

Student A	Literacy - Grammar and Punctuation is below the expected standard. The underpinning factors related to grammar and punctuation in this syllabus include • “Comprehending accounting texts, financial data and information from a range of sources and presented in a variety of formats, to stimulate learning • Transforming accounting ideas and contexts, from a variety of sources, to develop understanding • Using language and text to convey accounting meaning in written and non-written formats to suit audience and purpose” (QCAA, 2018, p. 8). This assessment requires students to prepare a business report for the business manager. Grammar and punctuation feature in the marking breakdown in the following criterion: • Analysing, because students must provide an explanation of issues and in doing so their grammar and punctuation must be correct. • Evaluating, as students must present perceptive judgements, justified decisions, and convincing recommendations and in doing so their grammar and punctuation must be correct. • Communicating which includes providing a succinct easy to follow evaluation and with minimal errors in spelling, grammar and punctuation. The unit objectives related to the assessment skills needed are • Unit 3, Objective 3 “Analyse and interpret financial data and information relating to managing cash and other resources for a sole trader business.” (QCAA, 2024, p. 22) • Unit 3, Objective 4 “Evaluate practices of financial management relating to managing cash and other resources for a sole trader business to make decisions and propose recommendations” (QCAA, 2024, p. 22) • Unit 3, Objective 5 “Create responses that communicate meaning to business owners of a sole trader business” (QCAA, 2024, p. 22) By first identifying the underpinning expectations for achievement, the teacher can begin to strategise a tailored approach to support the student to achieve success in the assessment task (APSTS 1.5, 2.1, 2.3, 2.5).	Student A will need to be supported to develop the skills necessary to succeed in the assessment using the following strategies. • The teacher will develop an action plan with the student which outlines the skills required to progress the student in their grammar and punctuation skills. In this plan, the teacher will support the student to develop these skills by providing the student with a link to a relevant video from the Khan Academy Grammar series every week, an example being https://youtu.be/CsrlM_RpqXek and providing a corresponding edit exercise as homework after each lesson. These exercises take brief sections (two or three sentences) of exemplar accounting reports which have been altered by the teacher to include three grammatical or punctuation errors or omissions. The teacher must ensure the errors are within the student's skills to identify. At least one of the errors must relate to the weekly Khan video accompanying the exercise. The teacher will instruct the student to identify the errors or omissions and rewrite the section with correct grammar and punctuation. The teacher will instruct the student to email completed edits to the teacher before the beginning of the next class and the teacher will provide feedback. The teacher will review the student progress against the action plan and meet with the student as required to review the requirements • The teacher will encourage the student to ask for feedback from the teacher if required. • The teacher will check in with the student during lessons as required. • The teacher will quickly identify errors or omissions noticed in the student writing which relate to skills the student has already developed and direct them to the Khan video or exercise in which they developed this skill and ask them to correct their error. The teacher will follow up in such instances to ensure that the errors have been updated. Working with students to create challenging but achievable learning goals (APST3.1), the teacher supports the student with tailored learning (APST 1.5) and feedback (APST 5.2) to ensure students build the necessary underpinning skills needed to actively participate with their classmates in the learning sequence (APST2.1, 2.3, 2.5) and to achieve success in the assessment (APST2.3).
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Student B	Numeracy is below the expected standard The underpinning factors related to numeracy in this syllabus include • “extracting, converting or translating information given in numerical forms • Representing and interpreting financial data and accounting information given in numerical forms • Identifying trends and relationships in financial data and other accounting information • Communicating accounting meaning through the application of numeracy” (QCAA, 2018, p. 9). This assessment requires students to prepare a business report for the business manager. Numeracy feature in the marking breakdown in the following criterion: • Synthesising — items 1 and 2, because students represent numerical information through accounting reports, make cause and effect connections between budget and actual cash performance of a business through an understanding of the sequence of events and an in doing so gain an understanding around the difference in projections and actual results. • Analysing, because students must identify trends and relationships within the same report as well as between different reports and other sets of information. • Communicating because students must provide written or verbal representation of numerical activities or change. The unit objectives related to the assessment skills needed are • Unit 3, Objective 2 — ‘Synthesise accounting principles and processes relating to managing cash and other resources for a sole trader business’ (QCAA, 2024, p. 22) • Unit 3, Objective 3 “Analyse and interpret financial data and information relating to managing cash and other resources for a sole trader business.” (QCAA, 2024, p. 22) • Unit 3, Objective 5 “Create responses that communicate meaning to business owners of a sole trader business” (QCAA, 2024, p. 22)	Student C will need to be supported to develop the skills necessary to succeed in the assessment using the following strategies. • The teacher will support the student with additional weekly homework activities to extend their understanding of numeracy concepts as applicable to accounting. These activities will consist of a video or videos with an accompanying worksheet to guide the student to identify key points made in the video. The teacher will instruct the student to return the worksheet by the end of the week. The videos will include the following however the teacher may provide additional videos depending on the responses received in the worksheets. ○ Ratio analysis https://youtu.be/FT2rOR6CxGE ○ Forecasting https://youtu.be/OwiqLRO4uOE and https://youtu.be/j22tLUQQDh4 ○ Understanding variance analysis budget vs actual https://youtu.be/DFD2E5sO6kQ and https://www.youtube.com/watch?v=SMTa1IZu7Qw ○ Correlation and causation https://youtu.be/Tg6e2Y3IEUk and https://youtu.be/HUti6vGctQM ○ Report writing — problem statement and how to sequence information https://youtu.be/FXluHOFAXos • The teacher will check in with the student during lessons as required. • The teacher will quickly identify errors or omissions noticed in the student writing which relate to skills the student has already developed and direct them to the video or exercise in which they developed this skill and ask them to correct their error. The teacher will follow up in such instances to ensure that the errors have been updated.
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Student C	Literacy – Spelling is below the expected standard The underpinning factors related to spelling in this syllabus include • “Familiarity with the syntax of accounting, that is, the use of terminology and specialised accounting language • Comprehending accounting texts, financial data and information from a range of sources and presented in a variety of formats, to stimulate learning • Transforming accounting ideas and contexts, from a variety of sources, to develop understanding • Using language and text to convey accounting meaning in written and non-written formats to suit audience and purpose” (QCAA, 2018, p. 8). This assessment requires students to prepare a business report for the business manager. Spelling feature in the marking breakdown in the following criterion: • Synthesising – items 1 and 2, because spelling of accounting terms, and names of accounts will feature in the reports and must be correct • Analysing, because students must provide an explanation of issues and in doing so their spelling must be correct. • Evaluating, as students must present perceptive judgements, justified decisions, and convincing recommendations and in doing so their spelling must be correct. • Communicating which includes providing a succinct easy to follow evaluation and with minimal errors in spelling. The unit objectives related to the assessment skills needed are • Unit 3, Objective 2 – ‘Synthesise accounting principles and processes relating to managing cash and other resources for a sole trader business” (QCAA, 2024, p. 22) • Unit 3, Objective 3 “Analyse and interpret financial data and information relating to managing cash and other resources for a sole trader business.” (QCAA, 2024, p. 22) • Unit 3, Objective 4 “Evaluate practices of financial management relating to managing cash and other resources for a sole trader business to make decisions and propose recommendations” (QCAA, 2024, p. 22) • Unit 3, Objective 5 “Create responses that communicate meaning to business owners of a sole trader business” (QCAA, 2024, p. 22)	Student C will need to be supported to develop the skills necessary to succeed in the assessment using the following strategies. • The teacher will work with the student to support their effective and active use of the glossary of accounting terms completed during class. Used effectively, this glossary will support them in ensuring their assignment is free of spelling errors. Alongside this task, the teacher will further support the student in developing skills to expand their vocabulary supporting greater use and thus greater likelihood of retention of the words in the student’s glossary in their everyday language. • The teacher will begin with introducing the student to the purpose of the glossary. The following YouTube video will be set as a homework exercise https://youtu.be/sBni5u_eAlc • For any new words in a lesson, the teacher will email Student C an additional work-sheet with phonetic breakdown and word origins to support in spelling of these new words. The teacher instructs the student to add these words to their glossary and to re-write the meaning in their own words • At the end of each week, the teacher requests the student emails their glossary through for feedback. The teacher provides the student feedback as required. • As the glossary is being developed, the teacher sends the student an information sheet on passive versus active vocabulary. The teacher sends the following short video to Student C which summarises the concept of passive and active vocabulary https://www.youtube.com/watch?v=lbSYyEz3DY. The teacher also sends the students a hints and tips sheet based on the website https://www.ieltstom.com/post/from-passive-to-active-how-to-master-your-vocabulary on how to move words from passive to active vocabulary ○ Practice every opportunity ○ Learn phrases not individual words ○ Use context clues ○ Review regularly ○ Making mistakes is ok • The teacher further encourages Student C to utilise new or different words where appropriate • The teacher will check in with the student during lessons as required. • The teacher will quickly identify errors or omissions noticed in the student writing which relate to skills the student has already developed and direct them to the video or exercise in which they developed this skill and ask them to correct their error. The teacher will follow up in such instances to ensure that the errors have been updated.
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