MONASH College

MONASH UNIVERSITY FOUNDATION YEAR

UNIT GUIDE FOR SEMESTER 1 2026

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MONASH College

PROGRAM DEVELOPMENT AND INNOVATION

MONASH UNIVERSITY FOUNDATION YEAR

EXTENDED ENGLISH

MUF1011

EXTENDED ENGLISH

Program Development and Innovation

Monash University Foundation Year

UNIT OVERVIEW

To be successful at Monash College and then at Monash University, it is essential to have a strong understanding of English in both academic and social contexts.

The Extended English course has been designed to prepare you for the Standard Program and to ensure that you have the required language skills to access that curriculum.

STUDY AREA	NUMBER OF WEEKS
Introduction to English and Academic Literacy	7 weeks
Project Based Learning (PBL)	7 weeks

Unit Assessment

Assessment Type	Weighting	Date	Study Area
Task 1: Note-taking Test • An in-class quiz that tests students' understanding of Cornell Notes.	**10%**	**Week 2**	**Study Area 1**
Task 2: Group Discussion • An in-class discussion using evidence to support arguments and discussion skills.	**10%**	**Week 4**	**Study Area 1**
Task 3: Academic Paragraph Test • Compose an academic paragraph that follows the TEEL structure and integrates source material.	**15%**	**Week 6**	**Study Area 1**
Task 4: Group Presentation • Students will design and deliver a presentation in teams, based on their group essay.	**15%**	**Week 8**	**Study Area 2**
Task 5: Group Essay • A collaborative essay totalling 700-1000 words (+/-10%) submitted through Turnitin.	**15%**	**Week 10**	**Study Area 2**
Task 6: Individual Reflection • Students will be given a writing prompt and write a reflection on a skill or task that they encountered during the course.	**10%**	**Week 11**	**Study Area 2**
Task 7: Timed Writing • Students respond to a question using two reading passages to support response.	**25%**	**Week 14**	**Study Area 2**

UNIT OUTCOMES

Unit Skills and Knowledge Outcomes

1. Create detailed personal learning & living goals informed by diagnostic testing.
2. Transfer and use all of the specific language skills taught in English in another context.
3. Apply Cornell note-taking strategies to summarise material.
4. Take part in an academic discussion.
5. Conduct basic research using a library and the internet.
6. Show understanding and use of core concepts in critical thinking.
7. Organise their time and learning materials with little assistance.
8. Explain the reasoning behind references in academic work and be able to complete basic referencing.
9. Highlight the key requirements of an assessment task and an assessment rubric.
10. Work in small teams to produce work.

Language Outcomes and Skills

Listening

1. Listen to and mostly comprehend spoken English including academic language, multimedia texts and classroom instructions

2. Use Cornell note-taking strategies to record information from spoken, printed and multimedia texts and show understanding

Speaking

1. Perform effectively in English during a prepared presentation.

2. Participate effectively in teams during discussions of unit related content in English.

Reading

1. Use a range of reading strategies to comprehend written texts including printed text, multimedia texts and academic genres

2. Identify key information and produce accurate notes and summaries from written and visual texts to demonstrate understanding of key concepts and ideas

Writing

1. Write substantial, coherent and accurate texts following guidelines provided

2. Produce short and extended written texts that appropriately respond to timed assessment tasks

3. Support views with reference to literature, and by following academic conventions

Unit Prerequisites

There are no prerequisites for Extended English.

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MONASH College

LEARNING INNOVATION

MONASH UNIVERSITY **FOUNDATION YEAR**

IDEAS & COMMUNICATION Extended

MUF1021

Ideas and Communication

Learning Innovation

Unit Overview – Ideas and Communication

Employers want graduates with communication skills, the ability to think creatively and critically, and have the capacity to work in intercultural teams. Today's students will be working in jobs and industries that don't exist today. The Ideas and Communication course will explicitly teach skills to prepare students for their educational and employment future.

The education system that students will be moving into demands that they can transfer their skills across subjects. An integrated curriculum will make this transferability explicit to students by sequencing teaching, learning and doing across subjects. Assessment, rubrics and teaching terms will be recycled to aid this understanding.

The purpose behind all learning tasks and assessment will be made clear to students in terms of employment and future educational achievement. This is particularly important as students will not value soft skills if they cannot see how they are directly relevant to their assessment. English language skills are a critical and common aspect of student success. The Ideas and Communication course will allow students to transfer and practice the skills they are learning in their English course.

Students are moving into a new educational culture. The Ideas and Communication course helps students to engage, think about and discuss the particular and holistic expectations of Australian education, and living in Australia as an adult. This includes teaching and giving students opportunity to use independent learning skills, including time management and organisational skills. Other skills which will be taught explicitly are; understanding rubrics, interpreting feedback, understanding why we acknowledge sources and the basic method for doing this.

Foundation Year IDEAS AND COMMUNICATION has two units of study:

STUDY AREA	NUMBER OF WEEKS
STUDY AREA 1: Introduction to Participative Learning and Academic Skills	7 weeks
STUDY AREA 2: Project-Based Learning (PBL)	7 weeks

UNIT OUTCOMES

English Language Outcomes

Speaking	Participate effectively in team work.
	Participate effectively in structured discussion.
Listening	Listen to and mostly comprehend spoken English including academic language, multimedia texts and classroom instructions.
Writing	Write substantial, coherent and accurate texts following guidelines provided.
	Support views with reference to literature, and by following academic conventions.
Reading	Identify key information and produce accurate notes and summaries from written and visual texts to demonstrate understanding of key concepts and ideas.

Skills and Knowledge Outcomes

Create personal learning & living goals informed by reflective practices	Show understanding and use of core concepts in critical thinking.
Transfer and use all of the specific language skills taught in English in another context.	Organise their time and learning materials with little assistance.
Apply Cornell note-taking strategies to summarise material.	Explain the reasoning behind references in academic work and be able to complete basic referencing.
Take part in an academic discussion.	Highlight the key requirements of an assessment task and an assessment rubric.
Conduct basic research using a library and the internet.	Work in small groups to produce work.

STUDY AREA OUTCOMES

Study Area 1: Introduction to Participative Learning and Academic Skills

By the end of this Study Area students should be able to:

Follow the blended learning process of Pre-class, In Class and Post-class learning activities.	Consider evidence as a key idea in critical thinking.
Understand key terms associated with class activities each week.	Work collaboratively to consider possibilities.
Use Cornell notes to record key information from a text.	Write a structured paragraph.
Read text to find information to support an argument.	Edit their own writing.
Take part in a scaffolded academic discussion.	Writes a report
Read a rubric to understand how work will be marked.	

Study Area 2: Project Based Learning (PBL)

By the end of this Study Area students should be able to:

Put into practice time management.	Use APA to acknowledge sources.
Design, create and present a project to an audience.	Search for information using a library catalogue and internet sources.
Write with a 750 word essay	Consider the credibility of sources of information.
Critique a project.	Define the key terms associated with their specific project.
Understand that body language can be used to show confidence.	Work collaboratively to deliver different elements of their project.
Explain why acknowledging sources is an academic requirement.	Proof-read their writing for spelling, grammar and language issues.

UNIT ASSESSMENT

FORMAL (SUMMATIVE) ASSESSMENT			
Assessment Task	Weighting	Week	Study Area
Task 1: Socratic Seminar 1 (Preparation)	15%	**Week 4**	**Study Area 1**
Task 2: Socratic Seminar 2 (Participation)	**20%**	**Week 6**	**Study Area 1**
Task 3: Critical Writing	**15%**	**Week 8**	**Study Area 1**
Task 4: PBL – 750 Word Essay	**30%**	**Week 13**	**Study Area 2**
Task 5: PBL – Presentation .	**20%**	**Week 11**	**Study Area 2**

Scheduled course contact hours: 5 hours per week over 14 weeks = 70 hours.
Self-directed study over 14 weeks = 70 hours. Total hours = 140 hours

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MONASH College

LEARNING INNOVATION

MONASH UNIVERSITY **FOUNDATION YEAR**

Extended Mathematics: Foundations for Calculus

MUF1031

FOUNDATIONS FOR CALCULUS

Learning Innovation
Monash University Foundation Year

Unit Overview

This course explores the properties of a wide range of functions and their graphs, as well as rates of change. Applications of these properties and processes are an important part of this unit. In this course, students will develop the critical, logical and communicative skills to solve real world problems using higher order mathematical concepts.

STUDY AREA	NUMBER OF WEEKS
1. Indices and Logarithms	4 weeks
2. Parabolas and Cubics	3 weeks
3. Circular Functions	3 weeks
4. Rates of Change	2 weeks

Unit Assessment

Assessment Type	Weighting	Date	Study Area
Indices and Logarithms Test – Multiple choice and problem based questions – Time: 50 minutes (in class)	**20%**	**Week 5**	**Indices and Logarithms**
Parabolas and Cubics Test – Multiple choice and problem based questions – Time: 30 minutes (in class)	**10%**	**Week 8**	**Parabolas and Cubics**
Circular Functions Test – Multiple choice and problem based questions – Time: 50 minutes (in class)	**20%**	**Week 10**	**Circular Functions**
Group Project – Multiple choice and problem based questions – Time: 2 lessons in class for preparation, 2 lessons for class presentations	**10%**	**Week 10**	**Study Areas 1-3**
Participation – Students will participate in LMS activities, group tasks, class discussion, classwork, and homework. – Feedback given through rubric (week 6) – Final participation mark given after Week 12	**10%**	**Ongoing**	**All Study Areas**
Cumulative Test – Time (80 minutes + 10 minutes reading) – Multiple choice and problem based questions	**30%**	**Week 14**	**All Study Area**

FOUNDATIONS FOR CALCULUS

Unit Knowledge Outcomes

1. Recall mathematical facts related to linear and non-linear algebra, trigonometry, and rates of change
2. Recall the properties of the functions in this unit, sketch their graphs and be familiar with their properties
3. Solve polynomial, exponential, logarithmic and trigonometric equations (including equations with tangent), and applications in word problems
4. Interpret and use algebra to solve problems based in a variety of contexts and posed in language of some complexity
5. Calculate average and instantaneous rates of change, including the use of the differentiation process for the functions relevant to this unit
6. Apply differentiation techniques in the solution of problems
7. Use differentiation for curve sketching
8. Use problem solving strategies such as: partitioning problems into sub-problems to simplify and organise the investigation process, identifying and working on related problems, and checking validity of answers
9. Communicate arguments and strategies, when solving problems, using appropriate mathematical language
10. Use mathematical knowledge to solve problems set in 'real world' contexts
11. Apply knowledge in both routine and non-routine questions

Unit Skills and Behaviours Outcomes

1. Work independently, and as an effective member of a team, to solve mathematical problems
2. Communicate mathematical ideas using relevant vocabulary and symbols
3. Interpret mathematical information, and ascertain the reasonableness of solutions to problems
4. Demonstrate awareness of different ways of thinking and problem solving in contexts involving graphs and functions.
5. Demonstrate proficiency in the use of tools such as graphics calculators, spreadsheets and other technologies
6. Analyse mathematical situations in order to draw conclusions and make predictions
7. Collaborate and cooperate, challenge the reasoning and perspectives of others, and contribute mathematical learning to investigations involving a range and balance of situations from life-related to purely mathematical.

Language Outcomes and Skills

Listening

1. Listen to and mostly comprehend spoken English including mathematical reasoning, multimedia, classroom instructions and activities	Recognise features and structures of mathematical explanations Recognise a range of mathematical and general vocabulary to comprehend spoken English Utilise feedback to refine and improve communication of mathematical ideas

Speaking

1. Participate effectively in pairs or groups during mathematical discussions of unit related content in English 2. Perform effectively in English during mathematical explanations in front of peers	Use a range of mathematical and general vocabulary and notation accurately to convey ideas Use peer-to-peer discussion to develop skills in communicating mathematical concepts Demonstrate ability to precisely explain logical or sequential concepts

Reading

1. Use a range of reading strategies to assist comprehension of written mathematical texts 2. Interpret written text to further mathematical understanding 3. Demonstrate ability to extract key vocabulary and ideas from a written text.	Comprehend question structures and vocabulary in order to interpret exam and task questions Recognise a range of mathematical and general vocabulary and symbolic notation to comprehend written texts Utilise feedback to refine and improve communication of mathematical ideas

Writing

1. Demonstrate ability to precisely explain mathematical reasoning in short answer, and analysis form 2. Demonstrate ability to extract key mathematical ideas and vocabulary and articulate in written notes	Demonstrate ability to logically structure mathematical concepts and solutions to questions Use a range of mathematical and general vocabulary and notation accurately to convey ideas Relate theory to practical examples in order to demonstrate understanding

Unit Prerequisites

During the first week, students will be assigned four entry modules on Mathspace (see below) to be completed. These modules should be completed as soon as possible since they cover topics that are assumed to be prior knowledge: arithmetic basics, algebra skills, lines, and solving equations. Completion (not a specific score) is required as one of the hurdles for achieving a pass in this unit.

Successful completion of MUF1031: Foundations for Calculus is required to progress to MUF0091 Mathematics Unit 1 in the Standard course.

Prescribed Resources

Workbooks:
Four module workbooks will be used for additional practice and instruction. The workbooks require students to fill in notes and complete practice problems during the lesson. The modules have been set up using the Cornell Notes format. Students should define the words in bold font in the margin, and any other vocabulary that they need to review. At the end of each lesson, students must summarise the notes using complete sentences to aid retention, and integration of English.

Glossary:
Students are required to create a Mathematics glossary. All bold faced vocabulary words from the modules have been pre-entered into the glossary. Additional spaces have been added for students to include command words and definitions necessary to increase learning ability. It is advised that students consolidate notes weekly and enter all definitions into their mathematics glossary as this is also part of the participation grade and integration of English into the unit.

Mathspace:
Students will have access to Mathspace, an online mathematics tutorial program. Mathspace offers an e-book for all topics taught within the course, as well as quizzes and self-guided tasks. The teaching plan outline regularly refers students to mathspace tasks. There are two types of tasks:

- *adaptive task – these require a student to show mastery before the task is complete.*
- *customised task – these are created by selecting a specific number and type of question for students to complete.*

All referenced tasks have been created. However, customised tasks will need to be assigned by class teachers. There is a teacher note to indicate whenever this is necessary. Teachers can also create additional tasks, based on the needs of their individual classes.

Calculator:
TI-84 PLUS, Texas Instruments
(or any variant of TI-83 to TI-86)

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MONASH College

LEARNING INNOVATION

MONASH UNIVERSITY FOUNDATION YEAR

Extended Mathematics: Mathematics in Context

MUF1041

MATHEMATICS IN CONTEXT

Learning Innovation
Monash University Foundation Year

Unit Overview

This course is preparation for the Fundamental Mathematics units, which develop mathematics skills that can be applied in the world around.

It will introduce students to the basic skills that will be built upon in Units 1 and 2 of Fundamentals. These include understanding relationships, developing financial awareness and analysing data.

STUDY AREA	NUMBER OF WEEKS
1. Linear Relations	4 weeks
2. Data Analysis	4 weeks
3. Sequences	2 weeks
4. Financial Arithmetic	2 weeks

Unit Assessment

Assessment Type	Weighting	Date	Study Area
Linear Relations Test – Multiple choice and problem based questions – Time: 50 minutes (in class)	20%	Week 5	Linear Relations
Data Analysis Group Task – Analysis task, and presentation, completed in groups. – Time: 2 x 50 minutes + presentation	10%	Week 8	Data Analysis
Data Analysis Online Test – Multiple choice and problem based questions, complete on Moodle. – Time: 30 minutes (in class)	10%	Week 8	Data Analysis
Sequences Online Test – Multiple choice and problem based questions, complete on Moodle. – Time: 30 minutes (in class)	10%	Week 10	Sequences
Financial Arithmetic Test – Multiple choice and problem based questions – Time: 50 minutes (in class)	10%	Week 12	Financial Arithmetic
Participation –Students will participate in Moodle activities, group tasks, class discussion, classwork, and homework.	10%	Ongoing	All
Cumulative Test – Time (80 minutes + 10 minutes reading) – Multiple choice and problem based questions	30%	Week 14	All

MATHEMATICS IN CONTEXT

Unit Knowledge Outcomes

1. Define and explain concepts and techniques related to linear relations, data analysis, sequences and financial arithmetic.
2. Identify and apply specified methods for organising, displaying and summarising datasets
3. Apply related mathematical concepts and techniques to solve problems involving linear relations, data analysis, sequences and financial arithmetic.
4. Communicate arguments and strategies, when solving problems, using appropriate mathematical language
5. Use mathematical knowledge to solve problems set in real world contexts
6. Choose and use technology appropriately and efficiently

Unit Skills and Behaviours Outcomes

1. Work independently, and as an effective member of a team, to solve mathematical problems
2. Communicate mathematical ideas using relevant vocabulary and symbols
3. Interpret mathematical information, and ascertain the reasonableness of solutions to problems
4. Demonstrate awareness of different ways of thinking and problem solving in contexts involving linear relations, data analysis, sequences and financial arithmetic.
5. Demonstrate proficiency in the use of tools such as graphics calculators, spreadsheets and other technologies

Language Outcomes and Skills

Listening

1. Listen to and mostly comprehend spoken English including mathematical reasoning, multimedia, classroom instructions and activities	Recognise features and structures of mathematical explanations Recognise a range of mathematical and general vocabulary to comprehend spoken English

Speaking

1. Participate effectively in pairs or groups during mathematical discussions of unit related content in English 2. Perform effectively in English during mathematical explanations in front of peers	Use a range of mathematical and general vocabulary and notation accurately to convey ideas Use peer-to-peer discussion to develop skills in communicating mathematical concepts Demonstrate ability to precisely explain logical or sequential concepts

Reading

1. Use a range of reading strategies to assist comprehension of written mathematical texts	Comprehend question structures and vocabulary in order to interpret exam and task questions Recognise a range of mathematical and general vocabulary and symbolic notation to comprehend written texts

Writing

1. Demonstrate ability to precisely explain mathematical reasoning in short answer, and analysis form 2. Demonstrate ability to extract key mathematical ideas and vocabulary and articulate in written notes	Demonstrate ability to logically structure mathematical concepts and solutions to questions Use a range of mathematical and general vocabulary and notation accurately to convey ideas Relate theory to practical examples in order to demonstrate understanding

Unit Prerequisites

During the first week, students will be assigned four entry modules on Mathspace (see below) to be completed. These modules should be completed as soon as possible since they cover topics that are assumed to be prior knowledge: arithmetic basics, algebra skills, lines, and solving equations. Completion (not a specific score) is required as one of the hurdles for achieving a pass in this unit.

Prescribed Resources

Workbooks:

Four module workbooks will be used for additional practice and instruction. The workbooks require students to fill in notes and complete practice problems during the lesson. The modules have been set up using the Cornell Notes format. Students should define the words in bold font in the margin, and any other vocabulary that they need to review. At the end of each lesson, students must summarise the notes using complete sentences to aid retention, and integration of English.

Glossary:

Students are required to create a Mathematics glossary. All bold faced vocabulary words from the modules have been pre-entered into the glossary. Additional spaces have been added for students to include command words and definitions necessary to increase learning ability. It is advised that students consolidate notes weekly and enter all definitions into their mathematics glossary as this is also part of the participation grade and integration of English into the unit.

Mathspace:

Students will have access to Mathspace, an online mathematics tutorial program. Mathspace offers an e-book for all topics taught within the course, as well as quizzes and self-guided tasks. The teaching plan outline regularly refers students to mathspace tasks. There are two types of tasks:

- *adaptive task – these require a student to show mastery before the task is complete.*
- *customised task – these are created by selecting a specific number and type of question for students to complete.*

All referenced tasks have been created. However, customised tasks will need to be assigned by class teachers. There is a teacher note to indicate whenever this is necessary. Teachers can also create additional tasks, based on the needs of their individual classes.

Calculator:
TI-84 PLUS, Texas Instruments
(or any variant of TI-83 to TI-86, including TI-Nspire CX (NON-CAS))

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MONASH College

LEARNING INNOVATION

MONASH UNIVERSITY **FOUNDATION YEAR**

CHEMISTRY AND LIFE

MUF1051

CHEMISTRY AND LIFE

Learning Innovation

Monash University Foundation Year

Unit Overview

Chemistry and Life is designed to provide you with the understanding of key concepts in Chemistry to help you progress to Chemistry and Biology in the standard program. Chemistry and Life will develop written and verbal communication skills within the Chemistry classroom.

STUDY AREA	NUMBER OF WEEKS
Elements of Life	3 weeks
Compounds of Life	3 weeks
Wonders of Water	2 weeks
Air We Breathe	2 weeks
Food We Eat	4 weeks

Scheduled Course Contact Hours: 5 hours per week over 14 week = 70 hours

Unit Assessment

Assessment Type	Weighting	Date	Study Area
Task 1: Participation	**10%**	**Ongoing**	**All Study Areas**
Task 2: Online Quizzes	**10%**	**Ongoing**	**All Study Areas**
Task 3: Practical Assessment – Summative Assessment Practical 1 – Summative Assessment Practical 2 – Summative Assessment Practical 3	**30%** 10% 10% 10%	**Week 5** **Week 8** **Week 13**	**All Study Areas**
Task 4: Research Project	**20%**	**Ongoing**	**Food We Eat/** Air We Breathe
Task 5: Tests – Test 1 – Test 2 – Test 3	**30%** 10% 10% 10%	**Week 5** **Week 7** **Week 12**	**All Study Areas**

Note: The timing of assessments in Chemistry and Life is subject to change.

CHEMISTRY AND LIFE

Unit Knowledge Outcomes

1. Demonstrate an understanding of the language of Chemistry
2. Demonstrate an understanding of matter, atomic structure and the Periodic Table.
3. Calculate atomic mass, molar mass, number of moles and number of particles of a substance.
4. Demonstrate an understanding of primary bonding and secondary bonding and relate structure of a molecule to polarity.
5. Determine percentage composition, empirical and molecular formulas
6. Demonstrate an understanding of the properties of water, solubility, precipitation and acid/base reactions. Calculate concentration and pH of a solution.
7. Demonstrate an understanding of the properties of gases and gas calculations.
8. Demonstrate an understanding of redox reactions and assigning redox numbers.
9. Name simple organic compounds and demonstrate an understanding of monomers and polymers.
10. Solve stoichiometric calculations involving mass, solutions and gases.
11. Demonstrate an understanding of the energy involved in chemical reactions and thermochemical equations.

Unit Skills and Behaviours Outcomes

1. Work independently or as a team to achieve outcomes
2. Present data or other scientific information using an appropriate format
3. Apply chemical and general scientific knowledge to analyse and solve problems using appropriate chemical models, equations and calculations
4. Collect, record and analyse qualitative and quantitative data
5. Communicate scientific concepts in written and oral format
6. Comply with safety guidelines within the laboratory.

Language Outcomes and Skills

Listening

1. Comprehend instructions for classroom and laboratory activities	Comprehend the main ideas, details and examples presented during class presentations
2. Use note-taking skills from aural texts	Demonstrate an ability to follow scientific concepts discussed in class
	Demonstrate an ability to follow instructions for classroom and laboratory activities
	Demonstrate an ability to follow laboratory safety instructions
	Identify links between course content and key information presented in audio-visual media
	Take effective notes from aural texts

Speaking

1. Effectively communicate scientific concepts to peers	Use discussion skills to actively discuss scientific concepts with peers in English
2. Participate effectively in group work, including classroom and laboratory activities	Speak clearly in English and present ideas confidently in front of a group
	Demonstrate an ability to ask for assistance as needed during experimental work and when working through course material
	Use a range of scientific and general vocabulary to accurately to convey concepts

Language Outcomes and Skills

Reading

1. Comprehend written material provided, including online material, questions and laboratory instructions	Demonstrate ability to follow scientific explanation
	Comprehend key symbolic and numeric expressions
	Identify links between course content and key information in written texts
	Recognise a range of scientific and general vocabulary to comprehend written texts
	Comprehend laboratory procedures in order to complete experiments in a safe manner
	Comprehend a range different style of scientific questions in order to complete tasks
	Read and answer questions under timed conditions
	Take effective notes from written texts
2. Produce summaries from written text provided	

Writing

1. Demonstrate an ability to write short explanations for scientific concepts	Write effective notes from written and aural texts
	Accurately record data collected during laboratory work
2. Demonstrate an ability to write experimental reports using appropriate conventions	Demonstrate an ability to write experimental reports using appropriate conventions
	Use appropriate symbolic and numeric expressions to solve problems
	Demonstrate an ability to write short explanations to scientific concepts under timed conditions
	Use a range of scientific and general vocabulary to convey scientific concepts
	Revise, edit and proofread work

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MONASH College

MONASH UNIVERSITY **FOUNDATION YEAR**

EXTENDED: BUSINESS ENTERPRISE

MUF1061

EXTENDED: BUSINESS ENTERPRISE

Unit Overview

A brief summary of the unit content/concepts covered.

STUDY AREA	NUMBER OF WEEKS
Introduction to Business	4 weeks
Business Planning	4 weeks
Business Presentation	6 weeks

Unit Assessment

Assessment Type	Weighting	Date	Study Area
Multiple-choice quizzes Students complete three multiple-choice tests during the semester, with each test consisting of 10 questions.	**30%**	**Week 4** **Week 6** **Week 9**	**Study Areas 1 & 2**
Team Enterprise Project (TEP) - Part 1 (Business Plan) - Group Each group develops a business plan including business details, products, marketing and future plans and SWOT analysis.	**20%**	**Week 10**	**Study Area 3**
Video Diary - Group Each group creates a video diary during the semester. The diary will focus on the progress made by the group on the Team Enterprise Project (TEP).	**10%**	**Week 10**	**Study Areas 2 & 3**
Team Enterprise Project (TEP) Part 2 - Group Each group will be assessed on their finances, group presentation and teamwork.	**20%**	**Week 13**	**Study Area 3**
Team Enterprise Project (TEP) Part 2 – Individual Reflection Each student will write an individual reflection about their role in the Team Enterprise Project (TEP)	**10%**	**Week 14**	**Study Area 3**
Participation Participation will be judged on a range criterion including class engagement, completion of pre-class and post-class activities, note-taking and English language use.	**10%**	**On-going**	**All study areas**

SUBJECT UNIT 1

Unit Learning Outcomes

1. Identify and describe goods & services, and needs & wants
2. Describe a trading business
3. Explain the characteristics of effective teams
4. Describe the types of economic sectors
5. Explain and compare different ownership structures
6. Explain characteristics of entrepreneurs
7. Identify and describe factors to consider when choosing a business name
8. Describe the difference between a vision, a mission and an objective
9. Explain the relationship between a logo and a business name
10. Identify and describe factors which influence the choice of business location
11. Explain the impact of these factors on the business decision
12. Describe a business idea, activity and ownership structure
13. Identify and provide examples of the factors to be considered when designing a product
14. Define and provide examples of key terms related to business functions
15. Evaluate the marketing and financial impact of a product design
16. Define and provide examples of the four components of SWOT analysis
17. Define and provide examples of PEST analysis
18. Create a final product design prototype for a business start-up
19. Define and explain the marketing mix
20. Identify and describe a target market
21. Apply the marketing mix and develop a marketing plan
22. Calculate and graph break even data
23. Identify and explain why source documents are important source documents
24. Analyse break even data to complete the financial planning

Language Outcomes and Skills

Listening

1. Listen to and mostly comprehend spoken texts used on the LMS and during class activities	Recognise main ideas, details and examples in spoken English
2. Use Cornell note-taking strategies to record information to show understanding	Recognise a range of business and general vocabulary to comprehend spoken English
	Take effective notes from spoken texts

Speaking

1. Communicate effectively in English during class activities	Use discussion skills to actively participate in group discussions
2. Participate effectively in the group during academic discussions of unit related content in English	Demonstrates the ability to organize ideas and present ideas confidently in front of a group
	Demonstrate the ability to ask for assistance and clarify meaning
	Use a range of business and general vocabulary accurately to convey ideas

Reading

1. Use a range of reading strategies to assist comprehension of written texts including industry case-studies, academic and multimedia genres.	Identify main ideas, details and examples in written and numeric texts
2. Identify key information and produce accurate notes and summaries from written texts to demonstrate an understanding	Navigate written and numeric texts through recognition of text features and structures
	Use strategies to infer meaning context
	Comprehend question structures and vocabulary in order to interpret exam and task questions
	Take effective notes from written texts

Language Outcomes and Skills

Writing

1. Demonstrate application of theories studied through reference to examples	Demonstrate the ability to define, describe and explain key content ideas including numeric and visual data Demonstrate the ability to logically structure ideas for effective communication Relate theory to practical examples in order to demonstrate understanding, evaluate and analyse both conceptual and numeric ideas Write accurate short answer responses under timed conditions
2. Produce short coherent written texts that appropriately respond to timed exam questions	Write accurate short answer responses under timed conditions Use a range of business and general vocabulary accurately to convey ideas Revise, edit and proofread work

Unit Prerequisites

There are no prerequisites for Extended Business Enterprise.

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