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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6715 Economics (6 units of credit)
Semester 1, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Len Nixon
Office Location: John Goodsell Building Room 132
Email: Len_nixon@barker.nsw.edu.au
Phone: 0418236352
Availability: By appointment
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Business Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. NOTE: X = 25hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Lecture</th>
<th>Tutorial/s</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evening 2 hours Matthews 104</td>
<td>Evening Matthews 104</td>
<td>1-4, 11-14</td>
</tr>
</tbody>
</table>

Summary of Course
This course is designed to inculcate and infused the student with a theoretical and practical understanding of the current BOS Economics curriculum, pedagogy and assessment strategies. Complementing this, is a recognition of the need to honour the concept of differentiation, equity, cultural diversity and the various forms of literacy within planning, organising, leading and controlling of classroom practices and activities.

Aims of the Course
This course aims to:
- Increase awareness and understanding of BOS Economics outcomes based curriculum
- Raise awareness of and appropriate use of a range of pedagogical strategies
- Understand the nature of formative and summative assessment as an effective means of feedback
- Integrate and acknowledge the need for differentiation as a primary means of acknowledging the principles of equity and fairness operating in the classroom
- Integrate a range of literacies – written, numeracy, ICT, verbal and visual.

Student Learning Outcomes
Adjust number of rows accordingly

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates knowledge and understanding of the NSW BOS Economics Syllabus Stage 6 and various Department of Education policies relating to ICT, Cultural Diversity, and Aboriginal Education</td>
</tr>
<tr>
<td>2</td>
<td>Planned, organise, implement and assess lessons that focus on understanding</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the triangular link between assessment, pedagogy and curriculum</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge and understanding of learning outcomes, assessment, teaching strategies and classroom practices</td>
</tr>
<tr>
<td>5</td>
<td>The use of ICT to deliver understanding of content</td>
</tr>
<tr>
<td>6</td>
<td>The use of literacies as a means of fostering and exhibiting understanding</td>
</tr>
<tr>
<td>7</td>
<td>Highlight the existence and use of differentiation as a means of honouring intellectual and cultural diversity</td>
</tr>
<tr>
<td>8</td>
<td>The development of appropriate resources to complement teaching and learning strategies</td>
</tr>
<tr>
<td>9</td>
<td>To investigate, discuss and acknowledge a range of classroom strategies to deal with classroom management and behaviour</td>
</tr>
<tr>
<td>10</td>
<td>Analyse specific strategies for teaching Aboriginal and Torres Strait Islanders</td>
</tr>
</tbody>
</table>
### Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Remove any standards that are not present in course

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
<td>1, 2,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Microteaching</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
<td>1</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</td>
<td>2</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
<td>1</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence</td>
<td>2</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
<td>2</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
<td>2</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
<td>2</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
<td>2</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
<td>2</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
<td>2</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
<td>1, 2</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
<td>2</td>
</tr>
<tr>
<td>4.3</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour</td>
<td>2</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course aims to develop and foster a capacity for each student to effectively teach Economics that meets the syllabus content and skills outcomes. The lectures and tutorials will emphasise and deliver content knowledge, where the delivery will be demonstrated through a range of strategies where the primacy is on understanding- a capacity to take knowledge and expressed it in different forms or mediums i.e. written, verbal, and or visual. Focus will be on the use and appropriateness of teacher centred and student focused strategies. But these are set against a background of differentiation, equity and social inclusion.

5. TEACHING STRATEGIES

- Explicit teaching- lectures, where content will be delivered
- The use of cooperative or collaborative strategies where the emphasis on teamwork and student centred learning
- Self directed learning
- Formative assessment
- Visual thinking and visual tools
- Peer assessment and teaching
- The use of ICT
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th March 2nd</td>
<td>Teaching strategy: • philosophies Teacher Directed Student Centred Discussion Co operative <strong>Topics: Consumer and Business</strong> • The role of consumers in the economy • The role of business in the economy</td>
<td>Designing a unit of work • Pedagogical framework • Rationale • Goals setting • Teaching strategies • Differentiation • Formative and summative assessment Programming and the development of lesson plans and their construction in relation to achieving the course’s outcomes.</td>
</tr>
<tr>
<td>17th March 3rd</td>
<td>Literacies used in the teaching of the Preliminary Economics Course. • Example: oral, reading, visual written and informational <strong>Topic : Markets</strong> The role of markets Demand and supply Alternative to market solutions</td>
<td>The application of these literacies used as an integral part of the teaching.</td>
</tr>
<tr>
<td>24th March 4th</td>
<td>Teaching strategies: Co-operative learning <strong>Topics. Markets</strong> • Price elasticity of demand • Price elasticity of Supply • Variations in competition</td>
<td>The use of jigsaw as a means of co operative learning Differentiation The use and application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom.</td>
</tr>
<tr>
<td>31st March 5th</td>
<td>Labour market • Demand and supply of labour • Australian workforce • Labour markets • Labour institutions</td>
<td></td>
</tr>
<tr>
<td>7th April 6th</td>
<td>Assessment Its link to teaching and learning The role of evaluation Scope and sequence of assessment – Assessment for and of learning • Process • Product • Thinking strategies • Questioning</td>
<td></td>
</tr>
</tbody>
</table>
Business Studies
The planning of assessment tasks
Literacy in Business Studies

- Jigsaw
- Mindmapping
Assessment of learning
Strategies to be used

7
14TH APRIL
Financial Markets
Types
Borrowers
Lenders
Regulation of financial markets

Application to teaching, learning and assessment

Visual Literacy
Thinking tools

Break 18th April 25th April

8
28TH APRIL
Interest Rates

Peer Evaluation strategy using a variety of literacies

9
5TH MAY
Government intervention in the economy

The use of diagrams and current statistics

10
12TH MAY
The role of the economy

The construction and use of case hypothetical studies

Break 19th May

11
26th May – 20th June
Federal Budget and influences on government policies in Australia

Writing and reading literacies in economies

12TH MAY
The role of the economy

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Business Investigation</td>
<td>2000 words</td>
<td>35%</td>
<td>1,6,8,9</td>
<td>1.1.1,1.1.3.4. 2.1.8,3.1, 4.2,5.4</td>
<td>7th April</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>4000+ words</td>
<td>65%</td>
<td>1,3, 4.7.9</td>
<td></td>
<td>12th May</td>
</tr>
<tr>
<td>Unit of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Details
Assessment 1
Part A
1. Written Component
   Part B

2. Oral Component

Part A – Steps for the written component

- You are to collect 10 sources of information (6 print articles and 4 YouTube clips) which could be used in the teaching of the 6 preliminary course (Year 11) or from HSC syllabus topic areas of Economic Policies or Economies Management (Year 12). I have to have actual copies of the articles together with the YouTube clips copied to a disk or a USB when the assessment is being handed in.
- You are to summarise each of the sources of information into no more than 10 points. (A point could be a sentence. It is not to be a single word.
- Using the information, construct a series of questions for each article reflecting a level of thinking/understanding. There is to be a so-called low, middle, and high order questions. The key to this is Blooms taxonomy and the BOS set of directive verbs when formulating the questions.
- You are then to create a marking rubric for each of the question
- Take any 2 of the sources of information and its accompanying questions and answer them detailing as to what would constitute a best practice answer for each of the questions

Part B – The oral component

You will give a 7 minute presentation on how you would use the information in the classroom.

Within the time allocated, you will be assessed or judged on the following:

- The educative value of using such a strategy
- The link between learning and teaching when using the strategy
- The role the exercise could play in assessing the student’s understanding from a formative assessment point of view
- The appropriateness of the articles for Year 11 and year 12 students in terms of terminology, level of prior learning and its capacity to foster and conform understanding of the syllabus area it was to be addressing
- Demonstration by examples using the information from Part A

To enhance your presentation, you could use powerpoint and or Prezi as a means of adding to your presentation.
This assessment comprises of two parts. Part A and Part B

Part A. Unit of work for HSC course Stage 5 and 6 Economics course
Part B. The construction of a differentiation matrix

Due: 5 pm, 13th May. Both to be handed in class 65%

Part A
A unit of instruction devised for the HSC Economics course.

It is to focus on the programming of ONE (1) of the following Preliminary or HSC topics. The Preliminary topic areas include Finance, Government, Labour or Economic Management or Economic Policies (See HSC Economics Syllabus).

Context of the unit of instruction- this is a major consideration in terms of the types of lesson to be used

This class is a mixed ability, co-educational group of students in a comprehensive public/private high school. Thirty percent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands.

A diverse range of religious and cultural groups are represented in this class. A small number of students in this class demonstrate challenging behaviours.

• You must write a rationale for the unit in which you:
  - state precisely what you want the students to learn i.e. concepts and why it is important
  - justify your choice of teaching and learning strategies for this class
  - detail the prior knowledge students must have to begin this unit
  - Pedagogical stance -

The rationale should be about 500 words in length.

The unit outline is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit outline.

In the unit you design, you will be assessed on your ability to:

• choose appropriate resources for the class
write a clear, logically argued rationale
use the appropriate unit plan format
make appropriate links between outcomes, content, assessment and teaching and learning strategies in the unit outline.
include a range of interesting and engaging learning strategies
Differentiation strategies need to be present
Formative assessment strategies used within the lesson plans
use material and ideas presented in Economics and Method lectures.
Creating a **summative assessment task** reflecting Blooms Taxonomy. This means choosing a hierarchical set of directive verbs (see NSW Board of Studies web site) which is initially aimed at letting all students into the task and then using additional series of verbs as means of discriminating on the quality of answer produced by the student
An accompany **marking scheme** which reflects the outcomes to be assessed

**Lesson Plans.**
- You are to write 12 lesson plans. Each of the syllabus topics the unit of work has four (4) subparts. Hence, you are to write 3 lesson plans per sub part

You must include in **each** lesson:

  a) what you want the students to learn by the end of each lesson, and why this learning is important, written in your own words  
  b) syllabus outcomes, including the relevant content statements, written in full from the stage 6 syllabus document  
  c) formative assessment activities  
  d) teaching and learning strategies  
  e) any worksheets given to students  
  f) a list of resources.

**In these detailed lessons, you will be assessed on your ability to design:**

- lessons that use ICT to enhance student learning and achieve syllabus outcomes  
- lessons are interesting and engaging for students  
- lessons clearly linked and are designed to develop understanding, knowledge and skills  
- Lessons that are differentiated  
- lessons have have formative assessment strategies embedded within them  
- lesson plans that thoroughly detail all stages of the lesson  
- lessons to be presented in the correct format and expressed in clear, accessible, standard English.  
- lessons to demonstrate an understanding of material and ideas presented in Economics Method lectures, in the Combined Methods Lectures and in the Professional Experience lectures.

**ECONOMICS- Assessment 2 Part A**

<table>
<thead>
<tr>
<th>Marking Guidelines</th>
<th>E</th>
<th>VG</th>
<th>G</th>
<th>S</th>
<th>F</th>
<th>FC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EDST 6715 Economics, UNSW 2014
**Rationale needs to acknowledge and incorporate**

- The philosophical stance
- Acknowledgement of the syllabus
- Goals and objectives is the unit
- Teaching strategies
- Differentiation
- Formative assessment
- Summative assessment

<table>
<thead>
<tr>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>lessons that use ICT to enhance student learning and achieve syllabus outcomes</td>
</tr>
<tr>
<td>lessons are interesting and engaging for students</td>
</tr>
<tr>
<td>lessons clearly linked and are designed to develop understanding, knowledge and skills</td>
</tr>
<tr>
<td>Lessons that are differentiated</td>
</tr>
<tr>
<td>lessons have formative assessment strategies embedded within them</td>
</tr>
<tr>
<td>lesson plans that thoroughly detail all stages of the lesson</td>
</tr>
<tr>
<td>lessons to be presented in the correct format and expressed in clear, accessible, standard English.</td>
</tr>
<tr>
<td>Syllabus outcomes and goals and lesson objectives</td>
</tr>
<tr>
<td>Acknowledgement of prior learning by the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant and complementary to the lesson plan</td>
</tr>
<tr>
<td>Hierarchical presence of appropriate verbs</td>
</tr>
<tr>
<td>Range of worksheets</td>
</tr>
<tr>
<td>Authentic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate form taken by assessment (MC, Report, Extended response or short answer questions)</td>
</tr>
<tr>
<td>Appropriate use of directive verbs in appropriately hierarchical</td>
</tr>
<tr>
<td>Relevant in terms of examining relevant content knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marking grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and layout aimed at communicating feedback affirming the student’s understanding of the topic</td>
</tr>
<tr>
<td>Deals with the knowledge component</td>
</tr>
<tr>
<td>Deals with the literacy skills demanded by the task</td>
</tr>
<tr>
<td>Capacity to logical communicate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliography/References</th>
</tr>
</thead>
<tbody>
<tr>
<td>A complete, correctly detailed list of books, journals et you used for your assignment.</td>
</tr>
</tbody>
</table>
Requires the construction of an product matrix using of Multiple Intelligences and Blooms Taxonomy -

The aim is to construct a matrix of activities based upon the use and application of Multiple Intelligences and inculcating Blooms Taxonomy to be used as a means of fostering and recognizing levels of cognitive development.

- Multiple Intelligences (modalities of learning - verbal/linguistic, logical/mathematical, visual/spatial interpersonal and intrapersonal.
- The topic comes from the one chosen from Part A (Stage 5-6 HSC Economics syllabus)
- Blooms Taxonomy – see hand out

An example of the matrix required will be given out in class.

Criteria for assessing the task
- The range of tasks for all the multiple intelligences used
- The quality of the 3 specific tasks
- The matching of the outcomes to the actual tasks
- The transparency of the assessment criteria
- The quality of the information provided in assessing the task
## Part B Marking guidelines

<table>
<thead>
<tr>
<th>The range of activities in each of the specified multiple intelligences</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>E</th>
</tr>
</thead>
</table>

Comment

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

<table>
<thead>
<tr>
<th>The appropriate use of the directive verb reflecting a level of thinking/cognition required</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
</table>

Comment

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

<table>
<thead>
<tr>
<th>The quality of the assessment tasks</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

Comment

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

Comment

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
The appropriateness of the assessment marking guidelines as means of conveying information on performance achieved

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

Comment

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

General Comment

Resources for Students

Prescribed and recommended readings:

Provide below, in formal reference format, a list of the prescribed and recommended readings

Required reading

All students must buy copies of the Economics syllabuses:

NSW Board of Studies, *Stage 6 Syllabus, Economics, Preliminary and HSC Courses*, June 2010 and 2009

Alternatively, it is possible to download these syllabuses from the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

The teaching standards detailed on the NSW Institute of Teachers website: http://www.nswteachers.nsw.edu.au/

Recommended Reading:

- Cowley, Sue *Getting the Buggers to Behave*

Business Studies:
Preliminary and HSC Texts

- Preliminary Economics. Tim Riley publication
- Preliminary Economics.

Commerce:

Stage 4 Texts

- Stephen Chapman.

Professional websites for Economics and Economics teachers

http://www.boardofstudies.nsw.edu.au

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Economics and Economics teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.

http://www.det.nsw.edu.au

The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:


http://www.hsc.csu.edu.au

HSC online (DET and Charles Sturt Uni site) - material for students and teachers.


The Economics and Economics Teachers Association site. Join the ETA as a student (it costs less) and receive their publication mETaphor (four a year - full of practical classroom resources, lessons, ideas) and Economics and Economics in Australia - up to the minute developments in Economics and Economics teaching.


The Association of Independent Schools

www.cecnsw.catholic.edu.au
The Catholic Education Commission


A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore Economics and Economics sites etc. Well worth a browse.

UBSHSC economics. Com.au

PROFESSIONAL ASSOCIATIONS

Economics and Economics Teachers' Association (ETANSW), PO Box 299 Leichhardt, NSW 2040.

Tel: 95726900 Fax: 95729534 www.etansw.asn.au

Primary Economics and Economics Teachers' Association (PETA), PO Box 3106, Marrickville, NSW 2204

Tel: 9565 1277 Fax: 9565 1070 Email: info@peta.edu.au
Student Name:              Student No.:
Assessment Task: XXXX

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• XXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Familiarity with and relevance of professional and/or research literature used to</td>
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<td>support response</td>
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<td>Structure and organisation or response</td>
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<td>Presentation of response according to appropriate academic and linguistic</td>
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<td>conventions</td>
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**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

Lecturer     Date
Recommended grade:

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.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings

e.g. NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;
· Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

· Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

*Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).*

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g.’s/he’, ‘she or he, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT
Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

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<th>Description</th>
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<td><strong>High Distinction</strong></td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
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<tr>
<td>(85% and above)</td>
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<tr>
<td><strong>Distinction</strong></td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
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<td>(75-84%)</td>
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<td><strong>Credit</strong></td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
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<td>(65-74%)</td>
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<td><strong>Pass</strong></td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The</td>
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(50-64%) assignment is moderately well-organised and the arguments can be clearly understood.

For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three
working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: [https://www.counselling.unsw.edu.au](https://www.counselling.unsw.edu.au)

**Equity and Diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website [https://www.studentequity.unsw.edu.au](https://www.studentequity.unsw.edu.au).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.