Headstart 2014 Year 12 ACCOUNTING Survey

Name:
1. Why did you choose to study Accounting in 2014? What do you expect from this subject this year?

2. Did you study Year 11 Accounting in 2013? YES/NO
3. What did you like and didn’t like about units 1 and 2 (be honest!)

4. What study score do you hope to achieve?
5. How will you go about achieving this score?

6. What other subjects are you studying in 2014? Write 1, 2 and 3 next to your favorite subjects.

7. Name three 'dream jobs' that you love to do at age 30.
   i.
   ii.
   iii.

8. Name three possible 'pathways' that you're interested in pursuing after Year12.
   i.
   ii.
   iii.

9. What other commitments or passions do you have this year? (Part time job (be specific), sport, hobbies?)

10. Do you know anyone who owns their own business? Who and what?

Thank you for your input 😊
## Accounting Unit Three: Recording and Reporting for a Trading Business

<table>
<thead>
<tr>
<th>Outcome</th>
<th>To pass this outcome:</th>
<th>Your Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome One: Recording Financial Data</strong>&lt;br&gt; On completion of this outcome the student should be able to record financial data for a single activity sole trader using double entry accounting information, enabling the owner to make informed decisions about the operation of the business.</td>
<td>VCE Accounting required students not only to know the practical side of accounting, however, also the theoretical side. Therefore, it is important that students attempt both the exercises and review questions in order to full prepare for SACs and the end of year examination. You need to demonstrate that you have the key knowledge and skills at left through completing: &lt;ul&gt;  • classroom exercises  • terminology quizzes  • set homework  • SACs  • etc &lt;/ul&gt; There is also an attendance requirement for this subject. You may only have 5 unapproved absences and 10 approved absences per semester.</td>
<td>In 2013, there were the following SACs for Unit Three:  <strong>Outcome One (50 marks allocated):</strong>  • Folio of exercises</td>
</tr>
<tr>
<td><strong>Outcome Two: Balance day adjustments and reporting and interpreting accounting information</strong>&lt;br&gt; On completion of this outcome the student should be able to discuss record balance day adjustments and prepare and interpret accounting reports</td>
<td></td>
<td><strong>Outcome Two 50 marks allocated):</strong>  • Folio of exercises</td>
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</tbody>
</table>

Note: this contributes towards 25% of your study score.
# Accounting Unit Four: Control and Analysis of Business Performance

<table>
<thead>
<tr>
<th>Outcome</th>
<th>To pass this outcome:</th>
<th>Your Assessment</th>
</tr>
</thead>
</table>
| **Outcome One: Extension of recording and reporting**<br>On completion of this outcome the student should be able to record financial data using double entry accounting information and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system. | You need to demonstrate that you have the key knowledge and skills at left through completing:  
- classroom exercises  
- terminology quizzes  
- set homework  
- SACs  
- etc | In 2013, there were the following SACs for Unit Four:  
**Outcome One (50 marks allocated):**  
- Folio of exercises |
| **Outcome Two: Financial planning and decision making**<br>On completion of this outcome the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business. | There is also an attendance requirement for this subject. You may only have 5 unapproved absences and 10 approved absences per semester. | **Outcome Two 50 marks allocated:**  
- Folio of exercises |

Note: this contributes towards your study score.
Year 12 Accounting Requirements

Of the Students:

- To give their all in class.
- To be respectful of the teacher and their fellow students.
- To bring all required equipment to all classes.
- To keep up-to-date with exercises and review questions/
- To use class time effectively.
- To seek clarification when needed.
- To complete all set homework and assessment tasks.
- To study outside of class in order to fully prepare for SACs and the end of year examination.

Of the Teacher:

- To prepare lessons which cover all content in a way that is engaging and present activities which aid in the students developing a thorough understanding of the topics covered.
- To ensure students understand the practical components of accounting.
- To ensure students are able to answer theory questions fully.
- To put students in a good place for their SACs and end of year examination.
- To provide extra assistance to those students who need it and/or ask for help.

My Classroom Rules:

1. Mutual respect for everyone in the classroom. If someone is presenting then everyone is listening.
2. You must bring the following items to every class.
   - Exercise/writing book
   - Textbook
   - Workbook
   - Pens and pencils
   - Highlighters
   - Non-programmable CALCULATOR
3. Homework and assignments must be completed and handed in on time!
4. Noise is to be kept at a respectable level and so as to not disruptive to others who are trying to work.
5. Lateness will not be tolerated.
## Generic key student skills

<table>
<thead>
<tr>
<th>Skill (Verb)</th>
<th>Expected action to demonstrate skill (Meaning of verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List</td>
<td>Enter into a list with others</td>
</tr>
<tr>
<td>Label</td>
<td>Describe or designate, e.g. specific management style</td>
</tr>
<tr>
<td>Identify</td>
<td>Determine or establish as being a particular thing, to determine the key characteristics or features</td>
</tr>
<tr>
<td>Outline</td>
<td>Provide a brief description of the term or topic</td>
</tr>
<tr>
<td>Define</td>
<td>Accurately state or explain the meaning of the term</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide a detailed account of something</td>
</tr>
<tr>
<td>Discuss</td>
<td>Examine an issue or response and state arguments or opinions covering both sides of the issue or response involved in the stimulus material</td>
</tr>
<tr>
<td>Compare</td>
<td>Bring together for the purpose of noting the point of likeness and differences e.g. compare management theory and practice</td>
</tr>
<tr>
<td>Contrast/Distinguish</td>
<td>Explain points of difference. It is not enough to just list the differences; you need to explain how they are different</td>
</tr>
<tr>
<td>Select</td>
<td>To choose one in preference to another</td>
</tr>
<tr>
<td>Apply</td>
<td>Use theory to help in a practical example. Show or make links, relationships or connections</td>
</tr>
<tr>
<td>Suggest/recommend</td>
<td>To be able to present and state facts, ideas or feelings appropriate to the issue or response covered in the stimulus material.</td>
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<tr>
<td>Analyse</td>
<td>Break into parts and examine, e.g. essential components in decision-making or problem-solving process</td>
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<tr>
<td>Explain</td>
<td>To make the meaning of something clear and understandable</td>
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<tr>
<td>Evaluate</td>
<td>Apply weighted criteria to the relative strengths and weaknesses (positives/negatives) of the arguments raised in the stimulus material, as well as being able to provide your opinion</td>
</tr>
<tr>
<td>Justify</td>
<td>Provide reasons for what you have suggested is appropriate</td>
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<tr>
<td>Establish criteria</td>
<td>Determine criteria or measures to conduct an evaluation</td>
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