BSSS
AUSTRALIAN CAPITAL TERRITORY

Accounting

A/T/M

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

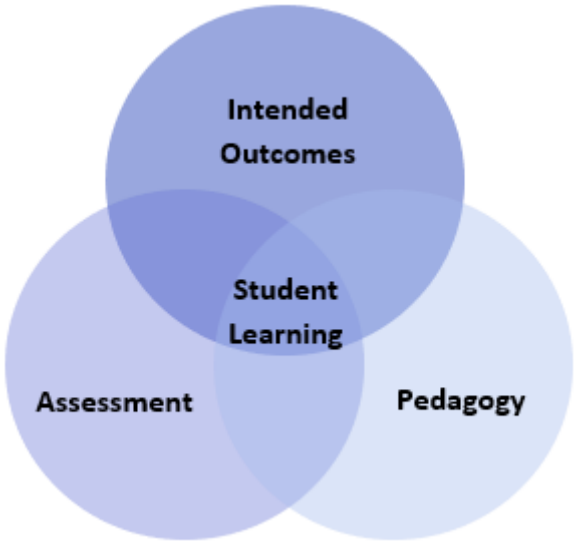
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy capability as they learn how to build knowledge in relation to accounting information, concepts, and ideas. Students progressively learn to use correct terminology and conventional business formats to interpret and communicate financial and non-financial information and conclusions for a variety of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in preparing and interpreting reports. Students count and measure data and information, use equations and formula, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to analyse numerical data to make meaning of reports; to test relationships in patterns and between variables, and to draw conclusions. They make predictions and forecast outcomes based on business data and environmental and historical information and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse, evaluate, and communicate accounting information using digital technologies. Students access and use digital technologies, as a tool to access data, to create and present reports. Students need to develop increasingly complex skills in using software, including spreadsheets and word processing. ICT is a fundamental part of accounting practice with new software and applications evolving constantly.

Critical and Creative Thinking

Students develop critical and creative thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn discipline-specific ways of thinking, including interpreting the past from incomplete documentation, developing an argument using evidence, interpreting, and analysing data and/or information, and systems thinking to inform predictions and propose solutions. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments, and making decisions, and when thinking deeply about questions that do not have straightforward answers.

They think creatively in making recommendations and finding solutions. They think creatively in making reports and in creating presentations of accounting information and conclusions to support decision making in businesses.

They consider the factors other than simple financial data in response to social, environmental, civic, and economic challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action in business decisions and considering the effects on their own lives and the lives of others. In so doing, students develop enterprising behaviours and capabilities and learn to apply decision-making processes.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding about people, places, processes, and phenomena. Through this accounting course, students build collaboration and reflective practice, develop an appreciation of the insights and perspectives of others, and an understanding of what informs their own and others' opinions, beliefs, values, and questions. They consider what makes responsible business practice through social, sustainable, and ethical decision making in financial and non-financial accounting.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation, and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes peacefully and to make a contribution to their communities and society more broadly.

Ethical Understanding

Students develop capability in ethical understanding as they consider the impact of accounting decisions on individuals, entities, society, and the environment.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to social and sustainability issues; they become aware of their own roles, rights, and responsibilities as participants in their social, economic, and natural world. They consider the consequences of personal and civic decisions, for individuals, society and other forms of life that share the environment.

Intercultural Understanding

Accounting standards and practices are a common link that joins together businesspeople across cultures and nations. Students engage in learning a common language that will build bridges to global business practices and provide an entry point to the business world.

Students will examine data and practices from a range of business contexts, locally, nationally, and globally, and consider a range of ethical propositions and positions in regard to accounting practice. They will consider a wide range of ethical considerations that stem from different cultural perspectives and thereby learn to understand and appreciate others.

Cross-Curriculum Priorities

There may be opportunities for teachers to select contexts that incorporate the key concepts from each priority.

Aboriginal and Torres Strait Islander Histories and Cultures

Accounting information may provide evidence for decision making in Aboriginal and Torres Strait Islander businesses and organisations. Students appreciate Australian First Nations perspectives on ethical and sustainability questions.

Asia and Australia's Engagement with Asia

Asia and Australia's engagement with Asia is impacted by accounting decisions at the global level. Students appreciate that Accounting standards and practices are a common link that joins together businesspeople across Asia and Australia. They consider case studies of organisations that reveal substantial links between Asia and Australia.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. Non-financial measures in accounting reflect contemporary issues such as carbon accounting. Education for sustainability develops the knowledge, skills, values, and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems and their interdependence. Accounting data is one aspect that informs issues.

Accounting

A/T/M

Rationale

The study of accounting is about learning the process of framing questions to acquire, record, analyse, interpret, and present information relevant to organisational planning and management. In doing so, students develop their knowledge and understanding of traditional processes and innovations in accounting conventions, principles, and applications. Students develop the skills to frame questions and to engage in investigations to generate solutions to organisational problems. They will research and synthesize information to present accurate reports and well-reasoned recommendations. Students will engage with regulatory, ethical and sustainability issues as central to inquiries and recommendations.

Students develop familiarity with standard accounting software, including Excel or Sheets. In addition, they become familiar with data analytics processes and develop their IT capacity. In reporting data, they become skilled at using software in visualizing data and presenting information in clear, engaging, and coherent forms. Students develop the capacity to work through problems and create solutions individually and collaboratively. They refine their communication skills for working in groups to negotiate work plans and agree on conclusions and recommendations.

Students further refine communication skills by writing and presenting reports to persuade stakeholders to adopt their positions. They reflect on their learning and learning habits and explore ways to improve. The study of accounting enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally. *Accounting* provides a continuity with many pathways into tertiary and industry studies.

Goals

This course should enable students to:

- explain commerce concepts, theories, processes, and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national, and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political, and cultural contexts on commerce concepts, theories, and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

Unit Titles

- Financial Accounting
- Advanced Financial Accounting
- Management Accounting
- Contemporary Accounting
- Independent Study

Organisation of Content

Financial Accounting

In this unit, students learn how to acquire, analyse, and present relevant financial data to prepare reports and support decision making. They engage with accounting processes and in framing questions and determining the relevance of data and research for questions of enterprise planning and tracing activity. In framing inquiries, students engage with ethical issues in identifying the significance of data and conclusions, and implications of recommendations. They develop familiarity with relevant software, including Excel and Sheets and in presenting reports.

Advanced Financial Accounting

In this unit, students further engage with advanced financial accounting processes and analysis. They engage in advanced financial and associated non-financial analysis. Students engage with data analytics to frame and undertake investigations. They engage with accounting processes using software packages to gather and analyse data and make recommendations.

Management Accounting

In this unit students learn how to acquire a variety of relevant data and analyse and present data to draw conclusions and solve management problems. They engage with accounting information in framing questions in investigating management problems and provide clear visualisations of data to support decision making by managers. Students develop skills and knowledge to incorporate ethical factors into their analyses and recommendations about the management of organisations.

Contemporary Accounting

In this unit students investigate how managers use accounting to refine and improve their outcomes in the contemporary business environment. They address current issues facing organisations and how they impact the accounting function. They engage with non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses. Students investigate sustainability issues and reflect on the value of sustainable business practices. They apply accounting practices and tools to acquire, analyse and present information and make recommendations in order to support the management to address the needs and expectation of various stakeholders.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Assessment Task Types

Task types for assessing knowledge, understanding and skills
Tasks may include the following: • in-class essay/report • case study in an examination or take-home format • examination using a mix of questions and response types • collaborative projects • market day • policy debates in oral or written form • research assignment, essay, report • data collection and analysis, investigation • inquiry based task • business, marketing, or financial plan • oral presentation, seminar • round table policy discussion role play • presentation, podcast, vodcast • simulation, individually or collaboratively • interview response/viva voce • portfolio of practical exercises • problem solving scenario individually or collaboratively
Weighting: No task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Each assessment item must enable students to demonstrate higher order thinking.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.
- Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Commerce A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• analyses case studies or examples by selecting relevant commerce concepts and theories and applying them accurately • analyses the ethics and sustainability of commerce practices and examples to reach reasonable conclusions • creates plausible solutions to identified problems by using commerce concepts and theories • communicates own ideas about commerce using well-reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains case studies or examples using relevant commerce concepts and theories • explains the ethics and sustainability of commerce practices and examples coherently • creates possible solutions to identified problems by using research • communicates ideas using reasoned arguments about commerce to justify conclusions and recommendations using appropriate terminology	• describes case studies or examples and describes relevant commerce concepts and theories • describes ideas about the ethics and sustainability of commerce practices and examples accurately • explains possible solutions to identified problems derived from research • communicates relevant ideas to justify conclusions and recommendations about commerce using appropriate terminology	• describes relevant commerce case studies or examples and includes relevant simple commerce concepts • identifies ethical and sustainable ideas in relevant case studies • describes possible solutions to identified problems provided from research • communicates ideas to justify conclusions and recommendations about commerce using appropriate simple terminology	• identifies case studies and expresses ideas about commerce • identifies some general ideas about sustainability and ethics in expressing ideas about commerce • identifies possible solutions to problems • communicates ideas and recommendations about commerce
Skills	• applies research methods using a wide range of relevant commerce sources and systematic referencing • uses familiar mathematical methods to analyse evidence and/or graphic methods coherently represent evidence and ideas • reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects coherently on own learning about commerce concepts and links to their world	• applies research methods using reliable general sources and systematic referencing • uses familiar mathematical methods to acquire and organise evidence and/or graphic methods to represent evidence accurately • reflects on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and links to their world	• uses relevant information from research in ideas and attempts systematic referencing • uses familiar mathematical methods to acquire data and/or graphic methods to explain and represent evidence • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information relevant to the question from research with minimal referencing • uses familiar mathematical and/or graphic methods to describe evidence • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies links to the world	• identifies information related to a given question to with minimal referencing • identifies evidence from mathematical and/or graphic data in sharing ideas • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• analyses data, trends, case studies or examples from relevant local, national, and global contexts by selecting relevant commerce concepts and theories and applying them accurately	• explains data, trends, case studies or examples from relevant local, national, and global contexts by applying relevant commerce concepts and theories	• describes data, trends, case studies or examples from relevant local, national, and global contexts and describes relevant commerce concepts and theories	• describes some data, case studies or examples from relevant local, national, and global contexts and describes some relevant simple commerce concepts	• identifies data from commerce case studies in expressing ideas about commerce
	• analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions	• explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions	• describes the sustainability and ethics of commerce ideas and enterprises to reach a conclusion	• identifies the sustainable and ethical features of commerce ideas and enterprises	• identifies ideas about sustainability and ethics in expressing ideas about commerce
	• creates well-founded solutions to identified problems using reliable research and commerce concepts and theories accurately	• creates plausible solutions to identified problems informed by research using commerce concepts and theories	• creates plausible solutions to identified problems individually and collaboratively and explains relevant commerce concepts and theories	• describes possible solutions to identified problems individually and collaboratively using research	• identifies possible solutions to problems in expressing simple ideas about commerce
	• communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology	• communicates simple commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant, commerce sources and accurate, systematic referencing	• applies commerce research methods using reliable general sources and systematic referencing	• applies research methods using general sources and systematic referencing	• describes information derived from minimal sources with minimal referencing	• identifies information related to the question with minimal referencing
	• selects mathematical methods to analyse evidence and/or graphic methods to represent evidence coherently	• uses mathematical methods to acquire and organise evidence and/or graphic to explain evidence and ideas	• describes evidence and ideas accurately using mathematical and/or graphic methods	• describes evidence using mathematical or graphic methods	• identifies evidence from graphic and/ formats and/or by using mathematical
	• reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve	• reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve	• reflects on learning habits, individual and collaborative work habits, and some strategies to improve	• reflects on learning and work habits and notes better habits	• reflects on learning and work habits
	• reflects coherently on own learning about commerce concepts and links to their world	• reflects on own learning about commerce concepts and links to their world	• reflects on learning about commerce concepts and links to their world	• reflects on commerce concepts and identifies features and links to their world	• reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• analyses data, trends, case studies or examples by selecting relevant commerce concepts and theories and applying them accurately and contextually • analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions • creates well-founded solutions to identified problems using commerce concepts and theories accurately • communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains data, trends, case studies or examples and explains connection to commerce concepts and theories accurately • explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions • creates plausible solutions to identified problems using commerce concepts and theories • communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• describes data or trends, case studies or examples and describes relevant commerce concepts and theories • describes relevant ideas about the sustainability and ethics of commerce ideas and enterprises accurately • creates possible solutions to identified problems using research • communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• describes data and case studies or examples and includes simple, relevant commerce concepts • identifies the relevant sustainable and ethical ideas in commerce case studies • describes possible solutions to identified problems based on minimal research • communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology	• identifies commerce data from case studies of commerce contexts in expressing ideas about commerce • identifies general ideas about ethics and sustainability in expressing ideas about commerce • identifies possible solutions to problems • communicates commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant commerce sources and systematic referencing • selects mathematical methods to analyse evidence and/or graphic methods to represent evidence and ideas coherently • reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects coherently on own learning about commerce concepts and links to their world	• applies research methods using relevant commerce sources and systematic referencing • uses familiar mathematical methods to organise data and/or graphic methods explain evidence and ideas coherently • reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and links to their world	• applies research methods using reliable general sources and systematic referencing • uses simple mathematical methods to acquire evidence and/or describes evidence accurately using mathematical or graphic methods • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information related to a given question using minimal sources with minimal referencing • uses simple mathematical and/or graphic methods as directed to describe evidence and ideas • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies links to the world	• identifies information related to a given question to with minimal referencing • uses simple mathematical or graphic methods to identify evidence • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• critically analyses data, trends, case studies or examples from relevant local, national, and global contexts by selecting relevant commerce concepts and theories and applying them accurately • critically analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach well-researched and logical conclusions • creates insightful solutions to identified problems, informed by critical research using selected commerce concepts and theories accurately • communicates complex commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology in speaking and writing	• analyses data, trends, case studies or examples from relevant local, national, and global contexts by selecting relevant commerce concepts and theories and applying them accurately • analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions • creates well-founded solutions to identified problems, informed by research using selected commerce concepts and theories accurately • communicates commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains data, trends, case studies or examples from relevant local, national, and global contexts and by applying commerce concepts and theories • explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions • creates plausible solutions to identified problems, informed by research using commerce concepts and theories • communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• describes data, simple trends and case studies or examples from relevant local national and global contexts and describes relevant simple commerce concepts and theories • describes the sustainable and ethical features of commerce ideas and enterprises • describes possible solutions to identified problems, using research • communicates simple commerce ideas to justify conclusions and recommendations using some simple terminology	• identifies data from a case study and related commerce ideas in expressing ideas about commerce • identifies sustainable and ethical features in expressing ideas about commerce • identifies possible solutions to problems in expressing ideas about commerce • communicates commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant, rigorous commerce sources critically, and employs accurate systematic referencing • selects mathematical methods to analyse evidence accurately and/or graphic methods to represent evidence coherently • reflects insightfully and coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects insightfully and coherently on own learning about commerce concepts and links their world	• applies research methods using relevant commerce sources and systematic referencing • selects mathematical methods to analyse evidence and/or graphic methods to represent evidence clearly • reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and understanding and links to their world	• applies research methods using reliable general sources and systematic referencing • uses mathematical methods to acquire and organise evidence and/or graphic method to explain evidence • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information related to a question and derived from minimal sources with minimal referencing • describes evidence using mathematical and/or graphic methods • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies features of the world	• identifies information using research related to the question with minimal referencing • uses mathematical and/or graphic methods to identify evidence • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce M Course Years 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• describes commerce ideas with independence • describes case studies or examples of commerce ideas with independence • describe ethical or sustainable commerce practices with independence	• describes commerce ideas with occasional assistance • describes case studies of commerce ideas with occasional assistance • describe ethical or sustainable commerce practices with occasional assistance	• recounts commerce ideas with assistance • recounts case studies of commerce ideas with assistance • recounts ethical or sustainable commerce practices with assistance	• identifies commerce ideas with continuous guidance • identifies case studies of commerce ideas with continuous guidance • identifies ethical or sustainable commerce practices with continuous guidance	• identifies commerce ideas with direct instruction • identifies some examples of commerce in people's lives with direct instruction • identifies ethical or sustainable commerce practices with direct instruction
Skills	• identifies commerce data in graphic representations with independence • uses familiar mathematical methods with independence • applies concepts and principles for decision making and problem-solving with independence • communicates ideas using appropriate evidence, terminology, and accurate referencing with independence • plans and undertakes independent or collaborative commerce inquiries with independence • reflects on own learning to identify strengths with independence	• describes commerce data in graphic representations with occasional assistance • uses familiar mathematical methods with occasional assistance • applies concepts and practices for decision making and problem-solving with occasional assistance • communicates ideas using appropriate evidence, terminology, and accurate referencing with occasional assistance • plans and undertakes independent or collaborative commerce inquiries with occasional assistance • reflects on own learning to identify strengths with occasional assistance	• recounts commerce data in graphic representations with assistance • follows familiar mathematical methods with assistance • applies concepts and principles for decision making and problem-solving with assistance • communicates ideas using appropriate evidence, terminology, and accurate referencing with assistance • undertakes guided independent or collaborative commerce inquiries with assistance • undertakes guided reflection on own learning to identify successes with assistance	• identifies commerce data in graphic representations with continuous guidance • follows familiar mathematical methods with continuous guidance • applies concepts and principles for decision making and problem-solving with continuous guidance • communicates ideas using appropriate evidence, terminology, and accurate referencing with continuous guidance • undertakes guided independent or collaborative commerce inquiries with continuous guidance • undertakes guided reflection on own learning to identify successes with continuous assistance	• identifies commerce data in graphic representations with direct instruction • follows mathematical methods with direct instruction • applies concepts and models with direct instruction • communicates ideas using appropriate evidence, terminology, and accurate referencing with direct instruction • undertakes simple independent or collaborative research on a topic with direct instruction • undertakes reflection on own learning with direct instruction

Financial Accounting — Value: 1.0

Financial Accounting a — **Value 0.5**

Financial Accounting b — **Value 0.5**

Unit Description

In this unit, students learn how to acquire, analyse, and present relevant financial data to prepare reports and support decision making. They engage with accounting processes and in framing questions and determining the relevance of data and research for questions of enterprise planning and tracing activity. In framing inquiries, students engage with ethical issues in identifying the significance of data and conclusions, and implications of recommendations. They develop familiarity with relevant software, including Excel and Sheets and in presenting reports.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• create financial reports	• create financial reports	• create simple financial reports
• analyse financial accounting problems to frame questions, use relevant data and prepare financial reports for organisations that support decision making	• evaluate financial accounting problems to frame questions, select relevant data and prepare financial reports for organisations that support decision making	
• analyse financial accounting solutions using ethics principles to support decision making	• evaluate financial accounting solutions using ethics principles to support decision making	• describe ethical accounting procedures
• apply skills in numeracy and software to develop and communicate recommendations	• apply skills in numeracy and software to develop and communicate recommendations	• use numeracy skills and communication skills to make and describe financial reports

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• create financial reports by applying accounting techniques and practices to accounting information, for example: using double entry accounting	• create financial reports by synthesising accounting techniques and practices, for example: using double entry accounting	• create simple financial reports
• analyse financial accounting problems to frame questions, use relevant data and prepare financial reports for organisations that support decision making, for example, assessing profitability, solvency, financial position, cash flows	• evaluate financial accounting problems to frame questions, select relevant data and prepare financial reports for organisations that support decision making, for example: assessing profitability, solvency, financial position, cash flows	• apply relevant accounting procedures to prepare and describe financial reports
Contexts		
• analyse financial accounting solutions using ethics and sustainability principles to support decision making, for example, triple bottom line, regulatory obligations, accounting standards	• evaluate financial accounting solutions using ethics and sustainability principles to support decision making, for example, triple bottom line, regulatory obligations, accounting standards	• describe sustainable and ethical practices in organisations
Skills		
• apply software skills, for example, Excel, Google Sheets, MYOB, XERO, Power BI	• apply software skills, for example, Excel, Google Sheets, MYOB, XERO, Power BI	• use appropriate software to prepare reports and make recommendations
• apply numeracy and mathematical skills to analyse and represent data, for example: reading trial balance and accounting spreadsheets, interpreting and presenting statements and data, calculating financial ratios and ratios of change	• apply numeracy and mathematical skills to analyse and represent data, for example, reading trial balance and accounting spreadsheets, interpreting and presenting statements and data, calculating financial ratios and ratios of change	• use familiar mathematical and numeracy skills to prepare simple financial statements, for example: a simple balance sheet and a simple income statement for a sole trader
• apply research methods and analyse sources of information for validity and select relevant information to support arguments	• apply research methods and evaluate sources of information for validity and select relevant information to support arguments	• plan and undertake research

A Course	T Course	M Course
• apply communication skills to express arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to gather, analyse and present data to support decision making in organisations	• apply communication skills to express well-researched arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to gather, analyse and present data to support decision making in organisations	• communicate ideas using appropriate evidence and terminology with academic integrity • applies problem solving skills to accounting problems
Reflection		
• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Advanced Financial Accounting — Value: 1.0

Advanced Financial Accounting a — **Value 0.5**

Advanced Financial Accounting b — **Value 0.5**

Unit Description

In this unit, students further engage with advanced financial accounting processes and analysis. They engage in advanced financial and associated non-financial analysis. Students engage with data analytics to frame and undertake investigations. They engage with accounting processes using software packages to gather and analyse data and make recommendations.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• create advanced financial reports suitable for financial analysis • analyse problems in advanced financial analysis to frame questions, use relevant data and support decision making • analyse data and make decisions using ethics principles • apply skills in numeracy and software to develop and communicate recommendations for advanced financial analysis	• create advanced financial reports suitable for complex financial analysis • evaluate problems in advanced financial analysis to frame questions, select relevant data and support decision making • evaluate financial analyses, data and decisions using ethics principles2 • apply skills in numeracy and software to develop and communicate recommendations for complex financial analysis	• create simple financial reports suitable for analysis • describe ethical accounting procedures in financial analysis • use numeracy skills and communication skills to prepare and analyse simple financial reports

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• create financial reports by applying advanced accounting techniques and practices for financial analysis on relevant data, for example, financial adjustments, judgements about productivity, efficiency, and profitability	• create financial reports by synthesising advanced accounting techniques and practices for complex financial analysis and applying to relevant data, for example, financial adjustments, judgements about productivity, efficiency and profitability	• apply procedures to make and describe simple financial reports

A Course	T Course	M Course
• analyse problems in advanced financial analysis to frame questions, use relevant data and support decision making, for example, data analytics, non-financial information analysis	• evaluate problems in advanced financial analysis to frame questions, select relevant data and support decision making, for example, data analytics, non-financial information analysis	
Contexts		
• analyse data and decisions using ethics and sustainability principles, for example, triple bottom line, regulatory obligations, accounting standards	• evaluate financial analyses, data and decisions using ethics and sustainability principles, for example, triple bottom line, regulatory obligations, accounting standards	• describe sustainable and ethical practices in organisations
Skills		
• apply skills with software to analyse financial statements, for example: Excel, Sheets, MYOB, XERO, Power BI	• apply skills with software to analyse financial statements, for example, Excel, Sheets, MYOB, XERO, Power BI, Python	• use software in creating reports and making recommendations
• apply numeracy and mathematical skills to analyse and represent data, for example, reading trial balance and accounting spreadsheets, interpreting and presenting statements and data, calculating financial ratios and ratios of change	• apply numeracy and mathematical skills to analyse and represent data, for example: reading trial balance and accounting spreadsheets, interpreting and presenting statements and data, calculating financial ratios and ratios of change	• use familiar numeracy and mathematical skills to analyse simple financial statements, for example: a simple balance sheet and a simple income statement for a sole trader
• apply research methods and analyse sources of information for validity and select to support arguments	• apply research methods and evaluate sources of information for validity and select to support arguments	• plan and undertake research
• apply communication skills to express arguments with academic integrity	• apply communication skills to express well-researched arguments with academic integrity	• communicate ideas using appropriate evidence and terminology with academic integrity
• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• applies problem solving skills to accounting problems

A Course	T Course	M Course
Reflection		
• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Management Accounting — Value: 1.0

Management Accounting a — **Value 0.5**

Management Accounting b — **Value 0.5**

Unit Description

In this unit, students learn how to acquire a variety of relevant data and analyse and present data to draw conclusions and solve management problems. They engage with accounting information in framing questions in investigating management problems and provide clear visualisations of data to support decision making by managers. Students develop skills and knowledge to incorporate ethical factors into their analyses and recommendations about the management of organisations.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• create recommendations by analysing information and applying techniques and practices to acquire a variety of relevant management accounting data	• create recommendations by synthesising information, techniques, and practices to acquire a variety of relevant management accounting data	• create simple recommendations based on management accounting data
• analyse problems in management to frame questions and apply data and analysis to explore alternatives and make recommendations	• evaluate problems in management to frame questions and apply data and analysis to explore alternatives and make recommendations	
• analyse the problems and performance of an organisation and apply ethical factors into their analyses and recommendations about the management of organisations	• evaluate the problems and performance of an organisation and apply ethical factors into their analyses and recommendations about the management of organisations	• describe simple problems and solutions, including ethical issues
• apply numeracy, communication, and software skills to provide clear visualisations of data to support decision making	• apply numeracy, communication, and software skills to provide clear visualisations of data to support decision making	• use numeracy skills and communication skills to make and describe simple recommendations

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• create recommendations by analysing information and applying techniques and practices to acquire a variety of relevant data, for example, cost-volume-profit analysis, budgeting, internal controls	• create recommendations by synthesising information, techniques, and practices to acquire a variety of relevant management data, for example, cost-volume-profit analysis, budgeting, internal controls	• create simple recommendations based on relevant management accounting data
• analyse problems in management accounting to frame questions and apply data and analysis to explore alternatives and make recommendations, for example, pricing strategies, cash flow controls, cost controls	• evaluate problems in management accounting to frame questions and apply data and analysis to explore alternatives and make recommendations, for example, pricing strategies, cash flow controls, cost controls	• use numeracy skills and communication skills to make and describe simple recommendations based on relevant management accounting data
Contexts		
• analyse the problems and performance of an organisation and apply ethical and sustainability factors into their analyses and recommendations about the management of organisations, for example, efficiency, profitability, risks, sources of funds and finance	• evaluate the problems and performance of an organisation and apply ethical and sustainability factors into their analyses and recommendations about the management of organisations, for example, efficiency, profitability, risks, sources of funds and finance	• describe simple problems and solutions, including ethical and sustainability issues
Skills		
• apply skills with software in analysing management accounting data, for example, Excel, Sheets, MYOB, XERO, Power BI	• apply skills with software in analysing management accounting data, for example, Excel, Sheets, Power BI	• use software in creating reports and making recommendations
• apply numeracy and mathematical skills to analyse and represent management accounting data, for example, graphs, diagrams, infographics, variance analyses	• apply numeracy and mathematical skills to analyse and represent data management accounting, for example, graphs, diagrams, infographics, variance analyses	• use familiar mathematical and numeracy skills to analyse management accounting data
• apply research methods and analyse sources of information for validity and select to support arguments	• apply research methods and evaluate sources of information for validity and select to support arguments	• plan and undertake research

A Course	T Course	M Course
• apply communication skills to express arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• apply communication skills to express well-researched arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• communicate ideas using appropriate evidence and terminology with academic integrity • applies problem solving skills
Reflection		
• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Contemporary Accounting — Value: 1.0

Contemporary Accounting a — **Value 0.5**

Contemporary Accounting b — **Value 0.5**

Unit Description

In this unit students investigate how managers use accounting to refine and improve their outcomes in the contemporary business environment. They address current issues facing organisations and how they impact the accounting function. They engage with non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses. Students investigate sustainability issues and reflect on the value of sustainable business practices. They apply accounting practices and tools to acquire, analyse and present information and make recommendations in order to support the management to address the needs and expectation of various stakeholders.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• create recommendations for managers to refine and improve their financial and non-financial outcomes in the contemporary business environment	• create recommendations for managers to refine and improve their financial and non-financial outcomes in the contemporary business environment	• create simple recommendations suitable for the contemporary business environment
• analyse non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses	• evaluate non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses	
• analyse non-financial accounting and analysis to measure sustainability and ethics goals in businesses to propose solutions	• evaluate non-financial accounting and analysis to measure sustainability and ethics goals in businesses to propose solutions	• describe non-financial information and apply to make recommendations, including ethical and sustainability issues
• apply accounting practices to acquire, analyse and present information and make recommendations	• apply accounting practices to acquire, analyse and present information and make recommendations	• use numeracy skills and communication skills to make and describe simple recommendations

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• create recommendations for managers to refine and improve their financial and non-financial outcomes, for example, investment decisions, accounting scandals and risk controls	• create recommendations for managers to refine and improve their financial and non-financial outcomes, for example: investment decisions, accounting scandals and risk controls	• create simple recommendations
• analyse non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses, for example, sustainability reports, labelling schemes, carbon accounting, fair trade verification, Baptist World Aid Ethical Fashion Report, Corporate Social Responsibility	• evaluate non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses, for example, sustainability reports, labelling schemes, carbon accounting, fair trade verification, Baptist World Aid Ethical Fashion Report, Corporate Social Responsibility, forensic accounting	• use numeracy skills and communication skills to make and describe simple recommendations
Contexts		
• analyse non-financial accounting and analysis to measure sustainability and ethics goals in organisations to create solutions, for example, triple bottom line, ethical standards, regulatory obligations	• evaluate non-financial accounting and analysis to measure sustainability and ethics goals in organisations to create solutions, for example, triple bottom line, ethical standards, regulatory obligations	• describe non-financial information and apply to make recommendations, including ethical and sustainability issues
Skills		
• apply skills with software, for example, Excel, Sheets, MYOB, XERO, Power BI	• apply skills with software, for example, Excel, Sheets, Power BI	• use software in creating reports and making recommendations

A Course	T Course	M Course
• apply numeracy and mathematical skills to analyse and represent data, for example, graphs, diagrams, infographics	• apply numeracy and mathematical skills to analyse and represent data, for example, graphs, diagrams, infographics	• use familiar mathematical and numeracy skills to prepare simple financial statements, for example, simple balance sheet for a sole trader
• apply research methods and analyse sources of information for validity and select to support arguments	• apply research methods and evaluate sources of information for validity and select to support arguments	• plan and undertake research
• apply communication skills to express arguments with academic integrity	• apply communication skills to express well-researched arguments with academic integrity	• communicate ideas using appropriate evidence and terminology with academic integrity
• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• applies problem solving skills to gather data and support decision making in organisations
Reflection		
• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Independent Study — Value 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• create recommendations relevant to the chosen area of study • analyse problems and apply relevant analyses and methods to make recommendations in the chosen area of study • analyse ethical and sustainability questions in the chosen area of study to propose solutions • apply software and communication skills relevant the chosen area of study	• create recommendations relevant to the chosen area of study • evaluate problems and apply relevant analyses and methods to make recommendations in the chosen area of study • evaluate ethical and sustainability questions in the chosen area of study to propose solutions • apply software and communication skills relevant the chosen area of study	• create simple recommendations relevant to the chosen area of study • apply software and communication skills relevant the chosen area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• create recommendations relevant to the chosen area of study • analyse problems and apply relevant analyses and methods to make recommendations in the chosen area of study	• create recommendations relevant to the chosen area of study • evaluate problems and apply relevant analyses and methods to make recommendations in the chosen area of study	• create simple recommendations relevant to the chosen area of study • apply software and communication skills relevant the chosen area of study
Contexts		
• analyse ethical and sustainability questions in the chosen area of study to propose solutions	• evaluate ethical and sustainability questions in the chosen area of study to propose solutions	• describe ethical and sustainability issues in the chosen area of study to propose solutions
Skills		
• apply skills with software (for example: Excel, Sheets, MYOB, XERO, Power BI)	• apply software and communication skills relevant to the chosen area of study	• use software in creating reports and making recommendations
• apply numeracy and mathematical skills to analyse and represent data	• apply numeracy and mathematical skills to analyse and represent data	• use familiar mathematical and numeracy skills to analyse and represent data
• apply research methods and analyse sources of information for validity to support arguments	• apply research methods and evaluate sources of information for validity to support arguments	• plan and undertake research
• apply communication skills to express arguments with academic integrity	• apply communication skills to express well-researched arguments with academic integrity	• communicate ideas using appropriate evidence and terminology with academic integrity
• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• apply creative and critical thinking, collaboration, and interpersonal communication skills to gather data and support decision making in organisations	• applies problem solving skills to gather data and support decision making in organisations

A Course	T Course	M Course
Reflection		
• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning • reflect on accounting knowledge and learning for application in the present and future	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A-T-M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Professor Shuk Ying Susanna Ho	ANU
Dr Sorin Daniliuc	ANU
Sandhia Prasad	Canberra College
Xueying Zhang	Narrabundah College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Accounting
Classification/s:	A T M
Accredited from:	2023
Framework:	Commerce