

Methods

Week 1 Lecture

Outline

- Pedagogical imperatives
- The HSC
- 15 – 17 year old development
- HSC stress

1. Discussion

1. How was your prac?
2. What were two “goods” and two “bads”?
3. What were some of the key points that you learnt about yourself as a teacher?
4. What do you want to learn from this unit?

2. Pedagogical Imperatives of Teaching Senior Years

- a. What does the word “pedagogy” mean to you? _____

- b. So this is the aim of the Stage 6 English Syllabus:

The aim of English Stage 6 is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

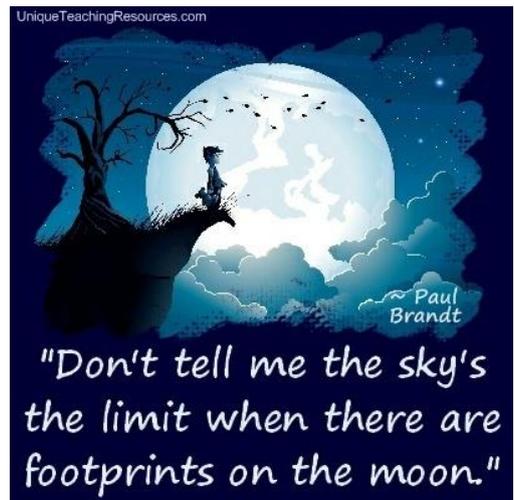
1. What does this mean? Paraphrase in your own words (please be critical here) _____

2. To you, what is the main aim of Stage 6 and the senior syllabi? _____

3. How does the focus on the HSC work with your teaching philosophy? _____

4. How do you think you will help students in years 11 and 12 maintain perspective? _____

5. If you could give students one piece of advice for the HSC, what would it be? _____



2. The HSC

Information taken from relevant government websites

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to students who successfully complete Years 11 and 12 in New South Wales. The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment.

What must students do to gain the HSC?

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC course (usually studied during Year 12).

English is the only compulsory subject for the HSC.

To be eligible for the award of the Higher School Certificate, students must have:

1. satisfactorily completed Stage 5 requirements or gained other qualifications the BOSTES considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by the BOSTES, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by the BOSTES for the award of the Higher School Certificate
4. sat for and made a serious attempt at the required HSC examinations.

What courses do students study for their HSC?

There are two main types of courses - Board Developed and Board Endorsed.

Board Developed Courses

These are the large number of courses that are set and externally examined by the Board of Studies, Teaching and Educational Standards NSW including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE), Human Society and its Environment (HSIE), Languages and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

These include courses that may have been developed by schools, TAFE or universities. They contribute to the HSC but do not contribute to the calculation of the ATAR.

What are the different English and Mathematics courses?

English

The two main courses are English Advanced and English Standard.

English Advanced involves the study of English at a higher level. It includes the study of Shakespeare and other literary texts and is undertaken by students who may wish to study English at university. There are additional English Extension courses which can only be studied in conjunction with English Advanced. English Extension 1 gives students the opportunity to study in-depth options, and English Extension 2 provides students with the challenge of creating a major work which is assessed by examiners.

English Standard caters for a wide range of students. It is designed to develop and refine reading, writing, listening and speaking skills and to enhance a student's personal, social and vocational opportunities.

Mathematics

The two main courses are Mathematics ('2 unit') and Mathematics General 2.

Mathematics ('2 Unit') is a Board Developed Course which involves the study of calculus. It is a co-requisite or prerequisite for the higher-level course Mathematics Extension 1. The highest-level course is Mathematics Extension 2 which is designed for students with a special-interest in mathematics who have shown a special aptitude for the subject. Mathematics Extension 2 can be undertaken concurrently with, or following the study of, Mathematics Extension 1.

Mathematics General 2 is also a 2-unit Board Developed Course in Mathematics. It does not involve the study of calculus. It is designed for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques.

HSC pathways

Most students study for the Higher School Certificate over two years during Years 11 and 12. However, HSC pathways offer a more flexible program if you wish to combine your studies with employment or other commitments, such as family care or elite sporting or cultural pursuits.

1. Accumulation. You can take up to five years to complete your HSC studies. The five-year period starts in the first year you complete an HSC course. At the end of the five-year period you need to have met all of the HSC requirements.
2. Repeating courses. You can repeat one or more HSC courses, but it must be within the five-year accumulation period. Results of all attempts will appear on your Record of Achievement. In calculating your ATAR, UAC will use the marks from your most recent attempt. There is no penalty for repeating a course.
3. Recognition of Prior Learning (RPL). You may be granted credit transfer – that is, be able to count courses studied in educational institutions, such as TAFE, towards your Higher School Certificate. You may also be granted recognition of prior learning – that is, be exempted from some components of courses if you can show you have met the necessary outcomes in another way, e.g. through interstate study. RPL may be granted for a Preliminary course, part of a Preliminary course or part of an HSC course.
4. Acceleration. If you accelerate in a course, you usually sit for the HSC examination for that course at the end of Year 11 and accumulate your results.

5. School-based traineeships and apprenticeships/ You can combine HSC study with a part-time apprenticeship or traineeship. These combine paid work and training, lead to a recognised AQF VET credential and count towards your Higher School Certificate.

3. 15- to 17-year-olds: Ages and stages of youth development

Information was obtained from Michigan State University Extension <http://www.msue.msu.edu>.

Teenagers are a group of individuals who are full of life, enthusiasm, energy and the feeling that they can do anything. They feel as if they can conquer the world – what's more is that they feel they are ready to. They are impressionable where physical appearance is concerned and can be easily misguided by advertising and the emphasis our society places on physical appearance. With this age bracket, we need to be open to answering questions and keep the line of communication open.

For a point of reference, physical development refers to the growth of the body and development of motor skills. Social development is the interaction between children and their ability to function in social settings. Emotional development looks at how youth handle their feelings and express them. Finally, intellectual development is all about how individuals learn.

Youth in the age range of 15 to 17 are developing in the following ways:

Physical

- They are concerned about body image
- They exhibit small range in size and maturity among peers
- They tend to have realistic view of limits to which their body can be tested

Social

- They search for intimacy, tend to romanticise
- They make commitments
- They desire respect
- They want adult leadership roles
- They can commit to follow through

Emotional

- They are beginning to accept and enjoy their own uniqueness but still seek approval from peer groups
- They look for confidence of others in their decisions
- They can see self from viewpoint of others
- They take fewer risks
- They can initiate and carry out their own tasks without the supervision of others
- They search for career possibilities

Intellectual

- They are mastering abstract thinking
- They enjoy demonstrating acquired knowledge
- They can consider many perspectives of a given issue
- They will lose patience with meaningless activity

The implications of working with youth 15 to 17 year olds:

Physical

- Provide experiences around body image, etiquette, grooming, etc.
- Avoid comments that criticize or compare stature, size or shape at all costs

Social

- Provide activities to explore job market, careers, etc.
- Provide opportunities for them to plan their own program
- Provide opportunities to talk about their own beliefs
- Involve them as spokespersons for issues, programs, etc.

Emotional

- Plan activities that allow teens to try different roles
- Be willing to be wrong; this age group won't put you on a pedestal

Intellectual

- Involve them in carrying out plans
- Involve them in advisory groups, decision making groups
- Offer vocational/career exploration activities

Individuals in this age may have declining interest in past activities, but offering them an opportunity to be a leader, tapping into their energy, skills and knowledge will allow you to build a leader in them, but also keep them interested in positive programs that have and will grow their development.

4. HSC Stress

Taken from an article Study confirms HSC exams source of major stress to adolescents. Full Article is available at <http://theconversation.com>

A survey of Year 12 students from a range of schools in Sydney did not paint a happy picture of life for the students. Of the 722 students surveyed, 42% registered high-level anxiety symptoms, high enough to be of clinical concern. This proportion is nearly double the population norm and larger than earlier studies.

Of the total survey group, 16% of students reported extremely severe levels of anxiety, while 37% registered above-average levels of stress. Stress, anxiety and pressure levels were highest amongst girls, and higher still in gifted girls. These findings were consistent across a range of cultural groups, contrary to the Asian-background pressure stereotype.

Students reported academic pressure levels that were similar to studies completed in Asian schools. In general, 54% of students felt that too much was expected of them in Year 12. The main causes of pressure identified were workload (50%), expectations to perform (26%) and importance of exams (22%). Although average pressure levels between groups were similar, pressure was a stronger statistical predictor of stress and anxiety in gifted students.

Where does this pressure and expectation come from? Students identified themselves as the greatest source of pressure (44%), with family (35%) and the school or teachers (21%) as the other main sources. More gifted students (47%) than their average-ability peers (24%) identified their own internal pressure as the strongest source of pressure.

It is the impact of pressure, however, that is most concerning, as 44% described being regularly agitated, irritable or nervous. A further 19% cited physical symptoms of nausea or fatigue.

When pressure was high, 41% of students attempted more hours of study and 35% reported working harder. Not all students coped well – 32% reported an increase in procrastination and 14% became more competitive with their friends, with higher levels of both for gifted students.

As is expected, students became more result-focused, prioritising the outcome of tests over the process of learning, or simply feared failure.

How to relieve some of the stress on students

Here are a few suggestions based on the study's findings:

- Balance is critical in supporting high academic performance. Adequate regular sleep, exercise and relaxation time are all more important than that extra hour of study.
- Teachers were described as helping by not constantly mentioning the exams: they instead alleviated pressure by focusing on the fun and interesting parts of learning. An earlier study into teachers whose students achieved top marks in Year 12 found the teachers were able to blend serious exam preparation with fun and mastery-based approaches to learning – and their students did better in their exams.
- Many students understood all too well that “everything counts” in their study, and were frustrated when teachers and parents tried to remind them of this - often repeatedly.
- Some students described great programs run by their school – building resilience, courses in relaxation and yoga, sessions on effective coping, learning to identify when stress and anxiety become problematic, as well as the usual lessons in study skills and organisation.

Online Activity for week 2

Please complete the following activity for class in week 2.

Syllabus evaluation:

1. Go to http://www.boardofstudies.nsw.edu.au/syllabus_hsc/
2. Select a syllabus document (either first or second teaching area)
3. Find the aim of the syllabus and translate into your own words.
4. Clarify (if relevant) what the components or options for students are for that teaching area (e.g. advanced, extension, general, ancient, modern).
5. How many hours are required for the preliminary and the HSC course?

6. From the document, identify one objective and one outcome and form these (you will need to find a relevant content area, too).
7. Plan/map out in bullet points three lessons that are teaching the same thing (i.e. you want students to achieve the same learning outcome).
 - One version is serious
 - One version is fun
 - One version uses ICT
8. What teaching strategies did you use in each lesson to help students learn?
9. Reflect upon which lesson you would try to use in class and why?