



School of Education

EDST6745  
Business Studies Method 2

Term 2 2022

## Contents

<b>1. LOCATION</b> .....	2
<b>2. STAFF CONTACT DETAILS</b> .....	2
<b>3. COURSE DETAILS</b> .....	2
STUDENT LEARNING OUTCOMES .....	3
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS .....	3
NATIONAL PRIORITY AREA ELABORATIONS .....	5
<b>4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH</b> .....	5
<b>5. TEACHING STRATEGIES</b> .....	5
<b>6. COURSE CONTENT AND STRUCTURE</b> .....	6
<b>7. RESOURCES</b> .....	7
<b>8. ASSESSMENT</b>	

## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST 6745 Business Studies (6 units of credit)  
Term 2 2022

## 2. STAFF CONTACT DETAILS

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

## 3.

## STUDENT LEARNING OUTCOMES

---

### Outcome

- 1 Identify essential elements of the NESA Stage 6 Business Studies Syllabus, and

---

3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.
3.3.1	Include a range of teaching strategies in teaching.
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

---

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	N/A
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English-Speaking Backgrounds	2, 6, 9

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

Understanding the content knowledge of the NESAs 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:

- Explicit teaching-lectures, where content will be delivered
- Discussion
- Problem solving
- Questioning
- The use of cooperative or collaborative strategies with an emphasis on teamwork and student-centred learning
- Visual tools
- Independent learning
- Problem based learning
- The use of ICT

## 6. COURSE CONTENT AND STRUCTURE

**Module**

**Lecture Topic**

**Tutorial Topic**





NSW Quality Teaching Framework:

Quality Teaching in NSW Public Schools – Discussion Paper, NSW Department of Education, 2003 [http://www.darcymoore.net/wp-content/uploads/2012/02/qt\\_EPSColor.pdf](http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf)

Quality Teaching in NSW Public School – A Classroom Practice Guide – 2<sup>nd</sup> Edition, NSW Department of Education and Training, 2006

What Works Best, NSW Department of Education, April 2020

<https://education.nsw.gov.au/teaching-and-learning/what-works-best>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
-----------------	--------	--------	------------------------------------	------------------------------------	--	----------

## **Assessment Details**

### **Assessment 1 (2000 words, 40%)**

**PART 1:** Create a scope and sequence, including learning outcomes, covering

### **Assessment 3** Common Assessment Module

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

### **Common Assessment Module (in-class task)**

In the final Method tutorial, you will complete a task that relates to the Common Assessment Module.

improvement in relation to t395.32 rwork sample and overall expectations/5.32 tandards.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST 6745 BUSINESS STUDIES METHOD 2

Student Name:

Student No.:

Assessment 1: Scope and sequence and one assessment task for Year 12 HSC course

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Understands the task and its relationship to relevant areas of theory, research, and practice.</li> <li>• Uses syllabus documents and terminology clearly and accurately.</li> <li>• Sequences tasks and activities to suit logical learning progression.</li> <li>• Integrates assessment task logically with learning intentions and learning sequence.</li> <li>• Provides effective formative feedback for student exemplar response.</li> </ul>					
<p><b>Depth of analysis in response to the task</b></p> <ul style="list-style-type: none"> <li>• Includes key syllabus content to allow demonstration of appropriate selection of outcomes.</li> <li>• Ability to plan and assess for effective learning, using knowledge of the NESA Business Studies syllabus.</li> </ul>					
<p><b>Familiarity with and relevance of professional and research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of differentiation.</li> <li>• Understanding of a range of effective assessment practices.</li> <li>• Demonstrates understanding of the NSW Quality Teaching Framework and What Works Best.</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Organises and structures scope and sequence according to NESA guidelines and requirements.</li> <li>• Follows NESA assessment guidelines.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Writes using correct Standard Australian English.</li> <li>• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation.</li> <li>• Has proofread and edited work to avoid typos and incorrect usage.</li> </ul>					
<p><b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b></p>       					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST 6745 BUSINESS STUDIES METHOD 2