

To What Extent Have the Modern Media Portrayals of Anzac Reflected the True Nature of What Happened at Gallipoli?

Research Project B - Outcome

412021R

To What Extent Have the Modern Media Portrayals of Anzac Reflected the True Nature of What Happened at Gallipoli?

April 25, 2015 marked the centenary of the landing of the Australian and New Zealand Army Corps on ANZAC Cove. Dawn Commemoration Services were held across the country, however many took this as an opportunity to commercialise the event. There have been many interpretations of the First World War, with a surge in the number of television shows, documentaries and movies being produced. Television series such as *Anzac Girls* and *Gallipoli*, and movies such as *Gallipoli (1981)* and *The Water Diviner* are good examples of the way the Gallipoli campaign has been portrayed in the media. In fact, Australia spent over \$300 million on its World War 1 commemorations¹. With all of this money and time spent on commemorating the event, one must ask how accurately these modern media portrayals reflect the true nature of what happened at Gallipoli.

The Gallipoli campaign was designed to divide Germany from their allies by sending a large army of Australian and New Zealander troops to capture the Gallipoli Peninsula and gain control of the Dardanelles². At 4:30 am on 25 April, the ANZACs landed on what is now known as ANZAC Cove, over a kilometre further north than originally planned³(see figure 1). Impossible terrain loomed, and the ANZACs found themselves being fired upon with over 2,000 casualties on the first day⁴. Though defeat was eminent, the soldiers were told to 'push on', finally evacuating in December, casualties amounting to 26, 111 men⁵. It was the determination and bravery of these men and women at Gallipoli that has set the foundation for the ANZAC legend. Over the years, the perception of what the Anzac legend represents has been immortalized through television and film. Peter Weir's *Gallipoli (1981)* was the first real example of this. However, with the centenary came the production of a variety of new portrayals. These included *The Water Diviner*, *Gallipoli* mini-series and *Anzac Girls*.



Figure 1 - Gallipoli landing (Hulton Archive/Getty Images, 2011)

There have been many depictions of the involvement of Australian women in the First World War. They have traditionally focused on the home front, however, the 3,000 nurses and those involved in political action and anti-conscription movements have been forgotten⁶. In most depictions women are hardly mentioned, however the mini-series *Anzac Girls* is based around the nurses in the war. *Anzac Girls* is adapted from the original diaries of five nurses, explaining their experiences in the Dardanelles, Lemnos and Egypt. Whilst it is a

¹ Grimm, N, Matthews, A, 2015, 'Gallipoli fatigue' causes poor ratings for WW1 TV shows as war weary Australians switch off, Accessed 1 September 2015, <<http://www.abc.net.au/news/2015-04-22/gallipoli-fatigue-poor-ratings-for-wwi-tv-shows/6413536>>

² Australian Army, 2015, *WW1 Gallipoli*, Accessed 28 July 2015, <<http://www.army.gov.au/Our-history/History-in-Focus/WWI-Gallipoli>>

³ Thompson, J, Pedersen, P, Oral, H, 2015, *Gallipoli*, SevenOaks, Great Britain, pg 3.

⁴ Hillman, R, 2002, *Great Australian Stories; Gallipoli*, Binara Publishing Pty Ltd, Victoria, pg 16.

⁵ Australian Army, 2015, *WW1 Gallipoli*, Accessed 28 July 2015, <<http://www.army.gov.au/Our-history/History-in-Focus/WWI-Gallipoli>>

⁶ Robertson, E, 2015, *Anzac Girls: a TV history of Gallipoli that focuses on women*, Accessed 1 September 2015, <<http://www.theguardian.com/tv-and-radio/tvandradioblog/2015/apr/21/anzac-girls-more4-gallipoli-war>>

good representation of women's roles in the war, creative licence has got in the way of the series providing a sense of historical accuracy. According to Eleanor Robertson, a writer for the Guardian, 'the young protagonists are dramatized versions of the young diarists'⁷. 43% of students and 57% of older people surveyed also believed that the portrayal of the Gallipoli campaign in *Anzac Girls* was realistic in demonstrating how nurses confronted physical and emotional challenges, but was too 'romanticised' and 'dramatised'⁸.

The relationship between the Turkish and ANZAC forces is one which is not often portrayed in the media, however, the *Gallipoli* series has effectively been able to show both sides of the armies and their relationships. One episode is dedicated to the truce that occurred on May 24, 1915, which allowed both sides to bury their dead and during this time the soldiers are seen helping each other⁹. Chaplain John McPhee was present at Gallipoli and described the truce in a letter, saying 'The idea was that each side should bring bodies to the line of separation, and then each could bury its own dead'¹⁰. Together with this scene, the Anzacs are also seen leaving food or exchanging notes with the Turks in Gallipoli, which also resembles the true events¹¹. While some Australians believe the Gallipoli campaign has been represented well on television, others believe that it was both too dramatized and not enough emphasis was put on the friendships¹². *The Water Diviner* is a film that depicts the post war relationships between the Turks and Anzacs. In a recent interview, Russell Crowe stated:

*"There are three ways in which Gallipoli is viewed incorrectly. It is mythologised; it is celebrated; and people forget that enemy soldiers – or, to use the phraseology of this august military historian, "the other blokes" – were also killed."*¹³

What many Australian's fail to acknowledge is the cost to both sides during the war. *The Water Diviner* addresses the fact that many more Turks died than the Anzacs, something not generally known by the public. At Anzac Cove, there is only one memorial for the Turks, compared to the multiple dedicated to the ANZACs¹⁴(see figure 2 & 3).

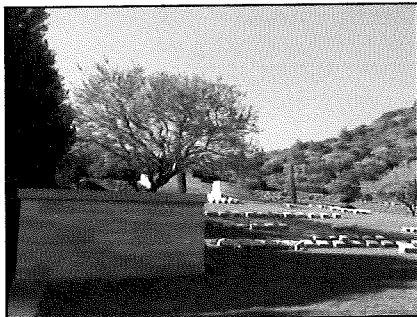


Figure 2 - Shrapnel Valley ANZAC memorial



Figure 3 - Turkish memorial at ANZAC Cove

⁷ Robertson, E, 2015, *Anzac Girls: a TV history of Gallipoli that focuses on women*, Accessed 1 September 2015, < <http://www.theguardian.com/tv-and-radio/tvandradioblog/2015/apr/21/anzac-girls-more4-gallipoli-war> >

⁸ Survey conducted by L. Hutchinson, 2 August 2015

⁹ ANZAC- battlefield sites walk

¹⁰ Presbyterian Banner, August 1915

¹¹ Survey conducted by L. Hutchinson, 2 August 2015; Journal entry from L. Hutchinson, 20 April 2015; G. Tattersall, 2015, Per Comm., 3 September.

¹² Survey conducted by L. Hutchinson, 31 July 2015

¹³ Walters, G, 2014, *Russell Crowe in The Water Diviner: Rewriting history*, Accessed 1 September 2015, < <http://www.telegraph.co.uk/culture/film/filmreviews/11506426/The-Water-Diviner-review-Russell-Crowe-at-his-most-soulful.html> >

¹⁴ Journal entry from L. Hutchinson, 24 April 2015.

Often television does not accurately depict the harsh terrain of the Gallipoli Peninsula. Many who were at the centenary said that they were expecting the terrain to be barren, with a sandy shore and large evidence of war¹⁵. However, this is not the case. According to a survey conducted in the course of this research, 100% of students and 79.17% of older respondents believed that what they saw at Gallipoli in 2015 was completely different to what they thought¹⁶. Eleanor Robertson, when discussing *Anzac Girls*, states 'Nor does the scenery stick too closely to real-world geography'¹⁷. It is also obvious when one walks around ANZAC Cove that the battle scenes of Lone Pine and The Nek are very different to what is portrayed in the movies. In *Gallipoli* (1981), the battle-field is portrayed as spacious land when in fact it is a slim ridge that drops dramatically at each side¹⁸ (see figure 4). According to Erin Stubbs, a student who participated in the 2015 trip to Anzac Cove,

'The movie made the battle field huge but the actual place was about the size of 2-3 tennis courts.'

*Not exactly the endless field that was depicted in the movie.'*¹⁹

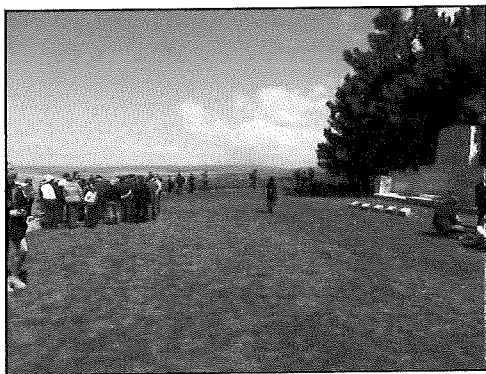


Figure 4 - The Nek



Figure 5- Lone Pine Cemetery

Australia entered the First World War as part of the British Empire fighting for 'king and country'. However, the modern portrayals, especially Weir's *Gallipoli*, are extremely anti-British. According to Brian Mcfarlane, author of *Australian Cinema 1970-1985*, Weir's film presents the British in a poor light²⁰, suggesting they are displayed as either 'monocled silly-ass officers the Australian's mock' or 'the upper-class officers that used the Australian troops as cannon fodder'²¹. Scott Murray, author of *Australian Cinema*, agrees, saying that *Gallipoli* shows how the 'innocence of Australians has been perverted by corrupt European (usually British) pragmatism'²². Weir's decision to use creative license rather than historical accuracy when depicting the final charge at Gallipoli has led to criticism and regret. Weir states:

¹⁵ Survey conducted by L. Hutchinson, 2 August 2015

¹⁶ Survey conducted by L. Hutchinson, 31 July 2015

¹⁷ Robertson, E, 2015, *Anzac Girls: a TV history of Gallipoli that focuses on women*, Accessed 1 September 2015, < <http://www.theguardian.com/tv-and-radio/tvandradioblog/2015/apr/21/anzac-girls-more4-gallipoli-war>>

¹⁸ Journal entry from L. Hutchinson, 22 April 2015.

¹⁹ Survey conducted by L. Hutchinson, 2 August 2015

²⁰ Mcfarlane, B, 1987, *Australian Cinema 1970-1985*, Butler & Tanner, London.

²¹ Mcfarlane, B, 1987, *Australian Cinema 1970-1985*, Butler & Tanner, London.

²² Murray, S, 1994, *Australian Cinema 1994*, Oxford University Press, Australia, pg 117.

*"The implication was that we were Pom bashing, whereas they had fought valiantly and suffered terribly alongside us. Apart from that, the events were portrayed pretty accurately."*²³

Weir had depicted an Englishman giving the final charge order rather than an Australian officer, proving that the Australian leadership at Gallipoli is over-looked and mistakes are blamed on the British.

The 'mateship motif' is clearly the most common theme incorporated into the modern portrayals of Gallipoli. They seem to focus on the stories of the young soldiers and their innocence and bravery, rather than showing the historical facts of the campaign. As a result, the dramatised TV series *Gallipoli* was not as popular as expected. According to historian, Clare Wright:

*"I think we are seeing a sense that people see another ad for yet another documentary focussing on Gallipoli or another advertising campaign that's focusing in some way on the diggers and there's a kind of collective groan that people are letting out."*²⁴

Wright continues to say that instead of watching dramas about mateship, 'Australians are interested in a sense of historical authenticity' and 'a subtle form of remembrance'²⁵. 52% of people surveyed also believed that the directors dramatised or romanticised aspects of their shows, substantiating Wright's claims about the public view²⁶. The *Gallipoli* movie is no different as reviews state that it focuses on how the people behaved in war and 'unequivocally celebrates the bond of mateship'²⁷. Brain Mcfarlane agrees, saying 'the mateship motif is romanticized and heroicized' in *Gallipoli*²⁸.

Overall, the Gallipoli campaign has been portrayed in several ways through media, each conveying a different aspect, however they have been adapted for popularity and commercial return. The modern portrayals of Anzac are true to the extent of showing the mateship of soldiers, involvement of women and the relationship between the opposing armies. However, the Australian audience want to watch more media depictions that are historically accurate, without the dramatization. Society needs to remember that Anzac Day shouldn't be celebrated; it is a day of remembrance, and Clare Wright believes that:

*'It is important to look at the emotional need behind it but to never let go of the actual historical events that happened and the expansiveness of those events....Commercialised and politicised aspects of Gallipoli centenary commemorations have left people wary and resulted in a distorted view of the Anzac campaign'*²⁹

²³ Byrnes, P, 2015, *Gallipoli*, Accessed 1 September 2015, < <http://aso.gov.au/titles/features/gallipoli/notes/>>

²⁴ Grimm. N, Matthews. A, 2015, 'Gallipoli fatigue' causes poor ratings for WW1 TV shows as war weary Australians switch off, Accessed 1 September 2015, <<http://www.abc.net.au/news/2015-04-22/gallipoli-fatigue-poor-ratings-for-wwi-tv-shows/6413536>>

²⁵ Grimm. N, Matthews. A, 2015, 'Gallipoli fatigue' causes poor ratings for WW1 TV shows as war weary Australians switch off, Accessed 1 September 2015, <<http://www.abc.net.au/news/2015-04-22/gallipoli-fatigue-poor-ratings-for-wwi-tv-shows/6413536>>

²⁶ Survey conducted by L. Hutchinson, 2 August 2015

²⁷ Murray, S, 1995, *Australian Film 1978-1994*, Oxford University Press, Australia, pg 74.

²⁸ Mcfarlane, B, 1987, *Australian Cinema 1970-1985*, Butler & Tanner, London.

²⁹ Grimm. N, Matthews. A, 2015, 'Gallipoli fatigue' causes poor ratings for WW1 TV shows as war weary Australians switch off, Accessed 1 September 2015, <<http://www.abc.net.au/news/2015-04-22/gallipoli-fatigue-poor-ratings-for-wwi-tv-shows/6413536>>

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<http://www.theguardian.com/tv-and-radio/tvandradioblog/2015/apr/21/anzac-girls-more4-gallipoli-war>>

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To what extent does the Japanese education system differ from the Australian education system? And how does this reflect the values of society and culture?

Education systems vary across the world to accommodate the needs and values of society and culture. This difference in values can make dramatic changes in the education system you may consider normal. Two systems that differ greatly are the Australian and Japanese systems.

In a traditional Japanese classroom there is complete silence in the room as the teacher talks while writing notes on the whiteboard for students to copy and use for studying later on.¹ An Australian class is hardly ever dead silent and there really is no one-way to explain the function of an average class. Many teachers find that there is no 'one size fits all' way to teach students so they often adapt and change their teaching methods to find what suits their classes best.² The Japanese style of teaching shows that they value the amount of time each student has within a classroom whereas the Australian style shows a value for flexibility and variation in curriculum delivery.³ The purpose of a Japanese lesson is designed to prepare students for upcoming exam so they are able to undergo the entrance exam for their chosen high school/university.⁴ Whereas the purpose of an Australian class is to allow students to experiment in different subject fields allowing them to gain experience and help them decide their future career paths. The Australian course reflects again their value for variety and independence while the Japanese course fully supports their students throughout their entire educational life showing the high value of academic excellence and the importance of attending an elite school.⁵

Australian students are given homework in the form of essays, presentations, and reports allowing students to practice the skills they learn in class and demonstrate their learning. This variety of work formats shows a value of variety and the development of an in-depth understanding of each subject.⁶ Japanese students take the aforementioned notes and study from then alongside with a workbook for each subject.⁷ Japanese students claimed they spent 7-8 hours while Australian students' indicated time spent on homework varied from 5-20 hours.⁸ These results suggest that Australian students spent more time on average doing homework than a Japanese student. This may statistically be true, however this does not take the type of work given nor the amount of extra lesson Japanese students undertake into consideration. The amount of time a Japanese student spends doing homework is self motivated study rather than mandatory homework with a due date. This shows the amount of work ethic Japanese students have and how much they value academic excellence.

The number of subjects not only differs, so do the subjects themselves. All Japanese students surveyed replied that they only got to choose one subject.⁹ For example a second year high school student, attending *Hakao High School, Tokyo*, got to pick one subject out of their 10 and was given the choice of either studying Old Japanese or Chemistry. The fact that practically all subjects are compulsory in Japanese schools shows that the education board believes that it is imperative that their students learn the skills these subjects teach students. It shows that these schools also believe that subjects such as P.E. and home economics have their own role also showing a value for a healthy lifestyle.¹⁰ Where as in Australian Schools such as *Charles Campbell College* it is only in the primary school and the first year of high school where you study all compulsory subjects.¹¹ (see *Appendix 1*.) These subjects show that Australians believes that a basic understanding of Science, Math and English will help students in almost all aspects of life once they leave school no matter the path they pursue.

¹ Koshi Meguro, 2015, Per. Comm., 15 August 2015

² Survey conducted by E. Stubbs, 10 August 2015

³ Survey conducted by E. Stubbs, 10 August 2015

⁴ Koshi Meguro, 2015, Per. Comm. 15 August 2015

⁵ Survey conducted by E. Stubbs, 10 August 2015

⁶ Commonwealth of Australia, 2011, *National Framework: Nine Values fro Australian Schooling*, 29 August 2015, <http://www.curriculum.edu.au/values/val_national_framework_nine_values,14515.html>

⁷ Koshi Meguro, 2015, Per.Comm., 15 August 2015

⁸ Survey conducted by E. Stubbs, 10 August 2015

⁹ Survey conducted by E. Stubbs, 10 August 2015

¹⁰ Johnson.M, Johnson. J, N.D, *Japan Digest*, 6 August 2015, <<http://www.indiana.edu/~japan/digest9.html>>

¹¹ Charles Campbell College, 2015, *Couse Counseling Subject Selection*, viewed 17 August 2015

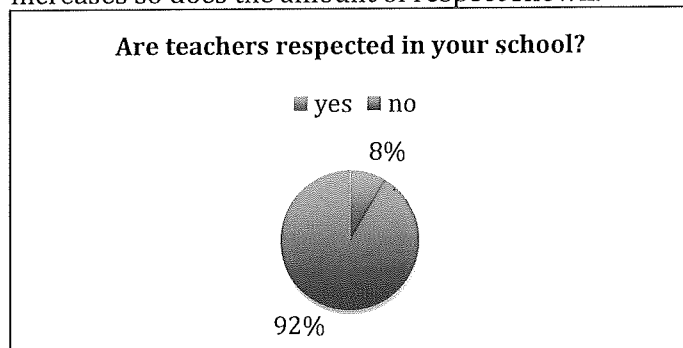
¹² Survey conducted by E. Stubbs, 8 August 2015

To what extent does the Japanese education system differ from the Australian education system? And how does this reflect the values of society and culture?

Japanese students undergo an Entrance exam in order to gain entry into the high school/university of their choice and the more prestigious or elite the school is, the harder the exam.¹³ Students who are undertaking their high school entrance exam are only given one chance to pass and if a student were to fail they would have to settle for a different school. This can seriously affect students as the more elite the high school is; the better chances they have of entering an elite university. For those who wish to enter a business career it is of the most importance as companies and government agencies in Japan still hire based on university name recognition rather than ability or skills acquired.¹⁴

The Japanese weekly timetable is also significantly different from an average Australian timetable. High school student Koshi Meguro is currently on exchange from *Toyotama High School* in Tokyo. Koshi explains that he studies a total of 11 subjects and that the amount of time each subject is given is based on its academic involvement and has to attend an extra day of school in order to incorporate his subject amount. Whereas in Australia he is studying a total of 6 subjects all allocated equal time. This pattern shows what Japanese schools consider to be more academic subjects and how the subject structure it based on passing exams. He goes on to explain that break times are also different, in Japan he is given one lunch break after four lessons and goes on to do two more before the end of the day whereas in Australia he is given a break every two lessons (see Appendix 2 & 3). The amount of subjects studied and breaks given in Japan shows the expectation placed on students and reflects the social and cultural value of hard work whereas the Australian number shows aspects of enabling students to specialize and concentrate on chosen fields and reflects a more relaxed environment.

Relationships in Japan are based on status and respect and the behaviour protocol is dependent on age and status.¹⁵ Younger and older students are referred to as under and upperclassmen, which in itself states the status role each title holds. For example, if an under and upperclassman were in the same room and the upperclassman was sitting the underclassman would have to remain standing.¹⁶ As the status and position increases so does the amount of respect shown.



For example according to a survey conducted with visiting Japanese students 100% of students respect their teachers and unless the teacher speaks to the student first there is little to no social interaction outside of the classroom.¹⁷ This scenario further shows the amount of outwardly presented respect found in Japanese schools as well as their value of social etiquette and saving face.

In Australian schools it is still believed that authority figures should be respected but the execution of this belief is not given as it is in Japan. This statement is substantiated by the responses found in a survey conducted

¹³ Yamaguchi Ajet, 2012, *Japanese Education System*, 28 August 2015, <<http://yamaguchi.ajet.net/newcomer-guide/education/>>

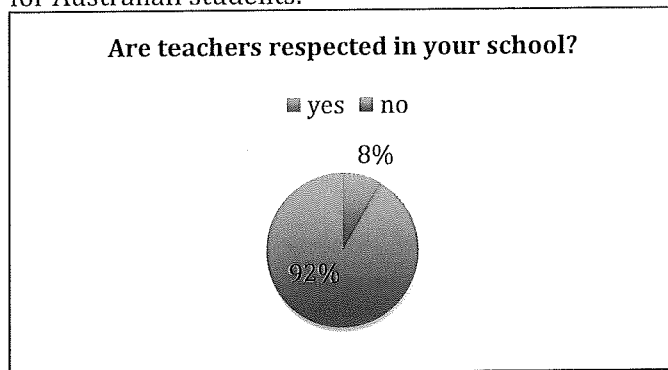
¹⁴ Yamaguchi Ajet, 2012, *Japanese Education System*, 28 August 2015, <<http://yamaguchi.ajet.net/newcomer-guide/education/>>

¹⁵ Kwintessential, 2015, *Japan – Language, Culture, Customs and Etiquette*, viewed 16 August 2015, <<http://www.kwintessential.co.uk/resources/global-etiquette/japan-country-profiles.html>>

¹⁶ Koshi Meguro, 2015, Per. Comm., 15 August 2015

¹⁷ Koshi Meguro, 2015, Per. Comm., 15 August 2015

for Australian students.



The responses given are nearly in complete contrast of the answers from Japanese students. 8% percent of students answered that their teachers were respected but when asked to further explain those students responded with answers such as;

"Yes and no. It depends on the relationship there is in the classroom. They should be respected more."

The statistical results suggest that Australians have a much lower value of respect compared to Japan. While Australian teachers may not be as respected as Japanese teachers there is often a friendly relationship between students and teachers. Teachers were asked what teaching method they find the most effective, many teachers mentioned building a solid relationship with their students was key to a successful class.¹⁸ This shows that both Australian teachers and students value a comfortable, friendly work place and having the ability to form good relationships in order to work well in the same environment.

The general rules in Japanese schools extend beyond the school grounds. There are school policies set in place which regulate student behavior on the way to and from school. Such policies may prohibit students from activities such as; chewing gum, consuming snacks, reading books while walking – practically anything that might reflect badly back onto the school.¹⁹ This reflects Japan's value of appearances and respect and also substantiates the expectations placed onto Japanese students. Such rules do not exist in Australian schools, there are certainly rules set while students are within school grounds regulating behavior and there is a certain expectation placed on students to behave well while wearing their school uniform even outside of school however, these outside of grounds rules are only enforced if there are extenuating circumstances.²⁰

A stark difference when comparing Japanese and Australian schools can be found in their meaning and participation of after school activities. Japanese afterschool clubs offer students a variety of sports, humanities-related, science-related and arts clubs, catering to a wide range of interests.^{21 22} They provide not only opportunity for students to enjoy their hobbies, improve particular skills, and discipline themselves in the process but also an occasion to relax, socialize and make friends.²³ Japanese students generally do not have a lot of free time outside of school and due to the nature of the general teaching style in class there is not much chance for students to form relationships during schools hours outside of lunch times.²⁴ Of course there are students who prefer to pursue interests outside of their school rather than join a club but generally when a student moves to a new school they are highly encouraged to join a club in order to make friends and find time to pursue a hobby or relaxation time outside of studying and work. This shows that Japanese schools value a student's relaxation time but still think it should be something productive like pursuing a hobby. Of course there are afterschool activities available in some Australian schools but very few schools have a high number of

¹⁸ Survey conducted by E. Stubbs, 16 August 2015

¹⁹ Johnson.M, Johnson. J, N.D, *Japan Digest*, 6 August 2015, <<http://www.indiana.edu/~japan/digest9.html>>

²⁰ Mr. Trentin, 2015, Per. Comm., 11 August 2015

²¹ Ministry of Education, Culture, Sports, Science and Technology, N.D, *Elementary and Secondary Education*, viewed 9 August 2015, <<http://www.mext.go.jp/english/elsec/index.htm>>

²² The Japan Forum, 2005, *Japanese Culture and Daily Life: Club Activities of High School Students*, viewed 2 August 2015, <<http://www.tjf.or.jp/eng/content/japaneseculture/13club.htm>>

²³ Koshi Meguro, 2015, Per. Comm., 15 August 2015

²⁴ Koshi Meguro, 2015, Per. Comm., 15 August 2015

To what extent does the Japanese education system differ from the Australian education system? And how does this reflect the values of society and culture?

students participating.²⁵ Rather than being entirely independent most afterschool activities generally are a branch from subjects already being conducted within schooling hours, for example a drama class may stay behind after school hours to rehearse a play.

Each education system has their own specific regulations and style of teaching students that relate back to the values of the surrounding society and culture. Most prominently, the Japanese value for academic excellence drive their expectations of student achievement extremely high as they give them large amounts of subjects with a high amount of independent work. While the Australian values of flexibility and independence has formed a more variable system that can be altered to suit individual students' needs. Both systems are best suited for their surrounding society and will continue to prosper and evolve as the changing values' see fit.

²⁵ Survey conducted by E. Stubbs, 8 August 2015

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3

Appendix

1.

STAGE 1 & 2 SUBJECT SELECTION SHEET 2015

Name: _____

Home Group: _____

	Stage 1 Semester 1 (10 Credits)	Stage 1 Semester 2 (10 Credits)	Stage 2 Full Year Subjects (20 Credits)
LINE 1	Physical Education A	Physical Education B	Biology
	Community Sport A	Community Sport B	English Communications
	Chinese – Background 1	Chinese – Background 2	English Studies
	Psychology	Psychology	Visual Arts Studies
	Modern History	Ancient Studies	Chinese – Background Speakers
	Mathematical Applications A	Mathematical Applications B	Visual Arts – Photography
	Visual Arts – Tech Drawing	CAD / CAM	Research Project (Sem 1 only – 10 Credits)
	Visual Arts – Photography	Visual Arts – Photography	
	Year 10 Maths 1 – repeat	Year 10 Maths 2 – repeat	
LINE 2	Mathematics C	Mathematics D	Chemistry
	Outdoor & Environmental Ed. A	Outdoor & Environmental Ed. B	Child Studies
	Mathematical Applications A	Mathematical Applications B	Mathematical Applications
	Numeracy for Work & Life A	Numeracy for Work & Life B	Modern History
	English Specialist 1	English Specialist 2	English as a Second Language
	English General 1	English General 2	Workplace Practices
	Drama A	Drama B	Research Project (Sem 1 only – 10 Credits)
LINE 3	Automotive Technology 1	Automotive Technology 2	Study Line
	English as a Second Language 1	English as a Second Language 2	
	Chemistry 1	Chemistry 2	
	English General 1	English General 2	
	Visual Arts – Art A	Visual Arts – Art B	
	Psychology	Psychology	
	Mathematical Applications A	Mathematical Applications B	
	Year 10 English 1 – repeat	Year 10 English 2 – repeat	
LINE 4	Welding	Machining	Psychology
	Mathematics A	Mathematics B	Creative Arts – Media
	Mathematical Applications A	Mathematical Applications B	Food and Hospitality
	Visual Arts – Digital Design A	Visual Arts – Digital Design B	Specialist Mathematics
	Child Studies	Child Studies	Furniture Construction
	Literacy for Work & Life 1	Literacy for Work & Life 2	Research Project (Sem 1 only – 10 Credits)
	Business & Enterprise	Legal Studies	
LINE 5	Info Processing & Publishing	Info Processing & Publishing	Mathematical Studies
	English General 1	English General 2	Mathematical Applications
	Physics 1	Physics 2	Legal Studies
	Food & Hosp – Catering	Food & Hosp - Entertaining	Information Processing & Publishing
	Biology A	Biology B	Dance Studies
	Italian – Continuers 1	Italian – Continuers 2	Research Project (Sem 1 only – 10 Credits)
	Creative Arts – Media A	Creative Arts – Media B	
	Dance A	Dance B	
LINE 6	Music 1	Music 2	Business & Enterprise
	Food & Hospitality – Catering	Food & Hospitality - Entertaining	Community Studies
	Workplace Practices	Community Studies	Physical Education
	Furniture	Furniture	Music
	English Specialist 1	English Specialist 2	Physics
	English General 1	English General 2	English Communications
	Biology A	Biology B	Research Project (Sem 1 only – 10 Credits)
	Year 10 English 1 – repeat	Year 10 English 2 – repeat	
L7	Study Line	PLP – repeat	Study Line

Home Group Teacher checklist:

- ☐ Application for a Stage 1 / 2 Course completed
- ☐ SACE subject requirements met
- ☐ Subjects selected reflect teacher recommendations

Signatures:

Student: _____

Home Group Teacher: _____

YLM / HoS: _____

- Final Subject Selection Form will be completed at Report Day appointment with parent and Home Group teacher

To what extent does the Japanese education system differ from the Australian education system? And how does this reflect the values of society and culture?

2.

TIME	Monday	Tuesday	Wednesday	Thursday	Friday	(every 2 nd) Saturday
8:30	Home Group	Home Group	Home Group	Home Group	Home Group	Home Group
8:40 – 9:30	World History	Math B	English Writing	P.E.	Old Japanese	English
9:40 – 10:30	English	World History	Japanese	Math II	Heath	English
10:40 – 11:30	Old Japanese	English Writing	Home Economics	Math II	World History	Japanese History
11:40 – 12:30	Math II	Math II	Home Economics	English	Japanese History	Japanese History
12:30 – 13:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
13:30 – 14:20	Music	Physics	PGL	Physics	Old Japanese	-
14:30 – 15:20	P.E.	P.E.	PGL	Japanese	Old Japanese	-

3.

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Home Group	Home Group	Home Group	Home Group	Home Group
8:55 – 9:45	ESL	Dance (YR12)	Furniture	Math	Drama
9:45 – 10:40	ESL	Dance (YR12)	Furniture	Math	Drama
10:40 – 11:00	RECESS	RECESS	RECESS	RECESS	RECESS
11:00 – 11:50	Math	Photography	ESL	Dance (YR12)	PGL
11:50 – 12:45	Drama	Photography	ESL	Photography	Dance (YR12)
12:45 – 13:25	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:25 – 14:20	Furniture	x	Math	x	Photography
14:20 – 15:10	x	x	Drama	x	Furniture

To what extent does the Japanese education system differ from the Australian education system? And how does this reflect the values of society and culture?

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