

Accounting Business Economics

Global Studies

Legal Studies

LEARNER GUIDE

COMMERCE

**This is an initiative of the Canberra College Literacy Plan**

This booklet is designed to give you information that will help you in your studies. It contains a number of different types of information including contact details, bibliography writing, glossary of terms, marking rubrics and schemes, information about producing different types of assessment items, samples of excellent work, resources you can use, academic requirements.

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**INFORMATION ABOUT THE CLASS FACULTY**

Head of Faculty (SLC): Kevin Howard

Business Faculty Phone Number: 61423328

To email a teacher use the following format:

[firstname.lastname@ed.act.edu.au](mailto:firstname.lastname@ed.act.edu.au)

The Commerce, Languages and Social Sciences (CLASS) Faculty consists of the following courses:

1. **Accounting**
2. **Business**
3. **Business**
4. **Economics**
5. **Global Studies**
6. **Legal Studies**
7. **Chinese**
8. **French**
9. **German**
10. **Italian**
11. **Japanese**

This Learner Guide covers Accounting, Business, Economics, Global Studies and Legal Studies.

* Accounting, Business and Economics are courses which have been written under the Commerce Course Framework.
* Global Studies is written under the Cultural Studies Course Framework.
* Legal Studies is written under the Legal and Political Studies Course Framework.

ACADEMIC REQUIREMENTS

Although Accounting, Business, Economics, Global Studies and Legal Studies are written under different Course Frameworks (as listed above), each of these courses are grouped into the same Scaling Group for assessment purposes. As a result, each of these courses are assessed by using the following 3 assessment task types each semester, with each task valued at 25%:

1. In-Class writing task – usually an in-class report (similar to the AST Writing Task) of about 800 to 1,000 words (weighting 30%)
2. Research, Investigation and Analysis task – a written report of up to 1,500 words (weighting 40%)
3. End-Semester Test (weighting 30%)

**Non-serious Attempt** – The BSSS Policies and Procedures manual contains the following statement:

“4.3.9 Completion of Assessment Items

*Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.”* For instance, if the word count required for a report is 800 word and only 100 is submitted then this will be deemed a non-serious attempt and will be regarded as a non-submission of that particular task. As another example, if approximately less than 50% of a Test is attempted and/or answers are given which indicate lack of preparation for the task then this will be deemed a non-serious attempt and will be regarded as a non-submission of that particular task.

**Drafts** – we strongly advise students to give their teachers a draft prior to handing in an assessment task. Teachers will provide feedback that should be considered when redrafting your work for final submission. Teachers may give you specific information about when they will accept drafts but a good rule to remember is **a week before the due date** gives your teacher enough time to read your work and make suggestions.

HOW TO SEEK AN EXTENSION

On occasions, students may find that they are unable to meet the due date for a specific task. If you are unable to meet the due date specified, and you have a legitimate reason, you may apply for an extension past the due date, to your class teacher. It will be up to the teacher to determine whether an extension is to be given, after discussions with the student. Extensions should be sought **prior** to the due date. A record will be kept of students who have applied for an extension by the teacher and the agreed time period allowed for submitting the assessment item.

SUBMISSION OF WORK

There is an expectation that all assessment items will be submitted by the due date, as shown on the task as well as the Unit Outline (which is issued at the beginning of the unit). A declaration or original work must be completed and submitted with each assessment task (except for the mid and end semester tests). When you hand in your hard copy of your work, make sure you receive and keep the signed and dated receipt. This is the only evidence that we will accept as proof of submission.

# Why study subjects in Commerce?

# To provide a balanced education and to prepare students for the future

The humanities, social sciences and languages are vital in providing a balanced education and for preparing students to be effective, culturally aware students. Subjects in this area enable students to become aware of their rights and responsibilities as citizens. They encourage the development of values that assist them to contribute effectively to a diverse, global society.

Both government and the business community have identified generic, transferable skills as essential for achieving the flexibility required in a dynamic environment. As well, Australian business must incorporate a global perspective if it is to prosper.

To be internationally competitive we must-

1. develop a greater understanding of our trading partners;
2. achieve significantly higher levels of productivity, quality and flexibility in our enterprises; and
3. achieve new forms of work organisation which will involve the use of new technology, job redesign, the restructuring of awards and in many instances ongoing training.

Many of these important changes will take place through the formal industrial relations process, while others will rely on attitudinal changes on the part of staff. As management seeks better ways of organising work, there will be a greater reliance on team work and commitment to the achievement of goals.

1. **To develop skills employers are looking for.**

Job advertisements indicate that employers are seeking a wide range of skills with an increasing emphasis on the general skills that can be developed in the courses of study provided by this faculty.

According to the ANU Careers and Employment Centre, ***The most frequently stated requirements of employers are:***

1. the ability to operate in a changing economic and work environment
2. the capacity to deal with non-routine and abstract work
3. leadership potential
4. self-direction and management
5. the ability to work with others in a team
6. good communication and interpersonal skills
7. analytical and research skills
8. a broad understanding of geographical and time horizons eg. Australia's place in the international economy and the impact of today's activities on future events

These are abilities which the humanities and social sciences in this faculty will encourage and develop.

1. **To follow your interests**

In choosing your subjects at college it is important to choose things that you do well in and are interested in. You are most likely to put in the necessary effort to do well if it is a subject you like. **If you are a capable student you can achieve high scores in any subject.**

**BSSS POLICIES REGARDING ASSESSMENT**

**The following is edited from the Board of Senior Secondary Studies Policy and Procedures Manual:**

4.3.8 ATTENDANCE/PARTICIPATION

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

4.3.9 COMPLETION OF ASSESSMENT ITEMS

Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.

Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

4.3.10 LATE SUBMISSION OF ASSESSMENT TASKS

The following policy is to ensure equity for all students:

▪ All assessment tasks are expected to be submitted by the specified due date.

▪ Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero.

▪ Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

4.3.11 NOTIONAL ZEROS

Calculation of a notional zero is based on items submitted on time or with an approved extension. Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.

4.3.12 PLAGIARISM AND DISHONESTY

The Board views seriously any breach of the rules or instructions governing assessment.

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.

4.3.12.1 PLAGIARISM

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student’s own work.

Examples of plagiarism could include, but are not limited to:

▪ submitting all or part of another person’s work with/without that person’s knowledge

▪ submitting all or part of a paper from a source text without proper acknowledgement

▪ copying part of another person’s work from a source text, supplying proper documentation, but leaving out quotation marks

▪ submitting materials which paraphrase or summarise another person’s work or ideas without appropriate documentation

▪ submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

**RESOURCES AND WEBSITES**

|  |
| --- |
| The Canberra College Library: <https://sites.google.com/a/ed.act.edu.au/cclibrary/home>   * click on the tab ‘Resources by Subject’   The Guardian Online: <http://www.theguardian.com/au>  Find Legal Answers: <http://www.legalanswers.sl.nsw.gov.au/students_teachers/>  ABC News: <http://www.abc.net.au/news/>  Al Jazeera News: <http://www.aljazeera.com/>  BBC News: <http://www.bbc.com/news>  National Libarary of Australia Journal Access: <http://www.nla.gov.au/app/eresources/>  Docuwatch- watch documentaries online: <http://www.docuwat.ch/watch-documentaries/>  Australian Parliament House: <http://www.aph.gov.au/>  Any of the TV channels to view previous documentaries etc – for example: ABC iview; SBS On Demand; |

THE HARVARD REFERENCING OUTLINE

**WRITING A REFERENCE LIST**

At College and University a large percentage of your written work is based on the ideas of other writers. Therefore, it is important to let the reader of your writing know where you found your ideas. Whenever you have taken something from another author (that is, you have taken an author’s theory, opinion, idea, example, conclusion, or findings), you must say *where* the original can be found. In other words, you must *acknowledge* and *cite* your sources. This is important whether or not you use the author’s own words and, importantly, to avoid **plagiarism**. Plagiarism occurs when you use other people’s ideas, words or data as if they were your own. Deliberate plagiarism is a serious act of academic misconduct.

**WHEN should I acknowledge my sources?**

You should acknowledge your sources whenever you use a source of information:

* as your inspiration
* as the source of a theory, argument or point of view
* for specific information such as statistics, examples or case studies
* for direct quotations (using the author’s exact words)
* to paraphrase or summarise an author’s work.

**HOW do I integrate my sources into my writing?**

When you are taking something from another source, you are taking it out of its original context and putting it into a new context – your own assignment. You must make sure it fits properly into this new context. This means:

* it must be relevant to your argument
* it must join neatly with what comes before and after
* it must make logical and grammatical sense.

**Principles of author-date referencing**

There are two parts to the author-date system of referencing:

* the author and the date are referred to in the text or main body of your writing (called *embedded* or *in-text* referencing)
* all of the resources referred to in the body of the writing are included in the *reference list* at the end of the assignment. All information is included in this list: author, date, title of publication, publisher and where it was published.

The other features of author-date referencing include:

* a specific order in which this information should be structured
* the in-text reference which should be placed (cited) in such a way that it causes minimal disruption to the flow of your writing—this usually means at the very end or the very beginning of your sentences (see ways of citing below).

When you cite sources of information in the text of your assignment—regardless of whether you quote, copy, paraphrase or summarise—you should include:

* the author’s surname (family name)
* the year of publication (latest edition)
* page numbers when directly quoting or closely paraphrasing an author’s words/material

**Eg 1: Author prominent**

This way gives prominence to the author by using the author’s surname (family name) as part of your sentence with the date and the page number in parentheses (round brackets).

*Direct quote example*

Cowie (1996, p. 91) argues that ‘socialism rejected the liberal ideals of individualism and competition’.

*Paraphrase example*

Cowie (1996) suggests that unlike capitalism, socialism promotes the good of the whole before the good of the individual.

**Eg 2: Information prominent**

The other way of citing references gives prominence to the information, with all the required referencing details in parentheses at the end of the citation.

*Direct quote example*

It has been argued that ‘socialism rejected the liberal ideals of individualism and competition’ (Cowie 1996, p. 91).

*Paraphrase example*

Unlike capitalism, socialism promotes the good of the whole before the good of the individual (Cowie 1996).

**Verbs that help with author-prominent referencing**

state point out describe remark add suggest maintain

assert affirm agree claim clarify disagree contest

contend highlight find show imply theorise offer

predict question dispute justify confirm reason

**Paraphrasing**

Paraphrasing means to restate accurately and succinctly in your own words something you have read. If your work does not refer to specific ideas on particular pages of a resource but to general themes mentioned throughout the resource, page numbers need not be shown.

***General theme***

Studies (Tanner 1999) indicate that the economic structure of Australia today is far more unpredictable and unstable than it was thirty years ago.

***Specific idea***

Tanner (1999, p. 22) claims that the introduction of the GST in the Australian economic structure has not impacted the price of fuels.

**Paraphrase or use quotations?**

It is preferable that you **paraphrase** (put ideas in your own words) as too many **quotations** (using the exact words) can lead to a poorly written assignment. A general rule in academic circles is that no more than 10% of an assignment should be in the form of direct quotations. No matter whether you use quotations or paraphrase another’s words, you always need to give references—both in the text and in the reference list.

**Elements for referencing a book**

For a **book**, the following elements should be presented in this order:

* + surname and initials of author(s)
  + year of publication
  + title of book (in italics) in minimal capitalisation
  + the edition, for example, 4th edn, if not the original publication
  + publisher
  + place of publication.

**Elements for referencing a journal article**

For a **journal article**, the following elements should be presented in this order:

* + surname and initials of author(s)
  + year of publication
  + title of article in single quotation marks
  + title of journal or periodical in italics and maximal capitalisation
  + volume number where applicable
  + issue number or other identifier where applicable, for example, Winter
  + page number(s).

**Arranging the reference list**

1. The reference list is arranged in alphabetical order according to the author’s family name. (Do ***not*** use numbers, letters or bullet points to begin each entry.)
2. Any reference that starts with a number (e.g. 7:30 Report) precedes the alphabetical listing and is listed numerically.
3. Where there is more than one author of a publication, maintain the order of their names as they appear on the title page of the publication, even if they are not in alphabetical order on the title page.
4. If a reference has no author, list it alphabetically according to the sponsoring body, for example, CSIRO or Education Queensland.
5. If there is no author or sponsoring body, list alphabetically according to the title. The whole title of the resource must appear, but when listing alphabetically, ignore words such as, ‘The’, ‘A’, ‘An’ at the beginning of the reference’s title. For example, ‘The Australian child’ should be alphabetised according to the ‘A’ in ‘Australian’.
6. If there are two or more references by the same author, then list them in order of publication date with the **oldest** work first.
7. If references by the same author have been published in the same year, then list them alphabetically according to the title and add the letter ‘a’ after the first date, and ‘b’ after the second date, and so on, (e.g. 1993a, 1993b, 1993c).

**Reference List or Bibliography?**

Generally, a reference list contains only those sources you actually referred to in your assignment. So, for each resource on your list, there will be some citation in your assignment. Your marker will check these off as he/she reads through your work

A bibliography, sometimes, is taken to be a list of all those sources you looked at. This list, also attached to the back of your assignment, contains all those books, articles, website, and so on, you cite in your assignment but also those ones you consulted but didn't actually cite in your assignment. The following examples may help:

**Textbooks:**

Peters, Pam 1995, *The Cambridge Australian English Style Guide*, Cambridge University Press, Melbourne.

Australian Bureau of Statistics 1985b, *Projections of the Population of Australia, States and Territories*, *1984 to 2021*, Cat. No. 3222.0, ABS, Canberra.

**Acts:**

Crimes Act 1900 (ACT)

Drugs in Sport Act 1999 (ACT)

Human Rights and Equal Opportunity Commission Act 1986 (Cth)

**Case Law:**

R v Dudley and Stephens (1884) 14 QBD 273

Wilcox V Jeffrey [1951] 1 All ER 464

**Journals or Reports:**

Northern Territory Law Reform Committee, *Report on Aboriginal Customary Law (2003)* Pg 19, Retrieved on January 5, 2013 at: <http://www.nt.gov.au/justice/docs/lawmake/ntirc_final-report.pdf>

ASTEC 1994, *The Networked Nation*, Retrieved on March 18, 2013, at:

[http://www.aph.gov.au/library/intguide/law/civlaw.htm p 4](http://www.aph.gov.au/library/intguide/law/civlaw.htm%20p%204)

**Evaluating web sites for educational use**

Take care to evaluate the *quality* and *trustworthiness* of any electronic information you wish to use in an academic assignment. The standard of reliability and validity for information on web sites is often not as high as for articles in published materials. Anyone can place information on the WWW, often without any review process. Reliable sources generally include:

* + refereed articles in online journals
  + articles from databases selected by the university
  + articles published by universities, government departments, business organisations, reputable lobby groups.

**Adopt a cautious approach!**

Consider the following:

1. What is the purpose of the web site? Ascertain the purpose (to inform, to persuade, to sell). If you know the motive behind the web page, you can judge it better.
2. Is there an author/sponsor? If you cannot find an author or an organisation responsible for publishing the site, then it most probably is not reliable. Is the author qualified to write about this topic? What is the author’s expertise? Is the sponsor reputable? Are opinions being presented as facts? Try to differentiate fact from fiction. Authenticity is not always easy to confirm, so test one source against another. Make sure there is no bias evident. Check that the person presenting the information does not have a vested interest in proposing the particular view point.
3. Are references or bibliographies included?
4. How current is the information?
5. When was the website last updated?
6. Is the information well written, free of spelling, punctuation and grammatical errors?

**Note:** It is accepted that some of the electronic information which you use may not be retrievable as it is either being updated/amended or has been deleted. To guard against this possibility, print the material you are referring to or save it to a disk so that you have a permanent record.

**Writing A Report (In Class)**

j0240393**The Topic**

1. the report is an exploration of basic issues
2. the stimulus material is there to help you choose an issue
3. the stimulus material outlines an area of interest or debate
4. choose an issue or an idea related to the stimulus material. An issue or idea where you can see arguments for both sides is a good choice, even though you will usually only choose to argue one side.
5. state the issue in such a way that it is easy to argue for or against the issue
6. decide on your stance, whether to argue for or against the issue
7. you do not have to present your own opinion, only to show that you can recognise economic issues and provide effective arguments for or against.

**The Structure of Your Report**

1. you will have approximately two hours (two lessons) for this task and you must remain for the whole time, so use your time wisely
2. begin to draft your report on loose paper.
3. your first paragraph would usually introduce your issue and your stance on the issue
4. your body paragraphs would usually each introduce an argument for or against your issue and provide evidence or ideas to support the argument
5. your evidence should come from your own research which could include statistics, charts, academic reports/opinion and not solely from the stimulus material
6. do not use the stimulus material as evidence and do not quote the stimulus material
7. your final paragraph would usually be a brief summary in which you again state your issue and reinforce your stance – do not introduce anything new in this final paragraph
8. make your report as interesting, exciting and enjoyable to read as possible
9. leave enough time to write your good copy

**Report Size**

1. you should aim to write approximately 800 to 1,000 (T students) or 500 to 800 (A students) words - do not write too much – it is the quality of your ideas and writing that is important

j0299125**Finishing Your Report**

1. once you have finished, choose a title for your report. Your title should be brief, should indicate your issue and stance and should interest or intrigue the reader. It is usually better if the title is not a question
2. check the spelling of any words you are not sure of, using your dictionary and refine your grammar
3. write your good copy in pen, ensuring that your writing is easy to read

**See the sample in-class assessment task on the next few pages, as an example of the type of item you can expect to undertake in all Commerce courses. It may not be a sample from a course that you are studying but be aware of the type and expectations of the task.**

**COURSE:** Accounting T/A

**VALUE:** 1.0

**UNIT:** Unit 1: Introduction to Accounting

**ASSESSMENT ITEM:** In-Class Report

**TIME PERIOD:** Semester 1

**WEIGHTING:** 30%

**DUE DATE:** Week 6 (Line 6 - double lesson)

Instructions: In Class Report

Read the attached five pages of stimulus material which contain articles and graphs related to the Unit 1: Introduction to Accounting content and goals.

You will be required to write a response in class of approximately 800 to 1000 words (Tertiary students), and 500 to 800 words (Accredited students) discussing any major element of the unit (see your Unit Outline for this). The six pages of stimulus materials are attached to assist you in developing the issue in your report. **You do not have to** refer to any material specifically. They are for stimulus purposes only.

**Conditions of this Assessment Task**

* **All students** are permitted to bring **400 words of notes on a one-sided A4 page** into the in-class assessment. This page must only contain dot-points, one- or two-line definitions and must NOT be long sentences or paragraphs etc, which could indicate that you have started writing your report.
* The one-sided, A4 page may include data/statistics/graphs to aid in your writing. In addition, you can bring in another one-sided, A4 page with graphs/tables if necessary.
* A Bibliography, which lists all the various sources of information that you have used in the preparation for this assessment task – as a guide, a minimum of one A4 page, duly formatted, is expected (this would mean approximately 10 references listed, in single-spacing, with a blank line between each.
* You must show your notes to your teacher at least one day before the in-class assessment to ensure that meet the requirements.
* **Students get 120 minutes** to finish the task.
* Students must produce **medical certificates** in case they fail to sit for the in-class task on the allocated day.

**Task expectations**

* Students are to undertake research on any element of the unit they choose.
* You must be able to support your major claims with examples / evidence from organization(s).
* You should also assume that you are writing to an intelligent, adult audience. You will have two lessons to do this, as listed above.

***Key aims***

This task aims to train students in the following skills:

* researching, synthesizing and justifying appropriate secondary and primary data
* critical analysis of points raised, the data/statistics and graphs used in your report

by producing an in-class report to present their findings and recommendations in a concise and convincing manner.

**Submission of Your Report:**

On the day of writing you are required to submit:

1. Your final report – with your name and collated in the right order of pages.
2. A Bibliography, which lists all the various sources of information that you have used in the preparation for this assessment task.
3. A one-sided, A4 page of notes, maximum of 400 words, which you have used in the final writing of your report – you may only have quotes, definitions, facts or dot points to aid in your writing.
4. A one-sided, A4 page of statistics, graphs, tables or data that you may have used.

**BSSS POLICIES ON ASSESSMENTS**

**LATE PENALTIES:**

The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension. Please refer to the ACT BSSS Policy and Procedures Manual for further details, available at <http://www.bsss.act.edu.au/>

**PLAGIARISM:**

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work. Any work that is found to be plagiarised will incur a penalty. Please refer to the ACT BSSS Policy and Procedures Manual for further details, available at <http://www.bsss.act.edu.au/>

**NON-REASONABLE ATTEMPT:**

The Board of Senior Secondary Studies requires that students are to SUBSTANTIALLY complete all assessment items. This means that students need to make a reasonable attempt at answering many questions on the test – otherwise it is possible they could be considered to have NOT completed the test.

Please refer to the ACT BSSS Policy and Procedures Manual for further details, available at <http://www.bsss.act.edu.au/>

**STIMULUS MATERIAL**

## Introduction to Accounting

Accounting is the language of business. It is the system of recording, summarizing, and analyzing an economic entity's financial transactions. Effectively communicating this information is key to the success of every business. Those who rely on financial information include internal users, such as a company's managers and employees, and external users, such as banks, investors, governmental agencies, financial analysts, and labour unions. These users depend upon data supplied by accountants to answer the following types of questions:

• Is the company profitable?

• Is there enough cash to meet payroll needs?

• How much debt does the company have?

• How does the company's net income compare to its budget?

• What is the balance owed by customers?

• Has the company consistently paid cash dividends?

• How much income does each division generate?

• Should the company invest money to expand?

Accountants must present an organization's financial information in clear, concise reports that help make questions like these easy to answer. The most common accounting reports are called financial statements.

Taken from: <https://www.cliffsnotes.com/study-guides/accounting/accounting-principles-i/principles-of-accounting/introduction-to-accounting> on February 7, 2019.

## The Purpose of Accounting

From the illustration presented, and for a straightforward answer, it is clear that the ultimate purpose of accounting is to provide information to different users. The users utilize the information in making economic decisions.

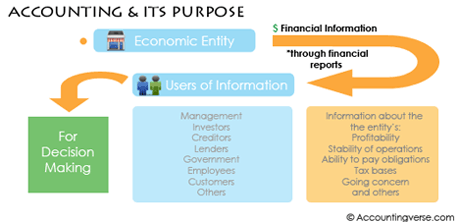
It can actually be depicted from some definitions made by accounting bodies. According to the American Institute of Certified Public Accountants (AICPA):

Accounting is a service activity. Its function is to provide quantitative information, primarily financial in nature, about economic entities that is intended to be useful in making economic decisions, in making reasoned choices among alternative courses of action.

And then, we have another definition – one which has been in use for a long time already – by the American Accounting Association (AAA).

Accounting is the process of identifying, measuring and communicating economic information to permit informed judgment and decision by users of the information.

Both of the above definitions and the very nature of accounting suggest its basic purpose – to provide information needed by users in making economic decisions.



## Accounting Information

Here's a list of the different types of information provided by accounting reports. These things will be clearer when you get to the tutorials on [Financial Statements](https://www.accountingverse.com/accounting-basics/financial-statements.html). For now, it is sufficient (and good) to know what information we are talking about.

1. **Results of operations.** This pertains to the profit generated by the company for a certain span of time (for a year, for a quarter, for a month, etc.). This is measured by deducting all expenses from all income. The resulting amount is called net income.
2. **Financial position.** How much resources does the entity currently have? How much does the entity owe third parties? How much is left for the owners after we pay all obligations using our resources? The first question refers to the entity's total assets; the second to liabilities, and the third to capital.
3. **Solvency and liquidity.** Solvency refers to the entity's ability to pay obligations when they become due. Liquidity pertains to its ability to meet short-term obligations.
4. **Cash flows.** The financial statements also show the inflows and outflows of cash in the different activities of the business (operating, investing, and financing activities).
5. **Other information.** The financial statements provide qualitative, quantitative, and financial information. One of the characteristics of the financial statements is relevance. Any information that could affect the decisions of users should be included in the financial reports.

Taken from: [https://www.accountingverse.com/accounting-basics/purpose-of-accounting.html](https://www.accountingverse.com/accounting-basics/purpose-of-accounting.html%20)  on February 7th 2019.

Branches of Accounting:

The famous branches or types of accounting include: financial accounting, managerial accounting, cost accounting, auditing, taxation, AIS, fiduciary, and forensic accounting.

### 1. Financial Accounting

Financial accounting involves recording and classifying business transactions and preparing and presenting financial statements to be used by internal and external users.

In the preparation of financial statements, strict compliance with generally accepted accounting principles or GAAP is observed. Financial accounting is primarily concerned in processing historical data.

### 2. Managerial Accounting

Managerial or management accounting focuses on providing information for use by internal users, the management. This branch deals with the needs of the management rather than strict compliance with generally accepted accounting principles.

Managerial accounting involves financial analysis, budgeting and forecasting, cost analysis, evaluation of business decisions, and similar areas.

### 3. Cost Accounting

Sometimes considered as a subset of management accounting, cost accounting refers to the recording, presentation, and analysis of manufacturing costs. Cost accounting is very useful in manufacturing businesses since they have the most complicated costing process.

Cost accountants also analyze actual and standard costs to help managers determine future courses of action regarding the company's operations.

### 4. Auditing

External auditing refers to the examination of financial statements by an independent party with the purpose of expressing an opinion as to fairness of presentation and compliance with GAAP. Internal auditing focuses on evaluating the adequacy of a company's internal control structure by testing segregation of duties, policies and procedures, degrees of authorization, and other controls implemented by management.

### 5. Tax Accounting

Tax accounting helps clients follow rules set by tax authorities. It includes tax planning and preparation of tax returns. It also involves determination of income tax and other taxes, tax advisory services such as ways to minimize taxes legally, evaluation of the consequences of tax decisions, and other tax-related matters.

### 6. Accounting Information Systems

Accounting information systems (AIS) involves the development, installation, implementation, and monitoring of accounting procedures and systems used in the accounting process. It includes the employment of business forms, accounting personnel direction, and software management.

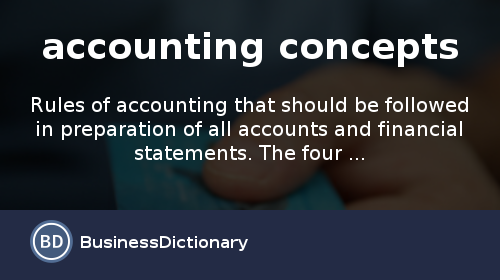
### 7. Fiduciary Accounting

Fiduciary accounting involves handling of accounts managed by a person entrusted with the custody and management of property of or for the benefit of another person. Examples of fiduciary accounting include trust accounting, receivership, and estate accounting.

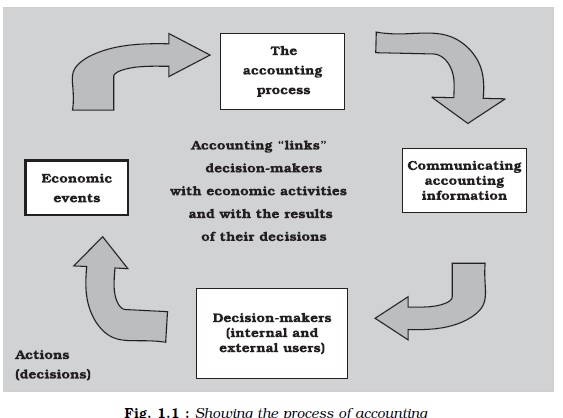
### 8. Forensic Accounting

Forensic accounting involves court and litigation cases, fraud investigation, claims and dispute resolution, and other areas that involve legal matters. This is one of the popular trends in accounting today.

Taken from: <https://www.accountingverse.com/accounting-basics/types-of-accounting.html> on February 7th, 2019.



Source: <http://www.businessdictionary.com/definition/accounting-concepts.html>



Source: <https://schools.aglasem.com/15187>

*“Accounting is a process of recording, summarizing, analysing and recording of financial transactions of an enterprise."*

Accounting is one of the most important functions of any business enterprise. It is often referred to as "Language of Business".

Taken from: <https://www.edupristine.com/blog/importance-of-accounting-for-businesses> on February 8th, 2019.

# Regulatory authorities in Australia

Confidence in the operation of the companies within ASX Group is reinforced by the whole-of-market regulation undertaken by ASIC across all trading venues and clearing and settlement facilities, as well as the financial system stability oversight by the RBA of ASX’s clearing and settlement facilities. ASIC also supervises ASX’s own compliance with the ASX Listing Rules as a listed company.

Additional responsibility for regulation of the Australian financial system lies with Treasury and APRA. Together with ASIC and the RBA, these four entities comprise the Council of Financial Regulators in Australia.

## The Australian Securities and Investments Commission

ASIC is responsible for the supervision of real-time trading on Australia’s domestic markets, including those operated by ASX Group, and for enforcing the laws against misconduct on Australia’s financial markets, as well as supervising Australian Financial Service Licence (“AFSL”) holders. More information about ASIC is available at [www.asic.gov.au](http://www.asic.gov.au/).

## The Reserve Bank of Australia

The RBA has responsibility for assessing whether licensed clearing and settlement facilities, including those operated by ASX Group, have complied with the RBA’s Financial Stability Standards (“FSS”) and done all other things necessary to reduce systemic risk. More information about the RBA is available at: [www.rba.gov.au](http://www.rba.gov.au/).

## Treasury

The Department of the Treasury is an Australian Federal Government department which develops economic policy. Treasury works with the RBA, ASIC and APRA on the Council of Financial Regulators. More information about Treasury is available at: [www.treasury.gov.au](http://www.treasury.gov.au/).

## The Australian Prudential Regulatory Authority

APRA is the prudential regulator of the Australian financial services industry and is a member of the Council of Financial Regulators. More information about APRA is available at: [www.apra.gov.au](http://www.apra.gov.au/).

## Council of Financial Regulators

CFR is the coordinating body for Australia’s main financial regulatory agencies. Its members are the RBA (Chair), ASIC, APRA and Treasury.

CFR’s role is to contribute to the efficiency and effectiveness of financial regulation and promote the stability of the Australian financial system. CFR also provides advice to the Federal Government on the adequacy of Australia’s financial regulatory arrangements. Details about CFR are available at: [www.cfr.gov.au](http://www.cfr.gov.au/).

Taken from: <https://www.asx.com.au/regulation/regulatory-compliance/regulation-australia.htm> on February 12, 2019.

# Accounting and accounting rules in Australia

## Accounting Rules

Tax Year

The tax year begins on 1 July and ends on 30 June. An alternative tax year may be adopted with approval from the ATO.

Accounting Standards

Australian accounting standards are set by the Australian Accounting Standards Board (AASB), an independent government agency. The accounting standards are broadly comparable to the requirements of IFRS, although the AASB has made modifications to certain standards and has issued additional interpretations and guidance to accommodate Australia’s specific legislative and economic environment, or to meet the specific reporting requirements of entities such as non-profit organizations.

Accounting Regulation Bodies

[AASB](http://www.aasb.gov.au/Home.aspx#_blank)

Accounting Reports

Certification of accounts concerns the following accounting reports: the Statement of Financial Performance & Position or Balance sheet, i.e. the company's statement of accounts, and the Profit and Loss Statement of the financial year certified.

Publication Requirements

Reporting is carried out yearly.  
“Non-reporting entities” (for example, businesses under certain size/turnover limits), however, have the option to prepare special purpose financial statements (SPFS) in compliance with accounting standards and interpretations considered necessary to enable the financial reports to meet the special purpose needs of the users.

Professional Accountancy Bodies

[CPA](http://www.cpaaustralia.com.au/cps/rde/xchg#_blank) , Certified Public Accountant professional association  
[ICAA](http://www.charteredaccountants.com.au/#_blank) , The Institute of Chartered Accountants in Australia - ICAA (the Institute) is the professional body representing Chartered Accountants in Australia.  
[IPA](https://www.publicaccountants.org.au/#_blank) , Institute of Public Accountants  
[ASIC](http://www.asic.gov.au/asic/asic.nsf#_blank) , Australian Securities and Investment Commission  
[FRC](http://www.frc.gov.au/#_blank) , Australian Government Financial Reporting Council

Certification and Auditing

The companies have to seek a statutory auditor to conduct an annual audit of the financial health of their organization.  
You can contact the [Australian Auditing and Assurance Standards Board](http://www.auasb.gov.au/) or an external auditor: [PWC](https://www.pwc.com.au/), [Deloitte (in English),](http://www.deloitte.com/view/en_AU/au/index.htm) [KPMG](https://home.kpmg.com/au/en/home.html).

Taken from: <https://www.nordeatrade.com/en/explore-new-market/australia/accounting> on February 12, 2019.

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| In class Assessment Task Rubric for Accounting ‘A' Year 11 | | | | | | | |
|  |  | A | B | C | D | E |  |
| Knowledge & Understanding | Use of Terminology & Application (20%) | demonstrates a high-level knowledge of a range of subject specific, complex terms, concepts and interrelationships that shape decision-making | demonstrates a good knowledge of a range of subject specific terms, concepts and some interrelationships that shape decision-making | demonstrates a satisfactory knowledge of most subject specific terms, concepts and some interrelationships that shape decision-making | demonstrates limited knowledge of subject specific terms and concepts that shape decision- making | demonstrates very limited knowledge of subject specific terms and concepts |  |
| Critical Analysis (40%) | analyses Accounting concepts, principles, data, trends and opportunities  Analyses and reflects with insight on the Accounting implications and consequences of practices in different contexts  constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions, judgments and recommendations | explains Accounting concepts, principles, data, trends and opportunities  explains with insight on the Accounting implications and consequences of practices in different contexts  constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations | describes Accounting concepts, principles, data, trends and opportunities  describes the Accounting implications and consequences of practices in different contexts  constructs arguments to justify valid conclusions, decisions judgments and recommendations | identifies Accounting concepts, principles, data, trends and opportunities  identifies some Accounting consequences and implications of practices in familiar contexts  constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic | limited awareness of Accounting concepts, principles, data, trends and opportunities  shows minimal Accounting consequences of practices in familiar contexts  constructs arguments with little or no reference to conclusions, decisions judgments and recommendations |  |
| Skills | Use of Evidence to support points raised – data, statistics, findings, etc. (20%) | develops focus questions to frame an inquiry and conducts comprehensive research  analyses, accounting related data and other information to draw evidence-based conclusions to solve problems | develops focus questions to frame an inquiry and conducts thorough research  explains, accounting related data and/or information to draw evidence-based conclusions to solve problems | develops focus questions and conducts reasonable research  describes and provides some interpretation of Accounting related data and other information-based conclusions to solve problems | uses questions to conduct research  identifies Accounting related data and other information with some relationship to the problem being addressed | Some evidence of use of questions to conduct research.  limited use of Accounting related data and other information with little or no relationship to the problem being addressed |  |
| Inquiry and Communication (20%) | communicates complex ideas with coherent and sound arguments  all citations and the bibliography are detailed and correctly referenced | communicates complex ideas with sound arguments  Citations and bibliography are correctly referenced. | communicates ideas with sound arguments  adequate use of citations and a bibliography is attached | communicates some ideas and arguments  attempt has been made to follow referencing procedure and practices | communicates limited ideas and information  little evidence of referencing |  |
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| In class Assessment Task Rubric for Accounting ‘A' Year 12 | | | | | | | |
|  |  | A | B | C | D | E |  |
| Knowledge & Understanding | Use of Terminology & Application (20%) | demonstrates a high-level knowledge of a range of subject specific, complex terms, concepts and interrelationships that shape decision-making | demonstrates a high-level knowledge of a range of subject specific terms, concepts and some interrelationships that shape decision-making | demonstrates a satisfactory knowledge of most subject specific terms, concepts and some interrelationships that shape decision-making | demonstrates limited knowledge of subject specific terms and concepts that shape decision- making | demonstrates very limited knowledge of subject specific terms and concepts |  |
| Critical Analysis (40%) | analyses Accounting concepts, principles, data, trends and opportunities  Analyses and reflects with insight on the Accounting implications and consequences of practices in different contexts  constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions, judgments and recommendations | analyses Accounting concepts, principles, data, trends and opportunities  analyses with insight on the Accounting implications and consequences of practices in different contexts  analyses the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and explains values and attitudes  constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations | explains Accounting concepts, principles, data, trends and opportunities  explains the Accounting implications and consequences of practices in different contexts  explains the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and describes values and attitudes  constructs arguments to justify valid conclusions, decisions judgments and recommendations | describes Accounting concepts, principles, data, trends and opportunities  describes some Accounting consequences and implications of practices in familiar contexts  describes the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and outlines values and attitudes  constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic | identifies Accounting concepts, principles, data, trends and opportunities  identifies minimal Accounting consequences of practices in familiar contexts  identifies the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts with little to no reference to values and attitudes  constructs arguments with little or no reference to conclusions, decisions judgments and recommendations |  |
| Skills | Use of Evidence to support points raised – data, statistics, findings, etc. (20%) | develops focus questions to frame an inquiry and conducts comprehensive research  analyses, accounting related data and other information to draw evidence-based conclusions to solve problems | develops focus questions to frame an inquiry and conducts thorough research  analyses, accounting related data and/or information to draw evidence-based conclusions to solve problems  analyses with insight on social, and environmental implications and consequences of Accounting practices in different contexts | develops focus questions and conducts reasonable research  explains and provides some interpretation of Accounting related data and other information-based conclusions to solve problems  explains social, and environmental implications and consequences of Accounting practices in different contexts | uses questions to conduct research  describes Accounting related data and other information with some relationship to the problem being addressed  describes some social, and environmental consequences and implications of Accounting practices in familiar contexts | Some evidence of use of questions to conduct research.  identifies Accounting related data and other information with little or no relationship to the problem being addressed  identifies minimal social, and environmental consequences of Accounting practices in familiar contexts |  |
| Inquiry and Communication (20%) | communicates complex ideas with coherent and sound arguments  all citations and the bibliography are detailed and correctly referenced | communicates complex ideas with sound arguments  Citations and bibliography are correctly referenced. | communicates ideas with sound arguments  adequate use of citations and a bibliography is attached | communicates some ideas and arguments  attempt has been made to follow referencing procedure and practices | communicates limited ideas and information  little evidence of referencing |  |
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| In class Assessment Task Rubric for Accounting ‘T' Year 12 | | | | | | | | | | | | | |
|  |  | 85-100 | | 70-84 | | 55-69 | | 40-54 | | 0-39 | | |  |
| Knowledge & Understanding | Use of Terminology & Application (20%) | demonstrates a comprehensive knowledge of a range of subject specific, complex terms, concepts and interrelationships that shape decision-making | | demonstrates a high-level knowledge of a range of subject specific, concepts and some interrelationships that shape decision-making | | demonstrates a satisfactory knowledge of most subject specific terms, concepts and some interrelationships that shape decision-making | | demonstrates limited knowledge of subject specific terms and concepts that shape decision- making | | demonstrates very limited knowledge of subject specific terms and concepts | | | /20 |
| Critical Analysis (40%) | critically analyses Accounting concepts, principles, data, trends and opportunities  critically analyses and reflects with insight on the Accounting implications and consequences of practices in different contexts  critically analyses the types and forms of Accounting and evaluates representations and interpretations to explain accounting issues  constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions, judgments and recommendations | | analyses Accounting concepts, principles, data, trends and opportunities  analyses with insight on the Accounting implications and consequences of practices in different contexts  analyses the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and explains values and attitudes  constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations | | explains Accounting concepts, principles, data, trends and opportunities  explains the Accounting implications and consequences of practices in different contexts  explains the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and describes values and attitudes  constructs arguments to justify valid conclusions, decisions judgments and recommendations | | describes Accounting concepts, principles, data, trends and opportunities  describes some Accounting consequences and implications of practices in familiar contexts  describes the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts and outlines values and attitudes  constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic | | identifies Accounting concepts, principles, data, trends and opportunities  identifies minimal Accounting consequences of practices in familiar contexts  identifies the nature, purpose and ethical dimensions of Accounting in personal, cultural, social and historical contexts with little to no reference to values and attitudes  constructs arguments with little or no reference to conclusions, decisions judgments and recommendations | | | /40 |
| Skills | Use of Evidence to support points raised – data, statistics, findings, etc. (20%) | develops focus questions to frame an inquiry and conducts comprehensive research  critically evaluates, accounting related data and other information to draw evidence-based conclusions to solve problems  critically analyses and reflects with insight on ethical, social and environmental implications and consequences of Accounting practices in different contexts | | develops focus questions to frame an inquiry and conducts thorough research  analyses, accounting related data and/or information to draw evidence-based conclusions to solve problems  analyses with insight on social, and environmental implications and consequences of Accounting practices in different contexts | | develops focus questions and conducts reasonable research  explains and provides some interpretation of Accounting related data and other information-based conclusions to solve problems  explains social, and environmental implications and consequences of Accounting practices in different contexts | | uses questions to conduct research  describes Accounting related data and other information with some relationship to the problem being addressed  describes some social, and environmental consequences and implications of Accounting practices in familiar contexts | | Some evidence of use of questions to conduct research.  identifies Accounting related data and other information with little or no relationship to the problem being addressed  identifies minimal social, and environmental consequences of Accounting practices in familiar contexts | | | /20 |
| Inquiry and Communication (20%) | communicates complex ideas with coherent and sound arguments  all citations and the bibliography are detailed and correctly referenced | | communicates complex ideas with sound arguments  Citations and bibliography are correctly referenced. | | communicates ideas with sound arguments  adequate use of citations and a bibliography is attached | | communicates some ideas and arguments  attempt has been made to follow referencing procedure and practices | | communicates limited ideas and information  little evidence of referencing | | | /20 |
|  | | | | | | | | | | | | | /100 |
|  | | | | | | | | | | | | |  |
| In class Assessment Task Rubric for Accounting ‘T' Year 11 | | | | | | | | | | | | | |
|  |  | | 85-100 | | 70-84 | | 55-69 | | 40-54 | | 0-39 |  | |
| Knowledge & Understanding | Use of Terminology & Application (20%) | | demonstrates a comprehensive knowledge of a range of subject specific, complex terms, concepts and interrelationships that shape decision-making | | demonstrates a high-level knowledge of a range of subject specific, concepts and some interrelationships that shape decision-making | | demonstrates a satisfactory knowledge of most subject specific terms, concepts and some interrelationships that shape decision-making | | demonstrates limited knowledge of subject specific terms and concepts that shape decision- making | | demonstrates very limited knowledge of subject specific terms and concepts | /20 | |
| Critical Analysis (40%) | | Critically analyses Accounting concepts, principles, data, trends and opportunities  Critically analyses and reflects with insight on the Accounting implications and consequences of practices in different contexts  constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions, judgments and recommendations | | analyses Accounting concepts, principles, data, trends and opportunities  analyses with insight on the Accounting implications and consequences of practices in different contexts  constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations | | explains Accounting concepts, principles, data, trends and opportunities  explains the Accounting implications and consequences of practices in different contexts  constructs arguments to justify valid conclusions, decisions judgments and recommendations | | describes Accounting concepts, principles, data, trends and opportunities  describes some Accounting consequences and implications of practices in familiar contexts  constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic | | identifies Accounting concepts, principles, data, trends and opportunities  identifies minimal Accounting consequences of practices in familiar contexts  constructs arguments with little or no reference to conclusions, decisions judgments and recommendations | /40 | |
| Skills | Use of Evidence to support points raised – data, statistics, findings, etc. (20%) | | develops focus questions to frame an inquiry and conducts comprehensive research  Critically evaluates, accounting related data and other information to draw evidence-based conclusions to solve problems | | develops focus questions to frame an inquiry and conducts thorough research  analyses, accounting related data and/or information to draw evidence-based conclusions to solve problems | | develops focus questions and conducts reasonable research  explains and provides some interpretation of Accounting related data and other information-based conclusions to solve problems | | uses questions to conduct research  describes Accounting related data and other information with some relationship to the problem being addressed | | Some evidence of use of questions to conduct research.  identifies Accounting related data and other information with little or no relationship to the problem being addressed | /20 | |
| Inquiry and Communication (20%) | | communicates complex ideas with coherent and sound arguments  all citations and the bibliography are detailed and correctly referenced | | communicates complex ideas with sound arguments  Citations and bibliography are correctly referenced. | | communicates ideas with sound arguments  adequate use of citations and a bibliography is attached | | communicates some ideas and arguments  attempt has been made to follow referencing procedure and practices | | communicates limited ideas and information  little evidence of referencing | /20 | |
|  | | | | | | | | | | | | /100 | |

**Sample student report (in class) – ‘A’ Grade**

Macroeconomic Issues: Solutions to the economic crisis

One of the most current and controversial issues that has been explored recently is the economic crisis of the European Union (EU). Many countries across the EU have fallen into a concerning state of economic disparity since the start of the Global Financial Crisis (GFC). The impacts of the GFC that hit countries all over the world in 2008, saw the worst recession to occur in the EU since its creation. There are many reasons as to why the EU was one of the most affected areas. The depth and length of the economic crisis in the EU is often blamed on the “euro” – the shared currency that lead to a domino effect across the area, or the fact that the EU followed the GFC with the sovereign debt crisis. However, economists are now beginning to question the economic policies and measures that the EU has employed to help handle the crisis, and suggest that in fact it is these policies that have prolonged the economic crisis. Generally, there are two main methods of recovering an economy during a time of crisis. These are austerity and stimulus. Austerity, in an economic sense, refers to the tightening of government spending and limiting debt in times of economic downfall. These practises were largely adopted by the nations in the EU to handle the economic crisis. On the other hand, the USA chose to use measures of stimulus; increasing spending and government intervention during the GFC to aid the recovery of the economy. This contrast in economic policy and the effects that each has had has caused much controversy in the EU, as some support austerity, while others claim that austerity “highlights unemployment, widening the poverty gap, and growing risk of social unrest.” (Ian Traynor, 2013). Although it is difficult to predict which of these approaches to economic recovery will be best in the long run, comparing the policies used by the EU and the USA and their impact on various economic indicators will reveal the advantages and disadvantages of both austerity and stimulus as a solution to times of economic crisis.

The EU’s Solution:

Initially, as the impacts of the GFC were hitting banks and financial institutions across the EU, governments began to bail out these institutions. In the blink of an eye, 4.5 trillion euros changed hands from governments to banks to help them recover. These large payments accounted for 37% of the EU’s total Gross Domestic Product (GDP), and is part of what largely contributed to the sovereign debt crisis. This first response was definitely not a measure of austerity and can be seen in the large, steady increases in government spending which are shown in Figure 1 in the appendix during the years of late 2008 and 2009. However, after the impacts of the sovereign debt crisis began to settle in, the EU introduced new rules and regulations that placed strong restraints on public debt, and increased supervision of interactions in financial markets. These measures of economic austerity that the EU decided to put into place was in line with the classical economic theory, which suggests that the best monetary or fiscal policy in times of economic crisis is no policy at all, because the free market will work it out. The EU then took its austerity measures a step further in 2013 by having all nations sign a fiscal treaty, which limited structural deficits of all countries to 0.5% of their GDP. This treaty tightened fiscal policy even further and meant that governments had to cut back on spending in many areas, particularly in social services and welfare. These measures can be seen in Figure 2 which shows the levelling-off and eventual decrease in government spending in the EU area. While these restrictions were put in place to limit debt and stop countries from spending money that they did not have, many economists are now starting to see the downfalls. Since the cuts to government spending, the EU has experienced mass unemployment and heavy unemployment and heavy inflation, with some even claiming that austerity is “an attack on wages social services and private ownership” (Klaus Busch, 2013)

The USA’s Solution:

In contrast, the USA used very different measures than the EU when attempting to manage the economic impacts and crisis that was brought on by the GFC. The government did not restrict and cut back on spending, however increased it in an attempt to stimulate the domestic economy to assist in recovery. These massive increases in US government spending can be seen in Figure 1 on page 1 of the appendix. The US government used many instruments in their stimulus plan including increase spending to the public and private sectors, capital injections to financial institutions, as well as the Homeowner’s Affordability and Stability Plan. The most significant instrument that they used, however, was the American Recovery and Re-investment Act (2009) which required a US$787b boost to increasing domestic aggregate demand (AD). The intention of the Act was to create jobs, generate economic activity and investment as well as creating accountability and a sense of transparency in government spending. It involved tax cuts to families and businesses, providing access to Federal loans and grants and increased funding into programs such as unemployment benefits, all of which were designed to increase demand and push the economy forward into recovery. This economic theory of using government intervention and spending to “fine tune” AD in an economy follows to a tee the basic principles of Keynesian economics. The USA used these theories in practise to increase AD and stimulate their economy in an effort to achieve internal stability during their period of intense economic crisis. The USA’s fiscal policy was clearly focussed less on reducing debt and limiting budget deficits and instead more about restoring a healthy economic environment for consumers and businesses as quickly as possible.

Outcomes: Austerity V Stimulus

Over time, both of these economic policies will create both advantages and disadvantages. As mentioned earlier, it is nearly impossible to predict in the long run which policy is the best solution to economic crisises, because the outcome will depend on a wide range of other factors. However, analysing the performance of the two economies mentioned (the USA and the EU) in the short run can give an indication of which is currently working best and which economic theory, Classical or Keynesian, is best in times of economic crisis.

Firstly, one of the most important economic indicators to look at when determining how well an economy is dealing with an economic crisis is the GDP growth rate. Figure 3 shows the GDP growth rate of the USA spanning from 2008 to 2013. The graph shows that after the deep recession in 2009 in the US, the GDP growth rate became positive again fairly quickly and since then has maintained a healthy average of around 2.8% and has hardly regressed, other than a brief period during late 2011. Comparing this data to that depicted on Figure 4 showing the GDP growth rate of the EU, we can see that growth in the USA has recovered much better than growth in the EU. Figure 4 shows that since the GDP growth rate in the EU plummeted in 2009, growth has been very slow and has regressed very much in 2012 and onwards.

Similarly, Figures 5 & 6 show a related trend in the unemployment rate in both of these areas to the GDP growth rate. Figure 5 shows that after a large spike in unemployment in the USA in 2009, unemployment has begun to decline, and in fact has significantly improved over the last three years from a peak rate of 10% to a low of around 7% in 2013. However, Figure 6 shows that unemployment in the EU area has suffered much more. After rising to match the rate of the US at the start of 2010, it has actually again increased and has now peaked at just over 12% in 2013. This rise in unemployment in the EU that is shown to be an increasing trend, may be due to the cuts to social services and welfare spending, as well as to the private sector (businesses) that the EU was forced to initiate in order to conform to the austerity measures and the fiscal treaty enforced. It is of very high importance than an economy maintains a reasonable level of unemployment, especially in the case of an economic crisis, because high unemployment have dangerous ripple effects that carry-over into many other areas of the economy.

**TESTS – PREPARATION FOR**

GENERAL TIPS

* Preparation for your test should begin on the first day of class; this includes paying attention during class, taking good notes, studying, completing homework, exercises and reviewing your work on a regular basis.
* Budget your time, make sure you have sufficient time to study so that you are well prepared for the test.
* Go to review sessions, pay attention to hints that the teacher may give about the test. Take notes and ask questions about items you may be confused about.
* Ask the teacher to specify the areas that will be emphasized on the test.
* Make sure you go to the class right before the test; it's another prime time for the teacher to give out more hints or the format of the test.
* Go over any material from practice tests, sample problems, review material, the textbook, class notes...
* Eat before a test. Having food in your stomach will give you energy and help you focus but avoid heavy foods which can make you groggy.
* Don't try to pull an all-nighter. Get at least 3 hours of sleep before the test (normally 8 hours of sleep a night is recommended but if you are short on time, get at least 3 hours so that you'll be well rested enough to focus during the test).
* Put the main ideas/information/formulas onto a sheet that can be quickly reviewed many times, this makes it easier to retain the key concepts that will be on the test.
* Try to show up at least 5 minutes before the test will start.
* Set your alarm and have a backup alarm set as well.

MULTIPLE CHOICE QUESTIONS - TIPS

* Read the question before you look at the answer.
* Come up with the answer in your head before looking at the possible answers, this way the choices given on the test won't throw you off or trick you.
* Eliminate answers you know aren't right.
* Read all the choices before choosing your answer.
* If there is no guessing penalty, always take an educated guess and select an answer.
* Don't keep on changing your answer - usually your first choice is the right one, unless you misread the question.
* In "All of the above" and "None of the above" choices, if you are certain one of the statements is true don't choose "None of the above" or one of the statements are false don't choose "All of the above".
* In a question with an "All of the above" choice, if you see that at least two correct statements, then "All of the above" is probably the answer.
* A positive choice is more likely to be true than a negative one.
* Usually the correct answer is the choice with the most information.

TRUE/FALSE QUESTIONS - TIPS

* Usually there are more true answers than false on most tests.
* If there is no guessing penalty, then guess. You have a 50% chance of getting the right answer.
* Read through each statement carefully, and pay attention to the qualifiers and keywords.
* Qualifiers like "never, always, and every mean that the statement must be true all of the time. Usually these type of qualifiers lead to a false answer.
* Qualifiers like "usually, sometimes, and generally" mean that the statement can be considered true or false depending on the circumstances. Usually these type of qualifiers lead to an answer of true.
* If any part of the question is false, then the entire statement is false but just because part of a statement is true doesn't necessarily make the entire statement true.

SHORT ANSWER QUESTIONS - TIPS

* Use flashcards; write the key terms, dates and concepts on the front and the definition, event, and explanations on the back as a study tool before the test.
* Try to anticipate questions that will be asked on the test and prepare for them. Usually what your teacher emphasizes in class will be on the test.
* Try not to leave an answer blank. Show your work/write down your thoughts, even if you don't get the exact answer, partial credit is usually awarded.
* If you don't know the answer, come back to it after you finish the rest of the test and make an educated guess. Other parts of the test may give you clues to what the answer may be.
* Read the question carefully and make sure that you answer everything that it asks for. Some short answer questions have multiple parts.

QUANTITATIVE (CALCULATIONS, CHART) QUESTIONS - TIPS

* You learn how to solve problems by doing them so keep on practicing problems but don't do it blindly. Make sure you learn how to recognize when/why you should use a specific method to solve a problem.
* Work on practice problems for each topic ranging in levels of difficulty.
* When practicing, try to solve the problem on your own first then look at the answer or seek help if you are having trouble.
* Mix up the order of the questions from various topics when you are reviewing so you'll learn when to use a specific method/formula.
* Make up a sheet with all the formulas you need to know and memorize all the formulas on the sheet.
* When you get your test, write down all the key formulas on the margin of your paper so if you forget them when you're in the middle of the test you can look back at the formula.
* Read the directions carefully and don't forget to answer all parts of the question.
* Make estimates for your answers... e.g. if you are asked to answer 48 x 12 = ?, you could expect a number around 500 but if you end up with an answer around 5000, you'll know you did something wrong.
* Show all your workings (especially when partial credit is awarded) and write as legibly as possible.
* Even if you know the final answer is wrong, don't erase your entire work because you may get partial credit for using the correct procedure.
* Check over your test after you are done with it. If you have time, redo the problems on a separate piece of paper and see if you come up with the same answers the second time around. Look for careless mistakes such as making sure the decimal is in the right place, that you read the directions correctly, that you copied the numbers correctly, that you put a negative sign if it is needed, that your arithmetic is correct and so on.

The above tips were taken from: <http://www.testtakingtips.com/> on October 30th, 2013.

**Sample Test Questions**

Multiple Choice Questions

Use the following information to answer questions 3 and 4:

Drake Coola owns and runs the Horror Gore store and provides you with the following extracts from his accounts for the year ended December 31st, 2011:

Current Assets 35,000

Non-Current Assets 156,500

Current Liabilities 24,250

Non-Current Liabilities 110,820

Owner’s Equity 56,430

Gross Profit 26,890

Net Profit 10,250

1. The Current Ratio for Horror Gore store in 2011, is:

A 1.6 : 1

B 2 : 1

C 1 : 1

D 1.4 : 1

E 1.5 : 1 ANS:………

1. The Rate of Return on Owner’s Equity is:

A 47.7%

B 18.2%

C 17.9%

D 10.2%

E 18.9% ANS:………

1. If the price of petrol rose by 20% and the demand for petrol fell from 100

million litres to 90 million litres per day, what is the price elasticity of demand?

A Unit elasticity

B Inelastic

C Elastic

D None of the above ANS:………

1. What is a likely consequence of a rise in interest rates?

A Consumer spending and savings will rise

B Consumer spending will rise but savings will fall

C Consumer spending will fall but savings will rise

D Consumer spending and savings will fall ANS:………

1. Which of the following is NOT a characteristic of Aboriginal Customary Law?
2. Written statutes
3. Ritual and oral tradition
4. Conciliation and mediation
5. The significance of land ANS:………
6. A precedent set by the Supreme Court Trial Division is binding on which court?
   * 1. Supreme Court Appeal Division
     2. County Court
     3. High Court
     4. all of the above ANS:………

(1 mark each)

True/False Questions:

i. Supply is relatively elastic if the quantity of a good offered for sale changes by

a larger proportion than the change in price. ANS:……

ii. A non-price factor effecting the quantity demanded, causing a shift to the left

of the demand curve, is the lower price of substitute goods. ANS:……

iii. A tariff is a form of government intervention in Australia where a price or value is

added to the cost of exports. ANS:……

1. The three multi-member electorates of the ACT are called Brindabella,

Gunghalin and Molonglo ANS:……

1. There are 75 Senators and 150 Members of the House of Representatives. ANS:……
2. Voting in Australian elections is compulsory ANS:……

(1 mark each)

Short Answer Questions:

1. Define the term profitability and state the ratios that are used to measure this. (3 marks)
2. Briefly explain why it is important for a business to perform a vertical and horizontal analysis of their financial reports. (2 marks)
3. Explain **two** reasons why market failure occurs in an economy. (2 marks)
4. In the demand schedule for Cheery Ripers, a new coconut and blackberry chocolate bar, complete the following columns:
   1. % Change Price (2 marks)
   2. % Change Quantity (2 marks)
   3. Elasticity (2 marks)

Demand Schedule for Cheery Ripers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Price ($)** | **Quantity**  **Demanded** | **% Change Price** | **% Change Quantity** | **Elasticity** | **Elastic,**  **Inelastic or Unitary** |
|  |  |  |  |  |  |
| 1.50 | 1,000 |  |  |  |  |
| 1.60 | 950 |  |  |  |  |
| 1.70 | 900 |  |  |  |  |
| 1.80 | 850 |  |  |  |  |
| 1.90 | 800 |  |  |  |  |
| 2.00 | 750 |  |  |  |  |
| 2.20 | 700 |  |  |  |  |

* 1. State the formula used to calculate the elasticity of a particular product: (1 mark)
  2. In the last column of the table, indicate at each price level whether demand is: elastic, inelastic or unitary. (2 marks)

1. Separation of Powers
   * 1. Explain what is meant by “Separation of Powers” and how it applies in an Australian context

(1 mark)

1. Ratio Decidendi and Obiter Dictum
   * 1. What is *ratio decidendi*? (1 mark)
     2. What is *obiter dictum?* (1 mark)

Extended Response Question:

Write a report explaining the following points:

1. What is the doctrine of precedent?
2. How does the doctrine of precedent work in Australia?
3. What are the advantages and disadvantages of the doctrine of precedent?
4. What techniques can judges use to avoid precedents?
5. How are precedents changed?

The more detailed and fluent your response is, the higher your mark will be. (20 marks)

**Writing A Report (Research, Investigation and Analysis)**

A report aims to inform, as clearly and succinctly as possible. Below we give some general guidelines, but you should check with teacher for more detail on what is expected in the particular course/unit:

A report is similar to an essay in that both need:

* formal style
* introduction, body and conclusion
* analytical thinking
* careful proof-reading and neat presentation.

A report differs from an essay in that a report:

* presents information, not an argument
* is meant to be scanned quickly by the reader
* uses numbered headings and sub-headings
* uses short, concise paragraphs and dot-points where applicable
* uses graphics wherever possible (tables, graphs, illustrations)
* may need an abstract (sometimes called an executive summary)
* does not always need references and bibliography
* is often followed by recommendations and/or appendices

But there are some essential differences between the two.

|  |  |
| --- | --- |
| **A Report** | **An Essay** |
| Presents information | Presents an argument |
| Is meant to be scanned quickly by the reader | Is meant to be read carefully |
| Uses numbered headings and sub-headings | Uses minimal sub-headings, if any. |
| May not need references and bibliography/reference list | Always needs references and bibliography/reference list |
| Uses short, concise paragraphs and dot-points where applicable | Links ideas into cohesive paragraphs, rather than breaking them down into a list of dot-points |
| Uses graphics wherever possible (tables, graphs, illustrations) | Rarely uses graphics |
| May need an abstract (sometimes called an executive summary) | Will only need an abstract if it is very long, or if your teacher asks for one specifically |
| May be followed by recommendations and/or appendices | Seldom has recommendations or appendices |

A report should generally include the following sections:

(Sections marked with an asterisk (\*) are essential: others are optional depending on the type, length and purpose of the report.)

* Title page\*
* Table of contents
* List of abbreviations and/or glossary
* Executive summary/abstract
* Introduction\*
* Body\*
* Conclusion\*
* Bibliography
* Appendices.

Presentation and style are important. First impressions count, so consider these simple tips:

* use plenty of white space
* ensure the separate parts of your report stand out clearly
* use subheadings
* allow generous spacing between the elements of your report
* use dot points/ numbers/ letters to articulate these elements
* use tables and figures (graphs, illustrations, maps etc) for clarification.
* number each page
* use consistent and appropriate formatting
* use formal language

Avoid these:

* the inclusion of careless, inaccurate, or conflicting data
* the inclusion of outdated or irrelevant data
* facts and opinions that are not separated
* unsupported conclusions and recommendations
* careless presentation and proof-reading
* too much emphasis on appearance and not enough on content

This information is kindly taken and adapted from The University of Canberra website: <http://www.canberra.edu.au/studyskills/writing/reports> on November 29th, 2013

**Sample Research, Investigation and Analysis Report Question**



Course: Legal Studies

Unit: Introduction to Australian Legal Systems

### Task: Research, Investigation and Analysis Report

### Weighting: 25% (T – 1200 -1500 words; A – 800 - 1000 words)

#### Due: Friday, 31st May (Week 15)

You are required to write a research report on ONE of the following topics

1. Australia currently has a hung federal parliament, which is unusual. A hung Parliament means that the government does not have a majority of members in the House of Representatives and has to rely on Independent and minor party MPs to pass legislation in the House. Opinion is divided about how effective this parliament has been.

Do you think the hung parliament has been a great example of democracy at work, or has Australia been held to ransom by a small group of unrepresentative Independents? What are the advantages and disadvantages of the current parliament? Does the situation help to make good laws, or does it confuse and delay the legislative process?

1. There are many means by which individuals and groups outside of the Parliament can influence changes in the law, for example, petitions, demonstrations, using the media to influence public opinion, pressure groups, contacting local Members of Parliament etc. In recent times, there have been several examples of groups or individuals outside of the Parliament influencing Members of Parliament to make changes to laws or introduce new legislation. Some recent examples include the campaign to legalise gay marriage, demonstrations and petitions urging the immediate establishment of a National Disability Insurance Scheme and the “give a Gonski” campaign to improve school funding.

Choose one example of public agitation for legislative change (you are not restricted to those mentioned above) and analyse the following:

* Which groups/individuals are agitating for legislative change?
* What is the nature of the change are they campaigning for?
* What campaign strategies are they employing?
* Critically analyse how effective you think the strategies have been (e.g. petitions, demonstrations etc)
* How has the Parliament responded to the campaign for legislative change? Do you think the Parliament’s response has been adequate?(remember that different political parties may well respond differently)

On the due date you are required to submit:

1. A hard copy of your report
2. A soft copy of your report to your teacher
3. A correctly formatted bibliography
4. A signed declaration of original work

Your report will be assessed according to the attached rubric.

You will need to plan your report carefully and conduct thorough research if you wish to do well on this assessment. You might like to start your research by looking at the following resources:

* The Australian Parliament website: [www.aph.gov.au](http://www.aph.gov.au)
* The Australian Electoral Commission website: [www.aec.gov.au](http://www.aec.gov.au)
* News and opinion pieces in major newspapers (e.g. *The Australian, The Sydney Morning Herald, The Age, Financial Review, Canberra Times*)

Be careful to include correctly formatted references to any source you use in your report.

DO NOT plagiarise – plagiarism is theft and will be treated very seriously.

The attached sheet “Writing a Research Report in Legal Studies” provides additional instruction on how to construct your report. Please consult it.

The library also provides information sheets about referencing and compiling bibliographies. Please consult these sheets if you have difficulty with either element.

**Late Submission of Work**

In accordance with BSSS guidelines work submitted late will be penalised at the rate of 5% (of possible marks) per calendar day late (including weekends and public holidays) to a maximum of 35% of the total available marks. Submission after the 7th late day will be awarded a notional zero. A notional zero is a mark calculated at the end of the unit in accordance with BSSS policy and will be lower than the lowest real score. Work cannot be submitted on a weekend or public holiday.

# Glossary of Verbs

The following list of verbs are typical of terms used in classwork and assessment tasks:

|  |  |
| --- | --- |
| 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 |
| 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 | Plan, inquire into and draw conclusions about |
| Justify | Show how argument or conclusion is right or reasonable |
| Manipulate | Adapt or change |
| Plan | Strategies, 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 |