



School of Education

EDST6745
Business Studies Method 2

Term 2 2021

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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6745 Business Studies (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator(s): Joe Alvaro
Email: j.alvaro@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Business Studies
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessments and follow up activities
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6745T2C

SUMMARY OF THE COURSE

The course aims at preparing teachers to teach the NSW Education Standards Authority (NESA) Stage 6 Business Studies Syllabus. The course will address:

- x issues of content (students learn about) including researching, analysing, problem solving, decision-making, critical thinking and communication pertaining to the teaching of the course.
- x developing a practical understanding of the nature of programming related to content, concepts and assessment.
- x other issues which complement these activities include curriculum planning using recognised models i.e. Quality Teaching Framework (QTF), Teaching for Understanding.
- x a deeper understanding of the roles summative and formative assessment play in the teaching and learning process.
- x understanding, construction and application of differentiation 1 (ons)-8 (t)-1.1 (r)-18.4 (mat)-1.8 0 Td()Tj1.3498

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4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the content knowledge of the NESA Stage 6 Business Studies Syllabus and how to teach it to students in secondary schools is fundamental to succeeding as a Business Studies teacher. The lectures and tutorials will provide students with opportunities to think, formulate and implement a range of teaching and assessing strategies which focus on the primary goal of fostering understanding.

Focus will be on the use and appropriateness of teacher centred and student focused strategies set against a background of differentiation, equity and social inclusion.

5. TEACHING STRATEGIES

There will be a series of teaching strategies used over the term including:

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
<p>1 (24 hours eq. lecture/ tutorial time)</p>	<p>On-line assessment module</p> <ul style="list-style-type: none"> x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching x Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders. 	<ul style="list-style-type: none"> x Critically describe the role of assessment in ensuring effective learning and teaching x evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching x apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. <p>Content of this module will be assessed during the Hurdle Requirement in Week 6</p>
<p>2</p>	<p>Operations – Focus of this topic, outcomes, content (students learn to and students learn about), the concept of interdependence in relation to Operations</p>	<p>Writing skills for Operations</p> <p>The integration, use and application of business issues and case studies for Operations.</p> <p>The application and use of dTJ0 Tc0 Tc0 Tc0 Tc0 Tca]</p>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task: HSC	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Thursday 29 th July by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Wednesday 25 th August by 5pm
Hurdle requirement Assessment, Feedback and Reporting	In class week 6	Hurdle requirement	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	

Assessment Details

Assessment 1 (2000 words, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering the HSC year for a

x provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the

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 FEEDBACK SHEET
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Student Name:

Student No.:

Assessment Task 1: **Scope and sequence with assessment task for the HSC year**

SPECIFIC CRITERIA	(-) ————— h (+)				
Understanding of the question or issue and the key concepts involved x Understands the task and its relationship to relevant areas of theory, research and practice x Uses syllabus documents and terminology clearly and accurately x Sequences tasks and activities to suit logical learning progression x Integrates assessment task logically with learning intentions and learning sequence x Provides effective formative feedback for student sample					
Depth of analysis in response to the task x Includes key syllabus content to allow demonstration of appropriate selection of outcomes for HSC x Demonstrates understanding of the NSW Quality Teaching Framework, the School Excellence Framework and NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response x Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students x Understands effective assessment practices					

Structure and organisation of response

- x Organises and structures scope and sequence according to NESA guidelines and requirements

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Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) ————— h (+)
Understanding of the question or issue and the key concepts involved	
x Demonstrates knowledge of selected Stage 6 syllabus outcomes x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12	
x	

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Deta