



## SAMPLE COURSE OUTLINE

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ACCOUNTING AND FINANCE  
GENERAL YEAR 11

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## Sample course outline

### Accounting and Finance – General Year 11

#### Semester 1 – Unit 1

| Week | Key teaching points  |
|------|--|
| 1–4  | <p>Overview of the syllabus, expectations and assessment outline</p> <p><b>Financial institutions and systems: Financial institutions</b></p> <ul style="list-style-type: none"> <li>the role of financial institutions that meet the personal needs of individuals, for example, banks (including internet and phone banking), credit unions, retail stores and telecommunications companies</li> </ul> <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>types of bank accounts</li> <li>the concept of security of investment               <ul style="list-style-type: none"> <li>risk of return</li> <li>security on borrowings</li> </ul> </li> <li>the relationship between risk and rate of return</li> <li>measures to avoid being caught up in scams</li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>investment options available to individuals, including:               <ul style="list-style-type: none"> <li>superannuation</li> <li>shares market</li> <li>property</li> <li>cash deposits</li> <li>long-term investments</li> </ul> </li> </ul> <p><b>Government and the community: The role and influence of governments and other bodies</b></p> <ul style="list-style-type: none"> <li>identity and function of government agencies in relation to personal finance</li> </ul> <p><b>Task 1: Project (Weeks 4–5)</b></p> |
| 5–6  | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>nature and purpose of documents used to record and communicate personal financial information, including:               <ul style="list-style-type: none"> <li>cheques</li> <li>bank and credit card statements</li> <li>automatic teller machine (ATM) slips</li> <li>EFTPOS slips</li> <li>internet receipts</li> </ul> </li> </ul> <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>preparation of personal financial documents, including:               <ul style="list-style-type: none"> <li>cheques</li> <li>application for a bank account, a credit card, or a mobile phone plan</li> </ul> </li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>interpretation of information relevant to personal financial management, including:               <ul style="list-style-type: none"> <li>pay slips</li> <li>bank statements</li> <li>EFTPOS slips</li> </ul> </li> </ul> <p><b>Task 2: Test (Week 7)</b></p>   |

| Week  | Key teaching points   |
|-------|---|
| 7–10  | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>• role and benefits of insurance, including: <ul style="list-style-type: none"> <li>▪ car insurance</li> <li>▪ travel insurance</li> </ul> </li> <li>• sources of borrowing for personal financial management, including: <ul style="list-style-type: none"> <li>▪ credit cards</li> <li>▪ interest free offers</li> <li>▪ personal loans</li> </ul> </li> <li>• the importance of reading fine print on contracts</li> <li>• the importance of providing accurate financial information</li> <li>• sources of youth debt <ul style="list-style-type: none"> <li>▪ credit cards</li> <li>▪ mobile telephone contracts</li> <li>▪ rent</li> <li>▪ student fee loans</li> </ul> </li> <li>• implications of personal credit ratings</li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>• sources of financial advice, including: <ul style="list-style-type: none"> <li>▪ banks</li> <li>▪ media</li> <li>▪ financial advisors</li> </ul> </li> <li>• financial factors affecting financial decision making, including the importance of compounding interest versus simple interest</li> </ul> <p><b>Government and the community: The influence of social, environmental and ethical factors</b></p> <ul style="list-style-type: none"> <li>• factors affecting personal financial decision making, including: <ul style="list-style-type: none"> <li>▪ influence of media</li> <li>▪ peer group pressure</li> <li>▪ beliefs and values</li> </ul> </li> </ul> <p><b>Task 3: Project</b></p> |
| 11–13 | <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>• preparation of personal budgets</li> <li>• preparation of personal bank reconciliation statements</li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>• importance of personal financial planning</li> <li>• short-term and long-term financial goal setting</li> </ul> <p><b>Task 4: Test</b></p>  |

| Week  | Key teaching points   |
|-------|---|
| 14–16 | <p><b>Government and the community: The role and influence of government and other bodies</b></p> <ul style="list-style-type: none"><li>• types of taxation affecting individuals, including:<ul style="list-style-type: none"><li>▪ personal income tax</li><li>▪ GST</li><li>▪ capital gains tax</li><li>▪ fringe benefits such as cars, mobile phones</li></ul></li></ul> <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"><li>• maintenance of personal financial records for personal income tax</li><li>• calculation of tax payable, including only:<ul style="list-style-type: none"><li>▪ assessable income (limited to salaries and wages and interest)</li><li>▪ allowable deductions (limited to union fees, professional associations, donations and uniform and motor vehicle expenses)</li><li>▪ tax offset (limited to health insurance)</li></ul></li></ul> <p><b>Task 5: Test</b></p> |

| Week | Key teaching points  |
|------|--|
| 1–3  | <p><b>Government and the community: The role and influence of governments and other bodies</b></p> <ul style="list-style-type: none"> <li>• impact of governments (local, state and federal) on the operations of small businesses, including: <ul style="list-style-type: none"> <li>▪ taxation</li> <li>▪ financial assistance</li> <li>▪ regulations</li> </ul> </li> <li>• impact on small business entities by other bodies, including: <ul style="list-style-type: none"> <li>▪ consumer groups</li> <li>▪ trade unions</li> <li>▪ professional associations and industry groups</li> <li>▪ accountants</li> </ul> </li> </ul> <p><b>Government and the community: The influence of social, environmental and ethical factors</b></p> <ul style="list-style-type: none"> <li>• how social, environmental and ethical factors influence the establishment and operations of small cash entities</li> <li>• impact of the costs associated with setting up small cash entities</li> </ul> <p><b>Financial institutions and systems: Financial institutions</b></p> <ul style="list-style-type: none"> <li>• identify the functions of the various institutions that service the financial needs of small entities, including: <ul style="list-style-type: none"> <li>▪ banks</li> <li>▪ insurance companies</li> </ul> </li> </ul> <p><b>Task 6: Project (Weeks 2–4)</b></p> |
| 4    | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>• definition of the accounting equation</li> <li>• accepted accounting principles, including: <ul style="list-style-type: none"> <li>▪ accounting entity</li> <li>▪ monetary</li> <li>▪ accounting period</li> <li>▪ going concern</li> </ul> </li> <li>• simple definitions of the following accounting terms: <ul style="list-style-type: none"> <li>▪ assets</li> <li>▪ liabilities</li> <li>▪ expense</li> <li>▪ income</li> <li>▪ equity</li> </ul> </li> </ul>   |

| Week  | Key teaching points  |
|-------|--|
| 5–6   | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>• nature of the systems that businesses use to carry out banking, investment, purchases, borrowing and other financial transactions</li> <li>• nature and purpose of source documents in a cash accounting system, including: <ul style="list-style-type: none"> <li>▪ tax invoices/receipts</li> <li>▪ bank deposit slips</li> <li>▪ cheque butts</li> <li>▪ EFTPOS receipts</li> <li>▪ business activity statement (BAS)</li> </ul> </li> </ul> <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>• preparation of documents, manually or electronically, to record business financial information, including: <ul style="list-style-type: none"> <li>▪ order forms</li> <li>▪ tax invoices/receipts</li> <li>▪ delivery notes</li> <li>▪ cheques</li> <li>▪ bank deposit slips</li> </ul> </li> </ul> <p><b>Task 7: Test (Week 7)</b></p>                                   |
| 7–10  | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>• principles of single-entry cash accounting practices and entries when using cash book, petty cash</li> <li>• methods of recording and maintaining single-entry accounting systems using manual or electronic tools</li> <li>• purpose and advantages of multi-columnar cash books/journals</li> </ul> <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>• preparation of cash receipts and payment journals, or a cash book with separate columns for: <ul style="list-style-type: none"> <li>▪ GST</li> <li>▪ cash sales/purchases</li> <li>▪ commonly recurring receipts/payments</li> </ul> </li> <li>• preparation of a petty cash book</li> <li>• preparation of payroll records for a small cash-based business, including: <ul style="list-style-type: none"> <li>▪ pay advice slip</li> <li>▪ wages book</li> </ul> </li> </ul> <p><b>Task 8: Test (Week 11)</b></p> |
| 11–13 | <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>• presentation of financial information in the form of simple unclassified reports applying the accounting equation for small cash based entities, including: <ul style="list-style-type: none"> <li>▪ statement of receipts and payments</li> <li>▪ income statement</li> <li>▪ balance sheet</li> </ul> </li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>• interpretation of information presented in simple financial statements and the analysis of this information to assess profitability and liquidity</li> <li>• importance of liquidity to the entity</li> </ul> <p><b>Task 9: Test</b></p>  |

| Week  | Key teaching points   |
|-------|---|
| 14    | <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>principles of internal control over cash</li> </ul> <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>characteristics, administration and types of records for incorporated not-for-profit organisations</li> </ul> <p><b>Task 10: Project (Week 15)</b></p>   |
| 15–16 | <p><b>Financial institutions and systems: Financial systems and fundamental principles</b></p> <ul style="list-style-type: none"> <li>principles of single-entry cash accounting practices and entries when using bank reconciliation systems</li> </ul> <p><b>Recording, using and evaluating financial information: Recording, processing and communicating financial information</b></p> <ul style="list-style-type: none"> <li>preparation of simple cash budgets</li> <li>preparation of bank reconciliation statements</li> </ul> <p><b>Recording, using and evaluating financial information: Evaluating financial information for planning, coordinating, controlling and investing</b></p> <ul style="list-style-type: none"> <li>interpretation of simple cash budgets</li> </ul> <p><b>Task 11: Test</b></p> |