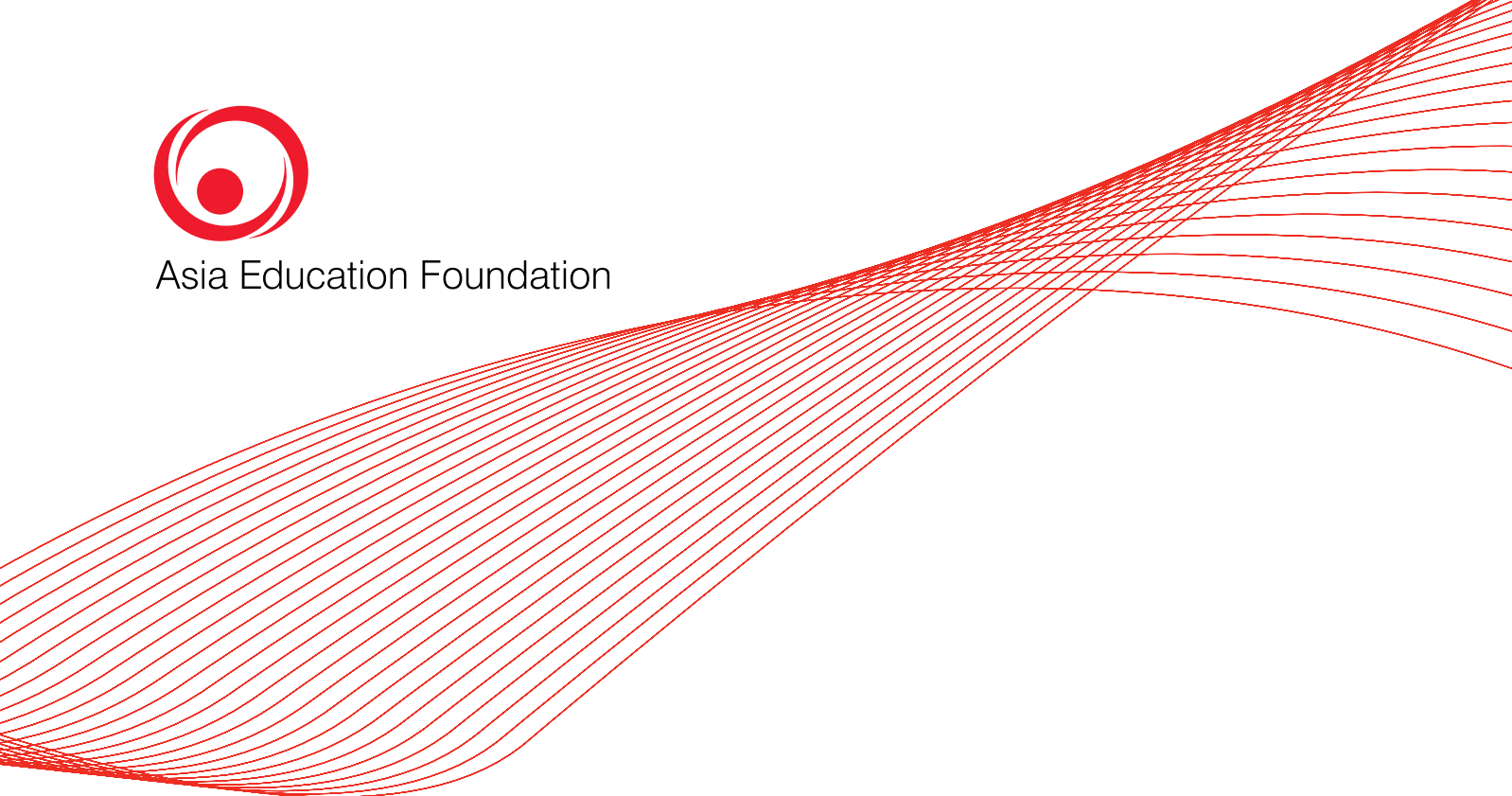




Asia Education Foundation



Research Report

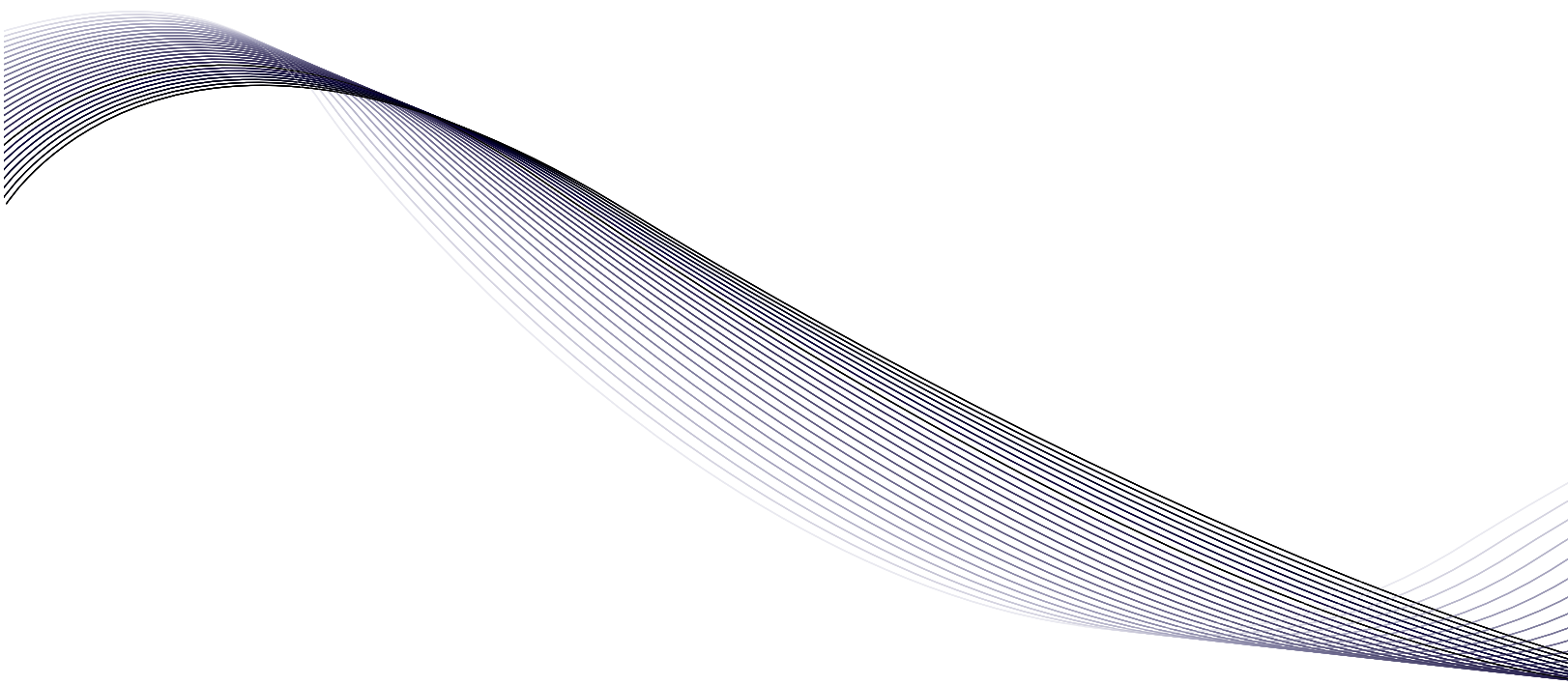
Studies of Asia in Year 12

April 2009

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Australian Council *for* Educational Research





Asia Education Foundation

The Asia Education Foundation is a national organisation that promotes and supports the engagement of young Australians with Asia. It is a joint activity of Asialink at The University of Melbourne and Curriculum Corporation and receives core funding since 1992 from the Australian Government Department of Education, Employment and Workplace Relations. The AEF works in partnership with education systems, schools, education agencies, teacher education institutions, and professional associations. For more information about the AEF go to www.asiaeducation.edu.au

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EXECUTIVE SUMMARY

STUDIES OF ASIA IN YEAR 12

Context

The Asia Education Foundation (AEF) commissioned the Australian Council for Educational Research (ACER) to complete a study that analysed the extent to which students completed subjects with content or focus on Asia. The study focussed on a sample of Year 12 subjects, predominately tertiary entrance subjects, undertaken by students over one or more years. The subjects were restricted to ones used for tertiary entrance purposes to allow a review of examiners' or moderators' reports which identified the number of students who undertook subject options with content or focus on Asia. The subjects investigated were: English, History, Geography, International Studies, Politics and Art. The study did not address Asian languages. Data from 2007, the most recent currently available, is used in the report.

The study revealed that across Australia, very few of these subjects are based mainly on content or focus on Asia. The exceptions were subjects like 'Australia in Asia and the Pacific' (Tasmania, with 434 students in 2007). Some subjects offer or allow for content or focus on Asia within a range of options, but these options are not necessarily the ones chosen by students or their teachers. It is not usually possible in these cases to tell how many students are studying Asian content. Examiners' Reports or Markers' Notes do, however, give some indication. Where possible, these reports have been used to assist in determining the extent to which candidates have studied content with an Asian focus, such as 'History: Revolutions' (Victoria, with 28%, or about 1,300 students, discussing the Chinese Revolution in the examination). There have of course been some changes to courses over the last two years, but basically the 2007 'snapshot' provides a clear general picture.

The subject with by far the largest number of students is English, and the numbers taking this subject are used for comparative purposes in the state and territory tables. The numbers taking other subjects are lower, and the numbers studying subjects or topics with content or focus on Asia lower still.

To undertake studies with content or focus on Asia, students must first choose subjects where this content is mandatory (very few nationally), or subjects where it is either offered or allowed for. They must then choose the appropriate options. Data available indicates that across Australia it is only a small minority of students who undertake studies with content or focus on Asia.

While the data used in this report is not reflective of senior secondary studies in their entirety, it is considered that these patterns will likely be repeated in senior secondary subjects that are not used in the compilation of tertiary entrance scores.

“Across Australia it is only a small minority of students who undertake studies with content or focus on Asia”

The investigation found:

- The numbers of students taking the subjects investigated in the study vary, but with the exception of English, are mostly relatively small proportions of those studying at this level. The proportion of those students studying options with content or focus on Asia within these subjects is in most cases smaller still.
- Many of the subjects and units reviewed allow for the possibility of content or focus on Asia. In other words, teachers or students could choose to include this content or focus. However, there is little or no evidence that this is happening. In some cases specific content or focus on Asia is offered as an option. Only rarely is content or focus on Asia mandatory. Content or focus on Asia will also be included when the nature of the course or topic would clearly make it necessary to include content or focus on Asia (e.g. a unit about Australian foreign policy) even though it may not be clearly mandated.
- Much of the material that does have content or focus on Asia has an Australian or Western focus. This is particularly the case for any material relating to war or other conflicts— for instance, the Vietnam War.

- Across Australia, there is generally a strong disposition for the inclusion of content on Europe rather than content on Asia (or, for that matter, Africa or America).
- Where it does occur, content or focus on Asia generally covers a limited range of countries within the region. There appears to be little opportunity (with one or two exceptions) to study anything to do with India or Pakistan, for example.

“Across Australia, there is generally a strong disposition for the inclusion of content on Europe rather than content on Asia”

Points to consider include:

- Simply making content or focus on Asia available as an option in courses does not appear to be stimulating the study of Asia.
- In practice, it is schools and teachers who select the material that students will study. Teachers are not likely to select material with which they themselves are unfamiliar or may have never studied. They will tend to choose what they know about and are confident of teaching. This is particularly the case at Year 12 level, where so much rides on students' results for that year. Teachers at this level are very conscious of approaching examinations in the states and territories which have assessment by external examination.

“Simply making content or focus on Asia available as an option in courses does not appear to be stimulating the study of Asia”

“Teachers are not likely to select material with which they themselves are unfamiliar or may have never studied”

At this level in particular they may not be likely to branch out into new and different material. Interestingly, in the ACT and Queensland, where Year 12 students do not sit for external examinations, there are several examples of studies with in-depth content or focus on Asia, for example, 'Asia – Impact of Western Intrusion' (ACT) and 'Ancient History' (Queensland).

- What teachers know and teach about will of course reflect to some extent the content of their own tertiary education, including teacher training. If their tertiary studies (and even their own school studies) have not included a focus on Asian studies, they may be less likely to incorporate it into their own teaching. It is thus difficult to 'break' the cycle. If increasing content or focus on Asia in senior and other classrooms is an aim, there may be a case for including such training in teacher education courses and offering additional training to practising teachers.
- Additional ways to encourage more teaching of studies of Asia could include production of appropriate and detailed study guides and resources and increasing the use of study tours similar to the Endeavour Program for language teachers.
- It could be argued that the low incidence of studies of Asia is also likely to reflect the substance and perceptions of demand from students, parents, systems and the community for studies with content or focus on Asia.

“What teachers know and teach about will of course reflect to some extent the content of their own tertiary education, including teacher training”

The subjects:

English

English is characteristic. English courses usually include a range of texts from which schools select those to be studied. Some courses include no texts with content or focus on Asia. In others, there is a limited selection.

Where there are texts with content or focus on Asia, they are often older established texts (e.g. Graham Greene's *The Quiet American*) or relate to war and conflict. Marker reports indicate that Asian texts are less frequently selected than other texts. This may arise from the fact that many teachers will be less familiar with Asian texts and contexts than with those of Australia or Europe, and are inclined to select from the latter. For example:

- In NSW, English is the largest HSC subject undertaken. Students must choose one of three areas of study. In Area one in 2007 there were no prescribed texts with content or focus on Asia; in Area two the only

Asian choice was *Empire of the Sun* (a novel about an English boy in Shanghai at the time of the Japanese invasion) and in Area three, two Asian poets were listed.

- The Victorian VCE English course, contained four texts that might have included Asian content, but the Examiners' Report does not mention any of them. The *Great Gatsby* was the most popular choice.

History

Senior History courses will often include one or more units which focus on Asia, but schools and students select which units to study from a wide range. For example:

- The NSW Modern History course includes many opportunities for content or focus on Asia, including a choice among nine national studies. Only 2% of students, however, chose to write about China and less than 4% chose India, Japan, Indonesia and Australia combined. Germany accounted for 65% and Russia/Soviet Union 19%.

Geography

Geography courses do not mandate, but do often provide scope for content or focus on Asia. For example:

- The Queensland Geography course provides many opportunities for a focus on Asia. Students are required to study a range of geographical contexts and the Focus Units include many ideas and examples drawn from Asia. Students taking this course would almost certainly encounter Asian content, but it is not mandatory.
- The South Australian Geography course also provides some opportunities for, but does not require, Asian study.

International Studies and Politics

- International Studies and Politics courses sometimes include mandatory Asian content, but are taken by relatively few students.
- The Victorian course requires the study of specifically content or focus on Asia, and the examination requires students to write about one Asia-Pacific country.
- The South Australian Year 12 Australian and International Politics course, also taken by students from the Northern Territory, includes an optional unit on Politics of the Asia-Pacific Region.

Art

- Art courses mostly propose no specific content or focus on Asia, relying on teacher or student choice as the basis for the inclusion of Asia. In most cases an content or focus on Asia would be possible.

INTRODUCTION

This report was prepared by the Australian Council for Educational Research (ACER) for the Asia Education Foundation (AEF). The purpose of the project was to determine the extent to which students in the eight Australian states and territories are undertaking Year 12 subjects with a content or focus on Asia.

The National Statement for Engaging Young Australians with Asia in Australian Schools notes that while 'Asia' can be defined in geographical terms, it can also be described 'in terms of cultural, religious, historical and linguistic boundaries or commonalities'. The National Statement notes that in Australian schools studies of Asia are likely to cover: North-east Asia including China, Japan, North Korea, South Korea and Taiwan; South-east Asia including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia; South Asia including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives. The National Statement also notes that the Australian Bureau of Statistics includes the countries known as the Middle East in its definition of Asia and that some schools extend the definition of Asia to include the Asia-Pacific region.¹

In gathering information for this report we have generally included any curriculum content related to Asia in its broadest definition. Data and information were collected from state and territory websites and, where necessary, from curriculum or other officers in the states and territories:

- ACT Board of Senior Secondary Studies (ACT BSSS) www.bsss.act.edu.au
- Curriculum Council of Western Australia www.curriculum.wa.edu.au
- NSW Board of Studies (NSW BoS) www.boardofstudies.nsw.edu.au
- Queensland Studies Authority (QSA) www.qsa.qld.edu.au
- South Australian Certificate of Education Board (SACE, formerly SSABSA). www.ssabsa.sa.edu.au
- Tasmanian Qualifications Authority (TQA) www.tqa.tas.gov.au
- Victorian Curriculum and Assessment Authority (VCAA) www.vcaa.vic.edu.au

Studies/subjects considered were:

- English
- History
- Geography
- International Studies
- Politics
- Art

Asian languages, for which there is already extensive data, were not part of this project. The project aimed to gather relevant data and to present it in the context of overall data for Year 12 studies. The most recent full data available is from 2007 and data from that year is used throughout the report. This includes course content and numbers of students being either enrolled or externally assessed in each subject. Most states and territories have externally assessed examinations at this level, although some have a moderation process and some a combination of examination and moderation.

The project also sought to determine any relevant trends in the states and territories. Most of the information was gained from various websites and similar sources. Curriculum and other officers in states and territories assisted in providing extra information where necessary.

THE TABLES

The state and territory tables and other information which follows indicate:

- The total number of students undertaking Year 12 subjects in each state and territory;
- The number of students undertaking English, History, Geography, International Studies, Politics, or Art (or equivalent subjects);

¹ Curriculum Corporation, MCEETYA, Asia Education Foundation, (2006). *National Statement for Engaging Young Australians with Asia in Australian Schools*, Carlton South, Victoria: Curriculum Corporation.

- Whether or not these studies have any specific or possible focus on Asia;
- The proportion of the study that has a focus on Asia;
- Whether the content or focus on Asia is optional or compulsory;
- The content of the Asian component of the study: topics or focus.

The total number of students in the tables indicates the numbers enrolled in various Year 12 courses (2007). This includes courses where students may be taking a different pathway, such as students in Victoria enrolled in the Victorian Certificate of Applied Learning (VCAL). The numbers in the tables indicate the number of students who sat the examination in a particular subject or, if the state or territory uses a moderation system, the number of students enrolled in that subject. Examination data is used where possible because the percentages of students attempting particular questions give a good general indication of how many students studied a particular topic or text. Within the table for each state or territory there is a consistent method of establishing numbers for the subject.

The general content of the units or themes is described briefly for each subject or course in the list above, as is any Asian content or focus. Where it is possible to determine actual student proportions studying Asian content or focus, e.g. from Examiners' Reports/Markers' Notes, this has been indicated. The detail provided in these reports and notes varies depending on availability. The texts selected by candidates in English examinations, for instance, may or may not be specified. The reports and notes however do provide much useful information for the purposes of this report.

It is, however, not often possible to determine the number of students actually studying the Asian content or focus of a course where this content or focus of the course may be specified as an option but is not mandatory. In History or Geography courses there may be an opportunity for content or focus on Asia, but there is not usually mandatory content or focus on Asia in general. Students may in History, for instance, be given a choice of one or two of four or five revolutions to study. It is not mandatory to study any one with content or focus on Asia. In courses such as International Studies or similar subjects, it would usually be very difficult not to include content or focus on Asia, so in this sense it might be described as mandatory by default.

There are also subjects or units that could allow for content or focus on Asia but where this is not specified or referenced. The content of a unit may allow for content or focus on Asia, for instance, in the selection of options, topics or texts.

OVERVIEW ACROSS THE STATES AND TERRITORIES

An overview of course content in the listed studies across the states and territories follows. English is covered in some detail because of its particular status as a compulsory subject and the consequent size of the student cohort.

English

English is a subject of particular interest for this report being either compulsory or taken by relatively large numbers of students in their senior schooling. It has the largest numbers of students enrolled and the largest number of candidates sitting for Year 12 examinations. It provides a useful benchmark to establish the proportion of students encountering either possible, specific or mandatory content or focus on Asia in the other studies listed above.

Different English studies may be undertaken by students depending on background and interests. For instance, students who are not native speakers of English may have the option of studying English as a Second Language (ESL), subject to specific eligibility requirements.

English courses in all the states and territories allow for selection from a wide range of texts (in the broad sense, including written text, films, documentaries and other material). In practice, the texts selected for study from the prescribed text lists will usually be at the discretion of the school or teacher. In some cases students may select their own additional text from those on offer.

Within the range of prescribed material for selection, there may be some offerings with an Asian focus. These may or may not be selected by individual teachers for their students. The NSW HSC English courses serve as an example. We will cover the content in some detail in order to give an indication of how Asian content and focus is, or is not, included in Year 12 English courses in Australia.

Case Study: NSW HSC English (2007)

NSW HSC English (2007) included English (Standard), English (Advanced), English (ESL) and English Extension 1. The English (Standard) and English (Advanced) courses had common content and modules from which electives were chosen, while the English (ESL) and English Extension 1 courses offered modules from which specific

electives were chosen. The English Extension 2 course required students to develop a major work to be submitted for external marking.

While teachers of English and other humanities subjects draw on a wide range of material and experience (for instance in the Area of Study: The Journey), the required elements of the course and the prescribed texts and other materials were the only quantifiable measures of any content with an Asian focus.

In the Common Content Area of Study: The Journey (Standard and Advanced English), students selected one of three focus areas: Physical Journeys, Imaginative Journeys or Inner Journeys. Within Physical Journeys, students selected at least one of prose fiction, drama, poetry, non-fiction or film. If they selected poetry, they studied some poems related to the immigrant experience in Australia. Within Imaginative Journeys, they would have selected at least one of prose fiction, drama/Shakespeare, poetry, non-fiction or film. None of the prescribed materials had content or focus on Asia. Within Inner Journeys, students selected at least one of prose fiction, drama, poetry, non-fiction or film. If they selected prose fiction, they would have studied *Empire of the Sun*, a novel about the experiences of a young English boy separated from his parents in Shanghai after the Japanese invasion during World War II. If they selected poetry, they would have studied a number of poems, two of which had Asian authors and which reflected their inner journeys. One of the poets addressed issues of geographical and other journeys between Asia and the West.

Students in English (Standard) also selected one elective from each of three modules: Module A: Experience through Language, Module B: Close Study of Text, and Module C: Texts and Society. They then selected one prescribed text for that elective. Several of the many texts contained some Asian content (for instance, *One Man's War* by Stan Aneil, a diary of an Australian prisoner of war). Advanced English students also selected one elective from three modules: Module A: Comparative Study of Texts and Context; Module B: Critical Study of Texts, and Module C: Representation of Text. These contained a wider possible focus on Asia, with the Australian War Memorial website as a possible text in the Module B Nonfiction, Media or Multimedia elective. The site includes *Australia under Attack 1942–1943*, and *Out in the Cold: Australia's involvement in the Korean War* and *Dawn of the Legend*. The choices in this elective also included Aung San Suu Kyi's keynote address at the Beijing World Conference on Women (Speeches) and Jung Chang's *Wild Swans*.

The English Extension 1 course modules are Genre, Texts and Ways of Thinking, and Language and Values. None of the listed texts or options had content or focus on Asia.

Of the four English courses, the ESL course contained the most possibilities for content or focus on Asia. In the Area of Study: The Journey, students could elect to study Baillie's *The China Coin*, Caswell and Chiem's *Only the Heart* (with a focus on China and Vietnam respectively), a number of poems focussing on the immigrant experience or a media text, *Through Australian Eyes* (SBS), where students would have studied China, India and Greece. Other possibilities also focussed on the immigrant experience, for instance Maureen McCarthy's *In Between*. Nevertheless, like other students of English, students undertaking the ESL course would not necessarily study any content with an Asian focus or content although many would be, of course, of Asian background.

A limited indication of the numbers of students studying texts with content or focus on Asia can be gained from the Markers' Notes from the English (Standard and Advanced) examinations. The Markers' Notes for ESL do not specify texts, however.

For English (Standard and Advanced), the 2007 Markers' Notes do not specify how many candidates attempted each question. The Markers' Notes do note, however, that 'comparatively fewer candidates attempted the *Wild Swans* question (Advanced English)'. In the *Nonfiction Speeches* question (Advanced English), the most popular speeches selected were those of Socrates, King, Keating and Lincoln.

The pattern in NSW is similar in all the other states and territories.

Given that English is the only subject studied by the majority of senior students across Australia, text selection has a wide possible role in exposing students to content or focus on Asia. However, there is very little evidence that students are in fact receiving such exposure through English courses. Where texts with content or focus on Asia are listed in various states and territories text lists, they are often older 'established' texts (e.g. Graham Greene's *The Quiet American* or Pearl Buck's *The Good Earth*) or relate to war and conflict (*Baghdad Blog*). There are some texts with a broader contemporary focus (Khaled Hosseini's *The Kite Runner*, *Voices and Visions of India* – CD ROM).

There is slightly more content on Asia in some English as a Second Language (ESL) courses. There may perhaps be an assumption that there will be many Asian students in ESL classes and that Asian content may be 'more relevant'. As in other English courses, much of this material focuses on the immigrant perspective, and not on Asia as such.

Another factor to consider is the role of the Prescribed Texts lists. Teachers will generally select texts about which they are themselves knowledgeable and which they may have studied at tertiary (or even school) level. If they are

experienced teachers they may select texts which they have taught successfully in the past. In 2007, the Victorian Curriculum and Assessment Authority conducted a Text Survey to indicate the numbers of students studying the respective texts in three English subjects (English, ESL and Literature). This was both to assist in the allocation of examination assessors, and to 'inform the decisions of the Text Advisory Panel in selecting texts for study'.

Other subjects on the list are offered across other states or territories, but there is wide difference in content, as is indicated in the tables.

Geography

Geography courses do not mandate any content or focus on Asia, although there is certainly plenty of scope for it in most of the courses.

Content or focus on Asia is not mandatory.

History

Many of the History courses allow for Asian content or focus, or may specify such content and focus among a range or options or topics.

Content or focus on Asia is rarely mandatory.

International Studies/Politics

Content or focus on Asia may arise during these courses.

Content or focus on Asia is not usually mandatory, although it would be hard to avoid in some units. In VCE (Victorian Certificate of Education) Unit 4 International Relations there is specific and mandatory content or focus on Asia.

Art

Art courses usually allow for a wide range of material to be studied. This could of course include content or focus on Asia. Some course descriptions suggest Asian topics or options.

Content or focus on Asia is not mandatory.

There are only rare examples of courses with wholly content or focus on Asia – Asian Studies (ACT) and Australia in Asia and the Pacific (Tasmania).

Some examples of course units with content or focus on Asia

A number of units within some courses do have extensive content or focus on Asia, or are comprised wholly of this content and focus. In one of the History courses offered in the ACT there is a large number of such units. Two examples would be *Asia – Impact of Western Intrusion* and *Modern China from Manchu to Mao*. In addition to the summary in the table, these course outlines are included as Appendix 1 and Appendix 2.

- Both of these units clearly have comprehensive content or focus on Asia. However, there are 40 units on offer and students choose up to eight units. In 2007, 629 out of 4,800 (13%) students studied History in Years 11 and 12 in the ACT. It is not possible to tell from the data which units within these courses they studied.
- Similarly, Asian Studies (also ACT) had extensive content or focus on Asia, but was offered by one college and was taken by 13 students.

A course in Geography in the ACT has an Asia-focussed *Australia and Asia* unit as one of 30 possible units. The specific goals of this unit are to enable students to:

- demonstrate an understanding of the diversity of the people, societies, environments and cultures of Asia;
- identify the links between Asian nations and Australia.

Only 164 students completed the ACT Geography course in 2007.

The New South Wales HSC Modern History course includes many opportunities for content or focus on Asia. However, in the parts of the examination where students can choose from nine national studies to write about, only 2% chose China and only 4% chose India, Japan, Indonesia and Australia combined. This would seem to indicate that even when Asia is a possible content or focus area, it is not often selected for study by students and teachers. It may also reflect, once again, the areas of study in which teachers feel most comfortable and/or in which they have been trained.

In Victoria in 2007, more students studying History chose topics with content on Asia. However, the proportion of students taking History is not large.

One subject that varies across the states and territories is Ancient History/Ancient Civilisations. Most such courses are heavily dominated by Greece, Rome and/or Egypt. One course (Queensland) includes the possibility of extensive Asian content. This course is chosen by a relatively high proportion of students compared to those studying Ancient History/Civilisation in other states and territories. In addition to the summary in Table 1, this course outline is included as Appendix 3.

Table 1: Australian Capital Territory (ACT) 2007

Data and information for this section is drawn from the ACT Website www.bssts.act.edu.au

The data used for the ACT reflects the units studied by students in Years 11 and 12. The ACT Year 12 Certificate lists the results of studies over Year 11 and 12. Students generally complete 20 standard units during the course, with ten units (five subjects) being completed in Year 12. Year 12 courses in the ACT do not have external examinations.

Courses are developed individually by colleges (Type 1) or in collaboration (Type 2). Most units are designated A or T. Courses designated A are accredited as providing appropriate content for Years 11 and 12. Courses designated T are accredited as providing appropriate preparation for higher education. *(Note that courses no longer offered may have at least part of their content offered in other courses developed since 2007 – e.g. Global Relations (T Year 12) in the ACT currently offers opportunities to study parts of the content covered in 2007 Asian Studies.)*

- Total Number of Students in Year 12 in 2007 was 3,988 (includes mature age students – 37).
- The figures below indicate the number of students who received Year 12 certificates in 2007.
- Figures for the studies do not include mature-age students.

Because of the way in which courses are developed and because there are no Year 12 external examinations, students and teachers in the ACT have considerable freedom to choose focus areas in the curriculum. Depending on the class and school, many courses could include or allow for content or focus on Asia.

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers 2007
Asian Studies	Year 12 A/T course	Six units offered: Group A • The Legacies of Cultural Exchange • From Art to Action • Cultural Identity Group B • Australian/Asian Perspectives • Understanding the Islamic Viewpoint • Comparisons and Contrasts	Content or focus on Asia comprise this course. Students choose at least one from each group. Group A emphasising history and the creation of culture and identity and Group B emphasising viewpoints and economic and political development. These units cover a wide range of Asian perspectives, content and focus, and include opportunities for in-depth case studies. For example, The Legacies of Cultural Exchange	13

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers 2007
English	Year 12 A/T course	See also general comments with regard to English courses across the states and territories. There are a number of English courses in the ACT written by different colleges. In one particular English course students choose from a range of 29 units, including literature from specific regions or periods – e.g. Celtic Texts, North American Texts, Neoclassical Literature. None of the units has specific Asian content or focus. This is also the case for the A unit. There is a large number of Asian unit resources which individuals sometimes select. Specific unit resources include some Asian selections as one of a large number – e.g. in Contemporary Texts A, Roy's <i>The God of Small Things</i> and Tan's <i>The Joy Luck Club</i> are listed as two of 24 novels. Images of War includes among its list of films: <i>M.A.S.H.</i>, <i>Bridge over the River Kwai</i>, <i>Kandahar</i>, <i>The Killing Fields</i>, <i>Good Morning Vietnam</i>, <i>Born on the Fourth of July</i> and <i>Gallipoli</i>. Life Stories includes Cunxin's <i>Mao's Last Dancer</i> and Yen Mah's <i>Falling Leaves</i> as two of 30 novels, and <i>Ghandi</i> and <i>Not without My Daughter</i> as two of 15 films.	includes an in-depth case study of either North and South Korea or Vietnam. There are no compulsory units in the courses. While some units may allow for content or focus on Asia in their lists of specified resources, this is not mandatory.	English: 3,746 ESL: 268
	A/T course Year 12	There are 30 possible units in this course, including two with specific Asian content: Australia and Asia and Australia, Asia/Pacific Links (0.5) Australia and Asia covers: the diversity of the people, societies, environment and cultures of Asia	While there is no mandatory content or focus on Asia, there are two specific units with content or focus on Asia, and other units allow for it. The units allow for wide coverage of contemporary Asia. Students cannot study both of the specific Asian	164

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers 2007
		- the links between Asian nations and Australia - Australia's economic, social and political relationships with Asia - Australia's relationship with high-growth Asian economies Australia, Asia/Pacific Links covers: - the geography of Asia - links between Asia and Australia Many of the other units could have Content or focus on Asia – e.g. Urban Places, Resource-Based Industries and include reference material with Asian content and focus – e.g. <i>ABC Changing China</i> videos <i>Forestry, Flooding and Farming</i> (Resource-Based Industries) and <i>Urban Development in Shanghai</i> (Urban Places).	units due to duplication of content.	
History	A/T course Year 12	Colleges tailor their History courses from a range of options or units. In 2007, these included: - History (multi-strand) - American History - Asian History - World History - Modern History - Medieval History - International History - Ancient History Students can select units with Asian content or focus within a particular course – e.g. for Modern History they could select The Indian Sub-Continent 1920 to Present.	There are 40 units in the History course. Content or focus on Asia comprise some of these units, including: Indus Valley Civilization to Pataliputra; Shang to Tang Dynasty; Asia – Impact of Western Intrusion; Modern China from Manchu to Mao; Conflict in Indo-China; The End of Empires – South East Asia; The Indian Sub-Continent 1920 to Present; Modern Japan – From Tokugawa to Today. Others could include Asian content or focus but it is not mandatory, e.g. in Revolutions in the Modern World, students choose one or more of six Revolutions, including China. Similarly, Contemporary International Issues suggests a number of issues, including some with content or focus on Asia, such as the UN as Peacekeeper, with Korea and the Middle East as possible areas	History: 629

Name of study	Unit level	Content and focus on Asia		Comments	Completion numbers 2007
Visual Art (Art and Design)	A/T course Year 12	There are 35 possible half units or units in this course. There are references to fields such as Chinese and Japanese ceramics and <i>raku</i> firing. There is some reference material with Asian content.	of focus.	There is no specific content or focus on Asia, although some classes may cover material with this focus or content.	537

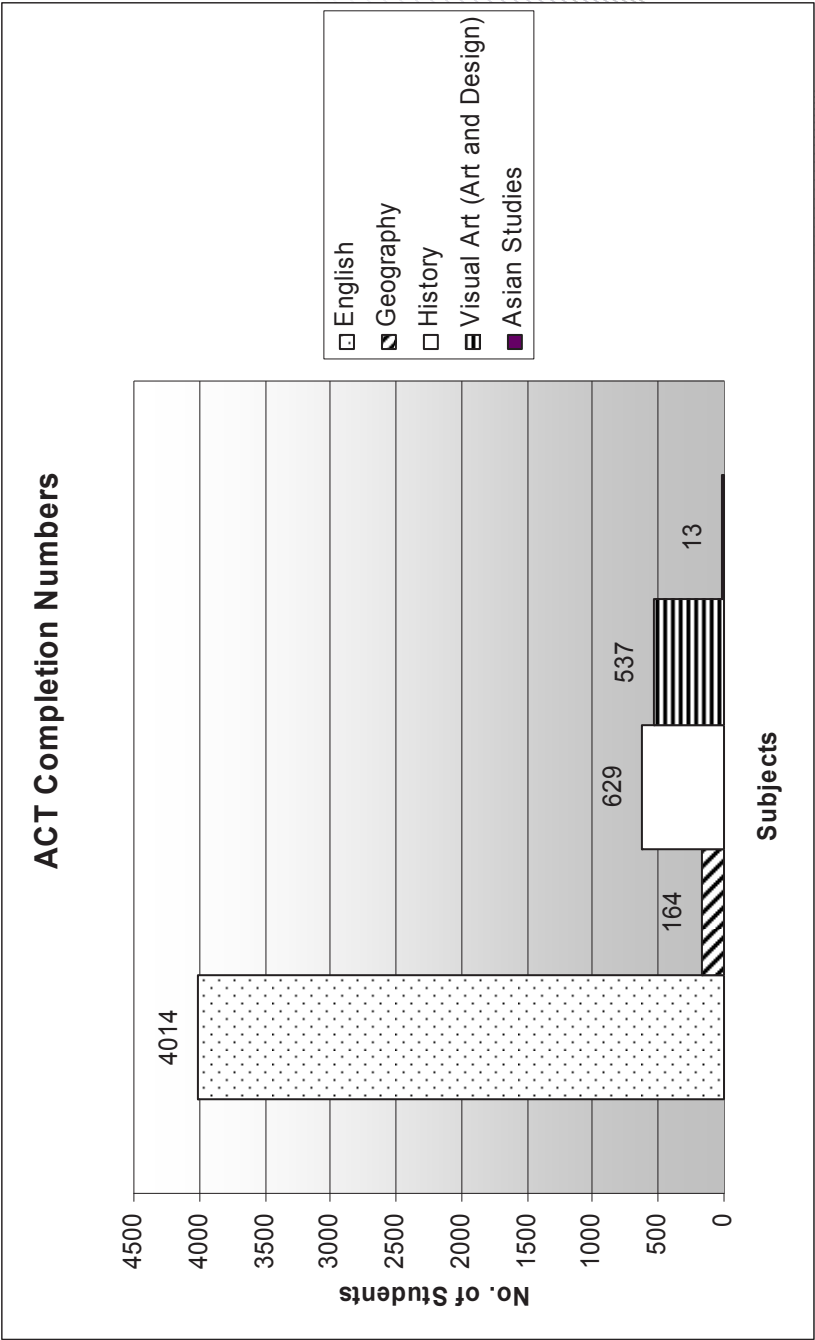


Table 2: New South Wales (NSW)

Data and information for this section is drawn from the NSW Website www.boardofstudies.nsw.edu.au

Students who complete Year 12 in NSW receive the Higher School Certificate (HSC) Record of Achievement. This is a record of all Preliminary (Year 11) and HSC (Year 12) courses that have been satisfactorily completed. Students generally study five 2-unit sequences in Year 12.

- Total Number of Students in Year 12 in 2007 was 67,189.

Name of study	Level	Content and focus on Asia	Comments	Number of candidates who sat examination
Ancient History	2 units HSC	There are four parts to the course: Part I: Core Study: Cities of Vesuvius Part II: Ancient Societies Part III: Personalities in Their Times Part IV: Historical Periods In Parts II, III and IV students are required to study one ancient society, one personality in their time and one historical period. At least two of the following areas must be selected: Egypt, Near East, Greece and Rome. There is a possible Asian focus (in its widest definition): if Egypt or the Near East is selected as one of four options in Parts II, III or IV: Egypt, Near East, Greece or Rome. Asian focus is limited to Egypt and the Near East	25% for each part of the HSC course. The course focuses on Egypt, the Near East, Greece and Rome. Students have the option of selecting Egypt or the Near East as areas of study. There is no mandatory Asian content or focus. In the 2007 examination, Greece and Egypt were the most popular options for Ancient Societies; there was a range of personalities in Personalities in Their Times; and Greece, Egypt and Rome were the most popular options for Historical Periods.	11,495

Name of study	Level	Content and focus on Asia	Comments	Number of candidates who sat examination
Modern History		as possible options.		
	2 units HSC	There are four parts to the course: Part I: Core Study: World War I 1914–1919 Part II: One National Study Part III: One Personality in the Twentieth Century Part IV: One International Study in Peace and Conflict The nine Part II options include: A. Australia 1945–1983; B. China 1927–1949; C. Germany 1918–1939; D. India 1919–1947; E. Indonesia 1959–1998; F. Japan 1904–1937; G. Russia and the Soviet Union 1917–1941; H. South Africa 1960–1994; I. USA 1919–1941. Options B D E and F (China, India, Indonesia and Japan) clearly have an Asian content and focus. Some of the other options may have a partial Asian focus, e.g. Australian or American foreign policy. Part III lists 27 personalities as options, including historical Asian figures, or figures with a partial Asian focus, e.g. General Douglas MacArthur. Part IV lists seven possible options: A. Anglo-Irish Relations 1968–1998; B. Conflict in Europe 1935–1945; C. Conflict in Indochina 1954–1979; D. Conflict in the Pacific 1937–1951; E. The	25% for each part of the HSC course There is no mandatory content or focus on Asia. In the 2007 examination, for National Studies (Part II of the course) 65% of candidates attempted Germany; 19% of candidates attempted Russia/Soviet Union; 6% of candidates attempted USA; 4% of candidates attempted South Africa; 2% of candidates attempted China; and less than 4% of candidates attempted India/Japan/Australia and Indonesia combined. The most commonly selected Asian personalities (Part III of the course) were Ho Chi Minh (5%) and Yasser Arafat (2%). In Part IV (International Studies in Peace and Conflict) more students attempted the questions with an Asian or possible focus, with 33% selecting Conflict in Indochina, 14% selecting Conflict in the Pacific, 11% selecting the Arab-Israeli Conflict; and 22% selecting the Cold War. Only 1% selected The United Nations as Peacekeeper.	9,769

Name of study	Level	Content and focus on Asia	Comments	Number of candidates who sat examination
History Extension		Arab-Israeli Conflict 1948–1996; F. The Cold War 1945–1991; G. The United Nations as Peacekeeper 1946–2001. There is clear Asian focus (in its widest definition) in Options C, D and E (Conflict in Indochina, Conflict in the Pacific and the Arab-Israeli Conflict) and possible Asian content and focus in several of the other options.		
	1 unit HSC	History Extension is taken for one semester only, in conjunction with or following another History subject. There are two parts to the course: Part I: What is History? Part II: History Project Part I: 60% Part II: 40% In Part I students select a book of readings and a related case study. The selection may be drawn from Ancient History, Medieval and Early Modern History, Modern History or Australian History. There is a range of further options within each History. An Asian or possible Asian focus includes Ancient Egypt and the Life of Teti; The Origins and Early History of Israel; The Problems of the Archaeology of a Site (Ancient History); The Crusades – Campaigns of the Cross (Medieval and Early Modern History); Confucianism and Chinese Industrialism in the Sung Period; The Nature of Western Imperialism in the 19th	There is no mandatory content or focus on Asia. Students study History Extension concurrently with or after completing Ancient History and/or Modern History For Section 2 of the 2007 exam, the examiners list the most popular Case Studies in each area. The Case Studies listed with possible content or focus on Asia are The Crusades (Medieval and Early Modern), John Fitzgerald Kennedy and Appeasement (Modern).	2,278

Name of study	Level	Content and focus on Asia	Comments	Number of candidates who sat examination
		Century; Winston Churchill – Statesman or Career Opportunist; Appeasement – Peace or War; The Nature of the Presidency of John Fitzgerald Kennedy (Modern History) For Part II, the History Project, students design and conduct their own investigation. This is an independent project under supervision, resulting in an original piece of work. It could include content or focus on Asia.		
English	2 units HSC	See general comments with regard to English courses across the states and territories		English Standard: 31,363 English Advanced: 28,258 English for ESL Students: 2,727
Geography	2 units HSC	There are three parts to this course: - Ecosystems at Risk - Urban Places - People and Economic Activity The first part focuses on the management and protection of ecosystems at risk. Two case studies of ecosystems are required. The second part focuses on world cities, mega-	33.3% of course time for each part. There is no mandatory content or focus on Asia. 2007 exam: The first two of three sections of this exam (40%) related to a stimulus booklet about Vancouver, Canada. The third section (60%) allowed for wide individual input. The Markers' Notes did not specify the content of this input.	4,561

Name of study	Level	Content and focus on Asia	Comments	Number of candidates who sat examination
Visual Arts		cities, large cities and urban places. Case studies are required: a large city from the developed world and a local area. The third part focuses on economic activity in the local and global context. Case studies are required: an economic activity on a global scale and an economic enterprise on a local scale. Each part of this course could include content or focus on Asia. One of the suggested examples (Ecosystems at Risk) is: What will the rainforests of Kalimantan be like in the future?		
	2 units HSC	The suggested time allocation for this course is divided as follows; • 40% art making • 40% art criticism and art history • 20% any aspect of content Art criticism and art history could include content or focus on Asia. Students undertake at least five case studies.	There is no mandatory content or focus on Asia. 2007 exam: Section 1 of the exam (50%) called for three separate responses to particular art works or groups of art works. This included the work of a postmodern Chinese artist (sculpture) and a Qing Dynasty vase. Section II allowed for wide input. The Markers' Notes do not specify content for Section II. However, in discussing the responses in Section I, the Markers' Notes state that the work of the Chinese artist was explored in relation to, among other things, working between cultures and revision of cultural traditions.	9,420

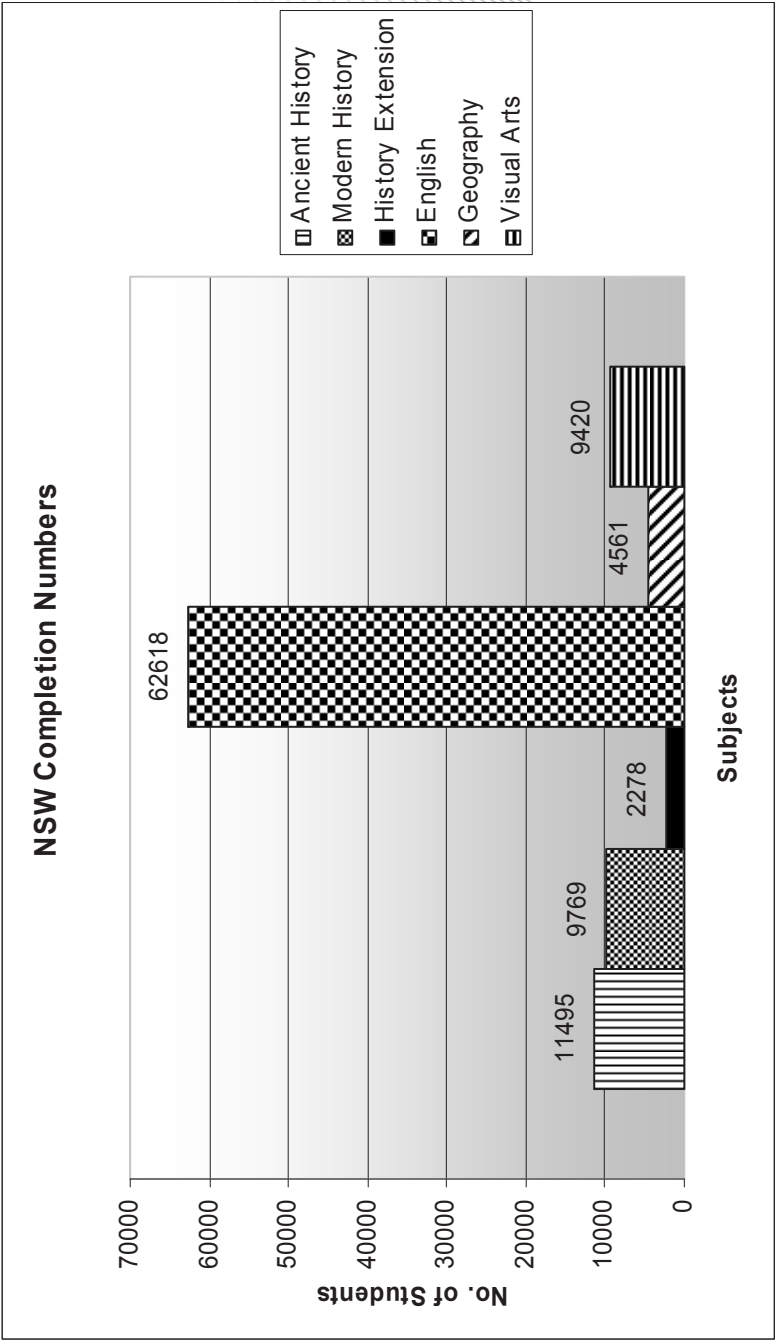


Table 3: Queensland (QLD)

Data and information for this section is drawn from the QLD Website www.qsa.qld.edu.au

In 2007, students completing Year 12 in Queensland received the Senior Certificate. Year 12 is the second year of a two-year course of study. Year 12 subjects are divided into two units or themes of one semester each. Students generally complete six subjects or pairs of units in Year 12. Assessment is externally moderated and school-based (apart from a small number of non-school-based candidates who sit external examinations).

- Total number of students in Year 12 was 41,599.

Name of study	Unit level	Content and focus on Asia	Comments	Subject enrolment numbers 2007
Ancient History	Two themes over two units or semesters	The course is organised over two years. During that time a minimum of three themes must be selected, and a minimum of four inquiry topics must be studied. One inquiry topic must focus on Greece or Rome. At Year 12 level two themes must be selected. Many of the topics in these themes have Asian content and focus – e.g 6, 9 11. See also Appendix 3. Studies of Funerary Practices Suggested inquiry topics with Asian content include the following: • Korean culture – Shilla dynasty • China – The entombed warriors • Sumerians – Death pit at Ur Personalities in History The following Asian personalities are mentioned: • Asoka • Qin Shi Huangdi Studies of philosophy	There is extensive and specific content or focus on Asia in this course. The only mandatory element is that one inquiry topic must focus on Greece or Rome; some study of Australian content is also encouraged. Thus there is no mandatory content or focus on Asia, but certainly plenty of scope for it.	5,084

Name of study	Unit level	Content and focus on Asia	Comments	Subject enrolment numbers 2007
		Suggested inquiry topics with content or focus on Asia include the following: • Individual philosophers such as Confucius, Lao Tzu • Schools of philosophy such as Confucianism, Buddhism • The development of philosophic belief in particular cultures, such as, China or India		
English and English for ESL Learners		See also general comments with regard to English courses across the states and territories. • Teachers are encouraged to use a range of material across cultures and history, but there is no specific mention of content or focus on Asia.	There is no specific or mandatory content on Asian .	33,655
English Extension – (Literature)		• There are four approaches to reading practice: Author-centred, Text-centred, Reader-centred, World-context-centred. • Salman Rushdie, <i>Satanic Verses</i>, is mentioned in the Author-centred approach. • Ruth Praver Jhabvala, <i>Heat and Dust</i>, is mentioned in the Text-centred approach. • Some post-colonial writers, including (Homi K) Bhabha, (Edward) Said and (Gayatri Chakravorty) Spivak are mentioned with reference to post-colonial theory in the World-context-centred approach, as is Jung Chang, <i>Wild Swans</i>. • None of these texts is mandatory reading.	There is no specific or mandatory content on Asia.	607

Name of study	Unit level	Content and focus on Asia	Comments	Subject enrolment numbers 2007
Geography		- The syllabus is organised over two years. It is based on four themes, each of which has two focus units. Themes may be studied in any sequence. There are also school-based elective units, which should relate to the semester theme. The four themes and their focus units are: - Managing the Natural Environment - Focus unit 1: Responding to natural hazards - Focus unit 2: Managing catchments - Social Environments - Focus unit 3: Sustaining communities - Resources and the Environment - Focus unit 4: Connecting people and places - People and Development - Focus unit 5: Living with climate change - Focus unit 6: Sustaining biodiversity - Focus unit 7: Feeding the world's people - Focus unit 8: Exploring the geography of disease	There is plenty of scope for content or focus on Asia here. The inclusion of a range of geographical contexts is mandatory: Australia, Asia-Pacific, Europe, Africa, the Americas, Antarctica. There are also many mentions of Asian regions and countries in the Key Ideas and Sample Learning Experiences in the focus units – e.g. Thailand, Shanghai, Banda Aceh, India, Bangladesh. Students would almost certainly encounter content or focus on Asia in this subject, although as the themes are sequential over two years, they might not necessarily do so if only taking the subject at Year 12 level.	4,364
	Modern History	The syllabus is organised over two years. A minimum of three themes must be selected, and a minimum of four inquiry topics must be studied. That is, at least one inquiry topic from each of the three themes must be studied, and an extra		5,121

Name of study	Unit level	Content and focus on Asia	Comments	Subject enrolment numbers 2007
(Modern History)		inquiry topic from one of the themes is to be done as well. Alternatively, an inquiry topic from another theme may be done. 'One inquiry topic must focus on a significant element of Australian History', and 'the suite of inquiry topics must be predominantly 20th century in focus, across a range of time periods within the century'. - Sixteen themes are listed: - Studies of Conflict - A number of armed conflicts from the 20th century have Asian content, e.g. World War II, Vietnam, Communist-Nationalist conflict in China, Arab-Israeli conflicts etc. - Studies of Hope - The History of Ideas and Beliefs - A number of -isms are suggested, including Imperialism, e.g. the British in India, Communism, Socialism, Fascism, Capitalism, Marxism, Nationalism. - Studies of Cooperation - One of the suggested inquiry topics is the Satyagraha movement (India), - The History of Everyday Life - Studies of Power - Various 'powerful people' are suggested, e.g. Gandhi, Aung San Suu Kyi, Saddam Hussein, Mao Zedong. - Studies of Diversity - People and Environments in History - History and the Global Perspective - Local History - The Individual in History	The Korean War obviously fits in here as well. Obviously there is plenty of scope for content on Asia. There is clearly a lot of scope for content on Asia here	

Name of study	Unit level	Content and focus on Asia	Comments	Subject enrolment numbers 2007
(Modern History)		12. National History Suggested inquiry topics include the emergence of the nation-states of Indonesia, Japan, China, Papua New Guinea, Fiji. 13. Studies of Change 14. History and Futures 15. History and Historians: Theories and standpoints 16. School-based Theme	Other obvious candidates are India, Pakistan, Bangladesh, Sri Lanka, Israel, et al. There is, however, no explicit or mandatory content or focus on Asia, although it is difficult to see how one could study the history of the 20th century and ignore Asia. The syllabus also encourages teachers to include 'a range of geographical contexts – Australian, Asia-Pacific, European, African and American'.	7,099
Visual Arts		- The course components are: Concepts, Focuses, Contexts, Media Areas, and Visual language and expression. The Year 12 overall feature is specialisation. - Asian art is mentioned several times in the syllabus. Students are encouraged to engage with Australian art, including Asian references; Students 'should be introduced to concepts' through, among other things, 'a diverse range ... of related visual art contexts, philosophies and perspectives.' Students should also consider artists and artworks 'across a range of historical, sociocultural, technological and philosophical contexts.' These references include Asian in a group of three: 'Indigenous Australian, Asian and multi-cultural'.	There is no specific or mandatory content or focus on Asia in this course, although there is scope to include Asian content.	

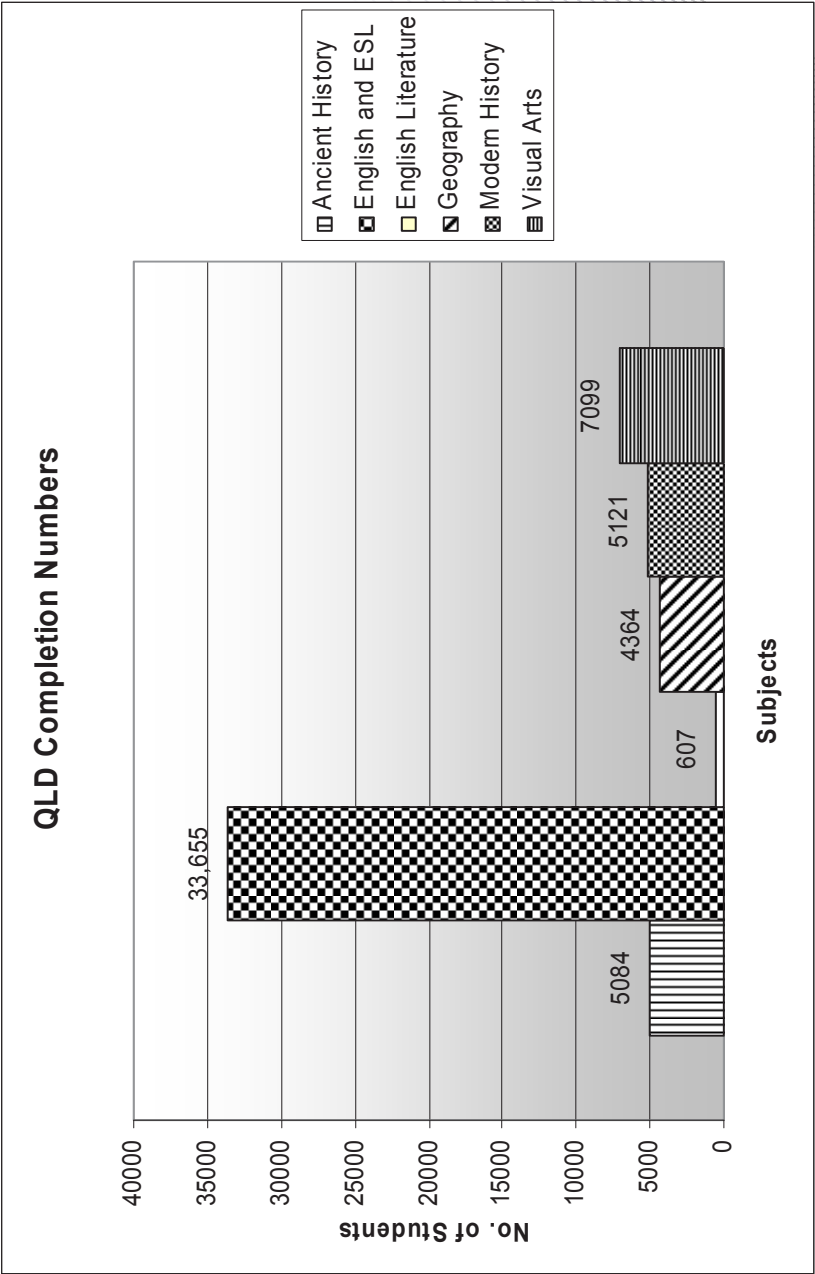


Table 4: South Australia (SA) and the Northern Territory (NT)

Data and information for this section is drawn from the SA Website www.ssabsa.sa.edu.au

Year 12 students in South Australia who successfully complete Year 12 are issued the South Australian Certificate of Education (SACE). The SACE is a two-year course. Students generally study 22 units in two stages. Stage 1 is usually studied in Year 11 and Stage 2 in Year 12. Stage 2 subjects have two units. Students generally complete five Stage 2 subjects in Year 12.

Year 12 students in the Northern Territory follow the South Australian syllabus and are awarded the Northern Territory Certificate of Education (NTCE).

Total number of students completing all requirements of the SACE 2007:

- SA: 12,056
- NT: 985

Completion numbers are the numbers of students receiving a result. A very small number of students receive only 'partial assessment' and are also included.

Name of study	Unit level: 2 units for Stage 2	Content and focus on Asia	Comments	Completion numbers 2007
Australian and International Politics	Stage 2	The course is divided into two parts: • Australian Politics • International Politics There are four parts in Australian politics, all of which are mandatory. Students select one (of seven) option in international politics. One of the seven options is 'The politics of the Asia-Pacific Region'. This option covers: • Diversity and unity in the region • The progress of democracy in the region • The possibilities of regional, cultural, political, and economic integration • Australia's role in the Asia-Pacific region	Students who select the Politics of the Asia-Pacific Region will study Asia, and may also encounter content or focus on Asia in other options. There is no mandatory Asian content. Students were required to answer two-essay type questions in the examination. The Assessment Report does not specify numbers of students answering specific questions. It notes that in the International Politics section there were no responses on Global Citizenship and few responses to two of the three questions in Australian International Relations. In the section on The Politics of the Asia-Pacific Region, two of the three questions had 'few	SA: 123 NT: 33
	Year 12			

Name of study	Unit level: 2 units for Stage 2	Content and focus on Asia	Comments	Completion numbers 2007
		Some of the other six options could include Asian content: Global Citizenship; Global Media; Australian International Relations; The United Nations and Human Rights; The United States of America and World Affairs; Comparative Political Systems.	responses'. An overall view of strengths and weaknesses in the responses to the other question is provided.	
Australian History		The course has three parts: a Comparative Study; a Depth Study; and an Individual History Essay. In the Comparative Study students choose one of six topics. In the Depth Study students choose one of five topics. Several of these have specific Asian content or focus – e.g. Australia's Foreign Policy 1890 to the present, The Unwanted, the Seekers and the Achievers; Migration to Australia 1830 to the Present; Remembering Australians in Wartime: Experiences and Myths: 1880 to the Present. An example of the focus can be found in Australia's Foreign Policy. The White Australia Policy is discussed, as is Australia's participation in military conflicts against Communism in Korea, Vietnam, Singapore and Malaysia.	There is specific but not mandatory content or focus on Asia in parts of the course. Students also choose their own topic for the Individual History Essay, either from the topic list or any other area relevant to Australian History. Students were required to answer three essay-type questions in the examination. The Assessment Report does not specify numbers answering specific questions. One question, discussing the validity of the statement 'Australians have always opposed involvement in war or conflict' was described as 'very popular'. Answers included discussion of the Vietnam War and the Iraq conflict. In a question about Australia's foreign policy and external events, candidates cited Asian events such as the fall of Singapore, the Vietnam War and the Tiananmen Square Massacre.	SA: 205 NT: 26
Modern History		This course also has three parts: a Comparative Study; a Depth Study; and an Individual History Essay. One topic is also selected as outlined above from the	There is specific but not mandatory content or focus on Asia in parts of the course. Students would probably encounter at least some content or focus on Asia.	SA: 1,594 NT: 83

Name of study	Unit level: 2 units for Stage 2	Content and focus on Asia	Comments	Completion numbers 2007
		Comparative Study and the Depth Study. There is specific Asian content in several of the optional topics. In Pain and Gain: Modernisation and Society since c.1500, students compare two societies from Africa, Asia, Europe (including Russia) and America. In Intruders and Resisters: Imperialism and its Impact since c.1500, students compare the imperial history of two colonial powers from a list of thirteen. This list includes China, Japan and Turkey. There would also be Asian content and focus in the history of other colonial powers. In Revolutions and Turmoil: Social and Political Upheavals since c.1500, students compare two revolutions from a list of eight. This includes Chinese Revolutions. (Students can choose either the 1911 or the 1949 Revolution.) There is possible content or focus on Asia in most of the other options as well.	Students also choose their own topic for the Individual History Essay, either from the topic list or any other area relevant to Australian History. Students were required to answer two essay-type questions and to analyse some provided source material in the examination. The Assessment Report does not specify numbers answering specific questions. Many questions allowed for content or focus on Asia, but European focus and content appear to have been more common. When writing about imperial expansion, candidates mostly referred to both Britain and Belgium. When discussing dictators, students mostly discussed Hitler. The examiners did note some effective discussion of questions with Asian content, such as industrialisation in Britain and Japan. The source analysis material provided related to the rise of the merchant class in Tokugawa Japan. The markers were 'particularly impressed with the responses'.	SA: 1,171 NT: 39
Visual Arts Studies		There are two sections to the course: • Visual Arts Practice • The Study of Visual Arts The second section includes a range of options, such as Visual Arts in a Socio-cultural Context, Visual Arts and Politics, or Student-negotiated Topic, from which	Students could incorporate content or focus on Asia in the options. There is no specific or mandatory Asian content. Candidates were required to answer two essay-type questions in the examination. The examiners specify the number of students answering each question, but are not usually specific about particular artists or contexts	

Name of study	Unit level: 2 units for Stage 2	Content and focus on Asia	Comments	Completion numbers 2007
		students select two. The rationale for the course notes that Australia's location in the Asia-Pacific Region is recognised. There is no other specific mention of Asia or anything Asian.	chosen. The Assessment Report does however make the following observation: 'How candidates can overlook the social influences on the work of artists like George Gittoes [an Australian war artist, many of whose works related to Asia] remains a mystery to the markers.' (This was in relation to a question answered by 60 candidates.)	
English as a Second Language and English as a Second Language Studies		There is no specific or mandatory Asian content.	There is no specific or mandatory content on Asia.	SA: English as a Second Language: 363 SA: ESL Studies: 634 NT: ESL: 71 NT: ESL Studies: 58
English Studies		See also general comments with regard to English courses across the states and territories. Among the prescribed texts are listed the screenplays for two films with content on Asia, namely: • <i>Monsoon Wedding</i> (Mira Nair) • <i>Raise the Red Lantern</i> (Zhang Yimou) Among prose texts are listed: • Khaled Hosseini, <i>The Kite Runner</i> • Kazuo Ishiguro, <i>Never Let Me Go</i> • Arundhati Roy, <i>The God of Small Things</i>	While there are some suggested texts by Asian authors, none are mandatory reading. There is therefore no mandatory content on Asia. Texts are not specified in the Assessment Report.	SA: 2,290 NT: 257

Name of study	Unit level: 2 units for Stage 2	Content and focus on Asia	Comments	Completion numbers 2007
		David Guterson, <i>Snow Falling on Cedars</i> These are texts which <i>may</i> be used. No one is required to read any of these.		
English Communications		English Communications does not have an external examination. It is assessed by teachers with panel moderation. Teachers select from a range of text types.		SA: 6,754 NT: 659
Geography		There is a compulsory core topic – Population, Resources and Development and two optional topics from a list of 12: Urbanisation, Rural Places, Tourism, Sources and Use of Energy, Coasts, Biodiversity, Climate Change, Soils, Environmental Hazards, Globalisation, Drylands, and Negotiated Topic.	There is no specific or mandatory content on Asia, although there is certainly plenty of scope within both the core topic and the options for content and focus on Asia e.g. Population (part of compulsory core topic), Tourism (<i>'Tourism issues [could include] ... cultural impacts of tourism ... foreign-owned tourist developments'</i>); Urban Places (<i>'Large urban places in the developed world and the developing world continue to attract people.'</i>) Candidates were required to respond to all twenty questions with short or extended answers. A variety of material was provided requiring them to discuss, among other things, issues related to the Aral Sea, population in general and demographic transition.	SA: 1,223 NT: 60

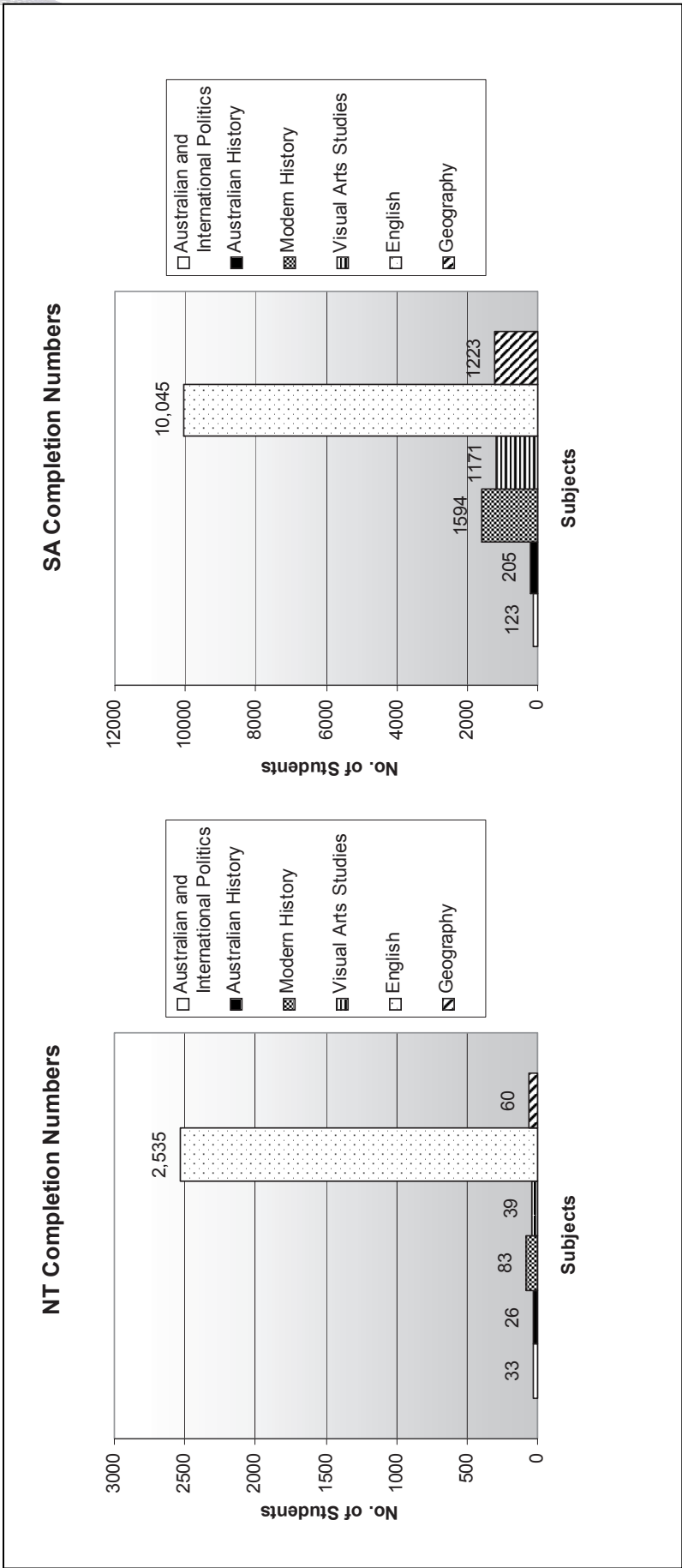


Table 5: Tasmania (TAS)

Data and information for this section is drawn from the TAS Website www.tqa.tas.gov.au

Students in Tasmania may take senior secondary subjects that contribute to university entrance scores in their first, second or subsequent years of study after the end of compulsory schooling. These subjects are one year long and are all at the same level of demand – level 3 in terms of the Victorian credit matrix, a level consistent with Year 12 university entrance subjects in other states. These one-year courses have a size value of 15. Students generally complete courses to a total size of 120 over a two-year period. The numbers given in the table are the numbers of students receiving results in each subject in 2007. These students may be in their first or second year after the end of compulsory schooling, the proportion varying significantly between subjects. For example, for Ancient Civilisations, 184 of the total 343 were in their first year of post-compulsory education and training. There are three English studies at this level. The table includes two of these English courses. Students gaining a tertiary entrance rank have completed five or more studies at this level.

- Total number of students in Year 12, 2007 was 4,947

Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
Art Appreciation	3	The course content consists of: 1) internally assessed assignments, mostly in essay form; 2) a major research project in essay form, and 3) a folio of support materials. There is no external examination for this subject but there is external assessment of student research projects. Information is included about content to give a general overview of this Year 12 learning area.	There is no specific or mandatory content and focus on Asia. Students choose a research project. The range of research project titles for 2007 does not include any specific Asian content or focus. (The References and Resources section at the end of the Syllabus Supplement is headed Australian Art.)	36
Ancient Civilisations	3	In this course students study the history, geography, political systems and culture of one or two of the following Ancient Mediterranean civilisations: Egypt, Greece and Rome. In addition to a core unit, at least three of four theme areas are chosen: Arts, Social Aspects, Politics and Government, Religion and Science	If Egypt is chosen as one of the civilisations to be studied, there is clear content and focus on Asia in the broader definition of Asia. However, students do not have to select Egypt. Thus there is no mandatory content and focus on Asia. The External Assessment Report does not specify	343

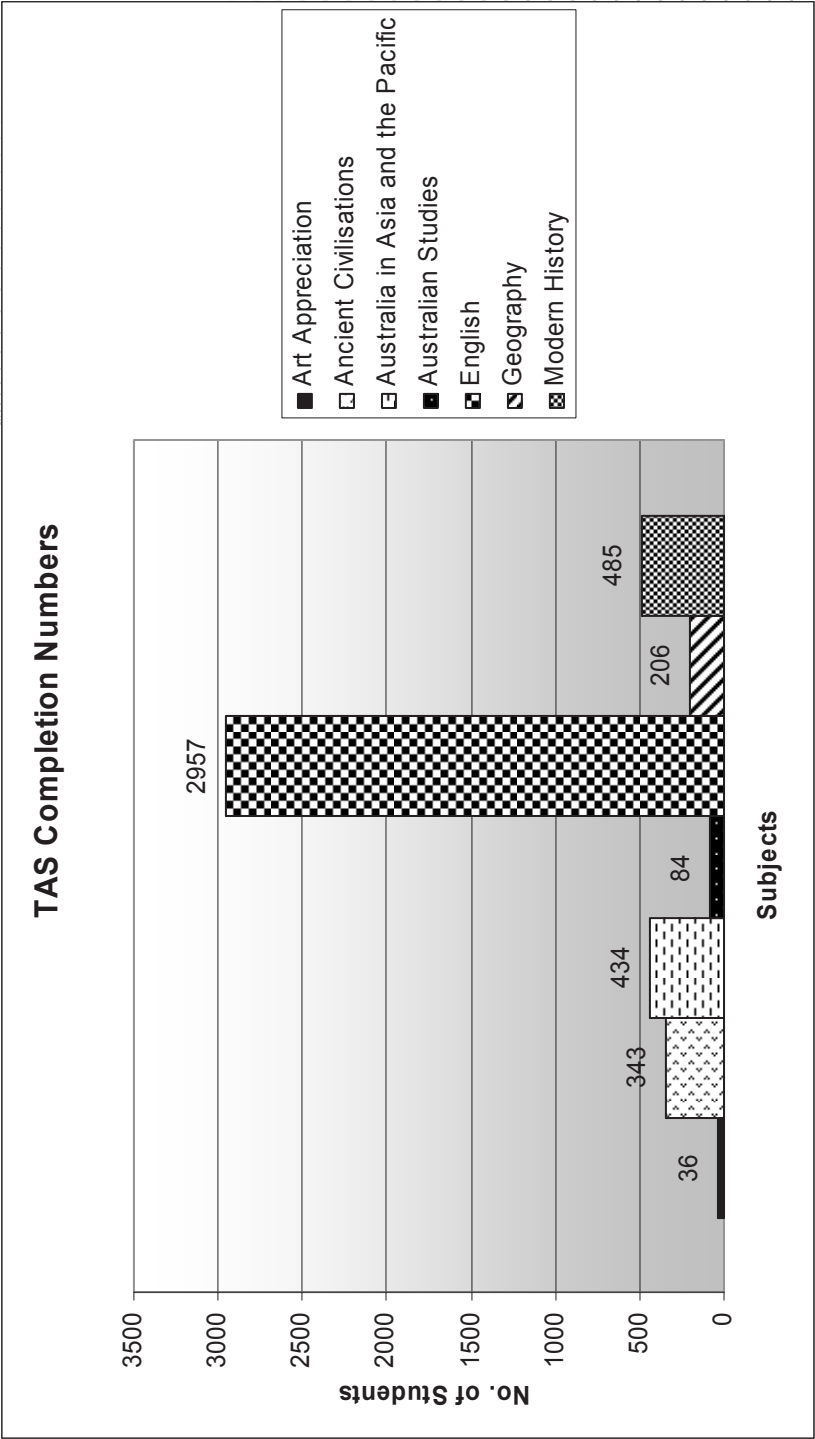
Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
Australia in Asia and the Pacific			student numbers. However, there is considerable discussion of 'Egypt' answers in the Report.	
	3	1. The first part of this course consists of two units from the following list: • Geography of Australia, Asia and the Pacific, (henceforth AAP) • Tourism of AAP • History of AAP • Economics of AAP • Societies in AAP • Ideas and Religions in AAP • Law in AAP Societies 2. Contemporary 'Issues in the AAP Region' is the second part of the course. It could include issues like migration, trade, overseas aid, environment, terrorism, human rights, indigenous land rights, etc.	Obviously there is content and focus on Asia, albeit always in the context of Australia, Asia and the Pacific. Candidates were required to answer one question in each of the three sections of the examination. The External Assessment Report does not specify all numbers. In the first section, 100 candidates answered the question about Tourism; seven candidates answered the question about Law; no candidates answered the question about Societies. In the second section, no candidates answered the questions about Economics and Societies and eight candidates answered the question about Law. In the third section, six candidates answered the question about Natural Resource Use. While these numbers may not necessarily be significant, it appears that many candidates felt most comfortable when discussing Tourism.	434
Australian Studies	3	The course is comprised of four topics: 1. Historical Overview 2. Political Issues 3. Great Australians 4. Contemporary Australian Issues Historical Overview – has three subtopics, all of which are to be covered. They are: 1. Reasons for Aboriginal and European	Historical Overview includes the Rise of Nationalism/White Australia Policy as a topic, and Contemporary Australian Issues includes Refugee and Immigration as an example of an issue. These both include content on Asia by implication. Australians at War could also include content and focus on Asia. All topics in the Historical Overview must be covered. Thus there is mandatory Asian content	84

Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
		settlement/early sea explorers and discovery 2. A survey of Australian History 1800–1901 3. Federation and the political process Political Issues – students are to do two of the following three topics: 1) National Identity and Independence 2) Whitlam, Crisis and Change 3) Australians at War Great Australians – Culture and identity through war, sport and the arts further divides great Australians into the two groups 'War and Politics' and 'Culture and Sport'. Students are to choose one from each list and write 500–600 words about them. Contemporary Australian Issues – has two topics, both of which are to be covered: 1) Aboriginal Issues 2) Current Political and Social Issues The latter includes the Republic Debate, the Role of the Governor-General, and Refugee and Immigration issues, Youth Issues and Environmental Issues.	and focus in one part of this course: Nationalism/White Australia Policy Several of the essay-style questions on the examination paper allowed for Asian reference. The External Assessment Report does not specify numbers, but some candidates wrote about the White Australia Policy, Australia as an Asia-Pacific nation and Australian involvement in Iraq, East Timor and Afghanistan and issues related to refugees.	
English as a Second Language	3	<i>The China Coin</i> by Allan Baillie, which is about the relationship between an Australian girl and her Chinese mother, is listed among 10 suggested prose texts.	There is no mandatory content and focus on Asia.	191
English Studies	3	Among a range of prescribed texts are three novels with content and focus on Asia: David Guterson, <i>Snow Falling on Cedars</i>	The requirement is that the student read one novel (of 16). There is no mandatory content and focus on Asia. The External Assessment Report does not specify	661

Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
		Arundhati Roy – <i>The God of Small Things</i> Khaled Hosseini, <i>The Kite Runner</i>	numbers referencing specific texts. However, <i>The God of Small Things</i> and <i>Snow Falling on Cedars</i> are mentioned as either popular texts or texts producing good responses.	
English Communications	3	See also general comments with regard to English courses across the states and territories. In a range of prescribed texts, from which a smaller number is selected, there are some with Asian content and focus: <i>The World from Islam</i> – George Negus (Expository Writing); <i>A Wedding in Ramallah</i> (documentary); <i>Molly and Mobarak</i> – Ronin (documentary); <i>Tales from a Suitcase</i> – Davies and Del Bosco (documentary); and <i>Japanese Story</i> (film).	There is no mandatory content and focus on Asia. Apart from mentioning student ideas once or twice, the External Assessment Report does not specify text references.	2,105
Geography	3	The course consists of three modules: • Core Module: Population Dynamics and Development Students do two of the following four: a) World population distribution and development b) World population growth over time c) Population change d) Population structures • Options Module Students do two of the following four: a) Natural hazards of the Earth's crust b) The atmosphere	There is no specific or mandatory content on Asia, although it is hard to see how either Part 1 or Part 2 could be done without reference to Asia, especially Part 1, since most of the world's population lives in Asia. Asia would most probably have been referenced in some way by all candidates in the examination, with the first (compulsory) section requiring a discussion of population, with a graph outlining past and projected world population being supplied. The External Assessment Report specifies numbers for the two optional questions. All questions allowed for Asian content and focus, particularly those requiring examples from 'both more and less developed countries'. In a question about population growth in the urban areas of less	206

Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
		c) Mountains or coasts or river basins d) Urbanisation - Fieldwork and Research module	developed countries, answered by 64 candidates, seven of the 11 most frequently referred to urban areas in less developed countries that were Asian. 'Popular choices' for volcanoes in a question about natural hazards were Mt Pinatubo (Philippines) and Mt Merapi (Indonesia).	
Modern World History (Modern World History)	3	Students study six units overall. Section A: Conflict/Resolution Two of six units must be done, two of which obviously deal with Asia : - Origins and Course of Gulf War/Iraq - World War II Victory and Consequences The other four units are: - Origins of WWI - Origins of WWII - Origins and Course of the Cold War - Paris Peace Treaties Section B: Revolutions and/or Dictatorship Two of five units must be done, three of which are: - Japan 1919–1951 - China 1911–1976 - A modern revolution Two of the suggested three modern revolutions are Iran and Afghanistan (the other is Cuba).	There is specific content and focus on Asia in this course. Students could complete the course without studying any content on Asia. However, this would be unlikely, particularly given Section C Contemporary Issues and Peace, where Asian content would be included unless Ireland 1949 was selected. There is no mandatory content and focus on Asia, but students would most probably encounter some content and focus on Asia. A large number of (the essay style) questions in the examination relate directly to Asia. The External Assessment Report does not specify numbers but relatively few candidates appear to have written about Japan, for instance, and only two candidates appear to have answered a question about the Nationalists in China. Some candidates did write about Asia -referenced topics such as Vietnam and its struggles against foreign installed regimes, the influence of Mao Zedong in the development of modern China, and the establishment of the Republic of Indonesia.	495

Name of study	Unit level	Content and focus on Asia	Comments	Completion rate 2007
		The other two units are: • Russia 1917–1953 • Nazi Germany 1933–1945. Section C: Contemporary Issues and Peace One of five units must be done, four of which are Asian in content: • Israel and Palestine • Indonesia 1965 • India 1950 • Vietnam 1965 (The other unit is Ireland 1949.) There is also a possibility of doing 'Where Are We Today?', which has units on the UN and on terrorism, and one possible sub-unit on The Gulf Region, starting with Iran, then Iraq and Kuwait, then Desert Storm etc. Section D: One unit, which can be an additional unit from sections A, B or C, or a non-externally-assessed unit on Social History. None of the suggestions explicitly include Asia.		



Note that the count given for English includes some students who did both of the English subjects included in this study.

Table 6: Victoria (VIC)

Data and information for this section is drawn from the VIC Website www.vcaa.vic.edu.au

The Victorian Certificate of Education is a two-year course, with Units 1 and 2 comprising Year 11 subjects and Units 3 and 4 comprising Year 12 subjects. Students generally take 24 units over two years. Each Unit is one semester in length. Units 3 and 4 comprise a sequential course of study in Year 12 subjects. Students generally take six Unit 3/4 sequences at Year 12 level.

Units 3 and 4 (Year 12) 2007 Completion of Unit 4 indicates completion of the subject at Year 12 level. Students who have completed Unit 4 have also completed Unit 3 – i.e. two units of one semester each.

- Total Number of Students Completing Year 12 in Victoria in 2007 was 47,069.

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
Australian History	3/4	Each unit has two areas of study. Unit 3: Area of Study 1: A new land: Port Phillip District 1830–1860 Area of Study 2: Nation, Race and Citizen 1888–1914 Unit 4: Area of Study 1: Testing the new nation 1949–1950 Area of Study 2: Debating Australia's future Students are required to complete one of the four topics in this Area of Study. Attitudes to Indigenous rights	Area of Study 2 in Unit 3 covers concepts of nationhood, and of inclusion and exclusion. Area of Study 1 in Unit 4 covers the experience of World War II. Both of these areas of study would include content and focus on Asia. There is mandatory Asian content and focus if students select Attitude to the Vietnam War or Attitudes to Immigration as a topic on one of the two areas of study in Unit 4. In 2007 80% of students studied the Vietnam War and 12% studied Immigration. Thus 92% of Australian History students studied some content on Asia from an Australian perspective.	1,304

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
		Attitudes to the environment Attitudes to the Vietnam War (1965–1970) Attitudes to immigration (end of White Australia policy 1964–1966 and the Vietnamese boat people 1970s)	(These figures are from numbers of answers to specific questions cited in the Examiners' Report.)	
History (Revolutions)	3/4	Students are required to study two of four Revolutions (Russia, China, France, America). They study each revolution for one unit/ semester. Students who select China will study: Area of Study 1: Revolutionary ideas, leaders, movements and events – the period from 1898 to 1949 (100 Days Reform to the Triumph of Mao). Area of Study 2: Creating a new society – the period from 1949 to 1976 (Communist Revolution to the death of Mao).	There is mandatory content and focus on Asia if students select the Chinese Revolution. In 2007 28% of students studied the Chinese Revolution in the examination.	4,543
Art	3/4 (Year 12)	Unit 3 Area of Study 1: Investigation and interpretation Area of Study 2: Interpreting art In addition to studying various interpretive frameworks, students choose at least two other interpretive frameworks from a range of seven: Cultural, Gender, Historical context, Political, Postmodernism, Psychoanalysis, or Symbolism. Six of the seven allow for Asian content and focus – e.g. the influence of Buddhism on the arts of Asia (Cultural); male representations of female beauty in the Japanese 'Floating World' print (Gender); the Silk Road and the	Content and focus on Asia is among a range of suggested options in Unit 3, Area of Study 2. Unit 4 could include some content on Asia. There is no mandatory content and focus on Asia in either unit. The Examiners' Report lists some of the most popular artists chosen for discussion in one section of the paper. The list of seven includes George Gittoes, an Australian war artist who focuses on areas affected by war or natural disaster. Many of his works related to Asia. The examiners included a discussion of Kate	3,067

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
		transmission of cultural influence across Asia (Historical context); the work of dissident Chinese artists since the Cultural Revolution (Political); globalisation and the issue of cultural integrity in Asian art practice and theory (Postmodernism); the trident in Hindu art, Islamic art and/or the place of the Mosque (Symbolism). Unit 4 Area of Study 1: Realisation and resolution Areas of Study 2: Discussing and debating art	Durham's 'Siev X works (the 'children overboard' issue) as an example of a high-level student response.	
Studio Arts	Unit 3/4	Unit 3: Area of Study 3: Professional art practices and styles. Students are required to develop an understanding of an art form in more than one historical and/or cultural context. Unit 4: Studio production and art industry contexts	Unit 3 could include content and focus on Asia, but there is no specific or mandatory Asian content or focus. One part of the examination required students to discuss one of ten artworks in an insert provided. One artwork had a clear Asian focus – Ah Xian <i>China – Bust 71</i>. This was chosen by three students. (By way of comparison, the most popular selection chosen by 31 students was Howard Arkley's <i>Nick Cave</i>.)	5,845
English ESL	Units 3/4	See also general comments with regard to English courses across the states and territories. The prescribed text list for English/ESL (30 texts) contains six texts with content and focus on Asia: Salem Pax: <i>The Baghdad Blog</i> Xinran: <i>Sky Burial</i> Graham Greene: <i>The Quiet American</i>	If students select any of these texts, they will be exposed to content and focus on Asia. The text response section of the English examination had two parts. For Part 1, <i>The Kite Runner</i> is listed by the examiners as one of the five most popular texts, chosen by 6.8% of students. The least popular texts included <i>Voices and Visions from India</i> and <i>The Baghdad Blog</i>. For Part 2, <i>The Quiet American</i>	English: 4,0735 ESL: 2,985

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
		Khaled Hosseini: <i>The Kite Runner</i> Tim O'Brien: <i>In the Lake of the Woods</i> <i>Voices and Visions from India</i>	is listed as one of the five most popular texts, chosen by 5.4% of students) with <i>Voices and Visions from India</i> and <i>The Baghdad Blog</i> included among the least popular. (Students had to choose different texts for each part.) The text response section of the ESL examination had one part. As with English, the most popular selection in the examination was <i>The Kite Runner</i> , chosen by 8.7% of students.	
Literature	Units 3/4	The prescribed text list for Literature (40 texts) contains four texts with Asian focus or content: Pearl Buck: <i>The Good Earth</i> William Dalrymple: <i>City of Djinns</i> Andrew X Pham: <i>Catfish and Mandala</i> Michelle de Kretser: <i>The Hamilton Case</i> Two of these texts were available for the examination (from a reduced list of 30: <i>The Hamilton Case</i> (Novel) and <i>City of Djinns</i> (Other Literature)).	If students select any of these texts, they will be exposed to content and focus on Asia. Neither of the two texts available for the examination is mentioned in the Examiners' Report. <i>The Great Gatsby</i> (Scott Fitzgerald) was the most popular choice in the Novel section and there were very few responses overall in the Other Literature section.	5,392
Geography	Units 3/4	There are two areas of study in each unit: Unit 3: Regional resources (Australian focus and content) Unit 4: Global perspectives Area of Study 1: Global phenomena	In Unit 4, students focus on analysing factors that cause global phenomena and on global responses to and impact of two phenomena, including human population. This could include a focus on Asia but there is no specific content and focus on Asia. In a section of the examination related to	2,418

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
		Areas of Study 2: Global responses	population, students most commonly identified the one-child policy in China and the baby bonus in Australia and Italy as strategies. There would also have been focus on Asia in answers to a section of the paper calling for discussion of a global phenomenon apart from population. The examiners reported that common phenomena discussed included, for example, tourism, coral reefs and deforestation.	
National Politics	Units 3/4	Unit 3: Democracy in the making (focus on USA and Australia) Unit 4: The challenge of power Area of Study 1: People and policy Area of Study 2: Contemporary foreign policy	In Unit 4 students examine Australian federal policymaking and implementation, including foreign policy. There is no specific or mandatory content and focus on Asia in that Area of Study. Area of Study 2 includes the impact of foreign policy on Australia's near neighbours and relations with regional leaders. Section C of the examination gave students the option of writing on either a contemporary domestic federal policy or a key challenge facing Australia's relations with its near neighbours – 70% of students chose the second option.	591

Name of study	Unit level	Content and focus on Asia	Comments	Completion numbers for Year 12 Unit 4 (sequential to Unit 3) 2007
International Studies	Units 3 /4	Unit 3: Global issues and conflicts Area of Study 1: Globalisation and internationalism Area of Study 2: Global conflicts Unit 4: International relations Area of Study 1: Power in the Asia-Pacific Region Area of Study 2: Australian foreign policy	In Unit 3, students study globalisation and global conflicts. They examine the positive and negative effects of globalisation and its definitions and meanings. They also examine the nature of conflict since the end of the Cold War and contemporary tensions. Both areas of study allow for content and focus on Asia. All students study specific content on Asia in Unit 4. In <i>Power in the Asia-Pacific Region</i>, students examine concepts of national interest and the use of power. The 'Asia-Pacific region' in this Area of Study includes countries on the Pacific rim but has a heavy focus on Asian countries. In <i>Australian Foreign Policy</i> students examine Australia's regional and world position and the development of Australian foreign policy. There is thus specific and mandatory content and focus on Asia. In the essay section of the examination, students were required to select one Asia-Pacific country to write about. They were prohibited from writing on Australia as a major part of the discussion, or from writing on Iraq, Iran or Afghanistan. Thus all students were required to display in-depth knowledge of at least one Asian country (in the narrower definition of Asia). The most popular question called for students to discuss how a particular Asia-Pacific state has used its power to achieve its national interest objectives since the end of the Cold War.	1,765

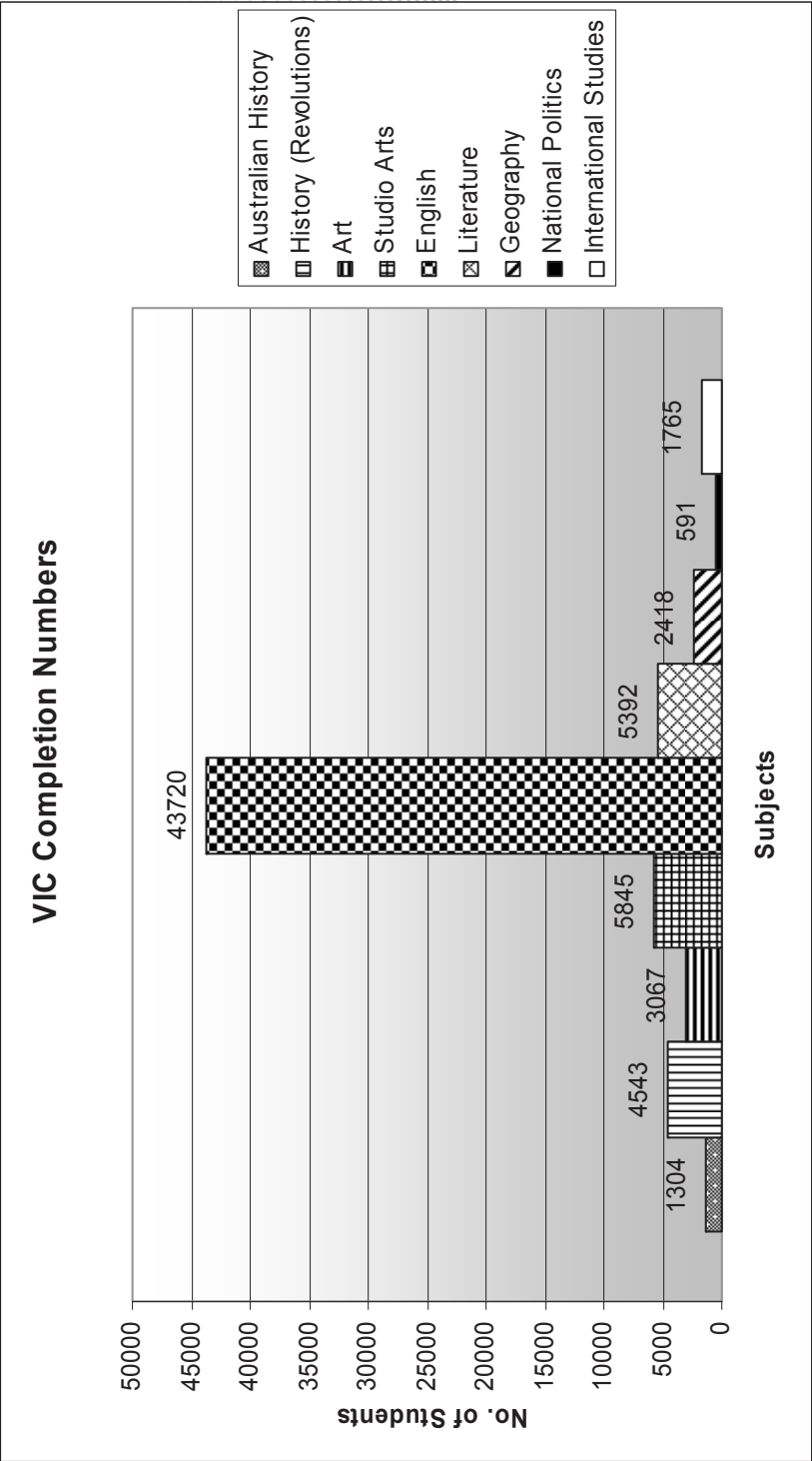


Table 7: Western Australia (WA)

Data and information for this section is drawn from the WA Website www.curriculum.wa.edu.au

Students in Western Australia who satisfactorily completed Year 12 received the Western Australian Certificate of Education (WACE). The WACE can be achieved over a lifetime; typically students take two years to complete the requirements. Western Australia is currently implementing a new curriculum for senior secondary students. This curriculum encompasses the following features and will be fully implemented by 2010:

- Compulsory examinations
- 50 courses which are packaged in three stages of development. Two of these stages are externally examined
- New WACE requirements which include mandatory studying of English for two years, a breadth of study, a set number of courses to be completed, specified standard of achievement across all courses and completion of community service.

This report focuses on achievement in 2007. At that time, Year 11 subjects were called D subjects, and Year 12 subjects E subjects, which were year-long. Generally five subjects were completed at Year 12 level.

- Total number of students in Year 12 who sat at least one Year 12 Tertiary Entrance/WACE examination in 2007 was 11,765.
- Total number of students in Year 12 in 2007 overall was 20, 443. (This figure includes students who successfully completed at least one Curriculum Council subject, or at least one unit of competency or at least one WACE course unit.)

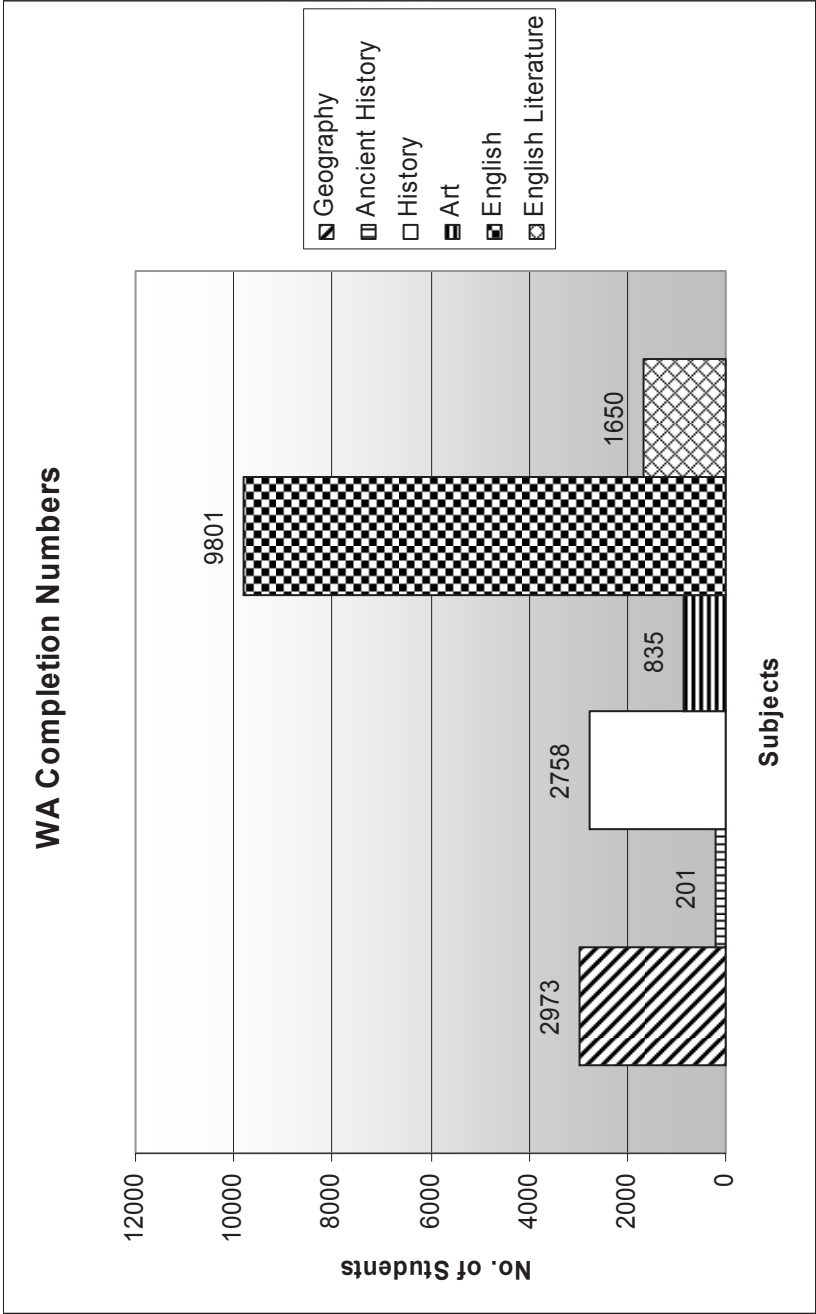
The numbers below are for those students who sat the Tertiary Entrance Examinations/WACE course examinations in 2007.

Name of study	Unit level	Content and focus on Asia	Comments	Number of examination candidates in 2007
Geography	E subject Year 12	This course has three sections: Landscapes and Land Use in Australia Settlement Patterns (in Australia) Urban Australia	This course is Australian based. There is no specific or mandatory content and focus on Asia.	2,973
Ancient History	E subject Year 12	This course alternates between a focus on Roman or Greek history. In 2007 the focus was on Rome. Both courses cover Introductory	In the broader definition of Asia, topics like the Persian wars (Greek history) and the Greek and Roman imperial presence in Asia could be said	201

Name of study	Unit level	Content and focus on Asia	Comments	Number of examination candidates in 2007
History	E subject Year 12	Material, Military and Political History and Social and Cultural Matters. There are three possible units in the course. Unit One is compulsory and students choose one of the other two. Unit One: Australia in the Twentieth Century: Shaping a nation – areas of study: Australia 1900–1945. Unit Two: International Relations 1945–1990 – areas of study: Europe Middle East Asia Unit Three: Revolutions – areas of study French Revolution Russian Revolution Chinese Revolution American Revolution Unit One could include some content and focus on Asia. In Unit Two students select one area of study. In Unit Three they select one revolution.	to have content and focus on Asia. There is no specific or mandatory content and focus on Asia. There is specific but not mandatory content and focus on Asia in this course. Students will probably encounter some content and focus on Asia in the compulsory Unit One. If they select the Middle East or Asia in Unit Two they will be studying content and focus on Asia, as they will if they select the Chinese Revolution in Unit Three. In 2007 (figures based on a partial return to the examiners) for Unit Two, 124 students (4.7%) selected the Middle East and 12 students (0.5%) selected Asia. Europe was selected by 798 students (27%). For Unit Three, 158 students (6%) selected the Chinese Revolution and 1,614 students selected the Russian Revolution (61.6%). Six students selected the American Revolution (0.2%) and no one selected the French Revolution. For those students studying Unit Two the most popular choice was Europe and for those studying Unit Three the most popular choice was the Russian Revolution.	2,758
Art	E subject Year 12	This course has three sections: 1. Visual Inquiry	Section 3 allows for content and focus on Asia. There is no specific or mandatory Asian content	835

Name of study	Unit level	Content and focus on Asia	Comments	Number of examination candidates in 2007
		2. Studio Practice 3. Art History and Criticism In Section 3 students study both Australian and International Art of the late 18th Century to the present. For the second area of study in this section they choose one of a number of general themes.	or focus. The examiners noted that the most popular section selections in International Art were Impressionism and Its Context, with Dada and Realism being the next most popular.	
English	Year 12	See also general comments with regard to English courses across the states and territories. In the Suggested Print Text List (380 titles), there are about 17 with Asian content and focus. Teachers can also choose comparable works instead.	There is no mandatory content and focus on Asia. The examiners did not specify which texts were referenced.	9,108
English as a Second Language (Now English as an Additional Language/Dialect)	E subject Year 12	Of 58 suggested texts, about 10 have content and focus on Asia: e.g. Kazuo Ishiguro's <i>An Artist of the Floating World</i> and Gary Disser's <i>The Divine Wind</i> .	There is no mandatory content and focus on Asia. Candidates in the examination were not required to reference texts from the suggested text list.	693
English Literature	E subject Year 12	There are three genres in this subject: poetry, prose fiction and drama. Students select two texts from a list of set texts for each genre. There is content and focus on Asia in one of the set prose fiction texts: Maxine Hong Kingston's <i>The Woman Warrior: Memoirs of a Girlhood among Ghosts</i> .	There is no mandatory content and focus on Asia. The examiners noted that good answers were presented on three texts, including <i>The Woman Warrior</i> , in a question attempted by 381 out of 1,650 candidates. In general, comments they noted that certain	1,650

Name of study	Unit level	Content and focus on Asia	Comments	Number of examination candidates in 2007
			texts predominated in each section of the exam. None of the texts cited had content and focus on Asia.	



REFERENCES

ACT Board of Senior Secondary Studies (ACT BSSS) www.bsss.act.edu.au

Curriculum Council of Western Australia www.curriculum.wa.edu.au

NSW Board of Studies (NSW BoS) www.boardofstudies.nsw.edu.au

Queensland Studies Authority (QSA) www.qsa.qld.edu.au

South Australian Certificate of Education Board (SACE, formerly SSABSA) www.ssabsa.sa.edu.au

Tasmanian Qualifications Authority (TQA) www.tqa.tas.gov.au

Victorian Curriculum and Assessment Authority (VCAA) www.vcaa.vic.edu.au

APPENDIX 1:

ASIA – IMPACT OF WESTERN INTRUSION 1.0 (ACT)²

Specific Unit Goals

This unit should enable students to

- Gain an understanding of the impact of the Western on at least two Asian nations.
- Evaluate the roles of major historical figures in Asia.
- Gain an understanding of political and social change and continuity in the nations studied.
- Understand the effects of global and local conflict on the nations studied.

Content

The content of this unit will consist of at least two of the following case studies:

China

- China at the beginning of the twentieth century.
- Fall of the Manchus.
- Rise of nationalism.
- China post-WWI.
- Mao and the Nationalists.
- China under Mao.
- Post-Mao China.
- Tiananmen Square.
- Post Deng Xiao Peng.

Japan

- Feudal Japan – The end of an era.
- Meiji Japan.
- Japan in the twentieth century.

India

- India in the nineteenth century.
- Indian nationalism.
- Partition and independence of India and Pakistan.
- India after independence.
- Partition of Pakistan and Bangladesh.

Indonesia

- Traditional life in Indonesia before the Dutch colonial rule.
- The nature of Dutch colonial rule.
- The impact of Japanese occupation on nationalist movements.
- Post-war struggle for independence.

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- Parliamentary government.
- Rise of Sukarno.
- Sukarno's 'guided democracy'.
- Dispute over West Irian.
- Suharto.

Malaysia

- Traditional life in Malaysia before British colonial rule.
- British rule of Malaya and Singapore.
- Impact of World War II.
- Formation of the Federation of Malaya.
- The Emergency.
- Singapore's withdrawal from the Federation.
- Foreign relations.
- Racial difficulties.
- Dr Mahathir Mohammad and his foreign policy.

Philippines

- Traditional life in the Philippines before Spanish colonial rule.
- Spanish colonial rule.
- American colonial rule.
- Early acknowledgement by USA of right to self rule.
- Impact of Japanese occupation.
- Establishment of independent republic.

Indo-China (Vietnam, Cambodia and Laos)

- Traditional life in Indo-China.
- French colonisation and administration.
- The French war and French withdrawal.
- Influence of the US.
- Communism.
- The American War.
- Pol Pot and the Khmer Rouge.
- Effect of conflict – long and short term.

APPENDIX 2:

MODERN CHINA FROM MANCHU TO MAO 1.0 (ACT)³

Specific Unit Goals

This unit should enable students to

- Critically evaluate the impact on traditional China and the Chinese people of Western intrusion.
- Communist victory in 1949.
- Develop a critical awareness of the various serious 'upheavals' in Chinese life under Mao Tse-Tung and the Communists.
- Gain knowledge and understanding about changes in domestic and foreign policies since Mao's death.

Content

China at the turn of the Twentieth Century

- Life in China prior to Western penetration.
- The Opium Wars and their effects.
- Boxer Rebellion:
 - causes
 - results.

Fall of the Manchus

- Reasons for weakness of Manchu Dynasty.
- Effect of Russo-Japanese War.

Rise of Nationalism

- Feelings towards foreigners in China.
- Rise of Sun Zhongshan (Sun Yat-sen) and the Kuomintang.
- Conflicts between Kuomintang and Yuan Shi-kai.
- Japan's Twenty-one Demands.

China after World War I

- Sun Zhongshan's Three Principles.
- Rise of Marxism and the formation of the Chinese Communist Party.
- Purges of Communists 1927.

Mao and the Nationalists

- The Long March.
- Formation of USSR.
- Sino-Japanese War.
- Assistance from USSR to Mao after defeat in WW II.
- Deposition of National Government.
- Declaration of People's Republic of China 1949.

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China under Chairman Mao

- Collectivisation.
- The Hundred Flowers Campaign.
- The Great Leap Forward.
- Cultural Revolution.
- Détente.

Post-Mao China

- The Gang of Four.
- Economic reforms.
- Political reforms.

Tiananmen Square

APPENDIX 3: ANCIENT HISTORY (QLD)⁴

The 22 themes are:

1. Studies of archaeology.
2. Studies of conflict.
Suggested inquiry topics with Asian content include the following:
 - Battle of Kadesh
 - The Trojan Wars
 - The Persian Wars
 - Warring states in China.
3. Studies of political structures.
Suggested inquiry topics with Asian content include the following:
 - Divine kingship in the ancient world, e.g. Egypt, Mesopotamia, China
 - The Feudal System in Japan
 - The Han period
 - The Gupta period.
4. Studies of the everyday lives of people in ancient societies.
5. Studies of power.
Suggested inquiry topics with Asian content include the following:
 - Divine kingship in the ancient world
 - Qin Shi Huangdi ('First Emperor')
 - Aśoka
 - The unifying force of the Mauryan Dynasty, India.
6. Studies of funerary practices.
Suggested inquiry topics with Asian content include the following:
 - Korean culture — Shilla Dynasty
 - China — the entombed warriors
 - Sumerians — Death Pit at Ur.
7. Studies of religion.
Suggested inquiry topics with Asian content include the following:
 - Judaic religion
 - Zoroastrianism
 - Hinduism
 - Daoism.
8. Studies of the arts.
One suggested inquiry topic is Visual arts in the ancient world, e.g. the art, architecture and sculpture and pottery of Ancient Greece, Rome, Egypt, China, Bronze Age Aegean civilisations and Medieval Europe.

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9. Personalities in history.

The following Asian personalities are mentioned:

- Aśoka
- Qin Shi Huangdi.

10. Studies of technologies, innovations and inventions.

11. Studies of philosophy.

Suggested inquiry topics with Asian content include the following:

- Individual philosophers such as Confucius, Lao Tsu
- Schools of philosophy such as Confucianism, Buddhism
- The development of philosophic belief in particular cultures, such as China or India.

12. A study of pharaonic power in Egypt.

13. A study of bureaucratic control in China.

Obviously all the content of this inquiry topic is Asian. A quote from the syllabus:

'Through this theme, students will come to understand the major elements that shaped the development of bureaucracy and administration in China. Students will investigate the extent of changes and continuities over time as they were influenced by bureaucratic control, and the role of the bureaucratic system in maintaining cultural continuity in China.'

14. Studies of changing practices in society and government in the Greek world.

15. A study of political centrism in Rome.

16. A study of government and religion in India.

Obviously everything covered in this theme will have to do with Asia. A quote from the syllabus:

'Through this theme, students will come to understand the major elements that shaped and continue to shape Indian outlook on life and society and how these have developed in the context of India. Students will investigate developments in and interrelationships among forms of government, religious organisations, and the influences of philosophical thought.'

17. Studies of Palaeolithic and Neolithic societies.

18. The influence of groups in ancient societies.

One suggested inquiry topic with Asian content is:

- The role and power of the priestly class in Mesopotamian civilisation.

19. Continuity and change in Indigenous Australia.

20. Studies of Europe in transition.

21. Studies of regional change.

Suggested inquiry topics with Asian content include:

- South-East Asian civilisations
- East Asian civilisations
- Civilisations of the Indian sub-continent
- Civilisations of Western Asia.

22. School-based theme.