EDST6754
Extension History Method 2

Semester 2, 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6754 Extension History Method 2 (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Denis Mootz
Office Location: John Goodsell 132
Email: dmoottz@yahoo.com
Phone: 02 9385 1914
Availability: Wednesday 7.00 – 7.30 pm
Via Email
3. COURSE DETAILS

**Course Name**  
Extension History Method 2

**Credit Points**  
6 units of credit (uoc)

**Workload**  
Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

**Schedule**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Thursday 4-5 pm</td>
<td>Goodsell LG21</td>
<td>1 - 3, 4 - 8</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Thursday 5-7 pm</td>
<td>Goodsell LG21</td>
<td>1 - 3, 4 - 8</td>
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**Summary of Course**

This course continues for students studying EDST6724, the in-depth enquiry into pedagogy and content knowledge for the History classroom. Students will also critique research into the teaching of History and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses.

**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.
- To 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>
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<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
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- Demonstrate sound knowledge and understanding of the current philosophy and practice of History teaching in Stage 6 of the secondary schools.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>2</td>
<td>1, 2</td>
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- Demonstrate sound knowledge and understanding of current NSW Board of Studies (BOS) syllabuses and support documents for Stage 6 Ancient History, Modern History and Extension History.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tr>
<td>3</td>
<td>1, 2</td>
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<table>
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<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tr>
<td>4</td>
<td>1, 2</td>
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</table>

- Demonstrate awareness of DET policies in Aboriginal education, gender equity, multicultural education, gifted education, students with special needs and “inclusion”.

<table>
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<th>Outcome</th>
<th>Assessment/s</th>
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<td>5</td>
<td>1, 2</td>
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- 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.

<table>
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<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<td>6</td>
<td>1, 2</td>
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- Demonstrate increasing awareness of best practice in the teaching and learning of History.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tr>
<td>7</td>
<td>1, 2</td>
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</table>

- Demonstrate the skills of a reflective practitioner.

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tr>
<td>1.3</td>
<td>1</td>
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</table>

- Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

4. 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.

5. TEACHING STRATEGIES

EDST6754 History Extension Method 2 focuses on the aims, objectives and outcomes that underpin the teaching and learning of Stage 6 History courses in NSW secondary schools.

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
- Structured occasions for reflection on learning 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 materials on the Moodle website

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

6. COURSE CONTENT AND STRUCTURE
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Thursday Lecture Topic</th>
<th>Thursday Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 24 July</td>
<td>Stage 6 Ancient History: Archaeology &amp; Evidence</td>
<td>How reliable is Pliny the Younger’s eyewitness account of 79 CE? IT: mit.classics, Fordham, Perseus, VRoma, Pompeii in Pictures, CLI, Spreadsheet Db, Google Earth, Smart Notebook</td>
</tr>
<tr>
<td>2 31 July</td>
<td>Stage 6 Modern History: Problems &amp; Issues</td>
<td>Was Nazism inevitable? Who supported the NSDAP? IT: Fordham, John D Clare, Youtube, BBC, PBS, Imperial War Museum, Spreadsheet Db, Google Earth, Smart Notebook</td>
</tr>
<tr>
<td>3 7 August</td>
<td>Stage 6 Assessment</td>
<td>HSC Core &amp; options IT: OBoS, HTA NSW, Quality Teaching, DET Curriculum Support, Land Council / AECG</td>
</tr>
<tr>
<td>13 August</td>
<td>Professional Experience 2</td>
<td></td>
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<tr>
<td>22 September</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>4 2 October</td>
<td>History Extension: Readings</td>
<td>What is history? What is History?</td>
</tr>
<tr>
<td>5 9 October</td>
<td>History Extension: Electives</td>
<td>“Themes” and “debates”</td>
</tr>
<tr>
<td>7 23 October</td>
<td>Ancient History Core: Part 3: Archaeology</td>
<td>What is New at Pompeii &amp; Herculaneum? IT: mit.classics, Fordham, Perseus, Livius, Blogging Pompeii, VRoma, Pompeii in Pictures, CLI, Spreadsheet Db, Google Earth, Smart Notebook</td>
</tr>
<tr>
<td>8 30 October</td>
<td>Modern History Core: Allied Victory and the rise of Nazism</td>
<td>What is ‘new’ in MH ‘cores’? IT: Fordham, John D Clare, Youtube, BBC, PBS, Imperial War Museum, Spreadsheet Db, Google Earth, Smart Notebook, Diigo</td>
</tr>
</tbody>
</table>
7. 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>Textbook Reviews</td>
<td>3000 words equivalent</td>
<td>40%</td>
<td>1 - 7</td>
<td>1.3, 1.5, 3.6</td>
<td>9 October 2014</td>
</tr>
<tr>
<td>Assessment 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC Assessment Schedule</td>
<td>3000 words</td>
<td>60%</td>
<td>1 - 7</td>
<td>2.1, 2.3, 3.6, 5.1, 5.3, 5.4</td>
<td>23 October 2014</td>
</tr>
</tbody>
</table>
Assessment Details

Assessment 1: Textbook Reviews

Due: 9 October 2014

Approximate Length: 3000 words

Weighting 40%

What textbooks were available for use in teaching History at your placement school?

Briefly review the most commonly used texts from both an academic perspective and pedagogical perspective.

In your response you must address the following questions:

1. Which textbooks were being used for teaching History?
2. In which Stage were they being used?
3. How were the textbooks being used?
4. How might they best be used?
5. Which textbooks did you use?
6. How did you use the textbooks.
## Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
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<tbody>
<tr>
<td>• Review textbooks for academic and pedagogical purposes.</td>
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<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
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<tr>
<td>• Articulate the current context of textbook use at professional learning school placement.</td>
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<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
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<tbody>
<tr>
<td>• Evaluate pedagogical uses of textbooks.</td>
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<tr>
<td>• Display evidence of self-reflective practice in use of textbooks.</td>
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<tr>
<th>Structure and organisation or response</th>
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<table>
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<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
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## General Comments/Recommendations for Next Time

Lecturer: [Name]  
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: HSC Assessment Schedule

Due: 25 October 2014

Length: 3000 words                      Weighting: 60%

1. Provide an overview/analysis of both Preliminary and HSC teaching programs

2. Analyse and explain 'exam' and 'non-exam' assessment items.

3. Provide:
   a. Details of HSC assessment tasks
   b. A ‘map’ of the outcomes being assessed in each task
   c. An evaluation of the marking criteria for ‘non-exam’ items
   d. A rationale for the use of each task

4. Explain how this schedule satisfies the requirements of the BoSTES HSC Syllabus.
UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6754 EXTENSION HISTORY METHOD 2 2014

Student Name:
Assessment Task: 1

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Specific Criteria</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
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<tr>
<td>• Overview of Stage 6 programs</td>
<td></td>
<td></td>
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<tr>
<td>• Discussion of non-exam and exam mechanisms</td>
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<tr>
<td>Depth of analysis and/or critique in response to the task</td>
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<tr>
<td>• Analysis of individual assessment tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
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<tr>
<td>• Assessment of the schedule in terms of Syllabus and Board of Studies requirements</td>
<td></td>
<td></td>
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<tr>
<td>Structure and organisation or response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
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<td></td>
</tr>
</tbody>
</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.

8. RESOURCES

Required Readings
Board of Studies, (1998). Syllabus for Extension History Years 11 - 12, North 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
NSW DET (2003). Quality Teaching in NSW Public Schools, Sydney, NSW

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


**Useful websites:**

NCHE Professional Digest


http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page

Board of Studies and Teacher Education Standards syllabuses can be downloaded from www.boardofstudies.nsw.edu.au

**Useful journals:**


9. **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: 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.
10. 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.

11. 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 that 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. 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 Description</th>
<th>Description</th>
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<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 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

EDST6754 Extension History Method, Bachelor of Education, UNSW 2014 14
**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](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.