: scope: time flagging – app of life expectancy] **life expectancy** as they **cannot afford** [-cap], or **do not have access** [-cap] to **socially valued** [+val] resources eg hospitals. They have *high rates* [+force: quant] **of CVD, diabetes, alcoholism and lung cancer** [afford – judge]. The **inequalities** [afford – judge] they face is directly linked to their race. Aborigines had **healthy** [+val] diets free of alcohol, *prior to European settlement* [force: quant: scope: time]. *After the Europeans arrived in Australia* [force: quant: scope: time], they **took their land** [afford – judge], and **introduced alcohol** [afford – judge]. Now, as a result of the *institutionalized* [+force: quant: ext; scope: space] **racism** [-prop], Aborigines **use alcohol as an escape** [afford – judge] out of their **suffering** [-hap].

Non-Indigenous people are **not willing to support** [afford – judge] the Aborigines due to their race, hence they are in a cycle that they **cannot** [-cap] get themselves out of. Infant mortality is a *huge* [+force: quant] indicator of their **poor** [-val] health states. *Riddled with* [+force: quant] **malnutrition** [-cap], *not many* [-force: quant] babies survive, and the ones that do experience *both* [+force: quant] **intellectual and physical disabilities** [-cap] **hindering** [-cap] them *for life* [+force: quant: ext: scope: time].

Aborigines access to education has been *significantly* [+force: intens] **difficult to attain** [-comp]. *Prior to 1950* [+force: quant: scope: time], Aborigines were **banned from schools** [afford – judge], hence blocked from **socially valued** [+val] resources as a result of their race. *After 1950* [+force: quant: scope: time], they were **granted access to a white-school** [afford + judge]. *However, they had to adhere to non-indigenous values and understanding* [flag – judge]. This was *very* [+force: intens] **difficult** [-cap] for a group of semi-traditional children. They grew up **not knowing** [-cap] *much* [-force: quant] about their heritage or culture as Aboriginality was **not something to be proud of** [-norm]. Their race **hindered** [-val] their right to education, which has therefore caused them to **suffer** [-hap] *in many aspects of society* [+force: quant: ext: scope: space] as they **cannot** [-cap] read and write English **fluently** [-cap]. The education Aborigines had access to was *quite* [force: intens] **unacceptable** [-val] for

them considering their gathering and hunting nature was quite dissimilar to the gesellschaft Australian child.

As a result of **poor** [-val] education, Aboriginals had **not much hope** [-sat] for employment. The majority of Aborigines are in **semi-skilled and unskilled** [afford – app] labour which is *quite* [+force: intens] **insufficient** [-val] when they have a family to support. Aboriginal's race has **prevented** [-val] them from gaining employment due to their **void access to education** [afford – judge]. This social differentiation evident in Australian society has *severely* [+force: intens] impacted upon Aborigines. Without **post-compulsory** [afford + val] education it is *quite* [+force: intens] **difficult** [-cap] to get **good** [+val] employment. The **racial discrimination** [-prop] evident in society is **hindering** [-val] *on future generations* [+force: quant: scope: time] of Aboriginals as they will find it *exceptionally* [+force: intens] **difficult** [-cap] to break out of the poverty cycle in a society *full of* [+force: quant] **prejudice** [-cap]. With *the Europeans taking all the “professional” well paying jobs* [afford – judge], *Aborigines have been dumped on Centrelink benefits* [+force: intens of dumped flags –judge], *not as a result of their doing* [-judge].

With employment in such **poor** [-val] areas, the income is *neither* [+force: intens] **fair** [-val] nor **stabilizing** [-val] for Aborigines or their families. *Before 1950* [+force: quant: scope: time], Aborigines were receiving *only 1/5* [-force: quant flagging – app] *of an average European doing the same job*. This is a direct example of the influence their race is having on them gaining equality in society which once belonged to them. After the equal work for equal pay legislation came in, Aboriginals were *still facing inequality in pay* [flag – judge] and were faced with **racial discrimination as a social barrier** [afford – judge] they were **not able to** [-cap] overcome. The nature of difference should not mean that they are **deprived access to equal pay** [-judge].

Aboriginals housing is *completely* [+force: intens] **substandard** [-val]. Usually they have large, extended families emanating from their gemeinschaft heritage. The white people *did not consider this* [afford – judge] when they *gave them small houses suitable for European/Non-indigenous living rather than Aboriginal living* [afford – judge]. The influence of the aboriginals race has left them almost *completely* [+force: intens] **unable** [-cap] to rent property from landlords. *Despite the presence of anti-discrimination laws, non-indigenous are refusing to rent their house to Aboriginals on the basis of their race* [flag – judge]. They regard *all* [+force: quant] Aborigines as **alcoholic** [-prop] and **not trustworthy** [-ten] tenants to have in a house. This **inequality based on race** [afford – judge] is *completely* [+force: intens] evident of the **prejudice** [-cap] in society. As a result, Aboriginals *have had to go to the extent of making make-shift shacks, living in abandoned cars or living in commission housing* [afford – judge]. The **social inequality** [afford – judge] evident is preventing the Aboriginal race of their rights to **socially valued** [+val] resources. This reinforces the **incorrect** [-comp] notion of our hybrid society being an **egalitarian** [+prop] one too.

Aboriginals, similarly face *complete* [+force: intens] **inequality** [afford – judge] in front of the law *on the basis of race* [afford – judge] and the nature of difference. The Aborigines have **41%** [+force: quant flagging – judge] *of the population in prison*



compared with the 8% [-force: quant] of the non-indigenous population. It is not the case that Aborigines as a race are just **violent** [-prop] and **cause trouble** [-prop], it is a result of the **prejudice** [-cap] they face when they stand before the court because of **the nature of difference** [afford – app]. They really receive longer *more* [+force:intens] **harsh** [-reac] prison sentences for the same offence **because of their race** [afford – judge]. This is a clear example of the **negative** [-val] influence Aboriginality has when it comes to equity and justice.

In Australian society it is clear **the nature of difference is not very accepted** [afford – judge]. The **inequalities** [afford – judge] Aborigines **endure** [afford – hap] because of their race is **decisive** [+val] evidence that Australia is **not an egalitarian** [-prop] society and that the nature of difference **does not work to your advantage** [-val]. This is *quite* [+force: intens] **controversial** [-comp] considering Australia is regarded as a hybrid society. As we scrape away the layers, racial class are evidently the cause of **racial discrimination** [-prop] and **prejudice** [-cap]. Through analysing the areas which the Aborigines do not have to **socially valued** [+val] resources – eg *housing, income, employment, education and health* [+force: quant], we can identify the **social inequality** [afford – judge] evident as a result of their race. *After the settlement of the Europeans* [+force: quant: scope: time], the notion of **conflict** [-sec] was evident *from the moment they met* [+force: quant: scope: time]. From the **ideas of miscegenation** [afford – judge] to the **inequality** [afford – judge] they possess today, Aboriginality is a race which experiences **inequity** [afford – judge].

Teacher comments:

10. a very strong answer!!
11. Dahrendorf?
12. Try to use a few more SAC themes/concepts.

Inequality is inherent with any society due to the *perpetuation* [+force: quant: scope: time] of factors to do with commonality and difference of different social and cultural groups. By examining the relationship between Aboriginal and non-Aboriginal people in Australian society we are able to evaluate inequality and its consequences through the examination of different outcomes experienced by people. **Inequality** [-norm] of Aborigines is existent in terms of their sense of self otherwise known as identity, human rights and socio economic status due to the *ongoing cycle* [force: quant: scope: time] of **prejudice** [-cap] – the **hostile** [-hap] attitudes towards an identifiable group within society and **discrimination** [afford – judge] – the **negative aspect** [afford – judge] of **prejudice** [-cap] where a person acts upon their **prejudices** [-cap] in its effort to make sure Aborigines find it *substantially* [+force: intens] **harder** [-cap] to achieve equal socio economic status and **positive** [+val] social mobility due to social stratification existent within Australian society.

As stated by Dahrendorf – “**Inequality** [afford -judge] is not merely a matter of an individual’s **abilities** [+cap] and **aptitudes** [+cap]; it is above all a social fact. The opportunities an individual has and even his/her **abilities** [+cap] are in part governed by his/her position in society.” Aborigines have experienced **dispossession of their land and culture** [afford – judge] *since the early British settlement* [+force: quant: scope: time]. **Their human rights have been consistently** [+force: quant: scope: time] **ignored** [afford – judge] *for over 215 years* [+force: quant: scope: time flagging – judge]. In 1788 with the European **invasion** [-prop] where the relationship between Europeans and Aborigines in Aus understood by the Europeans through the belief of Darwin’s Evolutionary theory which stated that all coloured races were **inferior** [-norm] to the white man/race has given birth to an **institutionalised** [+force: quant: scope: space flagging – judge] method of **inequality** [afford -judge] of Aborigines in Australia.

*Over time* [+force: quant: scope: time], it can be seen that this **institutionalised** [+force: quant: scope: space flagging - judge] **inequality** [-judge] *has taken many forms* [force: quant] with the first starting with the introduction of the Protection Act. This act meant that the white population was now **taking upon itself** [afford – judge] to “protect” its “**inferior**” [-norm] counterparts. **Instead** [flag – judge] the Act **took away the rights of Aborigines and restricted their way of life and practice of culture** [flag – judge]. **Assimilation** [afford – judge] of the Aboriginal community can be seen *significantly* [+force: intens] in the exploration of the “**Stolen** [-prop] generation” whereby **hundred/thousands** [+force: quant flagging - judge] of Aboriginal children were **taken from their parents** [afford – judge] in the governments *attempts* [-focus: fulfill: comp] to “**breed out**” [provoke – judge] the Aboriginal culture. Children were put in “training houses” and taught to abide by and conduct themselves according to the “white” way of life. In the 1970s *some* [+force: quant] **justice** [+prop] was given back to the Aboriginal community through the process of integration where it was said that society **accepted** [+val] the values, cultures and customs of the Aboriginal people. Later on with the **failure** [-val] of the previous notion the idea of “self determination”



was needed by the Aboriginal community giving it **freedom to express and practice its traditional values and beliefs** [afford + judge].

*Throughout time* [+force: quant: scope: time] governments have *tried* [-focus: fulfill: comp] to reduce the level of inequality amongst Aboriginals and non Aboriginals by introducing a **zero-tolerance** [-force: quant; -prop] against discrimination but its **limitations** [-val] can be seen as it is *still* [+force: quant: ext: scope: time] **unable** [-val] to control the inner opinions and **prejudices** [-cap] of society.

As result of this **institutionalised** [+force: quant: scope: space flagging - judge] **inequality** [ – judge] solely Aborigines are *greatly* [+force: intens] **disadvantaged** [-cap] in *income and employment, health, housing, education and the law* [+force: quant flagging –judge]. These **inequalities** [afford -judge] are argueably the consensus theory to be inevitable as in every society some groups ????? always perceive *more* [+force: intens] **superior** [+norm] to others. Whereas the conflict theory suggests that all people are equal, it is infact only their access to **authority** [+cap] and **power** [+cap] which generates **inequality** [afford -judge].

*Only 8%* [-force: quant flagging – judge] of Aboriginal people occupy white collar jobs with *83%* [+force: quant flagging – judge] **employed in unskilled manual labour**. due to **the lack of education** [afford – judge] available to them and also implications of **discouragement** [-sec] due to **discrimination** [afford – judge] with a retention rate of *12% compared to 90%* [+force: quant flagging - judge] of the non-aboriginal population also with *only 5% continuing into TAFE/uni compared to 52%* [+force: quant flagging - judge] of the rest of the population. Aboriginal health is **poor** [-val] with Aboriginals expected to live *20 years less* [+force: quant: scope: time] than other Australians this is due to **poor** [-val] access to **adequate** [+val] health and living conditions with *over 50%* [+force: quant] of Aboriginals living **poverty** [-norm] and **forced into** [afford – judge] **sub standard** [-val] accommodation eg humpies, shacks etc. It is also important that the chance of Aboriginal people going to goal is *14-20% more* [+force: quant] than non-aboriginals due to the environment **prejudices** [-cap] and **discrimination** [afford – judge] they are subjected to.

Teacher comment: A very solid response.

Evaluate the effects of technology, discrimination and socioeconomic status on access to socially valued resources.

The effects of technology, discrimination and socio economic status (SES) on access to **socially valued** [+val] resources in society can be **one of a double edged sword** [afford – app]. By this one means that there can be **benefits** [+val] *for some* [+/-force: quant] members of society there can be **disadvantages** [-val] *for other* [+/- force: quant] members.

Technology is defined as any instrument that has been developed by humans to assist humans in their everyday lives. If we look at the society **valued** [+val] resource of access to childcare facilities we see that women of Australian society are *severely* [+force: intens] **disadvantaged** [-cap].

While the **stereotypes** [-cap] and ideologies of a woman's place in society is slowly changing over time there is **still this belief and ideology that once a woman has a child they should stay at home and look after the child and not go back to work** [flag – judge]. However for some this may be the case **but** the fact that they **aren't able** [-cap] to receive paid maternity leave it **just isn't something that is financially sustainable** [flag – judge] for that family.

In Australian society today there is *much* [+force: quant] discussion and debate about paid maternity leave. Various levels have compiled reports on the issue **but no action as of today has been taken** [flag – judge]. **The only two instinations that offer such a resource is employees of the Australian Catholic University and Sydney City Council** [flag – judge of other institutions]. These mothers are **able** [+cap] to stay at home with their child **in the first year of cognitive development** [+force: quant: scope: time flagging + app] with **no worries** [+sec].

For mothers that **don't have such a luxury** [afford – judge] have to find child care facilities **that can cater to their working times** [afford +app] and one that is **not expensive** [afford + app]. This is where we see the **double edged sword** [afford – app] taking place. While some mothers are **able** [+cap] to find child care services the **high cost** [+force: quant flagging – app] of child care means that *many* [+force: quant] parents are put into an **awful** [-reac] decision of deciding what do I do. This decision and **problem** [-reac] leaves *many* [+force: quant] parents feeling **disillusioned** [-sat] about having children and as a result of this we see that the Australian population is experiencing a **declining** [-force: quant flagging – app] birth rate.

This **lack of access** [-force: quant flagging – judge] to a **socially valued** [+val] resource of child care can not only place health and **stress** [-sec] problems on the parents but on the child as well.

**Discrimination** [-prop] based on appearance and gender has *long been* [+force: quant: ext: scope: time] a **problem** [-reac] to women when applying for jobs and employment opportunities in the past. The **patriarchal society** [-judge] and the **myth** [-val] that women belonged in the home and **weren't able** [-cap] to make decisions of **power** [+val] and be **assertive** [-cap] meant that *many* [+force: quant] women weren't employed.

The Sex Discrimination Act of 1984 was something that *started to change* [-focus: fulfill: comp] the **patriarchal beliefs** [afford – judge] of society and the systems of **hegemonic power** [-prop]. The act established that no person could be

- refused a job as a result of their sex or gender
- **sexually harassed** [-prop] *with in the work office environment or at any work related function* [+force: quant: ext: space]
- fired as a result of pregnancy, sex, marital degree or parental responsibilities

This act **allowed women to enter professions that had been previously dominated by men** [afford +app] and to break down the ideologies and **myths** [-val] that had surrounded women and their capabilities of employment that had stood *in the past* [+force: quant: ext: time]. The **success** [+val] of the Sex Discrimination Act can be seen in the number of female undergraduates *out numbering males* [+force: quant] in the medical occupations. This out number can be due to the fact that females are now **undertaking more positions at university** [afford + judge] and **breaking into professions that had previously been male dominated and held an androcentric way of thinking** [afford + judge].

The effect of the Sex Discrimination Act has allowed **discrimination** [-prop] based on gender to occur in society *less often than it did in the past* [-force: quant: freq flagging + judge]. It has given **hope** [+sec] to show that **women can do anything that they want** [afford + judge].

The effect of socio economic status on women with access to **socially valued** [+val] resources of education and employment is an *increasing* [+force: quant] **problem** [-reac] *within Australia* [+force: quant: ext: space]. *More and more* [+force: quant] migrant people are coming to Australia and as a result of qualifications **not being recognised** [afford – app] and **not being able** [-cap] to speak the language the migrants and their families have **low SES** [-norm]. With their **low SES** [-norm] there is a **limit** [-force: quant flagging – app] of education resources for families and the chances that the child has to learn the language. With such a **limited** [-force: quant flagging – app] range of facilities we see that **depression** [-hap] *is high* [+force: quant]. **Without a high level of education** [afford – judge] many migrant women are **forced** [-cap] to work in jobs such as sewing and manufacturing clothes for *little to no* [-force: quant] money provided.

This **abuse of power and authority** [-prop] is *in many cases* [+force: quant flagging – judge] **left unreported** [-judge] as many migrant women **fear** [-incl] the police and **authority** [+cap] figures *in the Australian environment* [+force: quant: ext: space]. This *in many cases* [+force: quant] is due to **abuse** [-prop] and **trauma** [-sec] that could

have been subjected by people from similar positions of **authority** [+cap] *in their homeland* [+force: quant: ext: space]. The **viscous** [-reac] cycle means that these women stay in the **low socioeconomic status** [-norm] of society and *continue to be* [+force: quant: scope: time] **denied access** [-cap] to **socially valued** [+val] resources.

While technology and the internet has allowed the people of Australia that can afford such connections and the price of a computer to have access to the information highway others can't. This can be due to **lack of** [-force: quant flagging – judge] **financial resources and education** on how to use such technology. It is trends like this that allows one to say that in terms of technology and SES the access to **socially valued** [+val] resources has only improved for some and deteriorated for others. The Sex Discrimination Act in terms of **discrimination** [-prop] has only allowed for access to increase for all women in the area of employment job opportunities within the workforce and access that used to be **male dominated** [afford – judge] and **patriarchal** [afford – judge].

## Appendix 6 Engagement Analyses

### Engagement key

CONTRACT

Disclaim

Proclaim

EXPAND

**Entertain**

*Attribute*

**Using Source 4 and your own knowledge, explain how ancient and modern sources and new research contribute to our understanding of the eruption of Vesuvius and its impact.**

C:pro:endorse	By reading Pliny the Youngers account of the volcanic eruption in Source 4, <u>it shows</u> how different times interpret and understand different things. By reading this account we become aware of the characteristics of an eruption such as the 'cloud rising from a mountain' which <u>shows</u> the black smoke being emitted from the volcano.
C: pro: endorse	
C: pro: endorse E: att: acknowledge	Other descriptions of the eruption by ancient writers such as Cassius Dio and Suetonius, <u>show</u> the same characteristics of havoc and panic, in a different way, like <i>the interpretation of</i> the ground tremoring being caused by giants stomping around the countryside. Modern day interpretations use available science and technology to create a more realistic and detailed <i>account</i> of the event. Volcanologist Sigurtson, used data from the eruption of My St Helen's as a basis of recreating the different phases of the eruption. This is not totally reliable as it is using data from a different volcano, and all volcanoes have their different characteristics.
E: att: acknowledge	
E: att: acknowledge	Ancient writers such as Seneca also <i>write about</i> how the impact of this eruption resulted in the abandonment of the region as it <i>was considered</i> a source of "bad omen and outrageous fortion". Further settlements in the region are not apparent as people had come to know the disaster that had befallen there in 79AD.
E: att: acknowledge	
C: pro: endorse C: dis: deny	Dr Estelle Lazer, an Australian anthropologist, <u>discovered</u> that it was <u>not</u> only the sick and elderly who were left behind, as there was plenty of time to escape.
C:pro: endorse	She has also <u>found</u> through the study of human remains, that most of the victims died due to asphyxiation. and the falling pumice and rocks, which buried the entire town up to the first storey. Then the lava flow poured down and covered the city.
C: pro: pron; E:att:ack E:att:ack	This <u>is evident</u> as it <i>was believed</i> that the town was two stories. Pliny the younger also <i>writes</i> that the cause of his uncles death, Pliny the Elder, was as the pulled a shore, the shore line had pulled back, due to the heat in the atmosphere and were then asphyxiated by the smoke as they came in. Dr Penelope Allison, who works on the houses of Pompeii, has also <u>found</u> that the site was discovered long before the 18 <sup>th</sup> century. Her evidence to this <i>claim</i> is the numerous circular incertions found in the ash, <b>suggesting</b> that after the eruption, residents came back to try and salvage what they could. Further new research <u>shows</u> that this theory <b>could have been possible</b> . This new research <u>shows</u> that restoration programs were <u>actually</u> complete after
C: pro: endorse	
E: att: distance	
E: entertain	
C:pro: endorse	
E: entertain	
C: pro: end; C: pro: pron	

<p>C:dis:deny; E:entertain E:entertain</p>	<p>the 62 earthquake and that after the eruption, looters came ot steal marble and any other thing of value that had survived.</p> <p>The impact of the eruption in ancient times doesn't <b>seem to be</b> all that much, as Pompeii and Herculaneum <i>were considered</i> small irrelevant country towns by some ancient Roman historians.</p>
--	---

Source 4 – Account of the eruption by Pliny the Younger.

[4] He [Pliny the Elder] was at Misenum, commanding the fleet in person. On 24 August in the early afternoon, my mother pointed out to him that a cloud of unusual size and form was appearing. [5] He had been enjoying the sun, had taken a cold bath, had eaten a light lunch while lying down, and was working. He called for his sandals and climbed to the place from which he would have the best view of the phenomenon. A cloud was rising from a mountain (those seeing it from far away could not tell which, but it was later known to be Vesuvius). Its appearance can best be expressed by comparing it to an umbrella pine, [6] for carried up to a very great height as if on a tree-trunk, it began to spread out into various branches. This was, I believe, because it was lifted up by the fresh blast, then as that died down, defeated by its own weight, it began to disperse far and wide.

## Account for the breakdown of the Old Kingdom.

<p>E:att:ack E:att:ack; E:att:ack</p> <p>E:entertain</p> <p>E:att:acknowledge</p> <p>E:att:ack; C:pro:endorse</p> <p>C:count;C:end; E:ent</p> <p>C:pro:endorse</p> <p>E:att:ack; E:entertain</p> <p>E:att:ack; E:ack; C:count;E:ack</p> <p>C:dis:deny; C:dis:deny</p> <p>E:att:ack+C:dis:counter E:entertain E:entertain</p> <p>E:ent;C:pro:pron E:att:acknowledge</p>	<p>The collapse &amp; breakdown of Old Kingdom Egypt is one that has been continually <i>debated among scholars &amp; historians</i>. The lack of discriminating evidence has led to <i>various interpretations, many scholars suggesting</i> that a build-up of events led to the once mighty and centralized government's collapse. Factors that <b>may have</b> led to the collapse are the monumental building habits, the giving of tax-exempt land, climate change, growing independence of the nobles &amp; the resulting decline of the power of the pharaoh.</p> <p><i>Wilson states</i> that one of the major contributing factors to Old Kingdom's collapse was the "burden of building non-economical and huge structures for each new pharaoh." In the beginning of the old kingdom, king's built themselves large &amp; lavishly decorated pyramids so they could ensure for themselves an afterlife with the gods, maintaining ma'at. Bradley <i>suggests</i> that this continual building of pyramids <u>shows</u> an excessive use of resources, especially those of Sneferu, Menkaure, Khut &amp; Khafre. By Dynasty 6, pyramids were decreasing significantly in size and structure, and the last large &amp; beautiful pyramid is that of Pepi II. One other pyramid from after this time has been located at Sahkara, <u>but</u> its small size &amp; simple structure <u>reveals</u> its inferiority, <b>suggesting</b> Egypt's resources were now limited. The body of Anknes-pepy, minor wife of Pepi II &amp; mother of one of his successors, was found in a reused sarcophagus, <u>a sad comment on</u> the conditions that affected even the highest-ranking members of the royal family.</p> <p>Bradley <i>believes</i> that the collapse <b>may have</b> also been triggered by the decreasing revenue being given to the Egypt administrative centre. Kings began to give land to loyal nobles, that were free of tax, the number of these given increasing with each reign. This tax-exempt land was also given to priesthoods for temples to the gods, further depleting Egypt's revenue. <i>Many historians</i> are opposed to <i>the belief</i> that this led to the collapse <u>however</u>, as <i>they believe</i> the amount of wealth lost from the tax – exempt lands was <u>never</u> significantly large &amp; the priesthoods were <u>never</u> wasteful with offerings.</p> <p><i>Many historians, however, agree</i> that climatic changes across central Africa <b>probably</b> had a hand in the breakdown of Egypt. Climatic changes in the area <b>would have</b> resulted in lower Niles, reducing the number of crops grown &amp; reducing the number of cattle. Climatic fluctuations were worsening by dynasty 5, and there is <b>the large possibility</b> that it led to famine, <u>as seen in</u> Unas' causeway reliefs, depicting images of starvation. Malek <i>states</i> that "with the lessening of crops &amp; cattle, as the Nile refused to rise, it</p>
--	---



E:att:acknowledge	led to a lower level of tax, significantly affecting the government.”
E:att:acknowledge	The description of a famine is also <i>recorded in dynasties 7 &amp; 8 by Anktifi</i> , “Upper Egypt in its entirety is dying of hunger.” The extent of the loss by famine <i>is emphasized by Ipuwer</i> in his papyri writings, “He who places his brother in the ground is everywhere” & “Lower Egypt weeps.” Thus, <u>it is evident that</u> Old Kingdom Egypt, both Upper & Lower were greatly affected by the climactic changes.
C:pro:pronounce	
E:att:acknowledge	<i>Lawless believes</i> that the growing power of nobles & officials also played a part in the decline of Egypt. In dynasties 7 & 8 as the pyramids & tombs of the kings decreased, the tombs of the nobles <b>seem to be</b> increasing & growing in intricate detail. The positions awarded to the nobles used to be given solely to members of the royal family, <u>but</u> in later dynasties began to be given to favourites of the king. Soon after this, the titles of nobles became hereditary. Nomarchs, who ruled over their local nomes, or land, became so independent that they began to take on princely titles, to the length that they almost separated themselves completely from the capital state of Memphis. The burying of nobles in their own provincial areas <u>instead of</u> beside the king leads to <i>Lawless’s belief</i> that they had grown so independent that they <u>no longer</u> held loyalty towards the king. <u>Conversely</u> , <i>Kanawati states</i> that their burying in their provincial areas <u>does not</u> indicate this, as the royal cemeteries were <b>most likely</b> full. <i>He states</i> that their loyalty to the king is <u>still</u> revealed through their requests for prestigious titles. <i>Bradley believes</i> that as the nobles gained power, as it was hereditary, that it resulted in their independence as “they no longer owned their status to the king.”
E:entertain	
C:dis:counter	
C:dis:count; E:att:ack; C:dis:deny; C:dis:count; E:att:ack; C:dis:deny; E:entE:att:ack; C:dis:count E:att:acknowledge	
E:att:acknowledge	<i>All historians agree</i> that the main impact of the breakdown was the king’s fall in power. The king represented prosperity & safety to the people, and it was his duty to maintain Ma’at. <i>Malek contends</i> that the king’s inability to return prosperity to the land <u>is evident</u> through the records of 17 kings in 17 years, revealing the falling state Egypt was in. Egypt was based around the king’s ability to maintain Ma’at & prosperity. With that diminished, it led to the inevitable fall of old kingdom Egypt.
E:att:acknowledge	
C:pro:proclaim	
E:att:acknowledge	Thus, the breakdown of Old Kingdom <i>has been attributed</i> to many factors, each placing a strain on the administrative centre that soon became too heavy to hold. The climatic fluctuations, growing independence of nobles & loss of prosperity of the king all led to the inevitable collapse of one of the greatest centralized governments in the ancient world.

**Teacher’s comment:** Yes, this is quite good. Please do not use the term All historians – name some. A few problems in word choice. Work on this. Well done. Look for better sources than Bradley + Lawless.

# AHB1

## Standards Package Response

(a) Explain the main features of the development of Athenian naval power in this period.

C:pro:endorse; E:att:ack	<p>The development of the Athenian naval power in this period was due to a variety of different reasons. With the Persian king Darius furious about the burning of Sardis during the Ionian revolt he vowed to avenge this by attacking the Greeks. The Persian force, <u>as supported by Herodotus</u>, <i>was known for</i> its strength in numbers &amp; its invincibility. The lead up to the battle of Marathon in 490 BC, the battle itself, the future pending attack foreseen by Themistocles, the Persian wars and the Delian league to some extent were all main features of the development of Athenian naval power in this period.</p>
E:att:ack C:dis:deny; E:att:ack C:dis:deny	<p>In 494 BC when the Ionian revolt was laid to rest by the Persians, <i>Darius swore revenge</i> for the burning of the town of Sardis. As his troops sailed for Greece in 490 BC they were <u>unopposed</u> &amp; <i>as Ehrenberg states</i> their progress was deliberately slow because the Greek force, while powerful in its own right, was <u>not</u> a match for the Persian forces. This led to the attack on Naxos and the siege of Eretria.</p>
E:att:acknowledge E:att:acknowledge C:dis:counter E:att:ack; C:pro:concur; E:entertain	<p>After the battle of Marathen in 490BC which <i>was considered</i> an Athenian victory <i>many believed</i> that there would be no more threats from the Persians. <u>However, as Herodotus &amp; other scholars state</u>, Themistocles foresaw that the Persians would <u>indeed</u> be back &amp; that the pending battles <b>would need to be</b> fought on both land and sea.</p>
E:att:ack E:entertain  E:att:ack; E:att:ack  E:att:ack	<p>With this in mind, <i>Themistocles went to the people to argue</i> that the money from the surplus from the silver mine <b>should be</b> to fortify the Pireaus port and for the building of triremes. <i>Ehrenberg state</i> that <i>Themistocles proposed</i> this to them with the Aegina war as an argument but actually with the pending Persian attack in mind. This forward thinking <i>of Themistocles</i> was an important main feature in the development of Athenian naval power in this period as he used the rare opportunity of silver surplus to create a more sufficient naval fleet.</p>
E:att:ack; E:att:ack	<p>This was also a main feature in the development of Athenian naval power as the new larger fleet was able to practice and strengthen their forces in the Aegina war in preparation, <i>as Themistocles saw</i>, for the pending Persian attack. <u>Thucyclides states</u> Themistocles turned them from steadfast hoplites into sea-tossed mariners.</p>
C:dis:count; E:att:ack	<p>In the first naval battle with the Persians at Artemisium in 480BC the outcome of the battle was indecisive. It was unclear whether they had developed into a naval power <u>despite</u>, <i>as Hornblower</i></p>

<p>C:pro:end; E:att:ack C:pro:end E:acknowledge C:pron:endorse E:entertain</p>	<p><i>states</i> the loss of 50% of the Persians ships due to the weather.</p> <p>The Battle of Salamis was a main feature of the development of Athenian naval power later in 480BC. This was due to <u>the fact</u> that this <i>was considered</i> the turning point in the Persian Wars. This <u>is supported by Plutarch</u> <i>who states</i> that it was their prowess at sea which saved the Greeks. <i>Many historians also agree</i> with this statement as <u>it was a well known fact</u> that without the Athenian navy the Persians <b>would have been able</b> to raid the Greek coastline at will. These two, Battle of Salamis &amp; fact, were also features of the development of Athenian naval power.</p>
<p>C:pro:end C:dis:deny</p>	<p>The final battle of the Persian Wars, the Battle of Mycale in approximately 479BC was also a main feature in the development of Athenian naval power in this period. The end of this battle was marked with the capture and burning of Persian ships which saw the Greeks, led by the Athenians on sea, as the only naval power in the Mediterranean, <u>as supported by Ehrenberg</u>. <u>Without</u> the Persian naval power in the area the Athenian naval power was able to then capture the influential Persian town of Sestos.</p>
<p>C:proend; C:count; E:ent C:pron  E:att:ack E:att:ack;</p>	<p>Another main feature of the development of Athenian naval power in this period was <u>the fact</u> that during the Persian wars <u>although, as Bury &amp; Meiggs (B&amp;M) state</u>, the Greek forces were under control of the Spartans the navy was <u>actually</u> under the command of the Athenian strategos Themistocles. It was the tactics of Themistocles used in the battle of Salamis that led to the victory. <u>Ehrenberg states</u> that in order to trick Xerxes <i>Themistocles sent his personal servant to say</i> the Athenians would betray the Greeks. Xerxes took the bait &amp; the ensuing battle was successful. Therefore, another main feature of the development of Athenian Naval power was the Athenian strategoi who were responsible for tactics and strategy.</p>
<p>E:Att:ack E:att:ack  E:acknowledge</p>	<p>After the Persian wars the Athenians, <u>as Plutarch states</u>, <i>were praised</i> for their prowess at sea &amp; saving all the Hellas from the Persians. From this stemmed the Delian league which was also, to some extent, a feature of the development of Athenian naval power in this period. <u>B&amp;M states</u> that the aims of the Delian league was to protect the Greeks from the Persians &amp; to attack the Persians for the suffering that was caused. Because the Spartans were parochial due to the Helot threat &amp; the Athenians had shown their <i>"prowess at sea"</i>, the Greeks placed themselves under Athenian control. This is a feature of the development as the Athenians had at their disposal the ships &amp; help from many Greek polis.</p>
<p>E:attr:distance   E:att:ack</p>	<p>Through the Delian league &amp; their naval power <i>many historians such as B&amp;M believe</i> that the Athenians were building an empire &amp; their naval power was strengthened through demanded</p>

<p>E:entertain</p> <p>E:att:ack</p>	<p>tribute of ships from islands such as Thesbos.</p> <p>Therefore <b>it can be concluded</b> that there are a variety of main features of the development of Athenian Naval power in this period. These features included personalities such as Themistocles who <u>Thucyclides</u> states turned the Athenians from steadfast hoplites into sea-tossed mariners, &amp; also from events, especially naval battles.</p>
-------------------------------------	--

- j) Outline the ways you can become a 'biological parent'.
- k) Describe the social and emotional affects of a planned and unplanned pregnancy on a male and female
- l) Analyse how different types of social parenting may impact on an individuals wellbeing.

<p>E:att:ack E:entertain C:count; E:ack; E:ent E:entertain E:entertain  E:entertain  E: entertain  E:entertain   C:deny; C:deny; C:deny C:deny; E:ent;E:ent; C:Count C:dis:deny  E:entertain E:entertain; C:deny; C:deny; E:entertain  C:dis: deny C:dis:deny; C:dis:deny</p>	<p>a) biological parent. 1. Through intercourse (sexual) between male + female where the sperm and egg fertilise and a embryo and fetus is created – natural. 2. Through IVF – process where a woman's egg is removed and placed with male sperm in a test tube and fertilised outside body then inserted into uterus – become pregnant. 3. AI – sperm inserted into uterus or fallopian tubes at time of ovulation. Increases chance of becoming pregnant. Both 2. and 3. are for couples that are having trouble conceiving naturally as a result of poor sperm count or hormone deficiency etc. All tests are conducted using drugs to get the woman ovulating + she is watched + tested + then eggs removed (for IVF) for AI when she is ovulating sperm gets inserted. After both cases woman monitored – see if shes pregnant.</p> <p>b) <u>Planned pregnancy</u> – what parents wanted, happy, overjoyed – excited – emotional wellbeing good. <i>Feel</i> that they are both emotionally ready to have a child – <b>having to</b> adapt to all the new changes both in their life <u>but</u> also in the relationship. <i>Feel</i> that they <b>would</b> be able to support child financially, <b>might have to</b> make home alterations. Female <b>might have to</b> take time off work to stay home with child at a young age after birth. Father work. Reasons for having child <b>may be</b> for emotional wellbeing to love and give affections as well as receive it. Also to carry on the family name. <b>May</b> want the money that comes with having a child the government payout to help with their finances. The having of a child <b>could</b> help their relationships improve status as a parent in society.</p> <p><u>Unplanned</u> – <u>unexpected</u>, <u>not</u> ready for a baby, financially <u>not</u> ready <b>may</b> be insecure, <b>may still</b> be smoking + on drugs + alcohol (mother) harms baby – because <u>unaware</u> she was pregnant. Feel shocked, confused, angry, disappointed, unsure. <b>May</b> think about getting an abortion or giving the child away to adoption once it was born. Male <b>might</b> leave mother as <u>doesn't</u> want child – <u>not</u> the responsibility to <b>have to</b> look after + support child – to big a burden. emotional pressure, <u>uncertainty</u>. Female emotionally feels annoyed + shocked. <u>Don't</u> know how to deal with it. <u>Can't</u> care for child</p>
---	---

E:entertain C:dis:deny C:dis:deny; C:dis:deny	nor support it. feel alone <b>may</b> feel ashamed + embarrassed. Social aspects – ruin social life – <u>can't</u> get out as much and enjoy life. <u>Can't</u> financially support baby – <u>not</u> able to short term or long term.
E:entertain  E:entertain E:entertain C:dis:deny	c) <u>Adoption</u> – individuals taking on the role of a parent to a child to meet the needs of the child, look after them for the long term <b>have to</b> support them financially and look after them till they are independent. – Become their parents. An older sibling <b>might</b> adopt their younger brothers + sisters if the parent/s die so that she/he <b>can</b> look after them – this have good impact be with family – have their support – <u>not</u> have to be broken up – relief have closeness with family. The older brother/sister of siblings take on full responsibility – <b>may</b> be too much for them – find it difficult struggle to support them – find it enjoyable <u>though</u> .
E:entertain C:dis:counter	
E:entertain; E:att:ack C:dis:deny E:entertain C:dis:counter; E:entertain	Children who are adopted at a young age <b>might feel that</b> they <u>never</u> really belonged to their family – want to find their real biological family + parents – <b>may</b> feel emotionally isolated from adoptive parents. <u>On other hand</u> <b>may</b> feel completely satisfied + accept their position in the family.
E:ent; C:dis:deny; C:deny E:ent; C:dis:deny C:dis:deny E:att:ack; C:dis:deny	<u>Step parents</u> – a couple combines with one or both already having a child. Step parent take on role as adult + parent to child. <b>May</b> feel <u>unsure</u> of themselves, <u>don't</u> know how to act. Child <b>may not</b> accept parent – feel anger, annoyance + contempt towards them – <u>not</u> get on well – too demanding. <i>Feel that</i> they have been replaced or that they are <u>not</u> as special to their original 'parent' as they used to be. Become emotionally detached and depressed. <b>May not</b> like the change in family – prefer old routine – hard for them to adapt. Parent however <b>might</b> love having another adult to share the task of parenting with – feel less responsibility as has someone to share it with + decision making.
E:ent; C:dis:deny	
E:entertain	
E:entertain; E:entertain C:dis:deny; C:dis:deny C:dis:deny; C:dis:deny	Blended family <b>can</b> occur in this family – <b>may</b> make some feel accepted; loved, part of 'big family' content or <u>don't</u> like the change – feel <u>uncomfortable</u> feel less socially outgoing – quieter, <u>not</u> talk to many people about what is happening. <u>not</u> as open + talkative, quiet + depressed.
E:entertain; C:dis:deny E:ent; C:dis:count	<u>Foster parents</u> – adults who take care of a child for a time until they are again able to be looked after by biological parents or adopted. Foster parents take responsibility for the needs of the child while they are with them. Child is able to get away from circumstances if they are bad – feel relief – but <b>may</b> be scared – <u>don't</u> know the people – unsure, shy, quiet – affect on emotional wellbeing. Child <b>may on other hand</b> start to develop character + learn new things and enjoy themselves – become attached to foster parents – <b>may not</b>
E:entertain; C:dis:deny	

	want to leave. Foster parents enjoy it – find they are getting something out of it – ie self worth + as if they are giving back to the community.
--	---

**Teacher's comment:** Social parenting good. You have made a good effort + could further improve by w/being discussed even further (phys/soc/emot/econ) – all types). But a great effort!

- j) Identify the social changes likely to occur when people become parents. (4 marks)  
 k) Predict the potential outcomes on family relationships of an authoritarian parenting style (6 marks).  
 l) Examine the ways that gender and culture can influence parenting and caring relationships (15 marks).

E: entertain E: entertain	a) Social changes – the parents <b>have to</b> consider the impact a baby would have on their lives & it is a big one: They <b>would have to</b> cut back on the amount of time they spend socialising as they now have the 24hr care of a 'little one' to look after. Life becomes more 'family' oriented – <b>might have to</b> pick up more hours at work to pay for expenses of baby <u>or on other hand</u> <b>may have to</b> drop a few hours to be able to support other parent. <b>May have to</b> find other friends – ones with family of their own – therefore creating closer bond – have things in common – <b>can</b> support one another. Parents in early stages <b>can</b> feel isolated from everyone as they <u>aren't</u> able to get out of the house as they are looking after the baby – feel sad, depressed, lonely. <u>Can</u> live same lifestyle as previous – have responsibilities to new baby, <b>have to</b> act responsibly towards their child & each other. <b>May</b> join local community groups such as 'Mothers & Bubs' groups and 'kids clubs' – family orientated now.
E: attribute:distance E:att:dist; E:ent C:dis:count E: entertain;	
E:entertain E:entertain; E:entertain C:disclaim:deny	
C:disclaim:deny E:entertain	
E:ent; E:att:dist E:att:distance	Teacher Comment: 4. Good discussion.
E:entertain; E:entertain C:dis:deny	b) Authoritarian parenting style – parents set down the rules, <b>have to</b> be followed, rules + expectations set on children. <b>Have to</b> obey, very strict, lack of freedom, choice, have <u>no</u> say in the matters + decision making.
E:ent; C:dis:deny C:count; E:ack+ent	This parenting style <b>can</b> create problems within a family as children are <u>not</u> given a chance to voice their own opinions & beliefs they are <u>just</u> expected to obey what their parents say. Cause tension between parents & children.
E:entertain; E:ent C:dis:deny C:dis:deny	Children <b>might</b> disagree with what parents have said or <b>may</b> have a reason for acting like they did – <u>unable</u> to explain themselves properly. This is <u>un</u> fair as everyone has the right to explain themselves. Children begin to distrust their parents, <u>won't</u> go to them for support or guidance, <b>can</b> become withdrawn or depressed. <u>On other hand</u> children <b>can</b> become even more annoyed, and opinionated and try and get the attention of their parents by acting up & misbehaving.
C:dis:deny; E:entertain C:dis:counter; E:ent	Has negative impact on children's wellbeing as feel suppressed by their parents & dominated by them – feel inferior – as they <u>aren't</u> able to become independent thinkers and grow up by
C:dis:deny	



	themselves.
E:entertain; C:dis:deny E:entertain	Parents too <b>can</b> have conflict between each other if they both do <u>not</u> have the same parenting style – cause fights and arguments about the way they <b>should</b> parent their children – cause tension/unease.
E:ent; E:att:ack+ent;C:dis:counter	For good family relationships there <b>has to be</b> rules that are <i>expected to</i> be followed <u>but</u> independence for the children as well.
	Teacher comment: 6. Good.
E:att:acknowledge E:entertain; E:att+ent	c) <u>Gender</u> – women <i>were considered</i> main carers of family & of household. <b>have to</b> take on <u>caring</u> for family & <i>expected to</i> be in jobs such as nurses etc. stereotypical views of society. Times are changing <u>however although</u> most carers these days are <u>still</u>
C:dis:counter;C:dis:counter	women men are taking over the roles more. <i>There are stereotypical &amp; sexist views still</i> present such as those that men <b>shouldn't</b> go into nursing – <b>can</b> impact on male feel less confident, lower selfesteem.
E:att:dist; C:dis:count E:ent; C:dis:deny; E:ent	
E:entertain	Parents & carers <b>have to</b> encourage the showing of masculinity & femininity by their children or those under their care.
E:ent; C:deny; E:att:ack E:att+ent;E:ent;C:deny E:entertain	Males <b>may not</b> feel as <u>accepted</u> in their position of a carer <i>by others</i> & looked down on being <i>expected</i> that he <b>cannot</b> perform as well and to as high a standard as the woman <b>can</b> – negative impact on man.
E:entertain E:entertain E:entertain	Parents <b>need to</b> encourage their children therefore the father <b>should</b> play with both his sons + daughters so as to be a positive rolemodel in their eyes. Its also <b>important</b> for parents to do an equal amount of housework so as to show children the fair way <u>without</u> saying that the mother <b>should</b> do all the work – stereotypical – <b>need to</b> work together as are a great influence to their children.
E:ack+C:deny; E:ent E:entertain	Gay + Lesbian couples with children <b>can</b> cause uncertainty in the child and they <b>may</b> resent their 'parents' or 'carers' as they are not like everyone else – cause tension within family <b>can</b> prevent them from wanting to enter into social situations as feel embarrassed or scared of being teased – negative impact on social wellbeing as well as emotional.
E:entertain E:ent; E:dist; E:dist E:entertain	<u>Culture</u> – <b>Can</b> determine what ppl wear. What school parents decide to send their children to , what food they eat, how they behave, the social & community activities they do.
E:entertain	Their traditions.
E:ent; E:ent; E:ent; C:dis:deny E:ack+ent E:entertain	all <b>can</b> cause stress on family as they <b>have to</b> abide by them – <b>may</b> be fights + arguments as <u>disagree</u> with what is taught or <i>expected</i> – negative impact on wellbeing. Child <b>may</b> feel suppressed or domineered over – emotional wellbeing affected.

E:entertain	<p>In some cultures family is a very important thing and some family members ie parents + carers <b>could</b> feel stifled by the family – extended as they offer guidance and ways to bring up children – <b>can</b> be overbearing – negatively impact upon the parents + their relationships with their children.</p> <p>If a carer is looking after an invalid/a person who is religious or overly strict in culture the carer <b>can</b> feel intimidated &amp; insecure as the person being cared for <b>may</b> be overbearing or have higher expectations of the carer based upon their religion &amp; the culture – cause undue stress on carer. Some cultures also <b>may not</b> like males being/playing the part of the carer and do <u>not</u> accept or endorse it as <i>they believe</i> that it is wrong + <u>not</u> to be accepted. have negative affect on male carers.</p>
E:entertain	
E:entertain	
E:entertain	
E:entertain; C:dis:deny C:dis:deny; E:att:ack;C:deny	

Teacher comment: 13. Give lots of eggs. A good effort at introducing w/being in areas.

(a) Describe how patterns of paid and unpaid work differ for men and women. (3 marks)

(b) Discuss how workplace culture impacts on patterns of work for individuals and families. (7 marks)

(c) Evaluate the extent to which awards, anti-discrimination policies and grievance procedures contribute to a supportive workplace. (15 marks)

<p>E:entertain E:entertain; E:entertain E:att:dist; E:entertain E:entertain</p> <p>E:entertain;C:dis:count; E:entertain</p>	<p>(a) Patterns of paid and unpaid work differ for men and women in that women <b>tend to</b> do more unpaid work than men, eg domestic housework + the raising of children, while men <b>often</b> do more paid work than women, eg as they <b>may</b> be seen as the 'breadwinner'. Women <b>tend to</b> change their patterns of work more than men. For example they <b>may</b> be more suited to casual work, temporary work, part-time work, work from home and job share, in order for them to keep up with their lifestyle which <b>may</b> include raising children. Men, <u>on the other hand</u>, <b>may</b> be more suited to patterns of work such as permanent, own their own business, seasonal (especially single men) and shift work.</p>
<p>E:entertain; C:dis:count C:dis:counter</p>	<p>(b) Workplace culture has a big impact on patterns of work for individuals + families because a workplace nowadays <b>has to not only</b> accommodate for the individuals it employs, <u>but also</u> for their families because that is another big role that they play outside of the workplace.</p>
<p>E:entertain</p>	<p>Workplaces today take into account the big emphasis on family. They therefore have an impact on patterns of work so they <b>can</b> accommodate for their employees who are also family members.</p>
<p>E:entertain</p>	<p>The provision of facilities such as child care at the workplace impacts on the pattern of work for its employees because it provides help for those who have families so that they <b>can</b> have the child cared for while they work and earn money.</p>
<p>E:entertain E:entertain</p>	<p>The introduction of flexible work patterns and practices have an impact on those employed individuals who have families. For example, a workplace <b>may</b> allow an employee to leave work early to pick up their child for school, providing they make up the lost time another time. Or, they <b>may</b> allow 2 people to share one job, in order for them to both work and raise a family.</p>
<p>E:entertain</p>	<p>Another aspect of workplace culture that impacts on patterns of work for individuals and families is regulations and entitlements. This includes maternity + paternity leave which is much needed upon the arrival of a new baby, long service leave, which <b>can</b> be accessed after working for 10 years at the</p>

E:entertain E:entertain	<p>one place, it <b>may</b> be used to spend quality time with a spouse, and 4 weeks leave with pay per year, which <b>may</b> be used by employees to spend quality time with their families.</p> <p>These 3 aspects of workplace culture all impact on patterns of work for individuals and families.</p>
E:entertain	<p>(c) Awards, anti-discrimination policies and grievance procedures all contributed to a supportive workplace because they try to maintain a happy + stable workplace environment. Many things <b>can</b> go wrong between people within a workplace + these 3 things were designed to keep unhealthy and unhappy situations at a minimum.</p>
E:entertain E:entertain; E:entertain E:entertain C:deny	<p>Awards are policies which spell out an employers rights and responsibilities. It includes the minimum wage they <b>can</b> receive, the hrs they <b>can</b> work, what they <b>must</b> do + how they <b>can</b> act in the workplace. Their rights include to be paid minimum wage, <u>not</u> to be discriminated against, they have a right to join a trade union, to resign (with 2 weeks notice), to work in a safe + higenic environment, to be treated humanely and many more things. Their responsibilities include doing what is required of them, working full hours required, getting to work on time, to be polite + courteous to clients, to respect and obey their employer and many more things. An employer also has rights and responsibilities which <b>must</b> be accommodated for. Awards create supportive environments because the employee + the employer both know, understand and agree upon what is expected within the workplace. This understanding and agreement reduces the chance of arguments, disagreements + <u>unfair</u> experiences because both parties know what is expected they therefore work together and support one another, which <u>naturally</u> leads to a happy, productive, supportive workplace.</p>
E:entertain	
C:count	
C:pro:concur	
C:deny; C:deny	<p>Anti-discrimination policies contribute to a supportive environment by ensuring that <u>nobody</u> is treated <u>unfairly</u> because of who they are. Anti-discrimination policies are designed for people to be treated fairly. People such as women, gays + lesbians, cultural groups, the elderly, disabled and other minority groups benefit from this policy as it <b>enables</b> the to be given a fair chance, to be treated properly and equally to others + to ensure they are <u>not</u> discriminated against by their employer, employees or other co-workers. When everyone in a workplace understands this policy the chance of workers being harassed, descriminated against or treated <u>unfairly</u>, is minimilised, because everybody understands that they <b>must</b> treat everyone equally. When everybody is treated fairly the workplace becomes a much more supportive environment.</p>
E:entertain	
C:deny	
C:deny E:ent	<p>Grievance procedures solve disputes and problems within the</p>

<p>E:entertain E:entertain; E:ent</p> <p>E:ent</p> <p>C:pro:pronounce</p> <p>C:count, E:ent; C:deny E:entertain</p>	<p>workplace + therefore contributed to a supportive working environment. When two employees or an employer and employee have disagreements or problems, a grievance procedure <b>can</b> solve these + create a happier workplace. Problem which <b>may</b> arise in the workplace that <b>may</b> result in the need for a grievance procedure include, disagreements, arguments, fights, personality clashes, workplace problems and many other types of disputes. The grievance procedure is brought in to sort out the problem and to <b>hopefully</b> find a successful remedy to prevent it from happening again or to stop it. With less problems in the workplace, employees are much happier and more productive and this results in a supportive workplace.</p> <p>So, <u>as we can see</u> awards, anti-discrimination policies + grievance procedures contribute to supportive workplaces to a large extent. <u>While</u> they <b>may not</b> be successful in every situation, the <b>most often</b> result in happier employees who then are more productive and all of this together creates a supportive workplace environment.</p>
---	--

## Explain how people resisted the apartheid state in the period 1960-1990

C:dis:deny	The people of South Africa, mainly the <u>non</u> -white groups, had resisted the apartheid state ever since its induction in 1948 under the nationalist government of Millan. Prior to 1960, resistance to apartheid had <u>solely</u> been <u>non</u> -violent in nature, with action such as civil disobedience, boycotts and protests being carried out to try and compel change to occur. <u>Although</u> the youth league of 1944 had “ <i>galvinised</i> ” the ANC and established the Defence Campaign of 1942, Apartheid continued in 1960 and culminated in the Sharpeville Massacre of March 21 <sup>st</sup> 1960.
C:dis:count; C:dis:deny	
C:dis:count; E: att:dist	
C:dis:count;C:dis:count	The Sharpeville massacre occurred as a result of the PAC’s pass book protest, in which 5000 people left their passbooks at home and reported to the local police station to overwhelm the police and the jails. The aim had been similar to efforts of the ANC in trying to render the Apartheid laws unworkable. <u>However</u> , the PAC symbolized a struggle which was Black <u>only</u> , opposed to the inclusion of other groups, and which was led by Robert Subokwe and other former ANC members. The protest resulted in the deaths of 69 Africans and 180 wounded, eventually resulting in the death of another 86 Africans as riots erupted throughout South Africa, with a protest in Cape Town gaining 36,000 protesters. The government responded with <i>the declaration</i> of a State of Emergency and the imposition of the General Law Amendment Act, allowing them to detain suspects for 12 days without bail/charge.
E:att:ack	
E:att:ack E:entertain	Above all, Sharpeville signified a vast change in the methods of resistance used by people of South Africa after 1960. ANC leaders such as Nelson Mandela <i>felt</i> that the violence of the State <b>had to be</b> met with violence from the people. This saw the formation of the MK armed wing of the ANC in 1961 also <i>known as</i> the Umkhonto We Sizwe (Spear of the Nation) who conducted over 200 attacks on government buildings (administration, post offices) and utilities. <u>However</u> , the ANC MK did <u>not</u> target inhabited buildings and establish guerilla training camps in neighbouring “ <i>Front Line</i> ” States.
E:att:ack	
C:dis:count; C:dis:deny E:ack:dist	
C:dis:count	<u>However</u> , the PAC formed its own armed wing known as POQO (stand alone) as it pursued the killing of whites, it being established in 1963. <u>But</u> with the mass arrests of the POQO leaders in 1963 and the Ruvoma trial of 1964 which saw the imprisonment of most of the ANC leaders including Nelson Mandela, new forms of protest emerged to take their place ( <u>although</u> the MK <u>still</u> operated throughout Mandela’s imprisonment).
C:dis:count	
C:dis:count; C:dis:count	

<p>C:dis:count</p> <p>E: att:ack; E:entertain</p> <p>C:dis:counter</p> <p>E:att:acknowledge</p> <p>E:att:ack E:entertain</p> <p>E:ent:ack</p> <p>E:att:ack E:att:dist</p> <p>E:att:ack; C:dis:count</p> <p>C:dis:counter; C:pro:end</p>	<p>The new forms of resistance were <u>already</u> seen in the vast student movements which emerged as people such as Steve Biko <i>realised</i> students <b>should</b> have an organisation of their own. This came mainly in the form of the South African Students Organisation (SASO) formed in 1968, which eventually became the Black Consciousness Movement in the 1970's. The BCM was led by Steve Biko who, <u>instead of</u> emphasizing protests, sought to make Blacks aware of their culture, history and music/art. The BCM established self-help groups <i>called</i> Black Community Programmes which aimed at helping blacks rise above the disadvantages of being in an apartheid state, as the BCM cooperated with church's and communities to achieve this aim. The BCM, Steve Biko and students organisations were instrumental in the protests of 1973-75 and the SOWETO riots of 1976.</p> <p>The SOWETO riots were some of the most significant resistance movements as they involved over 15,000 children and teenagers from schools, who protested against the government's decision to make Afrikaans the compulsory language in their classes. The riots saw the death of 2 students and the further deaths of 1,000 students that year as the people of South Africa adopted Mandela's <i>advice</i> that they <b>should</b> make "the townships ungovernable". The SOWETO riots saw a huge increase in the MK numbers as 14,000 students left to join the organisation after SOWETO, while during 1980-81 100,000 students joined student organisations such as COSAS and ASO. With the absence of a strong ANC leadership in the 1980's due to the government's efforts of banning people and organisations under the Suppression of Communism Act 1950, organisations such as Church groups and the United Democratic Front (est. 1983). At the forefront of the protest was Archbishop Desmond Tutu, who used his position as church leader and his speaking skills to <i>denounce</i> Apartheid to South Africa and across the world. Tutu was awarded the Nobel Peace Prize in 1984 for his brave efforts. Moreover, church groups combined with civic groups, Indian community groups, Trade Unions and student groups to form the UDF which led the resistance to Apartheid in the 1980's.</p> <p>This was coupled with overwhelming <i>responses</i> among the Black populations to Botha's reformation of Apartheid in his "<i>Total Strategy</i>" Blacks and other groups such as the Indians and Coloureds boycotted the new tri-cameral parliament which Botha installed in 1983 in an attempt to quell discontent and international <i>criticism</i>. The boycotts were successful with <u>only</u> 30% of Indians and Coloureds actually voting. In response to the legislation of African Trade Unions in 1979, Black strikes increased exponentially with over 1000 strikes in 1987 by 99% Black African workers. Hence, as Botha reformed Apartheid he <u>only</u> strengthened resistance to it, as it <u>showed</u> people that</p>
---	--

<p>E:att:distance</p> <p>E:att:distance; E:att:dist; C:dis:count</p> <p>C:pro:pron</p> <p>C:dis:deny</p>	<p>Apartheid could be changed and ultimately abolished.</p> <p>This era ???? the 1980s also saw the increase of attacks on Black councilors who had collaborated with the government in 1982 to become community representators. When ???? to race riots during 1984-85, violence broke out across South Africa as the nation verged on civil war, with counselors being “necklaced” and houses being burned down.</p> <p>All the while International resistance to apartheid continued from 1960 to 1990, as trade sanctions were adopted by world bodies such as the UN in 1962. While boycotts on South African products or businesses in South Africa forced leaders in the corporate world to pull out from South Africa, such as Barkley’s Bank. Or special codes such as the ????? principles were devised to ensure for rights in workplaces for black workers. Sporting boycotts were also instituted, with South Africa being banned from the Olympics in 1970 and becoming alienated in the 1980s as Botha’s “Total Strategy” of “unofficial” tours, bribing players and <u>even</u> allowing inter-racial sport <u>failed</u>.</p> <p>Therefore, <u>it is evident</u> that people resisted to the Apartheid state in various ways, from domestic to international to peaceful to violent armed wings. <u>However</u>, in the future these elements would culminate to enable the downfall of Apartheid.</p>
--	---

Teacher comments:

“You need to improve handwriting and write more succinctly.”



**To what extent did the international response to apartheid contribute to its collapse?**

<p>C:dis:counter</p> <p>C: pro:endorse</p> <p>C:dis:count; C:dis:deny</p> <p>E:att:ack; C:dis:count; E:att:ack; C:dis:count; E:att:ack</p> <p>E:att:acknowledge</p> <p>C:dis:count; C:pro:pron;C:dis:deny; C:dis:deny</p> <p>C:dis:count</p> <p>C:dis:count; C:dis:count</p> <p>C:dis:count</p>	<p>The international response to Apartheid was <u>only</u> one of the many contributing factors to the collapse of Apartheid in 1994. As early as the 1950's, the domestic resistance movement had highlighted the Apartheid regime in SA, and <u>made the international community aware</u> of the oppression being practiced by the white government. <u>However</u>, it wasn't until 1960 and the Sharpeville massacre on the 21<sup>st</sup> March That international attention was significantly drawn to the issue of Apartheid. The death of 69 black civilians and the ensuing violence which resulted in another 86 deaths by police shooting and brutality drew international outrage. The UN General Assembly <u>called upon</u> the SA government to end the Apartheid regime, while <u>even</u> the US <u>condemned</u> the White regime for its violent actions. <u>Despite these calls</u> for an end to apartheid, it would take further action for any change to come about.</p> <p>In 1962, the UN <u>called for</u> trade sanctions to be placed upon South Africa who was at the time a resource rich country, made wealthy through the exploitation of black labour. <u>However</u>, <u>essentially</u> the trade sanction was <u>ineffective</u>, as SA's trading partners, the US, Britain, France, Japan and Germany all <u>failed to</u> impose a ban on trade as it conflicted with their own economic interests.</p> <p><u>However</u>, many non-governmental responses contributed to the collapse or at least the modification of Apartheid in some ways. The International Defence and Aid Fund helped to fund lawyers for the ANC and tried to counter the propaganda coming out of SA. Moreover, the British Anti-Apartheid movement was effective through its boycotts of South African products and those who operated in SA, such as Barclays Bank. In conjunction with this non-governmental approach was the assistance offered by some governments such as Sweden, who helped to fund ANC activities and lawyers. The international response also reached businesses, with the Sullivan Principles, a set of equal opportunity/right codes for Blacks in SA workplaces being adopted by over 12 major international corporations in 1977 and lasting until 1987, including businesses such as IBM.</p> <p><u>However</u>, <u>despite these</u> economic and legal efforts SA remained under the Apartheid regime during the 1970s and 1980s, it was <u>only</u> through a significant cultural boycott that the international response to Apartheid was bolstered. This came in the form of <u>Sport</u>.</p> <p>In 1968, Vorster had instituted SA sporting isolation with the D'oliviera Incident. From that point onwards, the heart of the SA</p>
---	---

E:att:distance E:att:ack	nation, the Afrikaaner nation, was de?????. In 1970 SA was completely expelled from the Olympic movement. While in 1976 21 members boycotted the Montreal Olympics in protest of the NZ athletes at the games, who had competed against SA earlier that year. Thus the international response warded off any “would-be” supporters of the Apartheid regime. In 1977 the I???? Eagles Convention <i>called for</i> the isolation of SA in Sport, while SA was left to find alternatives.
C:pro:pron; E:att:dist E:att:ack C:pro:endorse	<u>The fact that</u> President Botha formulated “Total Strategy” as a response to both international and domestic resistance, which <i>he called</i> “Total Onslaught” is <u>evidence of</u> the effectiveness of the international resistance. Botha attempted to reinstitute sport in SA, bribing nations and players to come and play in SA. This <u>can be seen</u> in 1982 when Botha paid 50,000 each to 15 English cricketers to participate in an unofficial match against SA. The 15 were suspended for 3 months. Moreover, <u>the fact</u> that Botha created interracial sport through the Committee for Farmers in Sport reflects changes in the Apartheid regime due to international pressure. Botha also attempted to <u>show</u> the world that he was “tinkering” with Apartheid. Though ?????? ??????, as the legalisation of African Trade Unions in 1979, the increased funding in education and the new TriCameral Parliament in 1983, Botha tried to create the impression that white rule was beneficial to blacks. Moreover, this was reinforced by his “frontline States” policy, wherein <u>effectively</u> he drew attention to <u>the fact that</u> Blacks <u>could not</u> govern themselves, creating havoc in Angola, Mozambique and Namibia throughout the 1980s.
C:pro:pronounce C:pro:pronounce	
C:pro:endorse E:att:distance	
E:att:dist; C: pro: pron C:pro:pron; C:dis:deny	
C:dis:count	<u>Nevertheless</u> , movements such as COSAS (Congress of South African Students) and the emergence of the United Democratic Front in 1983 drew attention away from Botha’s ???????? The campaign to Free Mandela, started by the British World Campaign in 1978, <u>effectively</u> became an international solidarity movement against Apartheid. So <u>while it may be argued that</u> the economic ?????? embargos of the 1970s and 1980s <u>did not</u> contribute, the international movement, aided by the new force of the media kept resistance and attention on SA. This <u>can be seen</u> during the 1984-5 violence that erupted in the Trans Vaal and Johannesburg areas, and later the violence between Inkatha and the ANC, which <u>was shown</u> in full horror to the world through their TV screens.
C:pro:pron C:dis:count; E:ent+att C:dis:deny	
C:pro:pronounce	
C:pro: endorse	
C:deny; C:pron; C:count E:entertain; E:att:ack C:pro:pron	Furthermore, once de Klerk came to power in 1990 and began to release Mandela, urban groups such as the ANC and repeal Apartheid Acts such as the Separate Amenities Act in 1990 (later Group Areas Act and Land Act) – international attention <u>did not</u> waver. <u>In fact</u> , <u>while</u> events such as the death of Chris Hani in April 1993 and the escalation of civil war violence <u>can be attributed to</u> the collapse of Apartheid; international pressure <u>ultimately</u> facilitated the means by which both the ANC, Inkatha

E:att:ack E:att:dist E:acknowledge; C:pron; C:pron;C:dis:deny C:pro:endorse C:dis:deny  E:entertain+attribute C:dis:deny; C:dis:count C:dis:count;C:dis:deny	<p>and the National Party came to an agreement in 1993. <i>It is argued</i> by Historians that international mediators were key facilitators in CODESA and the agreement presented by both Mandela and de Klerk to their respective sides as a '<i>fait accompli</i>'. Moreover, the last minute decision of the IFP and Buthelezi to participate in the 1994 elections <i>is attributed to</i> international pressure. <u>Ultimately, the fact</u> that de Klerk <u>did not</u> use the military power that Botha used to suppress Apartheid, <u>is evidence</u> that his decision to give in to the demands of the non-white majority came in the light of international condemnation if he <u>didn't</u> accept an agreement.</p> <p>Thus, <i>it <b>can</b> be said</i> that the international response to apartheid was a key factor in its collapse as it maintained attention on the regime and created an isolated SA which <u>could not</u> remain as such forever. <u>While</u> the domestic resistance movement was <u>nevertheless</u> just as important, the international response <u>cannot</u> be discounted.</p>
--	--

**(b) Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945.**

	<p>The Nazi party used Propaganda, Terror and repression of the Jewish community between 1933 and 1945. The nature of this measures was devastating and and impact was devastating.</p>
E:att:distance	
E:att:distance	<p>Racism was at the heart of Nazi ideology. The idea of the “<i>perfect Aryan specimen</i>” who was superior to every other race and that interbreeding resulted in “<i>the destruction of the Aryan people and their culture</i>”. Anti Semitism was the strongest racial sentiments.</p>
E:att:acknowledge	
E:att:distance	<p>The anti-Jewish feelings were expressed through propaganda posters, songs speechs. This propaganda persuaded the German people to blame the Jews for their own suffering. That Germans had to struggle to win against their rival enemies the Jews. Historian Macallun <i>suggest</i> that the people accepted the ideaology as it gave them a “<i>scapegoat</i>” for their problems. Hitler was offering them to be rescued as anti-Semitism was just another of his policies which the people accepted and followed. The impact of this propaganda isolated Jews in the community, as they were commonly beaten, abused and discriminated against.</p>
C:dis:deny, C:count	
C:pro:pron; E:att:dist	<p>The Nazi impact on Jews did <u>not</u> stop here <u>however</u> as terror was introduced. Terror intensified anti-Jewish feelings as the German people together with the SS and SA openly acted violently against the Jewish people. The Jews became victimised. They were targets for any feelings of resentment. <u>This is evident</u> on ‘<i>Crystal Night</i>’ where Jewish shops were ransacked and destroyed.</p>
C:dis:deny	
E:att:acknowledge	
E:att:distance	<p>The Jews through this ongoing terror campaign of <u>not</u> knowing what was going to happen to them next and their lives being at risk caused enormous fear amongst Jewish communities. There lives had suddenly been turned from one of tolerance and acceptance to one of discrimination and violence. The nature of this terror historian Kershaw <i>describes as the “most negative of Nazi policies</i>. Jews feared leaving their houses and the terror was only going to increase together with extremist Nazi policies until the system “<i>spiraled out of control</i>”.</p>
C:dis:deny	<p>The Nazis inflicted repression upon the Jews. They were denied their culture. The Nuremburg laws came out and the Jews removed from their places of employment, they were further marginalized from society. There basic human rights were revoked. They could <u>no longer</u> choose who they wished to marry,</p>



Analyse the influence of race or ethnicity on the nature of difference as it relates to ONE society that you've studied.

E:att:acknowledge C:count;C:pro:pron;C:deny	In Aboriginal Society, race is a significant influence on the nature of difference in their society. <i>Australia likes to think of itself</i> as an egalitarian society, <u>however we are completely aware</u> it is <u>not</u> . Aboriginal race negatively influences their access to socially valued resources including education, housing, income, employment, law and health. In a society riddled with social class and prejudice, Aboriginality is a <b>definitely</b> discriminated race in Australian society.
C:pro:pron	
C:dis:deny; C:dis:deny	The health of Aborigines in Australia is completely horrific. They have a 30yr less life expectancy as they <u>cannot</u> afford, or do <u>not</u> have access to socially valued resources eg hospitals. They have high rates of CVD, diabetes, alcoholism and lung cancer. The inequalities they face is directly linked to their race. Aborigines had healthy diets free of alcohol, prior to European settlement. After the Europeans arrived in Australia, they took their land, and introduced alcohol. Now, as a result of the institutionalized racism, Aborigines use alcohol as an escape out of their suffering.
C:dis:deny C:dis:deny	Non-Indigenous people are <u>not</u> willing to support the Aborigines due to their race, hence they are in a cycle that they <u>cannot</u> get themselves out of. Infant mortality is a huge indicator of their poor health states. Riddled with malnutrition, <u>not</u> many babies survive, and the ones that do experience both intellectual and physical disabilities hindering them for life.
C:dis:deny	
C:count; C:dis:deny	Aborigines access to education has been significantly difficult to attain. Prior to 1950, Aborigines were banned from schools, hence blocked from socially valued resources as a result of their race. After 1950, they were granted access to a white-school. <u>However</u> , they had to adhere to <u>non-indigenous</u> values and understanding. This was very difficult for a group of semi-traditional children. They grew up <u>not</u> knowing much about their heritage or culture as Aboriginality was <u>not</u> something to be proud of. Their race hindered their right to education, which has therefore caused them to suffer in many aspects of society as they <u>cannot</u> read and write English fluently. The education Aborigines had access to was quite <u>unacceptable</u> for them considering their gathering and hunting nature was quite <u>dissimilar</u> to the gesellschaft Australian child.
C:dis:deny C:dis:deny	
C:dis:deny C:dis:deny	
C:dis:deny	
C:dis:deny	As a result of poor education, Aborigines had <u>not</u> much hope for employment. The majority of Aborigines are in semi-skilled and unskilled labour which is quite <u>insufficient</u> when they have a
C:dis:deny	

C:pro:pronounce C:dis:deny  C:pro:pronounce E:entertain  E:att:dist  C:dis:deny  C:dis:deny C:dis:deny C:dis:counter C:pro:pronounce  C:dis:counter C:dis:deny E:ent; C:dis:deny  C:dis:deny C:deny; C:dis:count C:dis:deny C:count C:dis:deny E:att:acknowledge C:dis:deny C:pro:pronounce E:entertain  C:po:pronounce  C:dis:deny  C:dis:deny C:dis:counter  C:pro:pronounce  C:pro:pronounce	<p>family to support. Aboriginal's race has prevented them from gaining employment due to their void access to education. This social differentiation <u>evident in</u> Australian society has severely impacted upon Aborigines. <u>Without</u> post-compulsory education it is quite difficult to get good employment. The racial discrimination <u>evident in</u> society is hindering on future generations of Aboriginals as they <b>will</b> find it exceptionally difficult to break out of the poverty cycle in a society full of prejudice. With the Europeans taking all the "<i>professional</i>" well paying jobs, Aborigines have been dumped on Centrelink benefits, <u>not</u> as a result of their doing.</p> <p>With employment in such poor areas, the income is <u>neither</u> fair <u>nor</u> stabilizing for Aborigines or their families. Before 1950, Aborigines were receiving <u>only</u> 1/5 of an average European doing the same job. <u>This is a direct example</u> of the influence their race is having on them gaining equality in society which once belonged to them. After the equal work for equal pay legislation came in, Aboriginals were <u>still</u> facing inequality in pay and were faced with racial discrimination as a social barrier they were <u>not</u> able to overcome. The nature of difference <b>should</b> <u>not</u> mean that they are deprived access to equal pay.</p> <p>Aboriginals housing is completely substandard. Usually they have large, extended families emanating from their gemeinschaft heritage. The white people did <u>not</u> consider this when they gave them small houses suitable for European/<u>Non</u>-indigenous living <u>rather</u> than Aboriginal living. The influence of the aboriginals race has left them almost completely <u>unable</u> to rent property from landlords. <u>Despite</u> the presence of anti-discrimination laws, <u>non</u>-indigenous are refusing to rent their house to Aboriginals on the basis of their race. <i>They regard</i> all Aborigines as alcoholic and <u>not</u> trustworthy tenants to have in a house. This inequality based on race is <u>completely evident</u> of the prejudice in society. As a result, Aboriginals have <b>had to</b> go to the extent of making make-shift shacks, living in abandoned cars or living in commission housing. The social inequality <u>evident</u> is preventing the Aboriginal race of their rights to socially valued resources. This reinforces the <u>incorrect</u> notion of our hybrid society being an egalitarian one too.</p> <p>Aboriginals, similarly face complete inequality in front of the law on the basis of race and the nature of difference. The Aborigines have 41% of the population in prison compared with the 8% of the non-indigenous population. It is <u>not</u> the case that Aborigines as a race are <u>just</u> violent and cause trouble, it is a result of the prejudice they face when they stand before the court because of the nature of difference. They <u>really</u> receive longer more harsh prison sentences for the same offence because of their race. This <u>is a clear example</u> of the negative influence Aboriginality has when it comes to equity and justice.</p>
--	---

C:pro:pron; C:dis:deny	<p>In Australian society <u>it is clear</u> the nature of difference is <u>not</u> very accepted. The inequalities Aboriginals endure because of their race <u>is decisive evidence</u> that Australia is <u>not</u> an egalitarian society and that the nature of difference <u>does not</u> work to your advantage. This is quite controversial considering Australia <i>is regarded</i> as a hybrid society. As we scrape away the layers, racial class <b>are evidently</b> the cause of racial discrimination and prejudice. Through analysing the areas which the Aboriginals <u>do not</u> have to socially valued resources – eg housing, income, employment, education and health, we can identify the social inequality <u>evident</u> as a result of their race. After the settlement of the Europeans, the notion of conflict <u>was evident</u> from the moment they met. From the ideas of miscegenation to the inequality they possess today, Aboriginality is a race which experiences inequity.</p>
C:pro:pron; C:dis:deny C:dis:deny	
E:att:acknowledge E:entertain	
C:dis:deny	
C:pro:pronounce C:pro:pronounce	

Teacher comments:

13. a very strong answer!!
14. Dahrendorf?
15. Try to use a few more SAC themes/concepts.



E: entertain	Inequality is inherent with any society due to the perpetuation of factors to do with <u>commonality and difference</u> of different social and cultural groups. By examining the relationship between Aboriginal and non-Aboriginal people in Australian society <b>we are able to</b> evaluate inequality and its consequences through the examination of different outcomes experienced by people.
E:att:acknowledge	Inequality of Aborigines is existent in terms of their sense of self <i>otherwise known as</i> identity, human rights and socio economic status due to the ongoing cycle of prejudice – the hostile attitudes towards an identifiable group within society and discrimination – the negative aspect of prejudice where a person acts upon their prejudices in its effort to make sure Aborigines find it substantially harder to achieve equal socio economic status and positive social mobility due to social stratification existent within Australian society.
C:end; C:deny; C:count C:pro:pron C:dis:counter	<u>As stated by Dahrendorf</u> – “Inequality is <u>not merely</u> a matter of an individual’s abilities and aptitudes; <u>it is above all a social fact</u> . The opportunities an individual has and <u>even</u> his/her abilities are in part governed by his/her position in society.” Aborigines have experienced dispossession of their land and culture since the early British settlement. Their human rights have been consistently ignored for over 215 years. In 1788 with the European invasion where the relationship between europeans and Aborigines in aus <i>understood by the europeans</i> through the belief of Darwin’s Evolutionary theory <i>which stated</i> that all coloured races were inferior to the white man/race has given birth to an institutionalised method of inequality of aborigines in Australia.
E:att:acknowledge E:att:acknowledge	Over time, it <u>can be seen</u> that this institutionalised inequality has taken many forms with the first starting with the introduction of the Protection Act. This act meant that the white population was now taking upon itself to “ <i>protect</i> ” it’s “ <i>inferior</i> ” counterparts. <u>Instead</u> the Act took away the rights of Aborigines and restricted their way of life and practice of culture. Assimilation of the Aboriginal community <u>can be seen</u> significantly in the exploration of the “ <i>Stolen generation</i> ” whereby hundred/thousands of Aboriginal children were taken from there parents in the governments attempt to “ <i>breed out</i> ” the Aboriginal culture. Children were put in “ <i>training houses</i> ” and taught to abide by and conduct themselves according to the “ <i>white</i> ” way of life. In the 1970s some justice was given back to the Aboriginal community through the process of integration where <i>it was said</i> that society accepted the values, cultures and customs of the Aboriginal people. Later on with the failure of the previous notion the idea of “ <i>self determination</i> ” was needed by the Aboriginal community giving it freedom to express and practice it’s traditional values
C:pro:pronounce	
E:att:distance;E:att:dist; C:dis:count	
C:pro:pronounce E:att:distance	
E:att:distance E:att:distance E:att:distance	
E:att:acknowledge	
E:att:distance	

C:count;C:pron; C:count;C: deny	and beliefs.  Throughout time governments have tried to reduce the level of inequality amongst Aboriginals and non Aboriginals by introducing a zero-tolerance against discrimination <u>but</u> it's limitations <u>can be seen</u> as it is <u>still unable</u> to control the inner opinions and prejudices of society.
C:dis:counter  C:pro:pron; E:att:ack E:att:ack; C:count; E:ack; C:pron C:dis:counter	As result of this institutionalised inequality <u>solely</u> Aborigines are greatly disadvantaged in income and employment, health, housing, education and the law. These inequalities are <u>argueably</u> <i>the consensus theory</i> to be inevitable as in every society some groups ?????? always <i>perceive</i> more superior to others. <u>Whereas</u> the conflict theory <i>suggests</i> that all people are equal, it is <u>infact</u> <u>only</u> their access to authority and power which generates inequality.
C:dis:counter C:dis:deny	<u>Only</u> 8% of Aboriginal people occupy white collar jobs with 83% employed in unskilled manual labour. due to the <u>lack</u> of education available to them and also implications of discouragement due to discrimination with a retention rate of 12% compared to 90% of the non-aboriginal population also with <u>only</u> 5% continuing into TAFE/uni compared to 52% of the rest of the population.
C:counter  E:att:acknowledge	Aboriginal health is poor with Aboriginals <i>expected to</i> live 20 years less than other Australians this is due to poor access to adequate health and living conditions with over 50% of Aboriginals living poverty and forced into sub standard accommodation eg humpies, shacks etc. It is also important that the chance of Aboriginal people going to goal is 14-20% more than non-aboriginals due to the environment prejudices and discrimination they are subjected to.

Teacher comment: A very solid response.

**(a) Evaluate the effects of technology, discrimination and socioeconomic status on access to socially valued resources.**

E:entertain E:att:ack E:entertain;E:entertain	The effects of technology, discrimination and socio economic status (SES) on access to socially valued resources in society <b>can be</b> one of a double edged sword. By this <i>one means</i> that there <b>can be</b> benefits for some members of society there <b>can be</b> disadvantages for other members.
E:att:ack  C:pro:proclaim	Technology <i>is defined as</i> any instrument that has been developed by humans to assist humans in their everyday lives. If we look at the society valued resource of access to childcare facilities <u>we see</u> that women of Australian society are severely disadvantaged.
C:dis:counter C:dis:counter; E:att:ack E:entertain C:dis:deny count; ent; count; pron C:dis:deny; C:dis:count	<u>While</u> the stereotypes and ideologies of a woman's place in society is slowly changing over time there is <u>still</u> <i>this belief and ideology</i> that once a woman has a child they <b>should</b> stay at home and look after the child and <u>not</u> go back to work. <u>However</u> for some this <b>may be</b> the case <u>but the fact that</u> they aren't able to receive paid maternity leave it <u>just isn't</u> something that is financially sustainable for that family.
E:att:acknowledge  C:dis:deny C:dis:counter  C:dis:deny	In Australian society today <i>there is much discussion and debate</i> about paid maternity leave. Various levels have compiled reports on the issue but <u>no</u> action as of today has been taken. The <u>only</u> two instinations that offer such a resource is employees of the Australian Catholic University and Sydney City Council. These mothers are able to stay at home with their child in the first year of cognitive development with <u>no</u> worries.
C:dis:deny E:entertain C:dis:deny; C:pro:endor C:dis:counter  E:att:ack  C:pro:proclaim	For mothers that <u>don't</u> have such a luxury have to find child care facilities that <b>can</b> cater to their working times and one that is <u>not</u> expensive. <u>This is where we see</u> the double edged sword taking place. <u>While</u> some mothers are able to find child care services the high cost of child care means that many parents are put into an awful decision of deciding <i>what do I do</i> . This decision and problem leaves many parents feeling disillusioned about having children and as a result of this <u>we see</u> that the Australian population is experiencing a declining birth rate.
C:dis:deny;E:entertain; C:dis:count;C:dis:counter  E:att:distance	This <u>lack</u> of access to a socially valued resource of child care <b>can not only</b> place health and stress problems on the parents <u>but</u> on the child as well.  Discrimination based on appearance and gender has long been a problem to women when applying for jobs and employment opportunities in the past. The patriarchal society and the <i>myth</i>

C:dis:deny	<p><i>that</i> women belonged in the home and weren't able to make decisions of power and be assertive meant that many women weren't employed.</p>
E:att:ack; C:dis:deny	<p>The Sex Discrimination Act of 1984 was something that started to change the patriarchal beliefs of society and the systems of hegemonic power. <i>The act established that <u>no</u> person could be</i></p> <ul style="list-style-type: none"> <li>• refused a job as a result of their sex or gender</li> <li>• sexually harassed wither in the work office environment or at any work related function</li> <li>• fired as a result of pregnancy, sex, marital degree or parental responsibilities</li> </ul>
C:pro:proclaim	<p>This act allowed women to enter professions that had been previously dominated by men and to break down the ideologies and myths that had surrounded women and their capabilities of employment that had stood in the past. The success of the Sex Discrimination Act <u>can be seen</u> in the number of female undergraduates out numbering males in the medical occupations. This out number <b>can be</b> due to the fact that females are now undertaking more positions at university and breaking into professions that had previously been male dominated and held an androcentric way of thinking.</p>
E:entertain	<p>The effect of the Sex Discrimination Act has allowed discrimination based on gender to occur in society less often than it did in the past. It has given hope to show that women <b>can</b> do anything that they want.</p>
C:dis:deny; C:dis:deny	<p>The effect of socio economic status on women with access to socially valued resources of education and employment is an increasing problem within Australia. More and more migrant people are coming to Australia and as a result of qualifications <u>not</u> being recognised and <u>not</u> being able to speak the language the migrants and their families have low SES. With their low SES there is a limit of education resources for families and the chances that the child has to learn the language. With such a limited range of facilities <u>we see that</u> depression is high. <u>Without</u> a high level of education many migrant women <b>are forced to</b> work in jobs such as sewing and manufacturing clothes for little to <u>no</u> money provided.</p>
C:proclaim; C:dis:deny E:entertain C:dis:deny	<p>This abuse of power and authority is in many cases left unreported as many migrant women fear the police and authority figures in the Australian environment. This in many cases is due to abuse and trauma that <b>could have been</b> subjected by people from similar positions of authority in their homeland. The viscous cycle means that these women stay in the low socioeconomic status of society and continue to be denied access to socially valued resources.</p>
E:entertain	

C:dis:counter E:entertain  C:dis:deny; E:entertain  E:entertain C:dis:counter  C:dis:counter	<p><u>While</u> technology and the internet has allowed the people of Australia that <b>can</b> afford such connections and the price of a computer to have access to the information highway others <u>can't</u>. This <b>can be</b> due to lack of financial resources and education on how to use such technology. It is trends like this that <b>allows one to say</b> that in terms of technology and SES the access to socially valued resources has <u>only</u> improved for some and deteriorated for others. The Sex Discrimination Act in terms of discrimination has <u>only</u> allowed for access to increase for all women in the area of employment job opportunities within the workforce and access that used to be male dominated and patriarchal.</p>
--	--