

ACCOUNTING AND FINANCE

Key Questions	Jury Deliberation	Actions Taken
<i>Is the information in the course clear? (clarity)</i>	<ul style="list-style-type: none"> Revise the amended scope and sequence document so that the content is presented in a hierarchical manner. Review scope and sequence with a view to balance the quantity to the time available to teach, assess, revise and evaluate thoroughly. 	<ul style="list-style-type: none"> The scope and sequence has been reviewed by teacher experts to ensure that content is displayed in a hierarchical manner and to refine the balance of content across the units. Support materials have been developed including sample teaching programs that exemplify the timing for teaching, learning and assessment at each stage. These materials have been developed in conjunction with teacher's trialling the course in 2006 and 2007. The scope and sequence has been further reviewed to ensure that course content is coherent and balanced.
<i>Is there sufficient information in the course? (sufficiency)</i>	<ul style="list-style-type: none"> Follow through on the syllabus experts commitment to continue the professional development program to up-skill teachers from appropriate and various sources (eg industry, university, tafe). Provide for equity of access to resources statewide (eg computers, software) 	<ul style="list-style-type: none"> The Curriculum Council has developed high quality professional development and materials in relation to the course. These will be delivered on designated professional development days. The Curriculum Council has worked, and will continue to work, in collaboration with system sectors, universities, TAFE, ICA, CPA and BEWA to ensure a range of high quality professional development opportunities are made available to teachers across the State. The Curriculum Council has worked, and will continue to work, in collaboration with system sectors to develop strategies to address resourcing issues as identified by the jury.
<i>Do parts of the course come together as a whole? (coherence)</i>	<ul style="list-style-type: none"> Need a specific syllabus to prepare students for an exam. Develop a major syllabus change plan All resourcing, eg syllabus, assessment support material, sample exams and solutions and marking keys, are available to teachers a year before the introduction of the unit (eg 2AB by term 3, 2007, 3AB by term 3, 2008). Clarification of moderation/consensus processes for all courses to ensure that there are common standards across all schools. 	<ul style="list-style-type: none"> The explication of content in the syllabus has been reviewed by teachers and others previously not used in this process to ensure clarity of what needs to be taught and what will be examined. Further, support materials have been developed that reinforces the necessary depth and breath of course content across all stages. 2008 and 2009 professional development will support all changes in the syllabus. Resources and professional development provided by the Curriculum Council will be made available more than twelve months in advance. Moderation and consensus processes for all courses are part of the role of the Curriculum Council. Assessment seminars and consensus meetings will be held in accordance with Curriculum Council guidelines.
<i>Is the course of an appropriate standard for current and future students and their post school destinations such as employment, TAFE or university? (appropriate)</i>	<ul style="list-style-type: none"> The scope and sequence cater for 1AB offers an appropriate standard for SWC students/ employment/TAFE. Parts of 2AB and 3AB are suitable/appropriate for tertiary bound students, however some are unsuitable, eg too sophisticated for the aged group. 	<ul style="list-style-type: none"> Content and cognitive demand of 2AB and 3AB has been reviewed by critical readers from tertiary and TAFE sectors for suitability for the age group.