Contents

1. LOCATION .................................................................................................................................... 1
2. STAFF CONTACT DETAILS ..................................................................................................... 1
3. COURSE DETAILS ..................................................................................................................... 2
   Aims of the Course ....................................................................................................................... 2
   Student Learning Outcomes ....................................................................................................... 2
   Graduate Attributes (AITSL Professional Graduate Teaching Standards) ..................................... 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .... 3
5. TEACHING STRATEGIES ......................................................................................................... 4
6. COURSE CONTENT AND STRUCTURE ................................................................................ 4
7. ASSESSMENT ............................................................................................................................. 6
   Assessment Details ....................................................................................................................... 6
   Submission of Assessment Tasks ................................................................................................. 10
8. RESOURCES ............................................................................................................................. 10
   Required Readings ..................................................................................................................... 10
   Further Readings ........................................................................................................................ 10
9. ACADEMIC HONESTY AND PLAGIARISM ......................................................................... 11
10. COURSE EVALUATION AND DEVELOPMENT ..................................................................... 13
11. OTHER INFORMATION ............................................................................................................ 13
   Policies ....................................................................................................................................... 13
   Attendance ................................................................................................................................... 13
   Special Consideration ................................................................................................................ 14
   School of Education Grade Descriptors ...................................................................................... 14
   University Counselling Service ................................................................................................. 14
   Equity and Diversity .................................................................................................................. 15
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6738 History Single Method (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Denis MOOTZ
Office Location: John Goodsell 132
Email: dmootz@yahoo.com
Phone: 9385 1914
Availability: Email and Wednesday 7.00-7.30pm

Other Teaching Staff: Jennifer JORDAN
Office Location: John Goodsell 132
Email: Jennifer.jordan@det.nsw.edu.au
Phone: 9385 1914
Availability: Email and Wednesday 7.00-7.30pm

Other Teaching Staff: Stephanie INGSTER
Office Location: John Goodsell 132
Email: TBA
Phone: 9385 1914
Availability: Email and Wednesday 7.00-7.30pm

Other Teaching Staff: Vicky ZINOPoulos
Office Location: John Goodsell 132
Email: TBA
Phone: 9385 1914
Availability: via Email

Other Teaching Staff: Bernie HOWITT
Office Location: John Goodsell 132
Email: TBA
Phone: 9385 1914
Availability: via Email
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>History Single Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Wednesday (4-5pm), CLB, Theatre 4</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Wednesday (5-7pm), Mathews 104, 130 Quad G042, G027</td>
</tr>
<tr>
<td></td>
<td>Thursday (4-6 pm), Mathews 311</td>
</tr>
</tbody>
</table>

Summary of Course
EDST 6738 History Method 2 aims to prepare pre-service teachers in the theory and practice of teaching Senior History courses in Stage 6 in secondary schools. There will be a focus on ICT and assessment approaches and strategies.

Aims of the Course
This course aims to:

- Further students' knowledge of the New South Wales syllabus documents for Stage 6 Ancient History, Modern History and Extension History.
- Provide opportunities for pre-service teachers to develop the skills of a reflective classroom practitioner by engaging students in discussion and demonstration of best practice in the teaching and learning of Stage 6 History courses.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge and understanding of the current philosophy and practice of History teaching in Stage 6 of the secondary schools.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate knowledge and understanding of current NSW Board of Studies (BOS) syllabuses and support documents for Stage 6 Ancient History, Modern History and Extension History.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate knowledge and awareness of the classroom implications of the Department of Education and Training (DET) “Discussion Paper”, <em>Quality Teaching in NSW Public Schools</em>.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate awareness of DET policies in Aboriginal education, gender equity, multicultural education, gifted education, students with special needs and “inclusion”.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate the skills necessary to implement syllabus aims, objectives and learning outcomes using a range of programming approaches, and a range of teaching and learning strategies.</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate increasing awareness of best practice in the teaching and learning of History.</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate the skills of a reflective practitioner.</td>
</tr>
</tbody>
</table>
## Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>2.1</td>
<td>1</td>
</tr>
<tr>
<td>2.2</td>
<td>1</td>
</tr>
<tr>
<td>2.3</td>
<td>2</td>
</tr>
<tr>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>2.6</td>
<td>1</td>
</tr>
<tr>
<td>3.2</td>
<td>1</td>
</tr>
<tr>
<td>3.6</td>
<td>1,2</td>
</tr>
<tr>
<td>5.1</td>
<td>2</td>
</tr>
<tr>
<td>5.3</td>
<td>2</td>
</tr>
<tr>
<td>5.4</td>
<td>1,2</td>
</tr>
</tbody>
</table>

### 1. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A range of student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students. The lectures and tutorials are designed to be supportive, collaborative and engaging. Students are encouraged to participate fully in the tutorial activities.
2. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Explicit teaching, including lectures, to demonstrate an understanding of students’ different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice and strategies.
- Online learning from materials on the Moodle website and Edmodo.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

3. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 23 July</td>
<td>Stage 6 Ancient History</td>
<td>Programming Stage 6 AH: Preliminary &amp; HSC</td>
</tr>
<tr>
<td>2 30 July</td>
<td>Stage 6 Modern History</td>
<td>Programming Stage 6 MH: Preliminary &amp; HSC</td>
</tr>
<tr>
<td>3 6 August</td>
<td>Stage 6 Assessment</td>
<td>HSC &amp; School Assessment</td>
</tr>
<tr>
<td>11 August</td>
<td>Professional Experience 2</td>
<td></td>
</tr>
<tr>
<td>22 September</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>4 1 October</td>
<td>Tactics for teaching Stage 6 History</td>
<td>Oral Reports</td>
</tr>
<tr>
<td>5 8 October</td>
<td>Source Study in Stage 6 History</td>
<td>Oral Reports</td>
</tr>
<tr>
<td>6 15 October</td>
<td>What is “new”: the Ancient History Core</td>
<td>Oral Reports</td>
</tr>
<tr>
<td>7 22 October</td>
<td>What is “new”: the Modern History Core</td>
<td>Oral Reports</td>
</tr>
<tr>
<td>8 29 October</td>
<td>History Extension</td>
<td>Resources Workshop</td>
</tr>
</tbody>
</table>
4. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Oral Report</td>
<td>3000 words</td>
<td>40%</td>
<td>1,2,3</td>
<td>1.3, 1.5, 2.1, 2.2, 2.6, 3.2, 3.6, 5.4</td>
<td>1 – 29 Oct 2014</td>
</tr>
<tr>
<td>Assessment 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Construction</td>
<td>3000 words</td>
<td>60%</td>
<td>4,5</td>
<td>2.3, 2.5, 3.6, 5.1, 5.3, 5.4</td>
<td>29 Oct 2014</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1 – Reflective Oral Report

Approximate length: 10 min. Weighting: 40% Due: Weeks 4 – 8 (1 – 29 October)

Present an oral report consisting of an overview and critical reflection on the interaction between technology, pedagogy and content knowledge while on Professional Experience. Full professional ethics and confidentiality must be observed (do not name the school or teachers).

1. Briefly describe the current situation of technology use at school placement
   a. Were technology facilities available to teachers and students?
   b. How effectively was technology integrated into the pedagogy of the school?
   c. What professional learning was available to staff?
   d. Did the school leaders model and support the use of technology?
   e. What technical support was available? (on site / offsite, number of tech staff, visibility and availability)

2. Describe and discuss at least one significant example of how you integrated technology, with History pedagogy and content knowledge.
   a. What content were you teaching? What pedagogy were you using? What technology was used?
   b. How did the interaction of these three components enhance student learning? How did you know?

3. Challenges and Opportunities
   a. Describe one significant challenge that you encountered as you integrated technology with content knowledge and History pedagogy?
   b. How did you respond to this challenge?
   c. What would you do differently in the future when attempting integration of technology with content knowledge and History pedagogy?

Opportunity will be given for interaction and discussion. A roster for the oral presentations will be organised in class. If you are unable to present your reflection on the agreed day (due to illness for example), you must inform your tutor as soon as possible before the assigned tutorial time.

The duration of the presentations may be altered according to the number of students or if there are topics that need further exploration in class.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6738 HISTORY SINGLE METHOD

Student Name:              Student No.:
Assessment Task: Assessment 1: Reflective Oral Report

SPECIFIC CRITERIA

Understanding of the question or issue and the key concepts involved
- Articulate the current context of technology use at professional learning school placement.

Depth of analysis and/or critique in response to the task
- Articulate the current context of technology use at professional learning school placement.

Familiarity with and relevance of professional and/or research literature used to support response
- Describe and discuss an example of attempts to integrate technology with history pedagogy and content knowledge.

Structure and organisation of response
- Display evidence of self-reflective practice in descriptions of challenges and opportunities.

Presentation of response according to appropriate academic and linguistic conventions

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date
Recommended: / 50  (FL  PS  CR  DN  HD)  Weighting:  40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Assessment 2 – Test Construction

Length: 3000 words                            Weighting: 60%         Due: Week 8 (29 October)

Construct a source-based test for a topic for a class that you have taught or observed.
Provide ‘Marking Guidelines’ for the written answers in Part B.
Write a 1000 – 2000 word rationale for various elements of the test.

The test will have two parts. Students should be required to use sources in both parts of the test:

Part A
• Questions 1 – 20: multiple choice questions, each with 4 options, based on use of sources.

Part B
• Question 21: two parts, (a) and (b): short response answers requiring 5 -10 lines; based on sources; no choice.
• Question 22: extended response answer requiring 15-20 lines of writing; provide some choice.

In your rationale:

a) Identify the topic, the syllabus outcomes and Inquiry Questions for the topic(s) being tested.
b) Explain how the content tested is appropriate for the topic and lessons taught.
c) Map syllabus outcomes for this topic against the test items.
d) Comment on the choice of each source used…specifically on readability and variety.
e) Comment on the variety of question stems and types of questions used.
f) Provide the correct answers for Part A.
g) Provide and comment on the marking guidelines for Part B of the test.
UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6738 HISTORY SINGLE METHOD

Student Name:              Student No.:  
Assessment Task: Assessment 2 – Test Construction

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the relationship of sources to the topic, IQs, content and outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the choice of content and sources, variety of question stems and types.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct and explain ‘Marking Guidelines’ for Part B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test construction, answer distribution, distracters, outcome mapping, extended responses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date

Recommended: / 50 (FL PS CR DN HD)  Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Blackboard 9. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

5. RESOURCES

Required Readings


Essential Documents; Students must be familiar with:
NSW DET, (2003). Quality Teaching in NSW Public Schools, Sydney, NSW
Board of Studies, (2009). Syllabus for Ancient History Years 11 - 12, North Sydney, NSW.
Board of Studies, (2009). Syllabus for Modern History Years 11 - 12, North Sydney, NSW.
Board of Studies, (1998). Syllabus for Extension History Years 11 - 12, North Sydney, NSW.
Board of Studies Syllabuses can be downloaded from www.boardofstudies.nsw.edu.au

E – Handbook / Teachers’ Guide:
NCHE Professional Digest
http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page

Further Readings
Attwood, B. (2005). Telling the truth about Aboriginal history. All and Unwin, Crows Nest.


Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia


**Teaching History**, Journal of the History Teachers’ Association of NSW Inc. (HTANSW) - A source of teaching ideas, curriculum issues and academic articles... eventually requires your joining HTANSW) Website [http://www.htansw.asn.au/](http://www.htansw.asn.au/)

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6. **ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry computer program or software, website, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement

- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original

- Piecing together section of the work of others into a new whole

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor

- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed

- Knowingly permitting your work to be copied by another student may also be considered plagiarism

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EDST6738 History Method 2, Bachelor of Education UNSW 2014
• Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
• Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: www.lc.unsw.edu.au/plagiarism.

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html.

In the interests of maintaining high standards in scholarship and research, the University remind students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

_Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct)._  

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: It is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.
7. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

8. OTHER INFORMATION

Policies
School of Education Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:
- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.
Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

School of Education Grade Descriptors
NB: distributed to all students via BB9

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well-organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at time unclear.</td>
</tr>
</tbody>
</table>

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the
most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418. Website: http://www.counselling.unsw.edu.au

Equity and Diversity
Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website http://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.