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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6733 English Extension Method 2 (6 units of credit)
Semester 2, 2013

2. STAFF CONTACT DETAILS

Course Coordinator: Gillian Lovell
Office Location: John Goodsell 132
Email: g.lovell@unsw.edu.au
Phone:
Availability: Wednesday 3-4, John Goodsell 132 and by appointment

Other Teaching Staff: Paul McDonald
Office Location: John Goodsell 132
Email: c/o: g.lovell@unsw.edu.au
Phone:
Availability: By appointment

Other Teaching Staff: Julie McFarland
Office Location: John Goodsell 132
Email: j.m.mcfarland@unsw.edu.au
Phone:
Availability: By appointment
1. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English Extension Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

**Workshop:** Wed 4pm – 7pm (Matthews 308)  
Weeks 1-3, 11-14

This course continues for students studying EDST 6703, the in-depth enquiry into pedagogy and content knowledge for the English classroom. Students will also critique research into the teaching of English and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the NSW English syllabuses.

*Aims of the Course*

This course aims:
- To deepen the students’ understanding of how to achieve successful English outcomes for *all* students.
- To deepen the students’ understanding of the importance of feedback, to students and to teachers, in planning lessons and for achieving successful English outcomes.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs</td>
<td>1,2</td>
</tr>
<tr>
<td>2</td>
<td>Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Analyse specific teaching and assessment strategies to meet the needs of all students</td>
<td>1,2</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>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
</tr>
</tbody>
</table>

2. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

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 they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.
3. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, 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
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- 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.
- Online learning from readings on the Blackboard 9 website
- Specific literacy strategies, such as Floor Storming, Dictogloss, Cloze and Three Level Comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
4. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Wednesday Topics</th>
</tr>
</thead>
</table>
| 1 23 July     | Approaches to texts  
Gillian Lovell |
| 2 30 July     | Stage 6: Speaking and listening  
Julie McFarland |
| 3 6 August    | Creative Writing Strategies  
Paul Macdonald |
| 11 August to 18 Sept | Professional Experience |
| 22 Sept to 26 Sept | Break |
| 4 1 Oct       | Excursion to Kensington PS  
Gillian Lovell |
| 5 8 October   | Negotiating the curriculum and assessment  
Paul Macdonald |
| 6 15 October  | Teaching in a mixed ability English classroom  
Paul Macdonald |
| 7 22 October  | Presentation of Assessment 2  
Paul Macdonald and Gillian Lovell |
| 8 29 October  | Presentations  
Paul Macdonald & Gillian Lovell |
5. 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>Report on</td>
<td>3,000</td>
<td>50%</td>
<td>1,2,3,4</td>
<td>1.3, 1.5, 2.5, 2.6, 3.6</td>
<td>8th October</td>
</tr>
<tr>
<td>assessment</td>
<td>words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practices during</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Presentation    | 3,000  | 50%    | 1, 4                      | 1.3, 1.5, 2.1, 2.2, 2.3, 3.2,
| focused on issues | words |        |                           | 3.6, 4.2, 5.1, 5.3, 5.4      | 22nd & 29th October |
| observed during | equivalent |        |                           |                              |           |
| professional     |        |        |                           |                              |           |
| experience.     |        |        |                           |                              |           |

Assessment Details

**Assessment 1.** Report on Assessment Practices: 3,000 words (50%)  
Due: 8th October

Write a report that demonstrates your capacity to use student feedback to develop effective lesson activities. You should report on the assessment practices, both formative and summative, content organisation and moderation approaches that you implemented during your professional experience. You should give examples of how you responded to students’ work and then show how you used feedback from the students’ work to inform your planning and delivery of subsequent lessons.

Copies of relevant student work samples, your assessment marking criteria and your written feedback to the student, must be included with your report.

**Remember to collect and copy work samples during your practicum. Make sure that your copies do NOT show any student names or the name of the school.**
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrate knowledge of effective assessment practices, especially backward mapping</td>
<td></td>
</tr>
<tr>
<td>• demonstrate a deep understanding of the importance of using student feedback when planning lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrate understanding of academic and cultural diversity when responding to students, and when planning lessons and assessments</td>
<td></td>
</tr>
<tr>
<td>• design appropriate activities and lessons focused on specific needs of the students</td>
<td></td>
</tr>
<tr>
<td>• design effective assessment tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrated understanding on the need to differentiate lessons and assessment to cater for diverse learners</td>
<td></td>
</tr>
<tr>
<td>• understanding of effective assessment practices</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation or response</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to deliver well structured report that meets the specified criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to use clear and appropriate English.</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**Lecturer** | **Date** | **Recommendation** | **Weighting:** 50%
---|---|---|---
| | | 50 | (FL PS CR DN HD) |

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 contextualise 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.** Reflection on issues observed during the Professional Experience (50%)  
Due: 22nd OR 29th October Time: 20 minutes

During your professional experience you should observe closely how your school catered to the educational needs of its students. Consider in particular the learning needs of students from diverse cultural and linguistic backgrounds, and students from Aboriginal and Torres Strait Islander
backgrounds. Include details of specific literacy and numeracy needs and strategies needed to inform the teaching of English.

Prepare a class presentation in which you describe your perception of the needs of the students and what you observed as the school's response to these needs. As part of your discussion, you should also evaluate your school's response to the need to develop literacy and numeracy skills, and the role of ICT and the choice of texts for these students. What advice would you offer the school in order to enhance/improve/change the approach to this particular issue? Your presentation must demonstrate that you have researched educational theory in forming your opinions.
### SPECIFIC CRITERIA

- **Understanding of the question or issue and the key concepts involved**
  - understanding of the task and its relationship to relevant areas of theory, research and practice
  - clarity and accuracy in use of key terms and concepts

- **Depth of analysis and/or critique in response to the task**
  - ability to reflect deeply on the observations made of the diverse learning needs of students and of the school’s ability to meet these needs

- **Familiarity with and relevance of professional and/or research literature used to support response**
  - Demonstrated understanding on the need to differentiate curriculum to cater for diverse learners
  - Deep understanding of the diverse learning needs of students in Australian schools

- **Structure and organisation or response**
  - Ability to deliver a well researched, well organised and engaging presentation

- **Presentation of response according to appropriate academic and linguistic conventions**
  - Use of appropriate academic English

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date  

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

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.

6. RESOURCES

Required Readings
NSW Board of Studies, English 7-10 Syllabus, October 2002
NSW Board of Studies, Stage 6 Syllabus, English, Preliminary and HSC Courses, June 1999

Readings on the UNSW BB9 website

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
Professional websites for English teachers

BOSTES commenced operation on 1 January 2014, and brings together the functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers. The Quality Teaching Council will continue to function under the auspices of BOSTES.

BOSTES will develop a new website over time. In the interim, please use the information or services currently provided on the websites of the former Board of Studies NSW and NSW Institute of Teachers.

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the BOS (or BOSTES) website or you can buy a hardcopies from the UNSW Bookshop on lower campus or order them online.

The Department of Education and Communities: http://www.dec.nsw.gov.au (The DEC has the responsibility for administering and staffing government schools and producing support material that can be found at:

You should also be familiar with the material on literacy on the DEC site. See:

http://www.aitsl.edu.au
The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

http://www.hsc.csu.edu.au
HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

http://www.australiancurriculum.edu.au This is the Australian Curriculum site.

http://www.nap.edu.au
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

http://www.nswteachers.nsw.edu.au

http://www.englishteacher.com.au
The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication *mETAphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.

http://www.aisnsw.edu.au
The Association of Independent Schools

http://www.ceosyd.catholic.edu.au
The Catholic Education Office

**PROFESSIONAL ASSOCIATIONS**

**English Teachers’ Association (ETANSW),** PO Box 299 Leichhardt, NSW 2040.
Tel: 95726900 Fax: 95729534 www.etansw.asn.au

**Primary English Teachers’ Association (PETA),** PO Box 3106, Marrickville, NSW 2204
Tel: 9565 1277 Fax: 9565 1070 Email: info@peta.edu.au

7. **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
- 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:
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](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.

8. 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.

9. 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](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 adverse 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](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](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>Score</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 the 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 times 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](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.