

Students' Perceptions of History Fieldwork ICSS in Relation to Vision 2020 in Malaysia

**Mohamad Johdi Salleh
Abu Bakar Madin**

ABSTRACT: *The Malaysian government and the agencies had allocated and spent millions of Ringgits to preserve and decorate the national heritage such as the museums, archives, gallery, artefacts, sites, and other historical remains. These are became major tourist attraction which indirectly inculcated knowledge and enhanced appreciation upon the practices of multi-ethnic and multi-cultural Malaysian. Thus, this paper discusses a study on the students' perceptions of fieldwork approaches to history of the Integrated Curriculum for Secondary Schools (ICSS) Malaysia in relation to the challenges of Vision 2020. The study was conducted in various types of schools in Perak and Terengganu which involved about eight hundred students. The result of the study shows a high relation concerning the students' perceptions of fieldwork approaches of history and the challenges of Vision 2020. It is hoped that more students would benefit from this core subject of the lower and upper secondary levels, ICSS Malaysia, towards the development of the twenty-first millennium first class human capital of Malaysian and 1-Malaysia nation.*

KEY WORDS: *national heritage and integration, students' perceptions, Integrated Curriculum for Secondary Schools, and Vision 2020 Malaysia.*

INTRODUCTION

The fieldwork was introduced and reviewed into the Integrated Curriculum for Secondary Schools Malaysia in years 1989 and 2000 as one of the new approaches in the learning and teaching of history. This subject is compulsory for all students of lower secondary level namely, Forms One, Two and Three. The aim of introducing history fieldwork is to expose

Mohamad Johdi Salleh, Ph.D. is a Senior Lecturer at the Institute of Education, International Islamic University of Malaysia (IIUM), Jalan Gombak, 53100 Kuala Lumpur, Malaysia; and **Abu Bakar Madin** is a Lecturer at the Sultan Hassanah Bolkiah Institute of Education, University of Brunei Darussalam (UBD), Bandar Seri Begawan, Brunei. E-mail: johdisalleh@gmail.com

students, in accordance with their age level, to the artefacts of the nearest locality, a much smaller area than a district, state or country. The emphasis of the ICSS history fieldwork is on the orientation and understanding of the community and environment of Malaysia. It is designed to enable students to have knowledge and understanding of, an interest in, and sensitivity towards human beings and their environment as stipulated in the national education policy and philosophy.

DEFINITION, AIM, THE NATURE, AND THE ROLE AND FUNCTION OF FIELDWORK IN TEACHING AND LEARNING OF HISTORY

Fieldwork is one of the teaching and learning methods by taking the students out of school to expedite or visits certain historical sites especially at their immediate surroundings or locality. The educative process is transferred from the classroom to the world of reality at the students' residence, school, neighbourhood and country. This method involved the process of enquiry and investigation of "the visible evidence of the past and present" or any aspects of the "past and present" around the students such as family, schools, place of residence, community, buildings, landscape, occupation and infrastructure (Curriculum Development Centre – CDC, 1989 and 2000).

The students are posing questions similar to those which they ask in the classroom but they are using different types of historical sources which are "non-literary" and "non-documentary". Exposure to such a rich variety of sources can increase their awareness of the nature of locality, environment and the importance of taking an "investigative approach". This in turn encourages students to see at first hand 'how artefacts or phenomenon affects our daily lives' and how it is therefore relevant within the whole community.

The aims of ICSS, formulated by the Ministry of Education, significant to the learning of the fieldwork approaches of history are: (1) to develop and enhance students' intellectual capacity with respect to rational, critical and creative thinking; (2) to acquire knowledge, develop a mastery of skills and be able to use them in daily life; (3) to develop their abilities and faculties for the betterment of themselves and society; (4) to develop the confidence and the resilience to face challenges in life; (5) to understand, be aware of and appreciate the history as well as the socio-cultural milieu of the country; (6) to be sensitive to, concerned about and appreciative of the environment and its aesthetic value; and (7) to be able to develop skills to cope with new areas of knowledge and development in technology.

The ICSS in general aims to provide students with a total school experience which includes the learning processes inside and outside the classroom. More specifically, the formal curriculum comprises the subject matter, teaching and learning processes, learning resources and evaluation of the processes and products. The foremost feature in the ICSS is the use of holistic approach which entails integrating, *first*, knowledge, skills and values; *second*, theory and practice; and finally, the curriculum, extra-curricular activities and the school culture (CDC, 1989; 2000; and 2007).

The Integrated Curriculum for Secondary Schools, Malaysia, defined *history fieldwork* as a study of historical elements, set in the most immediate locality and thus involving only very short journeys of any locality, town or parish, county or region, forms part of and shares in national history (ICSS, 1989 and 2000). It means a study of the broad content of history embracing politics, economics and social aspects including national affairs and themes of prime importance. For example, Malaysian is part of Asian or world population or civilisation.

The study of history fieldwork should involve “field work” rather than “field teaching”. Archer (1985) defined “field teaching” as the teacher who describes and explains, poses and answers questions and stimulates discussion. By “field work”, on the other hand, he refers to students who play a much more active role examining, describing and explaining the historical features of the site studied or visited. Archer (1985) explains that fieldwork is to be seen essentially as one of the means whereby pupils can use the physical, visible remains of the past, in conjunction with other source material, in class and in situ to construct an account of the thoughts and actions of people in the past. Such activity may take place in the area immediately adjacent to the school or much farther afield.

Fieldwork should be regarded as more than a teaching strategy: it is part of the methodology of history. Thus students should gain as many learning skills as possible when participating in fieldwork, particularly skills that are related to the study of history.

It is clear that fieldwork gives considerable opportunity to students to be more independent in their study and to become more self-confident. Average and lower average students will still be able to acquire learning skills, and the same is true for gifted students.

The role and function of fieldwork in the study of history are to contribute to the development of information collecting and handling skills; to make students aware that the visible remains of the past and environmental phenomenon around us are as important a resource for our understanding of history and geography as written documents; to

equip students with the knowledge, skills and techniques which will enable students identify those remains, study and interpret them and place them in their wider historical context; to help students to reconstruct the lives of the people associated with a site at particular periods in the past; to stimulate interest and facilitate the study of locality into history as a whole; to contribute to the development of "artistic" responses and cross curricular activities; to provide the basic experience for environmental studies, who considered essential because it encourages observation, presentation of material and comparison; to create in students an interest in the exploration of their environment which will continue as a leisure pursuit beyond school (Hannam, 1970; Padley, 1970; Cook, 1970; Salt, 1970; Roots, 1970; SCHP, 1976; SCHP, 1982; Peplow, 1978; CDC, 1988; and Anderson & Moore, 1994).

From the role and function mentioned above, it would seem that in fieldwork the educative process of history are transferred from the classroom to the world of reality within the students' immediate world of reality. Accordingly, fieldwork should be used as a stimulus for all kinds of educational work outside the classroom. A successful piece of fieldwork should stimulate students to make further inquiries with the minimum of encouragement. The teacher becomes a guide and active participator rather than an academic tutor. Thus, a possible of passivity can be translated into activity on the part of the students themselves, such an attitude clearly fitting in Malaysia with the profound changes that have certainly taken place in attitudes towards history teaching as inspired or hoped for the CDC, Ministry of Education, Malaysia.

In fact, the 'comprehensive' criteria of history outlined above has a natural relationship to the nature, objectives and skills of learning and teaching of ICSS which related the major challenges Vision 2020 and promulgation of first class human capital aspired in the development plan of Malaysia.

THE DEVELOPMENT OF MALAYSIA CITIZEN QUALITY IN THE VISION 2020

Vision 2020 was launched by Prime Minister Mahathir Mohamad on 28 February 1991 in the First Conference of the Malaysian Business Council held in Kuala Lumpur (Mahathir Mohamad, 1991).

Tajul Ariffin (1992), Hussein (1993), Sufean (1993) and Abu Bakar (1994) all stated that the launching of this Vision in early 1990s was at the right time for Malaysian development after more than thirty years of independence. They mention that the most prominent challenges

faced by the government after independence 1957 were the unification of the multi-ethnic population, building the national Malaysian identity and the development of fundamental socio-economic infrastructure. Economic orientation was mainly based on agricultural sectors and primary commodities. In the 1970s and 1980s development was geared more towards efficient services, Information Technology and large scale manufacturing industries which needed an extensive number of semi-skilled and skilled manpower.

At the same time, some other Asian countries such as Japan, South Korea, Taiwan and Singapore achieved much in mega industries, global economics and international politics and this promoted them to the standard of an advanced and developed nation. Thus, the then Prime Minister wants Malaysia too, to be established as a nation which is fully developed in every way: economically, politically, socially, spiritually, psychologically and culturally. He stresses that by the year 2020, Malaysia can be a united nation, with a confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient (Mahathir Mohamad, 1991).

Consequently, the Prime Minister anticipates that there can be no fully developed Malaysia until it overcomes the following nine challenges: (1) establishing a united nation with a sense of common and shared destiny; (2) creating a psychologically liberated, secure and developed Malaysian society with faith and confidence in itself; (3) fostering and developing a mature democratic society, practising a form of mature consensual, community-oriented Malaysian democracy; (4) establishing a fully moral and ethical society, whose citizens are strong in religious and spiritual values; (5) establishing a mature liberal and tolerant society; (6) establishing a scientific and progressive society, a society that is innovative and forward-looking; (7) establishing a fully caring society and a caring culture; (8) ensuring an economically just society; and (9) establishing a prosperous society, with an economy that is fully competitive, dynamic, robust and resilient (Mahathir Mohamad, 1991).

In fact, the above challenges have various implications for the development of Malaysian education. Administratively, the Ministry of Education has introduced the corporate management concept which emphasises strategic planning, efficient leadership, a monitoring system, problem solving techniques, business-orientation and the inculcation of the culture of excellence to aim for zero-defect in quality and productivity

in the education system. The government has privatised some institutions in higher education in order to increase opportunities and share financial responsibilities with the non-government sectors, particularly in the implementation of the Private Higher Educational Act of 1996. In addition, the government will set a National Accreditation Board to provide guidelines and standards for quality control (*NST*, Seventh Malaysia Plan, 7 May 1996).

It is stated in the Seventh Malaysia Plan 1996-2000 that the government plan is to increase student enrolment for degree courses locally and abroad and to produce more pure and applied-science-based graduates as well as social and human sciences professionals. The Prime Minister mentioned that the Seventh and Eight Malaysia Plan recognises the centrality of human resources in the push for productivity-led economic growth. In the Ninth Malaysia Plan 2005-2010 plan, education has been given the largest budget among the government sectors. In fact, education as the foundation of development of quality citizen and first class human capital were became the priority.

At the same time, the primary and secondary curriculum have been designed to meet the aspiration of national development with a balanced emphasis on general education and the vocational-technological aspects, knowledge and skills and a strong focus on the inculcation of moral values and religious values.

Vision 2020 is a "three decades" strategic framework which represent a general guideline covering various aspects of the national development and comprising domestic and external dimensions. In short this vision outlines the direction and target of the national endeavour to achieve the status of a fully developed country with values of its own mould, based on the Malaysian world-view and Malaysian-centric, as stipulated in the national development plans and the national education vision.

In fact, it is interesting to note that the first seven of the nine challenges of Vision 2020 have an intimate relation with history. Either the challenges were formulated based on the historical development of the nation or looking forward to an historical future by the government. In this respect, it is obvious that history still has a very important role in the development of the present and future of the "New-Malaysian" and "1-Malaysia".

At the same time, history fieldwork emphasis on the acquisition of basic skills encountering the cognitive, affection and psychomotor, would give pupils the confidence and competence to face the future challenges and nation-building necessary for the twenty-first century (CDC, 1989). In fact, history fieldwork in the ICSS is the focus of this study.

AIM, METHODOLOGY AND SAMPLE OF THE STUDY

The aim of the study is to investigate the students' perceptions of history fieldwork approaches in relation to the objectives of Vision 2020. More specifically, the study is to answer the question: *What are the students' perceptions concerning the fieldwork approaches of history in relation to the objectives of the Vision 2020?*

In measuring the students perceptions, the researchers use two survey methods, namely the questionnaire and the interview. The researchers provided every respondent a sheet of paper containing the challenges of the Vision 2020. They were given about ten minutes to read and discussed among them. The interview were conducted based on group-interview of five to seven students each. The researchers asked semi-structured questions to explore their knowledge and understanding concerning the fieldwork approaches of history in relation to the objectives of the Vision 2020. About eight hundred students were selected as respondents to the questionnaires. They were from the regular, science, and religious schools in Perak and Terengganu. The data was analysed by using SPSS (version 12) and presented in percentage and numerical. The result of the study is discussed below:

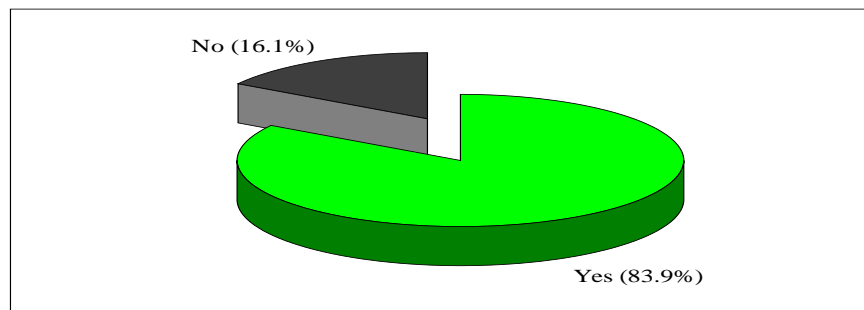
RESULT OF THE STUDY

A. The Student's Perceptions Concerning the Fieldwork Approaches of History in Relation to the Objectives of the Vision 2020

The students were asked to determine "Yes" or "No" that the fieldwork approaches of history relate to the challenges of the Vision 2020. The results are classified into two sections, *first*, the responses in general, and *second*, the responses based on different backgrounds namely the "state", "type of schools", "level of education", "gender" and "ethnic groups".

Chart 1:

Pupils' Perceptions on the Relationship between History Fieldwork and Vision 2020



The distribution of responses that as high as 83.9% (N=800) of the responses say "Yes" and only 16.1% response "No" to the question. This difference is shown clearly in chart 1.

Table 1 below demonstrates the students' responses according to different background namely the "state", "type of schools", "level of education", "gender" and "ethnic groups". Table 1 shows according to states, the response of "Yes" in Perak and Terengganu are almost the same with 84.0% and 83.7% respectively.

The highest response of "Yes" among schools was the Science with 95.0%. It followed by Religious (84.3%) and Regular (80.8%). The high score of science students, possibly, they were more exposed and well-versed to the objectives of the Vision 2020 since they were selected students with numerous facilities who were highly hoped would have great awareness on the government developmental projects. While, the awareness of the regular and religious students were mainly depended on their own initiatives.

According to level of education, Form Four scored the highest with 92.5% saying "Yes". Form One score the highest among lower secondary level with 85.8% saying "Yes", followed by Form Three (83.8%) and Form Two (79.2%). There is a possibility that Form Four students have more experience and could relate the knowledge and skills acquired from the fieldwork with the challenges of Vision 2020. The Form Three students possibly thought Vision 2020 is not really relevant to their LSA, while Form Two is in their "honey moon" period therefore they just take for granted.

The score among boys and girls were not much different with 85.5% and 82.3% saying "Yes" respectively. This indicates that gender is not a main factor for the difference of perceptions on this statement.

The highest score of agreement among ethnic groups was the Malays with 87.3%, followed by the Chinese 79.2% and the Indians 74.0%. There is a possibility that Malay students were more "concerned" with the challenges of Vision 2020 which related to the nationalism and citizenship. Another possibility is that whatever government proposed the Malays just agreed without much arguments. Because majority of the ministers and government executives involved in the policy making are Malays. While the Chinese and Indians perhaps need to study carefully the implication before showing their support to the government developmental projects. For example, the enforcement of Malay Language in the "language policy" may raised difficulties to the Form One Chinese and Indians students in their conversation including in the role-play of local history as mentioned in this study earlier. Therefore, this needs to make further investigation to identify the exact situation and solve any existing problem promptly.

Table 1:
Students' Perceptions on the Relationship between
History Fieldwork and Vision 2020

Respondents	Relationship between History Fieldwork and the Vision 2020 (Responses/Percentage)		
	Yes	No	Total Responses
State			
Perak	336 (84.0)	64 (16.0)	400 (50.0)
Terengganu	335 (83.7)	65 (16.3)	400 (50.0)
Type of School			
Regular	420 (80.8)	100 (19.2)	520 (65.0)
Science	133 (95.0)	7 (5.0)	140 (17.5)
Religious	118 (84.3)	22 (15.7)	140 (17.5)
Level of Education			
Form 1	206 (85.8)	34 (14.2)	240 (30.0)
Form 2	190 (79.2)	50 (20.8)	240 (30.0)
Form 3	201 (83.8)	39 (16.2)	240 (30.0)
Form 4	74 (92.5)	6 (7.5)	80 (10.0)
Gender			
Boys	342 (85.5)	58 (14.5)	400 (50.0)
Girls	329 (82.3)	71 (17.7)	400 (50.0)
Ethnic Groups			
Malays	461 (87.3)	67 (12.7)	528 (66.0)
Chinese	133 (79.2)	35 (20.8)	168 (21.0)
Indians	77 (74.0)	27 (26.0)	104 (13.0)
Total Responses			
Average Responses	671 (83.9)	129 (16.1)	800 (100.0%)

The output of the interview on the Vision 2020 is presented in the following section.

B. Finding of Group Interview: Discussion on the Students' Perceptions Concerning the Fieldwork Approaches of History in Relation to the Objectives of the Vision 2020

Interestingly, some students performed well in the interviews which show that the need for the concern education authority to include Vision 2020 in the teaching at schools to facilitate the achievement of the objectives as aspired by the government. The output is presented below:

One of the Form Four students of science school in Terengganu anticipated that students can develop their understanding of the variety and location of social groups. By knowing their reality of life, it could raise their respect for them as well as others (G8). Interestingly, this is in line with the first challenge of the Vision 2020 that is to “establish a united nation with a sense of common and shared destiny”. In other words, in order to achieve a sense of common and destiny the people should “respect the difference and appreciate the similarities” by firstly knowing their environmental background.

A Form Four student of regular school claimed “local study fieldwork clearly develops skills such as inquiry, investigation, classification and other skills which important for self-development and confidence” (P4). Another student stated “on one aspect, we could use it in our study, and on the other, we could develop the skill and confidence to be involved in society” (P3). This is a brilliant connection of the local study fieldwork and the Vision 2020. In fact this is referred to the second challenge of the Vision 2020 that is to “create a psychologically liberated, secure and developed Malaysian society with faith and confidence in itself”.

A Chinese student stated that history fieldwork is an independent study. It is a democratic way of learning. We can choose our own topic (P1). He added “we can learn about various communities, mainly the Chinese, Malays and Indians. From here we can know, understand and appreciate each others way of life”. Hopefully, this is enable to “foster and develop a mature democratic society, practising a form of mature consensual, community-oriented Malaysian democracy”, as aspired to in the third challenge.

A girl in a religious school claimed “it is clear that there were moral values inculcated in the history fieldwork” (P2). She continued “we could find this when discussing the contribution of certain figures”. In fact, the inculcation of moral values is a common aspect in the subject and has been discussed in the earlier section. This is in line with challenge number four

of the vision that is to “establish a fully moral and ethical society, whose citizens are strong in religious and spiritual values”. This is not unusual because the Malaysian community are practising a religion which respects others. Another student (P5) clarified, this is also related to “establish a matured liberal and tolerant society” as mentioned in challenge five in the vision.

One of the students mentioned that fieldwork local study involved scientific learning such as classifying, analysing and synthesising of evidence and sources (P10). Another student stated, it also involved reflection and prediction, especially in the interpretation (P6). This is in line with the sixth challenge that is to “establish a scientific and progressive society, a society that is innovative and forward-looking”.

A Form Three boy (P12) stated that the history fieldwork involved group work that needed to be co-operative, courteous to the various kinds of people met, and with organised discussion to reach fruitful conclusions and well-organised work to achieve excellent results. All of these are closely related to challenge number seven that is to “establish a fully caring society and a caring culture”.

The interviewees anticipated that challenges number eight and nine are more concerned with economic development and the relationship with history fieldwork is minimal. They considered these challenges are not important in relationship to this subject.

From the above discussion, it is clear that seven out of nine challenges of the Vision 2020 are intuitively related to history fieldwork approaches. Interestingly, more than eighty percent of respondents said “Yes” that fieldwork approaches of local study related to the challenges of the Vision 2020. However, the authority involved in the policy making and developmental projects should appropriately plan the most effective mechanisms in order the aim and objectives be fully understood and appreciated especially to the generation who will experience the consequences, especially the school children.

With regard to the promulgation of first class human capital citizen, everyone agrees that students at schools are imparting knowledge and experience to enrich, stabilise, and realise their JERISAH elements, specifically, healthy *jasmani* (physical), stable *emosi* (emotion), strong *rohani* (spiritual), accommodative *sosialisasi* (socialisation), love the *alam* (environment), and *hamba* Allah as the wise-human foundation. These are stipulated in the national educational and developmental philosophy. They need to be appropriately guided in order achieve a considerably satisfying performance as to be high quality citizens.

It is undeniable that none of the material in the history fieldwork is complete by itself. The things we see around us, town or village, a port, a bit of wall, even a field or stretch of landscape, are all documents of history. The study of them demands high reasonably thorough analysis, interpretation, judgement and evaluation. It also requires speculative filling and assembling with other evidence. The reason is that the data of history are not readily understood by students. It is not a matter of textual or material presentation, but it is a result of the fact that historical artefact is made up of the doings of adults in recent and remote times. Students are handicapped particularly by their inadequate comprehension of historical time and sequence which may lead to material misconceptions about what the students are studying.

The fundamental aim of fieldwork approaches in history is to provide opportunities for students to explore and investigate the fragmentary evidence of the past and present within their locality. The lives of people around the students in the past and present are illuminated through their written records, buildings, clothes, utensils, vehicles and other material sources. The use of these physical relics has a significant role, function and affection the student's learning of history.

However, the learning and teaching of history, ICSS have various kinds of problems, including the implementation of curriculum and the incompleteness of subject matters studied in the syllabuses. Some of the major problems are the students exploration to the sites were very rarely accompanied by teachers, high financial implication to the students and their parents, limited quality products, and, students safety was not really taken care. These need to be solve immediately in order students can fully benefit the advantages and opportunities from this history fieldwork approaches.

CONCLUSION

It is clear that the learning of history fieldwork can enable students to develop potential abilities such as a better understanding of human beings and critical judgement, and can prepare the individual to face the problems of the contemporary world. In fact, since independence, the history curriculum have been changed in accordance with the availability of authentic and sufficient national sources and to bring it into line with national aspirations which were closely related to the Malaysian development plans, the *Rukunegara*, and the New Economic Policy.

Hence, if lessons and activities are planned based on statement of attainment of 'comprehensive' global learning objectives, it is possible

to assess students' critical and creative thinking as part of their on-going work in a variety of ways. Consequently, history fieldwork in the ICSS would be seen as a complimentary subject to be learned and, furthermore, it is relevant and central to the schools curriculum and to students' cognitive, emotional, spiritual, physical and social development in order to produce a "balance and harmonious" generation as stated in the Malaysian Philosophy of Education and to considerably meet the challenges of the Vision 2020 in the development of the twenty-first millennium first class human capital of Malaysian and 1-Malaysia nation.

References

- Aldrich, R. [ed]. (1991). *History in the National Curriculum*. London: University of London, Kogan Page in association with the Institute of Education.
- Andaya, Barbara Watson & Leonard Y. Andaya. (1982). *A History of Malaysia*. London: MacMillan Histories Series.
- Anderson, C. & A. Moore. (1994). "Making History Happen Outside the Classroom" in Hilary Bourdillon [ed]. *Teaching History*. London: The Open University, pp.196-208.
- Andreotti, Keith. (1993). *Teaching History from Primary Evidence*. London: David Fulton Publishers in Association with Roehampton Institute.
- Archer, A.P. (1985). *The Place of Field work in the Teaching and Learning of History*. London: Institute of Education, MA Dissertation [Unpublished].
- Best, John W., and Kahn, James V. (1990) *Research in Education - Sixth Edition*, Prentice Hall, Eaglewood Cliffs, New Jersey
- Black, Jeremy & Donald M. MacRaild. (1997). *Studying History*. London: MacMillan.
- Blow, F. & A. Dickinson [eds]. (1986). *New History and New Technology: Present into Future*. London: The Historical Association.
- Bourdillon, Hilary [ed]. (1994). *Teaching History*. London: The Open University.
- Brooks, Aris & Perry. (1993). *The Effective Teaching of History*. London: Longman.
- Carpenter, S. (1990). *History Teaching: The Era Approach*. Cambridge: n.p.
- Carson, S. [ed]. (1978). *Environmental Education: Principles and Practice*. London: Edward Arnold Ltd.
- Cobuild English Language Dictionary. (1993). *Collins Cobuild English Language Dictionary*. Glasgow: Harper Collins Publisher.
- Cohen, Louis & Lawrence Manion. (1994). *Research Methods in Education*. London: Routledge.
- Cooper, H. (1992). *The Teaching of History: Implementing the National Curriculum*. London: David Fulton Publishers.
- Dickinson, A. [ed]. (1992). *Perspectives on Change in History Education*. London: Institute of Education.

- Emanuel, J. Mason & J. Bramble William. (1997). *Research in Education and the Behavioral Sciences: Concepts and Methods*. London: Brown & Benchmark Publishers.
- Marwick, A. (1989). *The Nature of History*. London: MacMillan.
- McCullagh, C. Behan. (1998). *The Truth of History*. London: Routledge.
- Ministry of Education Malaysia. (1992). *History Syllabus ICSS*. Kuala Lumpur: Curriculum Development Centre.
- Ministry of Education Malaysia. (2007). *Education in Malaysia*. Kuala Lumpur: Education Planning and Research Division [EPRD].
- Sebba, Judy. (1994). *History for All*. London: David Fulton.
- Slater, J. (1992). "Student Teacher's Perceptions of History in the National Curriculum" in Peter Lucas & Ruth Watts [eds]. *Meeting the Challenge: Preparing Tomorrow's History Teachers*. USA and UK: University of Sheffield.
- Smith, L. & C. Holden. (1994). "Using Artefacts in History Teaching" in *Teaching History*. London: The Historical Association, June.
- Tosh, John. (1997). *The Pursuit of History: Aims, Methods & New Directions in the Study of Modern History*. London: Longman, Eleven Edition, First Edition 1984.
- Walsh, P. (1992). *The Aims of School History: The National Curriculum and Beyond*. London: Institute of Education.
- Watts, R. (1993). "Why Site Visit?" in *Welsh Historian*, pp.15-18.
- Watts, R. & I. Grosvenor [eds]. (1995). *Crossing the Key Stages of History: Effective History Teaching 5-16 and Beyond*. London: David Fulton.
- White, J. (1994). "The School Look Around" in *Teaching History*. London: The Historical Association.