Pre-approved Learning and Assessment Plan

Stage 1 Accounting

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

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

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **A** | **C** | **O** | **10** |  |

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

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

Endorsement

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

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| Signature of principal or delegate |  | Date |  |

Stage 1 Accounting (10-credits)

Assessment overview

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

Assessment Type 1: Accounting Skills 75%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UE | Ap |
| Focus Areas: Understanding Accounting; Understanding Financial Sustainability  Using unseen data, students prepare a balance sheet and statement of changes in equity. They calculate appropriate ratios and comment on the performance of the business. | 1, 2 | 1, 2 | Prepared under supervised conditions with students able to access relevant resources.  Maximum of 600 words. |
| Focus Areas: Understanding Accounting; Understanding Financial Sustainability  Students investigate the role of digital technology in creating accounting information. They compare the manual and digital preparation of financial statements. They discuss why it is necessary to understand and apply accounting concepts and conventions when using digital technology to prepare financial statements. | 2, 3 | 3 | Completed in class and for homework over 2 weeks.  Maximum 5 minutes if spoken, 800 words if written or equivalent multi-modal. |
| Focus Area: Understanding Financial Sustainability  As part of a proposal for a school event, students develop different budget options. They research venue, catering and entertainment options as well as funding alternatives. They present their findings to the student council. | 1, 4 | 1, 2, 3 | Multimodal presentation including comparative budgets.   * Comparative budgets: 300 words approx. * Presentation: Maximum of 4 minutes. |

Assessment Type 2: Accounting Inquiry 25%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UE | Ap |
| Focus Area: Understanding Financial Sustainability  Students work individually or collaboratively to research an accounting related issue. Students work individually or collaboratively to create a podcast in which they interpret the issue and its impact on relevant internal and external stakeholders. They propose recommendations in response to the identified stakeholders accounting information needs. | 3, 4 | 2, 3 | Maximum of 6 minutes multimodal format or 1000 words if written, or equivalent combination. |

*Four assessments. Please refer to the Stage 1 Accounting subject outline.*