



TEP 428

History in the Secondary School II

S2 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via Email

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Owain Matthews

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Credit points

3

Prerequisites

TEP401(S) and TEP427

Corequisites

TEP402

Co-badged status

Unit description

This unit builds upon the skills, ideas and understandings that students have gained from completing TEP427. It concentrates on consolidating and refining students' programming, lesson planning and teaching and learning strategies. The unit provides an in-depth analysis of current trends in teaching Modern, Ancient and extension History and looks more closely at the senior syllabi, standards-based assessment and the requirements of the HSC. The unit focuses on developing students' competence, confidence and professionalism in teaching History in the secondary school. All work in this unit is closely aligned with TEP402.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.

LO2 Develop logical and sequential lessons and teaching and learning materials to meet

learning outcomes.

LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.

LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.

LO5 Design assessment strategies that demonstrate the achievement of outcomes.

LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes

<p>F (Fail)</p>	<p>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</p>
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Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Stage 6 Teaching Resource	50%	No	30/8/19
Historiographical essay	50%	No	11/11/19

Stage 6 Teaching Resource

Due: **30/8/19**

Weighting: **50%**

Students are tasked with designing a teaching resource for either an Ancient History **OR** Modern History Stage 6 class. The teaching resource **must** be selected from Option A or B or C and fulfill all Option requirements. Options and requirements are outlined in the task notification available on the iLearn site.

On successful completion you will be able to:

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet

learning outcomes.

- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Historiographical essay

Due: **11/11/19**

Weighting: **50%**

This assessment task requires you to investigate an area of changing historical interpretation and produce a historiographical essay, annotated source list and pedagogical reflection.

On successful completion you will be able to:

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Delivery and Resources

The unit will be taught using a blended mode of face to face tutorials, readings and online activities. Under each module you will find the learning objectives, any preparation activities required to be completed prior to on-campus sessions and any consolidation activities you need to complete after these sessions. You are expected to approach this unit with a degree of autonomy and self-motivation. What you put into the unit, will correspond with what you take out of it.

BLENDED LEARNING

This unit has a blended learning style incorporating face to face on campus learning, readings, online activities, and a workshop. Please note that our on-campus sessions are designed to provide you with active learning experiences. We recommend that you come along to get the most out of the degree. Some of the weeks are fully online, please refer to your timetable for when these weeks are.

PREPARATION ACTIVITIES

Please view iLearn in advance of on-campus activities and ensure you complete all preparation readings and activities. The on-campus sessions will often draw from these activities and completing them in advance will also give you the opportunity to discuss any queries with the lecturers.

ADDITIONAL RESOURCES

At times we will provide you with additional resources to supplement your learning. These items will vary in nature from readings, website links, articles in the media to perhaps the occasional video. Our aim is to take your learning beyond the basic and help you build your knowledge throughout this degree.

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.

Uploading of assessment tasks to **iLearn**.

Policies and Procedures

Macquarie University policies and procedures are accessible from **Policy Central** (<https://staff.mq.edu.au/policy-central/>)

mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource

- Historiographical essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet

learning outcomes.

- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.

- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- LO1 Demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- LO2 Develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO4 Demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- LO5 Design assessment strategies that demonstrate the achievement of outcomes.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- LO3 Implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- LO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Historiographical essay