

TEAC 5003 BUSINESS STUDIES/COMMERCE CURRICULUM 1

Credit Points 10

Legacy Code 102875

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

Description The subject will examine and model effective contemporary classroom practice in teaching Commerce in Stages 4 and 5. The subject will provide opportunities to engage with the inquiry pedagogy. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabuses and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying Commerce teaching to develop innovative lesson and subject planning, choose relevant and creative texts 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 inquiry, concepts and skills 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

Restrictions

Students in program 1714 must have Business Studies or Commerce or Economics or Legal Studies Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

1. Demonstrate understanding of NSW Education Standards Authority Commerce and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of inquiry pedagogical theories and approaches used in teaching Commerce such as Civics and Citizenship, Sustainability, Aboriginal and Torres Strait islander perspectives and cultural capacity.
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 Commerce 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 Commerce.

Subject Content

1. What is the nature of Commerce in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of Commerce?
3. What are the inquiry pedagogical theories and concepts used in teaching Commerce such as Civics and Citizenship, Sustainability, Aboriginal and Torres Strait islander perspectives and cultural capacity?
4. How are lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
6. How do teachers keep students safe during teaching in the subject?
7. 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 the subject?
8. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
9. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
10. In what ways has educational research contributed to the teaching and student learning of the subject?
11. What options are open to pre-service teachers to continue to learn about Commerce?

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.

Type	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2019) Commerce Years 7-10 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019/>)

Teaching Periods

Autumn (2022)

Penrith (Kingswood)

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5003_22-AUT_KW_D#subjects)

Autumn (2023)

Penrith (Kingswood)

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC5003_23-AUT_KW_1#subjects)