the Canberra College

caring for your future

LEARNER GUIDE

Administration Guide

Humanities

This is an initiative of the Canberra College Literacy Plan

This booklet is designed to give you information that will help you in your studies. It contains a number of different types of information including contact details, bibliography writing, information about the different types of assessment items required, resources you can use, academic requirements.

Over the course of the year, each subject area within the Humanities faculty will provide students with a subject specific learner guide that outlines and scaffolds assessment items. These guides will also contain exemplars of tasks so that students know what constitutes outstanding responses.

These guides will be available on the Canberra College website and the student cLc.

Table of Contents

Head of Faculty (SLC): Judy van Rijswijk
Humanities Faculty Phone Number: 6205 5796
To email a teacher use the following format:
firstname.lastname@ed.act.edu.au

The Humanities Faculty encompasses the following subjects:

English

History

Theory of Knowledge (TOK)

Languages

EALD (English as an additional language or dialect)

Most of the teachers of this faculty are located in the Humanities' Staffroom.

ACADEMIC REQUIREMENTS

Each course in the Humanities has specific task types.

English T: 4 tasks per semester each valued at 25%

- A creative response
- A literary essay (take home)
- An in-class task
- An oral presentation

English A: 2 tasks per term unit taken from the 3 tasks listed below

- A creative task
- An analytical task
- An oral task

History T / A: 4 tasks per semester

- Document Study – 30%
- Research essay - 30%
- Critical/Empathetic task – 20%
- Seminar/oral/multi-media presentation – 20%

Theory of Knowledge: 4 tasks valued at 25% each

- In-class essay
- Research essay
- Seminar
- Summative test

Languages: 4 tasks per semester

- Oral task -25%
- Responding task –Reading – 20%
- Responding task – Aural (listening) – 25%
- Writing task – 30%

EALD (English as an additional language or dialect):

- Oral task – 25%
- Responding task –Reading – 20%
- Responding task – in-class writing – 20%
- Writing task – 30%

Non-serious Attempt

The BSSS Policies and Procedures manual contains the following statement:
"4.3.9 Completion of Assessment Items
Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided." For instance, if the word count required is 600 words and only one paragraph is submitted then this will be deemed a non-serious attempt and will be regarded as a non-submission of that particular task.

PLAGIARISM

To assist students with understanding of what plagiarism looks like each Humanities student will complete the online course "All my own work" through the NSW Board of Studies website within the first 2 weeks of each year.

DRAFTS

We strongly advise students to give their teachers a draft prior to handing in an assessment task. Teachers will provide feedback that should be considered when redrafting your work for final submission. Teachers may give you specific information about when they will accept drafts but a good rule to remember is **a week before the due date** gives your teacher enough time to read your work and make suggestions.

SUBMISSION OF WORK

There is an expectation that all assessment items will be submitted by the due date as shown on the task sheet.

A declaration of original work must be completed and submitted with each assessment task. When you hand in your hard copy of your work make sure you receive and keep the signed and dated receipt. This is the only evidence that we will accept as proof of submission.

If it is requested on an assessment item that students are to submit an electronic version, then one must be submitted. For all assessment task students **MUST** hand in a hard copy of their work.

HOW TO SEEK AN EXTENSION

At times, students may find that they are unable to meet a due date. If you find that you are in this position and you have a legitimate excuse, you may apply for an extension of time.

To ensure consistency and fairness of the extension process across all subjects within the Humanities Faculty we have one teacher who acts as our extensions officer.

Students requiring an extension for any task in any Humanities subject must see **Lee Morthorpe,** our Humanities Extensions Officer, **at least two days before the due date** of the assessment task/item. You can find **Lee** in the Humanities staffroom. Your classroom teacher will refer you to **Lee** if you approach him/her for an extension.

We keep a record of students who have applied for extensions and Lee emails teachers to inform them about the agreed time for the extension.

Remember that a late penalty applies to any work submitted after the due date where no extension has been granted. Refer to the BSSS Policies on page 6 of this booklet for details about the penalty.

HELP WITH ASSIGNMENTS

HELP is a tutorial program where students may seek assistance with any aspect of their work e.g. getting clarification of the requirements of a specific task or advice about drafting.

The Humanities teachers offer this assistance each Thursday from 1.15 to 2.15 p.m.

If you wish to use this service all you need to do is register in the Humanities staffroom by the end of classes each Wednesday.

BSSS POLICIES REGARDING ASSESSMENT

The following is edited from the Board of Senior Secondary Studies Policy and Procedures Manual:

4.3.8 ATTENDANCE/PARTICIPATION

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

4.3.9 COMPLETION OF ASSESSMENT ITEMS

Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.
Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence.
Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

4.3.10 LATE SUBMISSION OF ASSESSMENT

The following policy is to ensure equity for all students:
▪ All assessment tasks are expected to be submitted by the specified due date.
▪ Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero.
▪ Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

4.3.11 NOTIONAL ZEROS

Calculation of a notional zero is based on items submitted on time or with an approved extension. Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.

4.3.12 PLAGIARISM AND DISHONESTY

The Board views seriously any breach of the rules or instructions governing assessment.
Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.

4.3.12.1 PLAGIARISM

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work.
Examples of plagiarism could include, but are not limited to:
▪ submitting all or part of another person's work with/without that person's knowledge
▪ submitting all or part of a paper from a source text without proper acknowledgement
▪ copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
▪ submitting materials that paraphrase or summarise another person's work or ideas without appropriate documentation
▪ submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

RESOURCES AND WEBSITES

The Library, 2012, *Canberra College cLc*
http://clc.act.edu.au/GroupRenderWiki.asp?GroupID=50816&ResourceId=172392 accessed 10.12.2012

Glyph – The Dickson College English Website containing exemplars of work
www.glyph.wikispaces.com

REFERENCING

When writing an assignment you need to acknowledge other peoples' work that you use. This is called referencing. The college uses the modified Harvard style, where footnotes and endnotes are not required. Simply acknowledge where you found the quote or idea you used by including it in your paragraph. This is easier to use for the writer and enables the reader's eyes to continue with the natural flow from left to right.
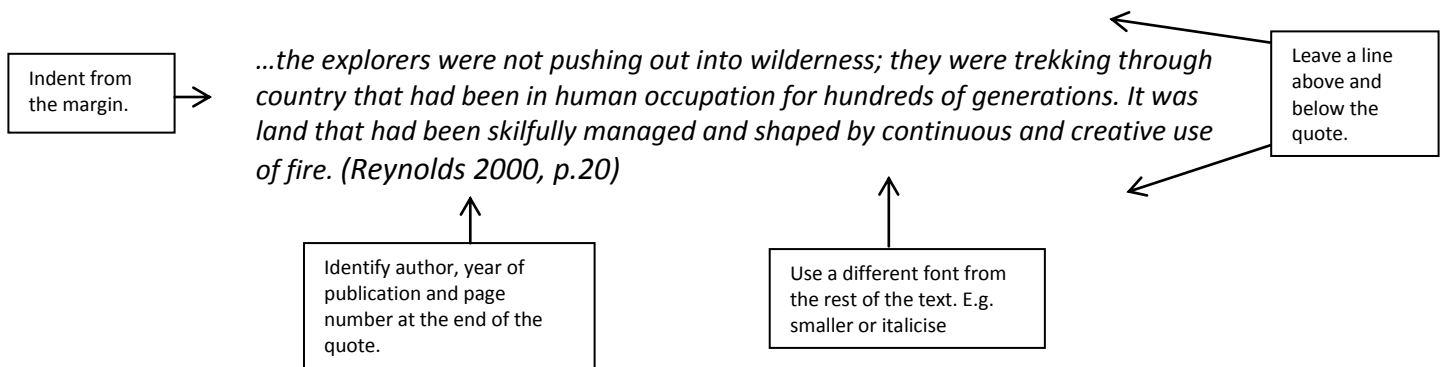
In **History units,** the Chicago Referencing style is used. This style requires you to use footnotes. Detailed information about this is provided in the History Learner's Guide and on the History page of the cLc. (refer to the resources/website table on page 7 for the address).

TO QUOTE A LARGE PIECE OF TEXT

Quotations of **25 words or more** must be indented, and inverted commas are unnecessary in this case. The quotation must be introduced properly, not just placed in your writing isolated from the rest of your text.

Example:
At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australian were using various techniques, particularly fire, to manage the land:

Indent from the margin.

…the explorers were not pushing out into wilderness; they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire. (Reynolds 2000, p.20)

Leave a line above and below the quote.

Identify author, year of publication and page number at the end of the quote.

Use a different font from the rest of the text. E.g. smaller or italicise

TO QUOTE A FEW WORDS FROM AN AUTHOR

Quotations of **fewer than 25 words** are to be placed in the body of the text and inverted commas must be used.
Example:
Computers, data communications and electronic control devices have had a large impact on society. "The widespread use of computers has been described as the second industrial revolution". (Bishop 1985, p. 213)

Place author name, year of publication and page number directly at end of the quote.

Or

Reynolds (2000) argues that the Australian landscape was "skilfully managed and shaped" (p. 20) by the Aboriginal people through the use of fire.

Where the author name occurs earlier in the sentence, give the year of publication with the author's name and the page number directly after the quote

Generally, small units of quotations are more effective. Try to weave at least some short quotations (under 25 words) into your text, rather than always using longer block quotations. This makes your writing more fluid and tends to give it added depth.

PARAPHRASING

Paraphrasing is using another person's ideas without quoting their exact words. In these situations you must still reference your source. You can either mention the author in your sentence or include their name in brackets.

Example:
More recent studies, including those by Ward and Foot (1999, p.6), note increasing dissatisfaction with how the taxation system handles superannuation.

Or

One of the worst problems which affected Europe and Australia after World War 1 was the influenza epidemic in the 1920s. About 20 million people (Bereson 2000, p. 18) around the world died as well as 11,000 Australians (Australian Encyclopaedia 1996, p. 45). Many people panicked at the thought of infection.

HOW TO USE QUOTATIONS EFFECTIVELY

> To quote or not to quote…

What is a quotation?

Quoting simply means repeating what someone else has said or written. When a character says something in a play or novel s/he is speaking but when you repeat what the character says in your writing or in oral work you are quoting the character. When you do this, you must use quotation marks (also known as speech marks or inverted commas) to show that it is not your work.

Why use quotations?

Imagine you are a lawyer and your essay is your way of convincing a jury (your teacher or examiner) of your argument. A lawyer might be interesting, persuasive and thought provoking but without evidence a jury is never going to be sure that what the lawyer is saying is true. Quotes and examples work like evidence in a court case – they convince your audience that what you're writing is accurate.

Quotations, then, are used to support your own ideas, they should not take the place of your ideas nor should they be used to tell the story. Quotes are a useful way of exploring how theme, character and language are used in a play or novel or a particular part of it.

You should usually provide some kind of context for the quote and comment on what is interesting about it.

How to use quotations

Below are extracts from three students' essays. Each student is using the same quote from the play, Death of a Salesman, by Arthur Miller in an essay about the main character, Willy. Read the extracts and think about which is the most successful and why.

1. *We realize early on in the play that Willy is tired, 'You can't eat the orange and throw the peel away – a man is not a piece of fruit!'*

2. *Willy tries to present himself as a successful salesman but is eventually reduced to pleading with his boss to be allowed to keep his job, 'You can't eat the orange and throw the peel away – a man is not a piece of fruit!.'*

3. *The contrast between how Willy imagines himself to be as a successful salesman and the harsh reality of his life of debt and disappointment becomes increasingly clear to us as we watch Death of a Salesman. In Act Two, when Willy has been sacked from a job which was bringing him neither money nor happiness, Willy pleads with his boss telling him, 'You can't eat the orange and throw the peel away – a man is not a piece of fruit!'. Willy is comparing himself to a piece of fruit because he has finally realized he is expendable. Through the way Willy is sucked dry by the company for whom he works the play illustrates the way in which, in a capitalist system, human beings are discarded when they are no longer financially useful. This is Willy's tragedy.*

1. In the first extract the student hasn't used the quotation to support a point. She has chosen an interesting quote but hasn't said anything about it at all. The quote has just been tacked on to the end of her sentence.

2. The quotation in the second extract has been used more effectively. It supports the point the student is making, the student makes some attempt to integrate the quote into his sentence and gives us a sense of why this quote is important in the play.

3. Bingo! The third student has integrated the quote into her sentence, provided some context for it, used it to support her point and commented on what interested her about the quote in relation to language, theme and character. She has used the quote to help her construct a powerful argument.

This free resource is available at www.teachit.co.uk

All your work will require correctly formatted bibliographies. Please ensure you use the information on the cLc Library page to help you. A summary table is below.

Please use this table as a guide - **you should not write your final bibliography in table form** but list each entry one after the other with a double space between each.

Separate each item by a comma eg Author, (Year), *Title*, Publisher, Place. Please note the date should be in brackets and titles in italics

They should be listed in **alphabetical order** by the author or title

Books

Author	Year	Title	Publisher	Place

Encyclopaedias

Title	Year	Volumes	Place	Publisher

Journals, Magazines and or Newspapers

Author	Year	Title of Article	Magazine Name	Issue Number/Date

Internet

Author or Title of Section	Year	Title of Website	Date you accessed it	URL

Personal Communication

Name	Date	Address	Subject	Type of Communication

Film

Film Title	Film maker	Key Actors	Format eg DVD or Video	Distributor	Distribution Date

WHAT DO THESE TERMS MEAN?

The following is a list of words that may be used in assignments – meanings have been given to help you break down what you have to do.

Account	account for: state reasons for, report on. Give account of, narrate a series of events or transactions
Analyse	identify components and the relationship between; draw out and relate implications
Apply	use, utilise, employ in a particular situation
Appreciate	make a judgement about the value of
Assess	make a judgement of value, quality outcomes, results or size
Analyse	find the main ideas, discuss them and consider their relative importance
Calculate	ascertain/determine from given facts, figures or information
Clarify	make clear or plain
Classify	arrange or include in classes/categories
Compare	show how things are similar
Construct	make: build: put together items or arguments
Contrast	show things are different or opposite
Critically (analyse/evaluate)	add a degree or level of accuracy, depth of knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	draw conclusions
Define	state meaning and identify essential qualities
Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide points for and / or against
Distinguish	recognise or note/indicate as being districts or different from; note differences between
Evaluate	make a judgement based on criteria; determine the value of
Examine	inquire into
Explain	relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	choose relevant and /or appropriate information
Extrapolate	infer from what is known
Identify	recognise and name
Interpret	draw meaning from
Inquire	An inquiry is any process that has the aim of finding new knowledge, resolving doubt, or solving a problem
Investigate	plan, inquire into and draw conclusions about
Justify	support and argument or conclusion
Outline	sketch in general terms; indicate the main features
Persuade	Convince the reader of your point view using language & evidence
Predict	suggest what may happen based on available information
Propose	put forward (for example a point of view, arguments, suggestion) for consideration or action
Prove	establish that something is true using logical reasoning and evidence
Recall	present remembered ideas, facts or experiences
Recommend	provide reasons in favour

Recount	retell a series of events
Summarise	express, concisely, the relevant
State	present ideas clearly and concisely. Details, illustrations or examples may be left out
Synthesise	put together various elements to make a whole

SAMPLE OF TEXT STRUCTURE AND PLANNING

FISHBONE DIAGRAM

Text Structure

Introduction: Use a 'hook' and strong opening.

Body: New paragraph for each new argument.

Cohesion: Sequence arguments logically.

Conclusion: Paragraph that sums up the main arguments.

Language Structure

Connectives: firstly, however, consequently, finally

Verbs: present tense, passive, conditionals

Rhetorical Questions: engage, and make the audience think e.g What caring person would not be moved...?

Emotive Language: No one can deny..., It is certain that...

Topic: The Bones of Persuasive Writing

Types of Persuasive Text

Persuasive Letter: to convince people to do something.

Advertisement: to make people buy something.

Persuasive Speech: to warn people about something.

Persuasive Article: Make people agree and take action.

STEP 4: THE PRODUCT
Create a product such as a story, powerpoint, oral presentation or a report.

Supporting Evidence

Anecdotal Evidence: draw on the experience of yourself and others.

Expert Opinion: use quotes or comments from experts.

Facts and Statistics: factual evidence and Data.

STEP 3: DETAILS
Brainstorm, research and add details of each category on the small "bones"

STEP 2: CATEGORIES
Label each large "bone" with a major category of the topic.

STEP 1: THE DIAGRAM
Draw a fishbone diagram. Write the topic along the "spine" of the "fish"

DIGITAL SLIDE PRESENTATIONS
(e.g.: PowerPoint)

Some assessment items may require you to prepare a visual presentation to support your oral presentation.

The main design rule here is to **keep it simple.**

- Use a consistent design on each slide to link the presentation together.
- Keep pages uncluttered.
- Use a font size of 12 point and above.
- Select font styles that are formal.
- Limit the words on each slide. Write only the main ideas, usually in dot points
- Avoid reading word for word from the slides.
- Use a variety of features only where appropriate to the content (font, pictures, sound).
- Avoid overusing special effects (animations).
- Reference all quotes and diagrams.
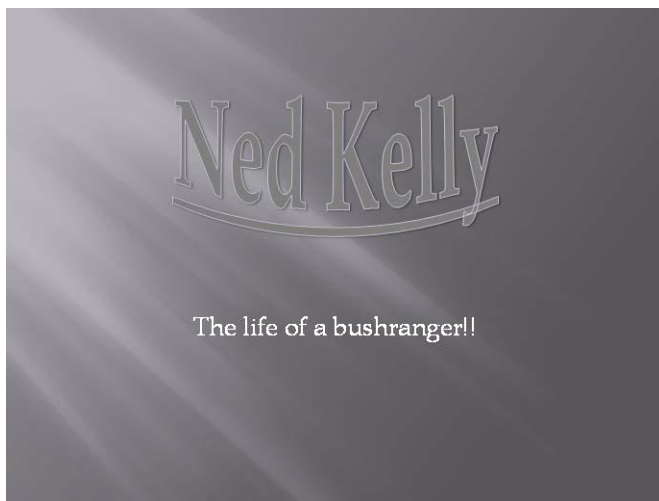
The page design is inconsistent through the presentation, including font, colour, headings and backgrounds.

Including visuals is effective but source of diagram not acknowledged.

Some of the font is too small for the audience to read. There is too much variety in size, colour and style of font.