



**UNSW**  
SYDNEY

School of Education

**EDST6745**  
**Business Studies Method 2**

**Term 2 2022**

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website [SED Guidelines on Assessment Policy and Procedures V1 2021.pdf \(unsw.edu.au\)](#)

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## 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. COURSE DETAILS

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

### 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:

- issues of content (students learn about and students learn to) including researching, analysing, problem solving, decision-making, critical thinking and communication pertaining to the teaching of the course.
- developing a practical understanding of the nature of programming related to content, concepts, and assessment.
- other issues which complement these activities include curriculum planning using recognised models (e.g., NSW Quality Teaching Framework and What Works Best).
- a deeper understanding of the roles summative and formative assessment play in the teaching and learning process.
- understanding, construction, and application of differentiation strategies as a means of promoting inclusiveness in the classroom.
- the role literacy plays in all its forms including writing, reading, informational, visual, mathematical, financial, and verbal in the teaching and learning process.

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Stage 6 Business Studies Syllabus, and strategies to support students as they transition between stages.
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students.
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Business Studies.
4	Provide clear directions to organise and support prepared activities and use resources.
5	Assess and report on student learning in Business Studies to all key stakeholders.
6	Identify the characteristics of an effective Business Studies teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers.

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2.1	Organise content into an effective learning and teaching sequence.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

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 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:

- 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
1	<b>Operations</b> – Focus of this topic, outcomes, content (students learn to and students learn about), the concept of interdependence in relation to Operations	<p>The integration, use and application of business issues and case studies for Operations.</p> <p>The application and use of differentiation strategies used in the teaching of Operations.</p> <p>Assessment strategies for Operations.</p> <p>How to teach Business Studies students writing skills – Part 1</p>
2	<b>Marketing</b> – Focus of this topic, outcomes, content (students learn to and students learn about), the concept of interdependence in relation to Marketing	<p>The integration, use and application of business issues and case studies for Marketing</p> <p>The application and use of differentiation strategies used in the teaching of Marketing.</p> <p>Assessment strategies for Marketing.</p> <p>How to teach Business Studies students writing skills – Part 2</p>
3	<b>Human Resources</b> – Focus of this topic, outcomes, content (students learn to and students learn about), the concept of interdependence in relation to Finance	<p>The integration, use and application of business issues and case studies for Human Resources</p> <p>The application and use of differentiation strategies used in the teaching of Human Resources</p> <p>Assessment strategies for Human Resources</p> <p>How to teach Business Studies students writing skills – Part 3</p>
4	<b>Finance</b> – Focus of this topic, outcomes, content (students learn to and students learn about), the concept of interdependence in relation to Finance	<p>The integration, use and application of business issues and case studies for Finance</p> <p>The application and use of differentiation strategies used in the teaching of Finance</p> <p>Assessment strategies for Finance</p> <p>How to teach Business Studies students writing skills – Part 4</p>

5	<b>Scaffolding reading in the Business Studies classroom</b>	Resources for teaching Business Studies, including excursions, incursions, and competitions  How to teach Business Studies students writing skills – Part 5
6	<b>Using the NESA “A Glossary of Key Words” for Business Studies</b>	<b>Hurdle Requirement as class activity</b> Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders.  How to teach Business Studies students writing skills – Part 6

## 7. RESOURCES

### **NESA Materials**

*NESA Business Studies Stage 6 Syllabus, 2010*

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

*NESA Assessment and Examination Materials*

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

*NESA Support Materials*

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

### **Textbooks**

Chapman, S. et al. (2021) *Business Studies in Action – HSC Course – 7<sup>th</sup> Edition*, Jacaranda

Chapman, S. et al. (2021) *Business Studies in Action – Preliminary – 6<sup>th</sup> Edition*, Jacaranda

### **Readings**

Broadbridge, D. (2022) *Qantas – A Business Case Study*, Get Smart Education

Larkin, A. (2022) *Apple & the iPhone Business Case Study*, Evolve Education

Weekes, T. (2016) *Writing for success in business studies – Student book*, Literacy Works

Weekes, T. (2016) *Writing for success in business studies – Teacher’s book*, Literacy Works

Australian Professional Standards for Teachers, Revised Edition – January 2018

<https://educationstandards.nsw.edu.au/wps/wcm/connect/9ba4a706-221f-413c-843b-d5f390c2109f/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID=>



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>

Alice Springs (Mparntwe) Education Declaration – December 2019  
<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>

### **Further Readings**

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

### **Professional Teacher Associations**

Economics and Business Educators NSW

<http://www.ebe.nsw.edu.au>

Business Educators Australasia

<https://bea.asn.au/>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
<b>Assessment 1</b>  Scope and sequence and one assessment task for Year 12 HSC course	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 <sup>th</sup> July by 5pm
<b>Assessment 2</b>  Unit of work for Year 12 HSC course	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 <sup>th</sup> August by 5pm
<b>Assessment 3</b>  Common assessment module	In class	Hurdle	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	In class task

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment tasks will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc.

[SED Guidelines on Assessment Policy and Procedures\\_V1 2021.pdf \(unsw.edu.au\)](https://www.unsw.edu.au/learning-and-teaching/assessment-policy-and-procedures)

## Assessment Details

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

**PART 1:** Create a scope and sequence, including learning outcomes, covering the HSC year for a Business Studies class.

**PART 2:** Prepare a formal assessment task that directly links to the teaching and learning intentions for the year's work. Your scope and sequence must indicate when the task will occur. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design the marking criteria for the assessment task which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

### Assessment 2 (3000 words, 60%)

Prepare a unit of work for the Year 12 HSC Business Studies course which covers approximately half the term. You need to ensure the unit of work demonstrates you are ready to plan and teach Stage 6 Business Studies effectively.

Prepare the unit of work using the unit of work template provided.

Checklist for your unit of work:

1. Has each part of the unit of work template been addressed in sufficient detail?
2. Does the unit of work address relevant outcomes?
3. Do the outcomes in column 1 ("Linked syllabus outcome/s") match the corresponding strategies?
4. Is explicit attention to the outcomes given in the strategies section?
5. How coherent is the teaching and learning and the sequencing of knowledge, skills, and concepts?
6. Is a range of teacher led and student directed learning activities included?
7. Are the teaching and learning activities suitable for Stage 6 learners from a variety of backgrounds?
8. Does the unit of work cater for the development of skills?
9. How does the unit of work cater for different learners?
10. How is assessment addressed (when, types, how)?
11. How engaging are the teaching and learning activities?
12. Is each resource clearly identified and accessible?
13. Are a range of original and existing resources included? Note: There must be at least one literacy resource, one numeracy resource and one ICT resource.
14. How effective are the resources that are used?
15. What do you notice about the description of the teaching and learning activities (style of language, use of verbs, learning approach, depth of description)?

Refer to relevant professional and scholarly research, theory, and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication.

### **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.

This task consists of three components:

1. Collect six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

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>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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

Student Name:

Student No.:

Assessment 2: Unit of work 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>• Demonstrates knowledge of selected Stage 6 syllabus outcomes.</li> <li>• Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12.</li> <li>• Integrates formative assessment strategies throughout the unit of work.</li> </ul>					
<p><b>Depth of evidence in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of academic and cultural diversity.</li> <li>• Includes a variety of pedagogical strategies to suit content of the Stage 6 course.</li> <li>• Designs the unit of work using the template provided and providing sufficient detail for each part of the template.</li> <li>• Provides effective feedback opportunities to inform students of their progress.</li> <li>• Provides and designs teaching and learning resources, using highly innovative approaches Stage 6 learners.</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>• Differentiation is modelled using a range of effective pedagogies and processes which are suitable for a variety of Stage 6 learners.</li> <li>• Understanding of a range of effective assessment practices.</li> <li>• Uses 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>• Demonstrates an ability to plan a unit of work for the HSC Business Studies course to meet selected learning outcomes.</li> <li>• Presentation of effective and engaging teaching and learning strategies and resources.</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>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

**Recommended:        /20        (FL PS CR DN HD)**

**Weighting:        60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**