

EDU736

Teaching Senior Secondary Business

School: School of Education and Tertiary Access

2026 | **Trimester 2**

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 unisc.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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Business curriculum area. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within Business subject areas.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 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
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	10 times

1.3. Course Topics

- Senior Curriculum frameworks in Business subjects
- Curriculum planning and alignment of content, pedagogy and assessment
- Specific learning and teaching requirements in Business subjects
- Engaging diverse learners in quality learning
- Assessment and reporting practices in the senior phase
- Designing and using assessment as an integral part of monitoring students learning and curriculum decision making in the Senior Phase of schooling
- Dimensions of authentic experience and the significance of Business education
- Engagement with professional networks and associations

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 advanced knowledge of key curriculum frameworks, planning approaches and assessment practices in specific Business area subjects to design teaching programs and reflect on teaching.	Knowledgeable	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, 5.3, 5.4, 5.5
2 Demonstrate the use of teaching strategies and pedagogies that engage students in quality learning in Senior Secondary Business area subjects.	Engaged	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.4, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5
3 Make meaningful connections between the Business area curriculum subjects and industry applications.	Engaged	6.1, 7.4

* 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.
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

CODE	COMPETENCY
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.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
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
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

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 Legal Studies or 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

5.5. Microcredential Information

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

Students will be given feedback to accompany each task to assist the student to improve and progress through the course.

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	40%	Lesson sequence: minimum 1000 words; Rationale maximum 700 words.	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	15 minutes	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional	Individual	30%	10 Minute video and a 500-word written reflection.	Week 10	Online Submission

All - Assessment Task 1: Lesson sequence

GOAL:	The goal of this task is for you to plan a sequence of three Year 11 or Year 12 lessons in your Business discipline.												
PRODUCT:	Written Piece												
AUTHORSHIP STATEMENT:													
FORMAT:	<p>You are required to design a sequence of three 70 minute lessons on a senior phase unit based on the QCAA requirements in your Business discipline. Your lesson plans must showcase your curriculum knowledge, pedagogical skills, differentiation opportunities and formative feedback mechanisms.</p> <p>Your lesson sequence should be planned so they:</p> <ul style="list-style-type: none">- embed Aboriginal and Torres Strait Islander perspective, using appropriate protocols for your discipline;- meet the needs of a diverse range of learners and provide opportunities for all students to succeed through differentiation and UDL strategies;- include meaningful links to literacy and numeracy within the plans; and- incorporate effective and safe use of ICT relevant to the learning activities you have devised. <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. 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 also 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>												
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy												

All - Assessment Task 2: Teaching segment

GOAL:	The goal of this task is to allow you to teach a 15 minute segment from one of the lessons you developed to meet Assessment Task One.																
PRODUCT:	Oral and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<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.</p> <p>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>																
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All - Assessment Task 3: Video presentation snapshot and written reflection

GOAL:	The goal of this task is to develop your understanding and application of engaging ways to communicate with students and parents/carers about senior secondary Business choices. You will then reflect on your performance to identify future professional development goals and plans.																
PRODUCT:	Artefact - Professional																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>You have been selected by the Head of Department to develop a video presentation "snapshot" for the school's senior subject evening. The video presentation "snapshot" is to highlight to parents and students the value of Senior Secondary Business area subjects. In the video presentation "snapshot" you will demonstrate your understanding of the content, underlying syllabus philosophy, and pedagogy of the subject, including how it connects with industry, future study and work pathways. You will discuss how Senior Secondary Business area subjects contribute to the Queensland Certificate of Education and/or ATAR.</p> <p>In addition to submission of the video presentation "snapshot", you will prepare a 500-word critical reflection that identifies: a) Strengths and areas for improvement of your knowledge of the senior secondary Business content, pedagogy or presentation; b) One specific and measurable professional learning goal for the trimester that is related to the senior secondary Business area, and your plan for achieving the learning goal. Refer to education policy frameworks, curriculum documents and academic literature to support your reflection.</p> <p>Upload both video and reflection to the submission point by the due date.</p>																
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GENERIC SKILLS:	Communication, Problem solving, Organisation, 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

Nil

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

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)