

**HISTORICAL NOVELS AND RELATED GENRES  
IN THE HISTORY CURRICULUM**

**Grant William Rodwell**

**BA (Hons) (Tas.), MEd (Tas.), PhD (Tas.), PhD (N'castle), PhD (Tas.)**

**July 2013**

**Volume 1**

*Whose History? engaging History students through historical  
fiction, University of Adelaide Press, 2013.*

**Volume 2**

**Exegesis**

**and**

**A Time-slip Novel: Saving Sydney (unpublished)**

**Submitted in fulfilment of the requirements for the degree of Doctor of  
Philosophy, School of Education, The University of Adelaide**

# TABLE OF CONTENTS

	<b>Page</b>
<b>Abstract</b>	<b>i</b>
<b>Declaration</b>	<b>ii</b>
<b>Acknowledgements</b>	<b>iii</b>
<b>Acronyms and Abbreviations</b>	<b>iv</b>
<b>Component 1</b>	
<b>Volume One</b>	
Scholarly Monograph: Grant Rodwell (2013). <i>Whose History? engaging History students through historical fiction</i> , Adelaide University Press, Adelaide.	
<b>Component 2</b>	
<b>Volume Two</b>	
Exegesis: Historical Novels and Related Genres in the History Curriculum	<b>1</b>
Conclusions of the Overall Study	<b>36</b>
Bibliography	<b>38</b>
A Time-slip Novel (unpublished): <i>Saving Sydney</i>	

## **ABSTRACT**

Based on publications, this thesis is submitted for examination in two separate parts. Its overarching theme, however, is an examination of historical novels and related genres as a means to enhance student engagement in the History curriculum. The thesis was written during a time of considerable falling enrolments in Australian senior History classes, which has been juxtaposed with the mandating of the teaching of History in Australian schools for Years K(R)-10, with Years 11-12 to follow in 2014.

The thesis argues that the teaching of History in grades K(R)-10 can be greatly enhanced through the strategic use of historical novels and their various genres. Not only does the pedagogical use of historical novels increase students' engagement with History, but this pedagogy also significantly enhances their understanding and appreciation of history as a discipline, greatly increasing their historical literacy. This pedagogy improves students' knowing of both history and the discipline of History, and is a method of developing students' understanding about the relationships of peoples and events in the past.

In order to demonstrate these statements, this thesis has been developed in three parts: a recently published scholarly monograph (volume one); an exegesis and a time-slip novel, written with intention of publication, and to demonstrate the arguments advanced in the scholarly monograph (volume two).

## **DECLARATION**

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution to Grant William Rodwell and, to the best of my knowledge and belief. Contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis copy of my thesis when deposited in the University Library, being made available for loan and photocopying, subject to the provisions of the Copyright Act 1968.

The author acknowledges that copyright of published works contained within the thesis, including the scholarly monograph (as listed below) resides with the copyright holder(s) of those works.

I also give permission for the digital version of my thesis to be made available on the web, via the University's digital research repository, the University catalogue, and also through web search engines, unless permission has been granted by the University to restrict access for a period of time.

**Grant William Rodwell**

## **ACKNOWLEDGEMENTS**

My special thanks are due to my supervisor, Dr Margaret Secombe, and my co-supervisor, Emeritus Professor John Ramsland from the University of Newcastle, both of whom provided wise and gentle guidance, reflecting an understanding of my work on a fourth PhD. Both academics continue to offer a highly consistent, knowledgeable and professional level of advice for the researching and writing a PhD.

My thanks are due also to a team of librarians in a vast number of libraries around Australia, but particularly to the staff at the Barr Smith Library of the University of Adelaide.

I would like to thank the many people who, in an informal manner at such gatherings as the History Teachers' Association, both at state and national conferences provided me with insights into many of the issues confronting History teachers in Australian schools.

I also especially would to thank Professor Tania Aspland from the School of Education, University of Adelaide, who with great erudition has provided marvellous academic leadership and professional support in the School of Education where I have worked since 2011.

Finally, my deep appreciation and thanks go to my wife, Julie, who has shared the trials and tribulations of six postgraduate theses, including a fourth PhD with me and who, as usual, has been most supportive during the writing of this thesis.

## **ACRONYMS and ABBREVIATIONS**

ABC	Australian Broadcasting Commission
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum and Reporting Authority
ACT	Australian Capital Territory
CIB	Criminal Investigation Bureau
ERA	Excellence in Research for Australia
FECCA	Federation of Ethnic Communities' Councils of Australia
HMAS	His/Her Majesty's Australian Ship
HMT	His/Her Majesty's Transport
HTAA	History Teachers' Association of Australia
K(R)-10	Kindergarten/Reception to Year 10
NAPLAN	National Assessment Plan – Literacy and Numeracy
NSW	New South Wales
NT	Northern Territory
POW	Prisoner of War
SA	South Australia
SACE	South Australian Certificate of Education
SOSE	Study of Society in Education
WA	Western Australia