



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST6754  
History Extension Method 2

Semester 2

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6754 History Extension Method 2 (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Kim Wilson  
Office Location: John Goodsell 132  
Email: [k.m.wilson@unsw.edu.au](mailto:k.m.wilson@unsw.edu.au)  
Phone:  
Availability: via email

## 3. COURSE DETAILS

<b>Course Name</b>	History Extension Method 2	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Fri (2-3 pm), Wenona School	Weeks 1-8
Tutorial/s	Fri (3-5 pm), Wenona School	Weeks 1-8

### **Summary of Course**

This course continues for students studying EDST6724, the in-depth enquiry into pedagogy and content knowledge for the History classroom with the focus shifting to Stage 6. 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.

### **Main ways that the course has changed as a result of student feedback**

- The assessment methods and tasks in this course have been more tightly aligned to the course content and aims.

### **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 Modern, Ancient and Extension History courses.

### **Important information**

- **Assessment:** Please note that all students must pass **all** assignments to pass the course, and they must pass the course to go on placement for PE 2.

- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

### ***Student Learning Outcomes***

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Stage 6 History Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity.	1 & 2
2	Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes.	2
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.	1 & 2
4	Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT.	2
6	Plan for and implement a range of literacy strategies to meet the needs of all students.	1 & 2
7	Discuss classroom strategies that recognise students' different approaches to learning.	1 & 2
8	Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours	1 & 2
9	Develop appropriate and engaging resources for the History classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students	2

**Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)**

Standard		Assessment/s
1.3	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 & 2
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
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1 & 2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1 & 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2

**National Priority Area Elaborations**

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	A 3 / 4 / 5 / 6	1 & 2
B. Classroom Management	B 1 / 2 / 4 / 5	1 & 2
C. Information and Communication Technologies	C 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12	1 & 2
D. Literacy and Numeracy	D 8 / 15 / 19	1 & 2
E. Students with Special Educational Needs	E 6 / 7 / 8 / 9	1 & 2
F. Teaching Students from Non-English Speaking Backgrounds	F 3 / 5	1 & 2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This subject aims to develop in each student the ability to effectively teach Ancient, Modern and Extension History to Stage 6 secondary school students according to the philosophy and requirements of the NSW History Syllabuses. During the course students will develop their knowledge of New South Wales Stage 6 syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

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 Stage 6 students they will later teach.

#### **5. TEACHING STRATEGIES**

- 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.
- 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.
- 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.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

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

## 6. COURSE CONTENT AND STRUCTURE

<b>Week Beginning</b>	<b>Lecture Topic</b>	<b>Tutorial Topic</b>
1 25 July	<b>Topic 1: History Extension Syllabus</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Course Outline, Course Assessment The History Extension Syllabus pulled apart The History Extension Project Your History Extension Project Essay and annotated Bibliography
2 1 August	<b>Topic 2: What is History?</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	A road map for teaching the History Extension course Targeted teaching ideas and strategies for 'What is History?'
3 8 August	<b>Topic 3: The History Extension HSC examination, Question 1</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Learn how to pull apart the 'Source' and answer Question 1 Sample Marking of Question 1
4 15 August	<b>Topic 4: Senior History Textbook Review</b> <i>Kim Wilson</i> C1/2/3/6/11/12 ...D3/12/18	Present your Senior History textbook review <b>N.B. Assessment Task 1 due</b>
5 22 August	<b>Topic 5: History Extension Case Studies</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Teaching ideas and strategies for the Case Study Discussion of how to prepare a complete unit of work for the Case Study
6 29 August	<b>Topic 6: The History Extension HSC examination, Question 2</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Learn how to pull apart the stem and answer Question 2 Sample Marking of Question 2
7 5 September	<b>Topic 7: Teaching skills to seniors, source analysis</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Explore, sample and develop strategies for teaching source analysis skills in your senior history classes
8 12 September	<b>Topic 8: Teaching skills to seniors, literacy</b> <i>Kim Wilson</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Explore, sample and develop strategies for teaching literacy skills in your senior history classes <b>N.B. Assessment Task 2 due</b>

## 7. RESOURCES

### **Essential Documents.**

#### **Students must be familiar with:**

NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW  
Board of Studies, (1998). *Syllabus for History Extension 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  
Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation  
<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>  
NCHE Professional Digest  
<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page>  
Course Readings: Available on Moodle.

### **Further Readings**

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.  
Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.  
Carr, E.H., (1981). *What is History?* Harmondsworth: Penguin.  
Clark, A., (2008). *History's Children*, Sydney: UNSW Press.  
Curthoys, A. & Docker, J. (2005). *Is History fiction?* Sydney: UNSW Press.  
Fines, J., (1983). *Teaching History*, Holmes McDougall Seminars.  
Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia  
Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.  
Harrison, N., (2008). *Teaching and Learning in Indigenous Education*, Victoria, Australia: Oxford University Press.  
Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia  
Husbands, C. (1998). *What is History: Language, Ideas and Meaning in Learning about the Past*, Buckingham: Open University Press.  
Lee, P., et al, (1992). *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.  
Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne  
Taylor, T. (2005). *What is History?* Melbourne: VHTA.

### **Research Reports:**

Halse, C. et al. (1997). *The State of History in New South Wales*, Leichhardt: HTA of NSW.  
Taylor, T. et al. (2000). *The Future of the Past*, Victoria: Faculty of Education, Monash University  
Clark, A. (2008). *A Comparative Study of history Teaching In Australia and Canada*, Monash University. (Available on Moodle)  
McIntyre, S. (2008). *National History Curriculum: Initial Advice*. (Available on Moodle)

### **Journals:**

*Teaching History*, Journal of the History Teachers' Association of NSW Inc. (HTA NSW)  
(A source of teaching ideas, curriculum issues and academic articles...student membership available). Website: <http://www.htansw.asn.au/>



## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment Task 1: <b>Senior History Textbook Review</b>	Tutorial presentation 3000 words equivalent	40%	1 - 10	1.3, 1.5, 3.6	A 5/6, B 1/2, D 8/15, E 9, F 3/5	Friday 19 August
Assessment Task 2: <b>History Extension Project Essay &amp; Bibliography</b>	3100 words	60%	1 - 10	2.1, 2.3, 3.6, 5.1, 5.3, 5.4	A 4/5/6, B 2/4, C 1/7/11, D 15, E 7/8/9, F 3/5	Friday 16 September

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by **5pm**. Students no longer need to use a cover sheet. 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### Assessment Task 1: Senior History Textbook Review

Tutorial presentation 3000 words equivalent

Weighting 40%

Instructions:

1. Select ONE Stage 6 School History Textbook – this may be appropriate for Ancient History or Modern History or History Extension
2. Consider the book as a whole:
  - a. how many topics are covered in the textbook?
  - b. Does each chapter address all syllabus content for each topic?
  - c. Is each topic covered in sufficient detail or would you need to supplement with supporting material?
  - d. Is the page layout clear and visually attractive?
  - e. Does the textbook provide a substantial and scholarly bibliography?
3. Identify the author(s):
  - a. Who is/ are the author/s?
  - b. Qualifications and experience etc.
4. Take one chapter of the textbook as a sample. How would you use this textbook in the classroom? You might like to consider the quality of questions/ activities provided in the textbook chapter as well as how you would integrate your own teaching and learning resources into lessons where you use the textbook.
5. Provide a summative assessment at the end of your presentation.
6. Your Senior History Textbook Review should be supported with a visual presentation.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6754 EXTENSION HISTORY METHOD 2

Student Name:

Assessment Task 1: **Senior History Textbook Review**

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Review textbooks for academic and pedagogical purposes.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Analyse and discuss the current context of textbook use at professional learning school placement.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Evaluate pedagogical uses of textbooks.</li> <li>Display evidence of self-reflective practice in discussion of personal use of textbooks.</li> </ul>					
<b>Structure and organisation of response</b>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

**Recommended:**      / 20      (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 Task 2: History Extension Project Essay & Bibliography

Length: 3100 words

Weighting: 60%

### History Extension Project Essay (2500 words)

You are to present a 2500-word essay that meets the demands of the History Extension course as outlined in the syllabus. The essay is an argument in response to your question with evidence in support, the sources of which are acknowledged. It will be in written form and may be accompanied by appropriate graphic texts only as appendices (apart from short explanatory captions). The essay must not exceed 2,500 words. The essay should contain material from a range of perspectives, including your own views. A consistent system of referencing should be used to acknowledge the use of sources.

### History Extension Project Bibliography (600 words)

You are to present a 600-word annotated bibliography that meets the demands of the History Extension course as outlined in the syllabus. The bibliography should contain:

- A consistently formatted alphabetical list of all sources used within the project
- An evaluation of three of these sources. The reviews should
  - be selected for the three most valuable sources used in the history project
  - not exceed **600 words** in total
  - explain the strengths and weaknesses of each source, considering its usefulness and reliability and the reasons it was valuable to the project and the central argument of the essay.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6754 EXTENSION HISTORY METHOD 2

Student Name:

Assessment Task 2: **History Extension Project Essay & Bibliography**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Constructs an historical position in response to the question and discusses and challenges other positions within the word limit.</li> <li>• Provides a consistently formatted alphabetical list of all sources used within the project.</li> <li>• Provides an evaluation of three sources used by explaining their strengths and weaknesses, considering the usefulness and reliability and the reasons each source was valuable to the project and the argument, within the word limit.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• An excellent analysis that synthesizes and evaluates information from a range of historical sources of differing perspectives and/ or historical approaches.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Supports the argument with integrated references to relevant scholarly literature</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• A consistent system of referencing has been used to acknowledge the use of sources.</li> <li>• Makes consistent and accurate use of scholarly resources and language</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended:      / 20      (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**

**Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment Task 1 <b>Senior History Textbook Review</b>	<i>Turnitin</i>	<b>Friday 9 September</b>
Assessment 2 <b>History Extension Project Essay &amp; Bibliography</b>	<i>Turnitin</i>	<b>Friday 7 October</b>