# Government of South Australia LogoSACE Board Logo2023 Accounting Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Teachers can improve the moderation process and the online process by:

* including teacher comments and marks on all work submitted to enable moderators to confirm teachers’ results more easily
* ensuring that learning and assessment plans (LAPs) and tasks are provided in the teacher materials section.

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

Teachers continue to design assessment tasks that are engaging and provide students the opportunity to apply the skills and knowledge they are developing to more realistic scenarios and contexts. Where a variety of assessment modes were used, such as mixing tests with extended and multi-modal responses, students were given the best opportunity to demonstrate their abilities against the performance standards.

Teachers can elicit more successful responses by:

* including a variety of assessment tasks allowing students to provide evidence at the varying levels of the performance standards
* providing tasks and scenarios that require specific answers from students that relate to the particular question/case study
* encouraging students to focus on how the created or provided information can be used to provide advice to stakeholders
* giving students multiple opportunities to provide evidence under different conditions, including timed responses and extended responses, unseen or oral.

The more successful responses commonly:

* incorporated financial information into their responses; linking theory with the financial information of the question
* provided authentic accounting advice by incorporating industry data or other source material into their responses
* showed analysis and evaluation by commenting on provided/created financial information and making specific links to that information
* showed attention to detail in the creation of reports
* consistently used appropriate accounting terminology.

The less successful responses commonly:

* made errors in creation of accounting reports through misclassification or straight forward mathematical application
* provided descriptive summaries of changes in financial data without evaluation of their impact
* provided rote definitions without application to the scenario
* provided general answers that did not specifically relate to the question being asked or the information provided
* missed opportunities to utilise real word data when providing advice.

Assessment Type 2: Accounting Advice (30%)

The primary aim of accounting is to give students the opportunity to work with and provide information to stakeholders for decision making. Teachers continue to develop scenarios that allow student to engage with this process and communicate their findings as advice to relevant stakeholders.

Teachers can elicit more successful responses by:

* allowing students the opportunity to present their findings in a variety of formats, enabling them to select appropriate and effective communication tools for a nominated stakeholder
* encouraging students to research beyond the case data provided and bring in real world data to make advice authentic
* providing multiple opportunities to develop students’ ability to provide meaningful advice throughout the year as scaffolding for Assessment Type 2.

The more successful responses commonly:

* effectively used the communication format chosen to provide authentic advice to the stakeholder in question
* effectively structured their advice using headings, external sources, and supported their finding with figures, evidence, and graphs
* engaged in wider research and effectively integrated that into the advice they provided
* integrated the financial information of the question with appropriate accounting theory
* offered insightful recommendations that were highly relevant to the stakeholder
* made good use of both qualitative and quantitative data in their responses
* properly referenced their sources.

The less successful responses commonly:

* provided only superficial analysis of ratios and financial information
* included minimal or no external sources of information to support the advice being provided
* used informal language, inappropriate for the style of communication chosen
* provided generic advice that did not consider relevant facts of cases provided.

# External Assessment

Assessment Type 3: Examination (30%)

The 2023 exam followed a similar format to preceding years with a total of 5 questions and the total number of marks available to be awarded set at 120. The exam was formatted with three questions focussed on the more practical aspects of the course with appropriate theory included. The fourth question provided scaffolding to enhance students’ efforts at providing accounting advice in the fifth and final question of the exam. The exam was presented with an information booklet and two question booklets (for answers to questions 1-3 and 4-5). This presentation carried over from the previous years appeared to work successfully and was accessible to students. Pleasingly, a larger proportion of students fully engaged with question 5 in this paper.

Question 1

This question focussed on Inventory.

The more successful responses commonly:

* correctly applied the First In, First Out inventory method
* used correct account names in ledger accounts
* identified the sales price and cost price entries required for the general journal
* correctly applied the concept of lower of cost and net realisable value.

The less successful responses commonly:

* included selling prices in the stock card
* only completed part of the general journal entry
* were not able to apply the discount correctly.

Question 2

This question focussed on Budgeting and Company Ratios.

The more successful responses commonly:

* identified the link between advertising and sales revenue
* appropriately calculated figures for 3 months (a quarter)
* correctly identified opening cash balance as positive
* clearly explained the difference between ratio calculations and their importance.

The less successful responses commonly:

* provided generic reasons for variances unrelated to the data provided
* misunderstood opening balance was provided from the bank’s perspective
* included non-cash items
* did not refer back to the cash budget when providing advice.

Question 3

This question focussed on Balance Day Adjustments.

The more successful responses commonly:

* used correct account names in the ledger
* were able to identify the doubtful debts expense needed to be calculated to balance the ledger
* correctly classified the reports and includes appropriate sub-totals
* recorded the Equity as a single figure equal to Net assets
* showed the ratio calculation in the correct format.

The less successful responses commonly:

* calculated the rent expense, not the asset balance as required
* confused the Dr and Cr entries in the ledger
* misallocated items in the reports, including incorrectly recording items between reports
* attempted to calculate equity on the balance sheet by including details from a Statement of Changes in Equity
* were not able to provide appropriate reasons for selecting depreciation methods.

Question 4

This question focussed on Cash Flows and provided scaffolding for question 5.

The more successful responses commonly:

* completed cash flow statement fully
* used multiple specific examples when explaining cash movement
* provided concise and relevant impacts on the business of expense movements
* selected a ratio relevant to solvency and explained how it would be interpreted clearly.

The less successful responses commonly:

* did not complete the cash flow statement
* included non-cash items in calculations
* did not provide examples when discussing cash movements
* selected a ratio measuring profitability or liquidity.

Question 5

This question focussed on the provision of Accounting Advice in response to specific enquiries from a stakeholder.

The more successful responses commonly:

* clearly selected a specific format and adhered to that throughout the advice
* addressed the key questions in the dot points effectively either in individual sections or wholistically
* communicated clearly and directed their advice to the owner (as required) rather than as generic commentary for any potential user
* balanced their discussion of qualitative and quantitative factors
* made clear reference to the statement of cash flows in information provided to support the advice provided
* were able to bring in real world factors when discussing the expansion, including seasonal nature of business.

The less successful responses commonly:

* had no specific format, instead answered each dot point as a separate question
* did not consider the marks guide provided, focussing too much attention on the questions with lower marks
* did not provide a full answer, potentially indicating time management issues
* did not use information from the question or cash flow statement to support advice given
* stated overall changes in amounts or ratios without providing actual advice.