

TEAC 5004 BUSINESS STUDIES/LEGAL STUDIES/ECONOMICS CURRICULUM 2

Credit Points 10

Legacy Code 102876

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Description The subject will build on Commerce/Business Studies Curriculum 1 and examine and model effective innovative classroom practice in teaching senior Business Studies, Legal Studies and Economics in Stage 6. The subject will provide opportunities to engage with the inquiry pedagogy and historical thinking. The specifics of the relevant NSW Education Standards Authority Years stage 6 Syllabuses will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying Business, Economics and Legal Studies teaching to develop innovative lesson and subject planning, choose relevant sources, and how to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of senior inquiry, and subject specific concepts will be presented.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 5 subject

Pre-requisite(s) TEAC 7027 AND
TEAC 7004 AND
TEAC 7032

Learning Outcomes

1. Demonstrate understanding of NSW Education Standards Authority Stage 6 Business Studies, Economics and Legal Studies syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of socio-cultural perspectives and pedagogical theories and approaches used in teaching senior Business Studies, Economics and Legal Studies.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of senior assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design and select innovative teaching resources that apply a critically reflective approach to teaching senior Business Studies, Economics and Legal Studies and include opportunities to develop students' inquiry skills.

6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
7. Reflect and research professional learning to develop the discipline of Business Studies, Economics and Legal Studies teaching.

Subject Content

1. What is the nature of Business Studies/Economics and Legal Studies in the senior years of secondary education?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of the subject?
3. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in Business Studies/Economics and Legal Studies?
4. What is the relationship between business principles and functions, economic interdependence, the place of legal rights and responsibilities, equity, social justice, and democracy?
5. How are lessons planned, units written and learning scoped and sequenced in the subject?
6. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
7. How do teachers keep students safe during teaching in the subject?
8. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in Business Studies/Economics and Legal Studies?
9. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching Business Studies/Economics and Legal Studies?
10. What records do teachers keep? How are those records used in reporting student performance at the HSC and for awarding the Record of Student Achievement (ROSA)?
11. In what ways has educational research contributed to the teaching and student learning of Business Studies/Economics and Legal Studies?
12. What options are open to pre-service teachers to continue to learn about Business Studies/Economics and Legal Studies?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 words	50	N	Individual
Portfolio	2000 words	50	N	Individual

Prescribed Texts

- New South Wales Standards Authority [NESA]. (2009) Legal Studies Stage 6 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies/>)
- New South Wales Standards Authority [NESA]. (2010) Business Studies Stage 6 Syllabus (<https://educationstandards.nsw.edu.au/>)

wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies/)

- New South Wales Standards Authority [NESA]. (2009) Economics Stage 6 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics/>)

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5004_22-SPR_KW_D#subjects)