# Pre-approved Learning and Assessment Plan

Stage 2 Accounting

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (20) |
|  |  |  | *(from 2020)* | **2** | **A** | **C** | **O** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 2 Accounting

# Assessment overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:**Accounting Concepts and Solutions (40)%**

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UE | A | AE |
| **Focus area: understanding accounting concepts and conventions**  Students prepare perpetual inventory records using an inventory card and ledger accounts. They respond to theory questions regarding inventory control and Accounting assumptions and conventions. | 1, 2 | 1, 2 | 1 | Supervised task – maximum 60 minutes  600 words |
| **Focus areas: managing financial sustainability; providing accounting advice**  Students investigate the use of the Statement of Cash Flows by a local business. They will interview an accountant/manager within a business and report on the users of this statement and its use in decision making, providing an example of a decision made within the business and supporting evidence from the Statement of Cash Flows. | 2 | 2 | 2 | Oral presentation, multimodal presentation, written report  -maximum 6 minutes or 1,000 words  Class time + homework (2 weeks) |
| **Focus area: managing financial sustainability**  Students complete a Cash Budget from unseen data. This information will be used to forecast business performance. | - | 1, 2 | 1, 2 | In-class assignment.  Class time: 1-2 lessons  600 words |
| Teacher to develop |  |  |  | Assessment conditions: |

Assessment Type 2: **Accounting Advice (30%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| ~~UE~~ | A | AE |
| **Focus area: Providing accounting advice**   1. Students prepare a Balance Sheet, Statement of Changes in Owner’s Equity and an Income Statement from an unseen small business’ set of financial data. This will include Depreciation and Balance Day Adjustment calculations. 2. Students analyse and interpret the financial statements prepared in (a), they calculate and interpret ratios and analyse relevant industry benchmarks. Students will need to consider a variety of sources of finance and provide recommendations regarding a potential expansion of the business. | 2 | 1, 2 | 1, 2 | 300–400 words – completed in class and for homework.  Multimodal format to the equivalent of  8 minutes or written response (report format) 1,200 words maximum  Completed in class and for homework (1 week) |

Assessment Type 3: **Examination (30%)**

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| Students undertake a 2-hour external examination that is divided into two sections:  Section 1: Application of accounting skills  Students answer a range of problem-based or scenario-based questions, integrating accounting knowledge, skills, application, analysis, and interpretation involved in accounting practice. Questions are drawn from the focus areas of understanding accounting concepts and conventions, and managing financial sustainability  Section 2: Accounting for decision-making  Students evaluate and respond to a business issue through the analysis of source material. They analyse, evaluate, and synthesise information to provide accounting advice, considering different stakeholder perspectives. Advice may be provided in dot-point form. Content is based on the focus area of providing accounting advice. | 2-hour examination |

*Six assessments. Please refer to the Stage 2 Accounting subject outline.*