

# EDU729 Teaching Junior Secondary Business

**School:** School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course builds capacity to design and discern effective pedagogy within Economics and Business for Years 7 -10. You will organise and plan lessons using the Australian Curriculum for Economics and Business, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students. You will develop deep knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver the workshop component of this course.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Australian Curriculum for Business
- Principles of constructive alignment
- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)
- Strategies for establishing challenging and achievable learning goals with students
- Teaching strategies that support acquisition of new knowledge (explicit teaching, scaffolding, modelling, worked examples)
- Teaching strategies that support application and utilisation of knowledge (rich investigative tasks, inquiry learning, independent problem solving)
- Ongoing formative (to determine prior knowledge/ misconceptions, evaluate progress and inform pedagogical planning) and summative assessment strategies, including moderation and reporting
- Embedding literacy, numeracy and ICT learning (including safe and ethical use of ICT) in Business
- Research, theory and policy perspectives on Business
- Aboriginal perspectives and Torres Strait Islander perspectives on Business
- Inclusion of diverse learners

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Apply a deep knowledge of Business and Economics content and curriculum to create lesson plans and curriculum and assessment plans.	Knowledgeable Creative and critical thinker	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.5
2 Apply a deep knowledge and demonstrate mastery of pedagogy in the Business and Economics subject area to engage Year 7 to 10 students, including formative assessment, integration of ICT and embedded literacy and numeracy in learning activities.	Knowledgeable Creative and critical thinker	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.5, 5.1, 5.2
3 Cater for diverse student learning needs and adopt a student-centred approach to teaching, learning and classroom organisation in the Business and Economics curriculum area.	Empowered Ethical	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1, 5.2
4 Employ effective language, structure and text to communicate curriculum strategies and ideas in written and oral modes.	Empowered	

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.5	Report on student achievement: 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

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED706 and a Business Teaching area

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Formative feedback will be provided on your Lesson Plan sequence during tutorials

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	Lesson sequence minimum 1000 words; Rationale maximum 700 words.	Week 5	Online Submission
All	2	Oral and Written Piece	Individual	30%	Interactive 15 minutes	Refer to Format	In Class
All	3	Artefact - Professional	Individual	40%	2000-2500 words	Week 10	Online Submission

## All - Assessment Task 1: Lesson Plan Teaching New Knowledge

<b>GOAL:</b>	The goal of this task is to create a sequence of three consecutive lessons for Year 8 Business and Economics students.																			
<b>PRODUCT:</b>	Written Piece																			
<b>FORMAT:</b>	<p>This task involves you designing and planning a sequence of three (3) consecutive 70-minute lessons for a Year 8 Economics and Business class, using the Australian Curriculum Economics and Business Syllabus for Year 8. The focus of the lessons is on developing an answer for a contemporary business problem. The lesson plan should include activities that focus on a business-related problem concerning the marketing of a new product. Your lesson plans may include, but are not limited to, any one of the following activities:</p> <ul style="list-style-type: none"> <li>- Consumer surveys to determine market needs.</li> <li>- Review of existing competition products and reviewing using SWOT analysis.</li> <li>- Design of a marketing plan for the new product.</li> <li>- Design of advertising to promote the product to a particular target demographic.</li> <li>- Design of a simple artefact to meet a particular market need.</li> </ul> <p>Your lesson sequence should be planned so they:</p> <ul style="list-style-type: none"> <li>- embed Aboriginal and Torres Strait Islander perspective, using appropriate protocols for your discipline;</li> <li>- meet the needs of a diverse range of learned and provide opportunities for all students to succeed through differentiation and UDL strategies;</li> <li>- include meaningful links to literacy and numeracy within the plans; and</li> <li>- incorporate effective and safe use of ICT relevant to the learning activities you have devised.</li> </ul> <p>The lessons should include explicit teaching, spacing and retrieval practices, modelling/worked examples, and scaffolding, and be based on students' familiarity with the content. You should allow ample opportunities for students to practise recall and retention, and show that independent problem-solving activities are presented only once the students approach proficiency from opportunities to practise progressively challenging tasks.</p> <p>You will include a range of evidence-based assessment practices to evaluate student learning, adjust instruction, provide targeted feedback and support learning, including a diagnostic assessment activity to identify students' prior knowledge so the introductory lesson can be pitched to the appropriate level before continuing the lesson sequence.</p> <p>You will provide a 700-word rationale justifying your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings, academic literature, education policy frameworks and the curriculum documents.</p>																			
<b>CRITERIA:</b>	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Applied knowledge of content and curriculum to create Business lesson plans for Junior Secondary students.</td><td>1</td></tr> <tr> <td>2</td><td>Pedagogical strategies for engaged and inclusive student-centred learning in a Business context, including understanding and use of feedback and formative assessment.</td><td>2 3</td></tr> <tr> <td>3</td><td>Justification of pedagogical choices and strategies made in the learning experiences, making connections between theory and practice</td><td>1 2</td></tr> <tr> <td>4</td><td>Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within Business studies.</td><td>1 2</td></tr> <tr> <td>5</td><td>Written communication skills including grammar, spelling, English expression, technical accuracy, use of APA referencing.</td><td>4</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Applied knowledge of content and curriculum to create Business lesson plans for Junior Secondary students.	1	2	Pedagogical strategies for engaged and inclusive student-centred learning in a Business context, including understanding and use of feedback and formative assessment.	2 3	3	Justification of pedagogical choices and strategies made in the learning experiences, making connections between theory and practice	1 2	4	Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within Business studies.	1 2	5	Written communication skills including grammar, spelling, English expression, technical accuracy, use of APA referencing.	4	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy																			

### All - Assessment Task 2: Lesson Teaching: Segment of a lesson

<b>GOAL:</b>	The goal of this task is to allow you to teach a 15 minute segment from one of the lessons you developed in Assessment Task One.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	<p>Submit: Week 6 - 8 in tutorials. Teach a segment (15 minutes) of one of the lesson plans from Task 1 to your peers and obtain feedback from your tutor and peers. Show clear communication of content knowledge and teaching skills, and differentiate for diverse learning needs, using a range of pedagogical strategies including explicit teaching, sequence and retrieval, modelling/worked examples and scaffolding, providing an opportunity for students to practise recall and retention. Include in your teaching segment general capabilities including embedded ICT and numeracy and literacy skills. Include a formative assessment/ feedback component.</p> <p>Submit your written lesson plan (with references) to the submission point by the due date.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Implementation of teaching and learning strategies for Junior Secondary Business and Economics students, including formative assessment and differentiation.	2 3
	2	Classroom organisation and use of resources to enhance learning, including information and communication technologies.	1 2
	3	Communication of oral (tone, pace, eye-contact, verbal clarity) and written (grammar, spelling, English expression, technical accuracy) skills, and use of APA referencing style.	2 4
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies		

### All - Assessment Task 3: Curriculum materials

<b>GOAL:</b>	The goal of this task is to develop your skills for planning a curriculum overview for Junior Secondary Business and Economics students.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	<p>Using the QCAA Year Level Plan template for your chosen year level (years 7 – 10), create an assessment plan that maps achievement standards to the relevant units of work. Then, use the QCAA Curriculum and Assessment plan template to develop a yearly overview for Business students in your chosen year level.</p> <p>Outline the focus and topics for each of the four units of work. At least one unit of work must include Aboriginal and Torres Strait Islander perspectives in your chosen topics, while all units must include references to some of the general capabilities including literacy, numeracy and safe use of ICT. Your plans must include reference to diverse learning needs.</p> <p>Each unit of work has an associated summative assessment task - describe these tasks and provide an overview of the assessment technique, mode and conditions.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of discipline content and Australian curriculum.	1 2
	2	Development of assessment tasks that meet curriculum goals and achievement standards.	1
	3	Considerations for student diversity in planning, mapping content descriptions and assessment tasks.	1 2 3
	4	Written communication skills including grammar, spelling, English expression and technical accuracy in assessment and teaching plans, references to curriculum documents, use of APA referencing.	4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.10. General Enquiries

#### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)