



OVERVIEW

Course Description

In this course students will explore the role and value of Stage 4 and 5 HSIE courses - Geography & Commerce; lesson planning and programming for Geography/ Commerce in Stage 4/5; course and assessment requirements for Stage 4/5 Geography/Commerce; the literacy and numeracy demands of Geography and Commerce; key concepts, tools and inquiry skills within Geography/Commerce; strategies, technologies and resources for teaching and assessing Geography and Commerce; ways of differentiating curriculum to meet the diverse needs of learners; links to civics and citizenship education; and strategies for teaching the NSW Syllabus for the new Australian Curriculum in Geography: Stage 4 -Landscapes and Landforms, Water in the World, Place and Liveability, Interconnections; Stage 5 - Sustainable Biomes, Environmental Change and Management, Changing Places and Human Wellbeing.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Assumed Knowledge Contact Hours

EDUC1101

Callaghan

Integrated Learning Session

Online

6 hour(s) per Term Full Term

Integrated Learning will typically consist of a series of fieldwork and online activities.

Lecture

Face to Face On Campus

1 hour(s) per Week for 8 Weeks

Tutorial

Face to Face On Campus

2 hour(s) per Week for 8 Weeks

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Emma Shaw Emma.Shaw@newcastle.edu.au (02) 40553024 Consultation: by email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• The principles and practices of teaching and learning Geography, Commerce in secondary schools.• The role and value of Geography and Commerce education in contemporary society and the broader school curriculum.• Lesson planning and programming for Stage 4/5 Geography and Commerce curricula.• Course and assessment requirements of the NSW Stage 4/5 Geography and Commerce.• The literacy and numeracy demands of Geography and Commerce as an area of study.• Strategies, technologies and resources for teaching and assessing Geography and Commerce.• Processes of geographic and economic investigation including key concepts, tools and inquiry skills.• Differentiating curriculum to meet the diverse needs of learners in the Geography and Commerce classroom.• The role of Geography and Commerce in civics and citizenship education.• Approaches for teaching the NSW Syllabus for the new Australian Curriculum in Geography: Stage 4 - Landscapes and Landforms, Water in the World, Place and Liveability, Interconnections; Stage 5 - Sustainable Biomes, Environmental Change and Management, Changing Places and Human Wellbeing.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Articulate the role and value of Geography and Commerce education in contemporary society and the broader school curriculum.2. Discuss current issues and trends in teaching Geography and Commerce.3. Develop lesson plans, programs and assessment tasks for Stage 4/5 Geography and Commerce curricula.4. Support the literacy and numeracy demands of Geography and Commerce as an area of study.5. Differentiate the curriculum to meet the diverse needs of learners in the Geography and Commerce classroom.6. Use a range of strategies, technologies and resources for teaching and assessing Geography and Commerce.7. Explain key geographic and economic concepts and skills including the use of geographic tools and inquiry skills.8. Discuss the role of Geography and Commerce in civics and citizenship education.

9. Select appropriate strategies for teaching the NSW Syllabus for the new Australian Curriculum in Geography: Stage 4 - Landscapes and Landforms, Water in the World, Place and Liveability, Interconnections; Stage 5 - Sustainable Biomes, Environmental Change and Management, Changing Places and Human Wellbeing

Course Materials

Lecture Materials:

All course materials including lecture and tutorial materials and course readings will be available via Canvas in the weekly folders. **Lectures are recorded.**

Other Resources:

Students are encouraged to become engaged in their profession by becoming members of their professional association. See Professional Teachers Council of NSW for the Geography Teacher's Assoc (GTA) and Economics, Business Educators (EBE) links

Recommended Reading:

- Australian Institute for Teaching and School Leadership (2011) Professional Standards for Teachers. Education Services Australia (MCEETYA)

NESA (2019) Commerce Years 7-10 Syllabus. NSW Education Standards Authority

NESA (2015) Geography K-10 Syllabus (New Australian Curriculum). NSW Education Standards Authority

DEC NSW (2009) QT in NSW Public Schools: A Classroom Practice Guide (3rd Ed). State of NSW: Professional Learning and Leadership Development Directorate

DEC NSW (2009) QT in NSW Public Schools: An Assessment Practice Guide (2nd Ed). State of NSW: Professional Learning and Leadership Development Directorate

Gilbert, R. & Hoepper, B. (Eds) (2011) Teaching Society and Environment (4th Ed). South Melbourne: Cengage Learning Australia

Hinde McLeod, J & Reynolds, R. (2007) Quality Teaching for Quality Learning: Planning Through Reflection. South Melbourne: Cengage Learning Australia Pty Ltd

Killen, R. (2007) Effective Teaching Strategies. Lessons from Research (4th Ed). South Melbourne: Social Science Press

Killen, R. (2005) Programming and Assessment for Quality Teaching and Learning. South Melbourne: Social Science Press

Marsh, C (2008) Becoming a Teacher: Knowledge, Skills and Issues (4th Edition). Frenchs Forest: Pearson Education Australia

Marsh, C. & Hart, C. Teaching the Social Sciences and Humanities in Australian Curriculum (6th Edition) Frenchs Forest: Pearson Australia

SCHEDULE

Week	Week Begins	Topic	Learning Activity and Readings/s	Assessment Due
1	17 Jul	<p>Lecture 1 Introduction and Rationale for Teaching Geography and Commerce</p> <ul style="list-style-type: none"> • overview for course • assessment overview for course • the value of Geography and Commerce, and their links to civics and citizenship education 	<p>Tutorial 1</p> <p>Wellens, J., Berardi, A., Chalkley, B., Chambers, B., Healey, R., Monk, J. & Jodi Vender. (2006). Teaching Geography for Social Transformation, Journal of Geography in Higher Education, 30:1, 117-131</p> <p>Rivera, J. & Groleau, T. (2021). Student and faculty transformations from teaching wicked geography problems: a journey of transdisciplinary teaching between business and geography, Journal of Geography in Higher Education, 45:4, 538-548</p> <p>For all tutorials - ensure you have hardcopies or access to syllabus documents, Quality Teaching Model and AITSL Professional Standards for Teachers (see BB for links).</p>	<p>Integrated Learning Task (ILT): Tutorial Participation Activity</p>
2	24 Jul	<p>Lecture 2 Teaching Stage 4/5 Geography</p> <ul style="list-style-type: none"> • current issues and trends in teaching Geography • syllabus requirements • syllabus overview • appropriate resources for teaching Geography 	<p>Tutorial 2 Effective teaching strategies for Stage 4/5 Geography</p> <p>Knecht, P & Spurná, M. (2022). Does specialization in geography teaching determine teachers' conceptions of geography teaching?. International Research in Geographical and Environmental Education, 31:3, 242-26</p> <p>Suggested Readings: - Geography Syllabus Stage 4/5 Content</p>	<p>Integrated Learning Task: Tutorial Participation Activity</p>
3	31 Jul	<p>Lecture 3 Teaching Stage 4/5 Commerce</p> <ul style="list-style-type: none"> • current issues and trend in teaching Commerce • syllabus requirements • syllabus overview • appropriate resources for teaching Commerce 	<p>Tutorial 3 Effective teaching strategies for Stage 5 Commerce</p> <p>Marsh, C. & Hart, C. (2011). Teaching the Social Sciences and Humanities in an Australian Curriculum. Pearson. Chapter 11: 'A role for Economics education in 21st-century curricula' (pp285-305)</p> <p>Suggested Readings:</p>	<p>Integrated Learning Task: Tutorial Participation Activity</p>

			- Commerce Syllabus Stage 4/5 Topic Content	
4	7 Aug	<p>Lecture 4 Fieldwork in Geography & Site Studies in Commerce</p> <ul style="list-style-type: none"> • example fieldwork and site studies • links to syllabus • planning and risk management 	<p>Tutorial 4 Designing fieldwork Risk assessments Impactful fieldwork activities</p> <p>Dummer, T., Cook, I., Parker, S., Barrett, G., Hull, A. (2008). Promoting and Assessing 'Deep Learning' in Geography Fieldwork: An Evaluation of Reflective Field Diaries. Journal of geography in higher education, Vol.32 (3), p.459-479</p> <p>Bos, D., Miller, S. & Bull, E. (2022). Using virtual reality (VR) for teaching and learning in geography: fieldwork, analytical skills, and employability, Journal of Geography in Higher Education, 46:3, 479-48</p>	<p>Integrated Learning Task: Tutorial Participation Activity</p>
5	14 Aug	<p>Lecture 5 Lesson Planning for Stage 4&5 Geography and Commerce and Differentiation</p>	<p>Tutorial 5 Lesson planning in Geography and Commerce</p> <p>Gilbert, R., & Hoepper, B. (2011). Teaching Society and Environment. Cengage - Chapter 6 (Planning for student learning); Chapter 13 (Teaching Geography - Understanding Place and Space); Chapter 14 (Teaching Geographical Thinking); Chapter 16 (Teaching about the Economy)</p> <p>Additional readings</p> <p>Taylor, T., Fahey, C., Kriewaldt, J., Boon, D. (2012). Place & Time. Pearson: Chapter 9 (Geographical Inquiry); Chapter 12 (Progression in Understanding in Geography)</p> <p>Marsh, C. & Hart, C. (2011). Teaching the Social Sciences and Humanities in an Australian Curriculum. Pearson.: Chapter 2 (Planning for Learning); Chapter 4 (Teaching and Learning Strategies);</p>	<p>Integrated Learning Task: Tutorial Participation Activity</p>

			Chapter 10 (Geography - The world is its laboratory); Chapter 11 (A role for Economics education in 21st century curricula)	
6	21 Aug	Lecture 6 Using ICT and Spatial Technologies in Teaching Stage 4/5 Geography and Commerce	Tutorial 6 Using ICT and Spatial Technologies in teaching Stage 4/5 Geography and Commerce Marsh, C. (2008). <i>Studies of Society and Environment</i> . Pearson. Chapter 3 (Resources for Information literacy)	Integrated Learning Task: Tutorial Participation Activity
7	28 Aug	Lecture 7 Programming & Planning for Teaching Stage 4/5 Geography and Commerce	Tutorial 7 Planning a unit of work Unit mapping Marsh, C. (2008). <i>Studies of Society and Environment</i> . Pearson: Part 2 (Planning for Teaching and Learning)	Assessment Task: ASSESSMENT TASK 1 PART A & B due Friday 1 September 2023
8	4 Sep	Lecture 8 Assessment in Stage 4/5 Geography and Commerce	Tutorial 8 Assessment in Stage 4/5 Geography and Commerce Developing assessment tasks Assessment design principles Marsh, C. & Hart, C. (2011). <i>Teaching the Social Sciences and Humanities in an Australian Curriculum</i> . Pearson - <u>Chapter 8 (Assessing, recording and reporting)</u> Additional reading Gilbert, R., & Hoepper, B. (2011). <i>Teaching Society and Environment</i> . Cengage - <u>Chapter 7 (Assessment for student learning)</u>	Integrated Learning Task: Tutorial Participation Activity
9	11 Sep	No Lecture (8 week course)		
10	18 Sep	No Lecture (8 week course)		
Mid Term Break				
Mid Term Break				
11	9 Oct	No Lecture (8 week course)		Assessment Task: ASSESSMENT TASK 2 PART A & B due Monday 9 October 2023
12	16 Oct	No Lecture (8 week course)		
13	23 Oct	No Lecture (8 week course)		
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Lesson Plans and Fieldwork	Part A - Lesson Plans: Week 7 Friday 1 September 2023 11:59pm (Online) (25%) Part B - Fieldwork: Week 7 Friday 1 September 2023 11:59pm (Online) (25%)	Individual	50%	2, 3, 4, 5, 6, 7, 9
2	Unit Plan and Assessment Task	Part A - Mini Unit Plan Week 11 Monday 9 October 2023 11.59pm (Online) 25% Part B - Assessment Task: Week 11 Monday 9 October 2023 11.59pm (Online) 25%	Individual	50%	1, 2, 3, 4, 5, 6, 7, 8, 9

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Lesson Plans and Fieldwork

Assessment Type Purpose

Project

This task allows students to engage with the NSW Geography curriculum/Commerce curriculum to design a series of lesson plans and a field activity to elicit the use of key skills, tools and concepts in Geography and/ or Commerce for Stage 4/5 students.

Description

Part A: Lesson Plans (1000 words approx)

Create a series of 2, one-hour lesson plans for either Stage 4/5 Geography or Stage 5 Commerce, that set up a Fieldwork activity (Part B) via content, concepts, use of tools, skills development, scaffolded tasks etc, using a tutor endorsed lesson plan template

Your submission should include/ consider the following:

1. A brief introduction to your lesson plans outlining the overall design features and links to syllabus requirements that are to be included.
2. Any topic from the current NSW Stage 4/5 Geography or Stage 5 Commerce curriculum can be selected.
3. Your lessons will introduce students to the key content, concepts, skills and tools evident in the syllabus and essential to developing the skills required to successfully complete the forthcoming fieldwork. Particular attention should be paid to Literacy and Numeracy where appropriate.
4. The fieldwork activity earmarked for Part B is clearly placed within the lesson design.
5. Full APA referencing is required.

NB: If using the Stage 4/5 Geography course, appropriate geographical concepts, inquiry skills and tools should be evident – not all.

Part B: Fieldwork (1000 words approx)

A fieldwork activity is to be developed to complement the lessons planned in Part A, that utilises field studies to develop investigation and inquiry skills (Geography or Commerce).

	<p>Your submission should include/ consider the following:</p> <ol style="list-style-type: none"> 1. A brief introduction should be used to align to this fieldwork activity to the lessons developed in Part A and to key syllabus requirements. 2. Draw up a fieldtrip proposal for your Head Teacher that provides a justification for the fieldtrip - include links to syllabus outcomes, the key concepts, skills and tools, literacy and numeracy skills (see syllabus requirements – these can be embedded/coded onto your proposal) and all information relating to costings, travel. 3. Complete a Risk Assessment for this fieldtrip using a tutor endorsed template. 4. Design a fieldwork booklet for students to complete on the day that engages with the key content, concepts, skills and tools essential to completing the fieldwork e.g. collecting data, mapping, sketching, conducting surveys, use of photographs etc. 5. High quality academic writing and full APA 7 referencing required.
Weighting	50%
Length	2,000 words (excludes reference/Syllabus material)
Due Date	Part A - Lesson Plans: Week 7 Friday 1 September 2023 11:59pm (Online) (25%) Part B - Fieldwork: Week 7 Friday 1 September 2023 11:59pm (Online) (25%)
Submission Method	Online
Assessment Criteria	High quality submissions will include:
	<p>Part A: Lesson Plans</p> <ol style="list-style-type: none"> 1. A series of 2 one-hour lesson plans are produced; lesson planning templates are of robust design (e.g. 5e model or other tutor approved design) and includes a brief introduction to the overall design features and links to syllabus requirements. 2. The lessons are clearly linked to one of the Stage 4/5 Geography topics or a Stage 5 Commerce topic. 3. A sound understanding of the key content, concepts, skills and tools are evident via a range of teaching strategies and resources in the lesson plans and explicit links are made to the forthcoming fieldwork. Literacy and numeracy has been explicitly integrated. 4. Appropriate activities are evident within the lesson plans, that link to and scaffold activities to be completed by students in the forthcoming fieldtrip. 5. Current issues and trends are addressed within the lesson design. 6. High quality academic writing and full APA reference list is included. <p>Part B: Fieldwork</p> <ol style="list-style-type: none"> 1. A highly engaging and relevant fieldwork activity is developed to compliment the lessons planned, and is articulated in an introductory statement. 2. The proposal includes a justification for the fieldtrip and links to the syllabus outcomes and content/topic selected; costings, transport are relevant and realistic. 3. A formal risk assessment document is included and completed in a sound manner. 4. A robust fieldwork booklet is designed that engages with the key content, concepts, skills and tools essential to the achievement of student learning outcomes for your selected course/topic. Relevant Literacy and Numeracy skills have been integrated as appropriate. 5. High quality academic writing and full APA reference list is included.
Return Method	Online
Feedback Provided	Online - 3 weeks after due date - Rubrics available on Canvas (Assessment folder).

Assessment 2 - Unit Plan and Assessment Task

Assessment Type	Project
Purpose	This task introduces students to unit planning and assessment design within Stage 4/5 Geography and Stage 5 Commerce, that will in turn elicit the use of key skills, tools and concepts relevant to the selected topic/course.
Description	<p>Part A: Mini Unit Plan (1000 words)</p> <p>Develop a mini unit plan for an alternative Stage 4/5 Geography or Stage 5 Commerce topic to that selected in Assessment 1 (Part A and B). If you selected a Stage 4 topic for AT1 it is suggested that a Stage 5 topic be selected for this task. (Seek guidance from your tutor on topic selection prior to commencing your task).</p>

The unit will cover a topic (or part of a topic) that spans for 3 weeks (approximately 9 lessons). NB: Full lesson plans ARE NOT required as part of this mini unit design.

Your submission should include/ consider the following:

1. The unit plan should be accompanied by a general introduction and overview of the requirements of the Stage 4/5 Geography/Stage 5 Commerce topic selected.
2. Create a unit map for the topic selected, including where your planned skill/concept/tool formative assessment task (Part B) will be placed within the min unit. It should be evident on the unit map as to where key concepts, inquiry skills, tools, literacy, and numeracy skills are being met across the unit.
3. The mini unit plan will cover the first three weeks of the selected topic, and should include a range of teaching and learning strategies, including ICT that differentiate to a range of student learning needs; address current issues and trends in the field and highlight key aspects of literacy and numeracy.
4. Links to all teaching resources are to be included (weblinks, readings, texts etc)
5. The mini unit plan should include a range of informal and formal assessment. The Part B Formative Assessment Task should be clearly placed within the unit plan design.

6. High quality academic writing and full APA referencing required.

Part B: Assessment Task (800 words)

A formative assessment item is to be designed to teach an item/dot of selected content which also teaches and utilises a concept/inquiry skill/tool in alignment with syllabus outcome/s. The task should be an alternative to the fieldwork activity used in AT1 and should not be an exam or test.

Your submission should include/ consider the following:

1. Define your selected skill/concept/tool
2. Develop an activity that teaches the skill/concept/tool
3. Outline how your activity teaches/utilises the skill/concept/tool while also teaching the syllabus content
4. Explain how your activity assesses mastery of the skill/concept/tool

Weighting

Length

Due Date

Submission Method

Assessment Criteria

50%

1800 words (excludes reference and syllabus info)

Part A - Mini Unit Plan Week 11 Monday 9 October 2023 11.59pm (Online)

Part B - Assessment Task: Week 11 Monday 9 October 2023 11.59pm (Online)

Online

High quality submissions will include:

Part A: Mini Unit Plan

1. A 3-week unit plan (approx. 9 lessons) is developed on one of the Stage 4/5 Geography or Stage 5 Commerce topics that utilises a robust design template and is accompanied by a general introduction and overview of the requirements of the Stage 4/5 Geography or Stage 5 Commerce course.
2. A unit map is provided that links to syllabus outcomes and the assessment task planned for Part B of the assignment, and the key concepts, skills and tools evident within your unit plan.
3. The unit plan makes clear links to outcomes, content, and key concepts, skills and tools (as outlined in the syllabus documents). The unit plan employs a range of teaching and learning strategies and resources that differentiate content to a range of student learning needs; addresses current issues and trends within the field and highlights literacy and numeracy.
4. Links to a full range of teaching resources (including ICT) is included and caters for a wide range of student needs.
5. A range of formal and informal assessment are evident in the unit plan and the Part B Assessment Task and scaffolding activities are clearly placed within the unit plan design.
6. High quality academic writing and full APA referencing is evident.

Part B: Assessment Design

1. A highly engaging and relevant formative assessment item/activity is designed that teaches and assesses the concept/skill/tool identified. 2. A task description is outlined and the skill/concept/tool is clearly defined. 3. How your activity teaches/utilises the skill/concept/tool while also teaching syllabus content is clearly articulated with appropriate references. 4. A detailed explanation of how the activity assesses mastery of the skill/concept/tool is provided.

Return Method

Online

Feedback Provided

Online - 3 weeks after due date - Rubrics available on Canvas (Assessment folder).

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: Submission of Scaffolding tasks during tutorial time/ via Discussion Board or File Exchange)
- Lecture (Method of recording: Lecturer to record attendance on Canvas)
- Tutorial (Method of recording: Tutor to record attendance on Canvas)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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ASSESSMENT 1: PART A - LESSON PLANS and PART B – FIELDWORK

Student Name:

Task Submitted: BY DUE DATE / LATE (Late Submission Penalty 10%)

CRITERIA	STANDARD	MARK
INTRODUCTION A brief introduction to the lesson plans and fieldwork activity <ul style="list-style-type: none"> identifies the selected course, stage, topic, content for lesson plans and fieldwork activity links to curriculum/key syllabus requirements briefly outlines and justifies your choice of proposed fieldwork activity and how the lessons (teaching strategies, learning activities and resources) support students to develop content, concepts, tools and skills required to successfully complete the fieldwork activity 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
LESSON PLANS Provision of 2 one-hour lesson plans <ul style="list-style-type: none"> lesson plans are set out according to the 5e Model: Engage, Explore, Explain, Elaborate, Evaluate or tutor approved format each phase of the lesson includes learning activities appropriate and effective for that phase links to syllabus outcomes, key topic-related concepts, tools and skills are evident in the lesson plans (you can use coding from syllabus where relevant i.e. M – Maps, F – Fieldwork) appropriate learning resources have been selected and linked to the relevant phases of the lesson literacy and numeracy has been integrated where appropriate 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
TEACHING AND LEARNING ACTIVITIES A range of relevant teaching and learning activities that support the knowledge, understanding and skills required to successfully complete the proposed fieldwork <ul style="list-style-type: none"> the teaching and learning activities articulated in the lesson plans make effective and relevant links to the topic in a sequential and logical manner and appropriate for this stage teaching strategies are aligned with key content, concepts, skills and tools are evident via a range of teaching strategies and resources in the lesson plans and explicit links are made to the forthcoming fieldwork relevant and engaging lesson content, teaching strategies and learning activities link to current issues and trends in teaching Geography/Commerce and cater for a wide range of learning needs (differentiation has been considered) 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
FIELDWORK ACTIVITY AND PROPOSAL A highly engaging and relevant fieldwork activity is proposed that compliments the lessons planned <ul style="list-style-type: none"> fieldwork activity links directly to the selected Geography/Commerce topic and utilises field studies to develop students' investigation and inquiry skills a comprehensive fieldwork proposal is completed - includes links to syllabus outcomes, key concepts, skills, tools and information relating to location, costing, travel etc a completed realistic Risk Assessment is included (as per exemplars used in tutorials) costings, transport requirements noted and are realistic 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
FIELDWORK BOOKLET A robust fieldwork booklet is designed that engages with the key content, concepts, skills and tools essential to the achievement of learning outcomes for the selected course/topic <ul style="list-style-type: none"> a full range of relevant investigation and inquiry skills are evident that align with the syllabus outcomes identified selected activities and resources have the capacity to engage students during the fieldwork activity, and a range of literacy and numeracy activities have been considered questions and activities cater for a wide range of learning needs (differentiation has been considered) activities are well sequenced and timing/ location of activities has been considered for the group questions and instructions are clear and adequate space is provided for students to respond 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
RESOURCES AND REFERENCING <ul style="list-style-type: none"> relevant and engaging range of resources are identified that link to current issues and trends in teaching Geography/Commerce evidence of use of syllabus materials all resources used in lessons and fieldwork activities are appropriate sources cited within paper where appropriate (particularly in the introduction) full APA reference list is provided – structured appropriately 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
MARKER:	DATE:	/50

ASSESSMENT 2: PART A – MINI UNIT PLAN and PART B - ASSESSMENT ITEM

Student Name:

Task Submitted: BY DUE DATE / LATE (Late Submission Penalty 10%)

CRITERIA	STANDARD	MARK
UNIT MAP A unit map is provided for the selected course topic (using a tutor-endorsed template) <ul style="list-style-type: none"> A brief introduction to the mini unit plan is included Clearly scopes out the entire topic selected Shows the placement of the formative assessment item within the topic Links to the syllabus outcomes are evident in the unit map Evidence that key concepts, skills and tools are being met across the unit 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
MINI UNIT PLAN TEACHING AND LEARNING FEATURES A full 3 week (approx. 9 lessons) mini unit plan has been developed using an appropriate template <ul style="list-style-type: none"> Mini unit plan accurately identifies and links to relevant syllabus outcomes Content is presented in a sequential and logical manner and links to current issues and trends the teaching and learning activities make effective and relevant links to subject-specific concepts, skills and tools Includes a variety of teaching strategies / learning activities (including ICT) that differentiate to a range of student learning needs Teaching strategies are interesting, engaging, and varied with appropriate coverage of literacy and numeracy A range of informal and formal assessment items (including AT2 Part B) are evident within mini unit plan 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 18-20 <input type="checkbox"/> 16-17 <input type="checkbox"/> 14-15 <input type="checkbox"/> 13-10 <input type="checkbox"/> 9-1 <input type="checkbox"/> 0
UNIT PLAN RESOURCE DEVELOPMENT A relevant and engaging range of teaching resources are identified in the mini unit plan <ul style="list-style-type: none"> Resources selected are appropriate for Stage 4/5 and cater for a wide range of student needs and address current issues and trends Resource links included within the mini unit plan linked to the relevant teaching and learning activities (weblinks, readings, texts etc) as well as included in the Reference List 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
ASSESSMENT ITEM A highly engaging and relevant formative assessment item is to be designed to teach an item/dot point of selected content, which also teaches, utilises, and assesses a concept/skill/tool in alignment with syllabus outcome/s. <ul style="list-style-type: none"> Skill/concept/tool is clearly defined The accompanying activity teaches the skill/concept/tool Activity is well-justified and explanation of how the activity teaches/utilises the skill/concept/tool while also teaching syllabus content is clear Explanation of how the activity assesses mastery of the skill/concept/tool is well-articulated the assessment item caters for a range of student needs – the task/s are relevant and achievable for all students 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not Addressed	<input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> 0
ACADEMIC WRITING & REFERENCING <ul style="list-style-type: none"> Sound level of academic writing evident Minimal grammatical and spelling errors Use of appropriate planning templates for mini unit plan and assessment item elements Full APA reference list is provided of all resources used in the min unit plan and assessment item 	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below <input type="checkbox"/> Not addressed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
MARKER:	DATE:	/50