Practical assessment: Various tasks demonstrating applied practical processes

These samples have been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. They demonstrate the following dimensions:

- Applied practical processes

Assessment instrument

The advice in this document focuses on designing assessment tasks that effectively provide opportunities to demonstrate the general objectives of the Applied practical processes dimension. The general objectives state that by the conclusion of the course, students should:

- solve complex accounting problems in practical situations through analysing, selecting, combining, calculating and synthesising data
- apply complex concepts and related reasoning and skills to organise, process and report accounting information.

The samples:

- provide an overview and an outline of the assessment task. That is, they are not accompanied by the relevant resources that the tasks direct the students to solve problems about and apply concepts and reasoning and skills to.
- provide examples of ways that evidence of both general objectives may be collected in order for teachers to make judgments
- do not detail assessment conditions
- should be considered in light of the teaching and learning experiences undertaken within the individual school context.

Assessment task (Sample 1)

<table>
<thead>
<tr>
<th>Relevant applied practical processes general objectives</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve complex accounting problems through analysing, selecting, combining, calculating and synthesising data.</td>
<td>Students are given a completed income statement, balance sheet, trial balance and additional balance day adjustment information. The balance sheet does not balance and requires modification.</td>
</tr>
<tr>
<td>Apply complex concepts and related reasoning and skills to organise, process and report accounting information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the income statement, balance sheet, trial balance and information regarding balance day adjustments:</td>
</tr>
<tr>
<td>- identify (select) and analyse errors, all of which are to be documented in the table provided</td>
</tr>
<tr>
<td>- modify (process) the reports so that they are correct.</td>
</tr>
</tbody>
</table>

Each sample provides examples of the link between general objectives and the task.
### Assessment task (Sample 2)

<table>
<thead>
<tr>
<th>Relevant applied practical processes</th>
<th>General objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve complex accounting problems</td>
<td>through analysing, selecting, combining, calculating and synthesising data.</td>
</tr>
<tr>
<td>Apply complex concepts and related reasoning and skills to organise, process and report accounting information.</td>
<td></td>
</tr>
</tbody>
</table>

**Overview**

Students are given a package of simulated source documents, which are not coded or sorted. Students problem solve to analyse transactions, identify the debit and credit components, and complete the appropriate journal entries and ledger accounts.

**Task**

Using the provided package of source documents:

- categorise, code (select and combine) and sequentially order (analyse) the documents according to their function or purpose. Record this information.
- analyse the documents to determine the transactions and the debit and credit components and complete the journal entries
- post (process) to a selection of ledger accounts.

The identification and classification of transactions in this task requires synthesis of concepts.

### Assessment task (Sample 3)

<table>
<thead>
<tr>
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<th>General objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve complex accounting problems</td>
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</tr>
<tr>
<td>Apply complex concepts and related reasoning and skills to organise, process and report accounting information.</td>
<td></td>
</tr>
</tbody>
</table>

**Overview**

Students are presented with a single list of random account balances and information regarding balance day adjustments. They need to prepare and analyse an income statement and balance sheet.

**Task**

Using the list of account balances and transaction information:

- classify (organise) the account balances and information according to their account type by recording the classification next to each account on the list
- analyse the balance day adjustment information and adjust the account balances showing all working
- prepare (report) an income statement and a balance sheet
- calculate a number of relevant ratios by selecting figures from the completed reports
- determine (analyse) whether the business is financially in a position to expand. Write a paragraph to support your conclusions.
### Assessment task (Sample 4)

<table>
<thead>
<tr>
<th>Relevant applied practical processes general objectives</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve complex accounting problems through analysing, selecting, combining, calculating and synthesising data.</td>
<td>Students are provided with a number of non-current asset registers containing some errors. One asset requires replacement part way through the year. They need to prepare selected journal entries and/or ledger accounts for the life of one asset.</td>
</tr>
<tr>
<td>Apply complex concepts and related reasoning and skills to organise, process and report accounting information.</td>
<td></td>
</tr>
</tbody>
</table>

#### Task

Using the accounting information in the non-current asset registers, apply reasoning and skills to prepare selected relevant journal entries and/or ledger accounts for the life of one asset (acquisition, depreciation and disposal). You are required to:

- Analyse the registers to determine whether the capital and revenue expenditure have been appropriately recorded. Annotate your findings on the register.
- Analyse the registers to check (synthesise) the depreciation calculations (show all working).
- Apply reasoning and skills to correct the asset registers.
- Prepare the relevant journal entries and/or ledger accounts for the life of one asset (acquisition, depreciation and disposal).

### Assessment task (Sample 5)

<table>
<thead>
<tr>
<th>Relevant applied practical processes general objectives</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve complex accounting problems through analysing, selecting, combining, calculating and synthesising data.</td>
<td>Students are provided with a cash budget scenario that requires the completion of a spreadsheet showing calculations based on information such as percentage calculations, non-cash items, staggered payments for an asset, fluctuating bank balance from debit to credit.</td>
</tr>
<tr>
<td>Apply complex concepts and related reasoning and skills to organise, process and report accounting information.</td>
<td></td>
</tr>
</tbody>
</table>

#### Task

Using the information provided, design (organise) and complete (process) a spreadsheet that includes:

- Input and reporting areas
- Schedules for GST and accounts receivable
- A cash budget report for a defined period of time, e.g. three-month period.

Using the completed spreadsheet, analyse a scenario involving some changes to budget forecasts. Show the adjustments in the spreadsheet and write a paragraph response.
Assessment task (Sample 6)

Overview
Students are provided with a cash budget scenario that requires the preparation and analysis of a spreadsheet containing two successive budgets and a budget variance report.

Task
Using the information provided, design (organise) and complete (process) a spreadsheet that includes:
- input and reporting areas
- schedules for GST and accounts receivable
- a cash budget report for two consecutive two-month periods
- a budget variance report that shows the difference in percentage and $ values between the key figures.

Using the summary table provided and the completed spreadsheet:
- determine (select) the key areas for concern over the next four months
- analyse the areas by providing explanations for management.

The combination of two successive budgets together with the variance report requires synthesis of concepts.

Assessment task (Sample 7)

Overview
Students are provided with a list of inventory transactions (e.g. purchases, purchases returns, sales, sales returns) for two different products. Based on a provided scenario, students complete the stock cards using different inventory costing methods and recommend the preferred inventory costing method.

Task
Using the information provided:
- analyse the transactions by product and date (evidenced in stock cards)
- prepare (process) the stock cards using two different inventory costing methods
- calculate the cost of goods sold figure for each product (show all working)
- provide (synthesize) a recommendation to the business as to which inventory costing method is most appropriate. Write a paragraph response.
# Criteria and standards

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied practical processes</strong></td>
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</tr>
</tbody>
</table>
| The student work has the following characteristics:  
- thorough synthesis of situations to **effectively** solve problems using complex reasoning  
- consistent and efficient application of complex concepts and related reasoning and skills to **accurately** organise, process and report accounting information. | The student work has the following characteristics:  
- **systematic** synthesis of situations to **logically** solve problems using complex reasoning  
- effective application of complex concepts and related reasoning and skills to **accurately** organise, process and report **most** accounting information. | The student work has the following characteristics:  
- synthesis of situations to solve problems using complex reasoning  
- application of complex concepts and related reasoning and skills to **accurately** organise, process and report accounting information with varying **degrees of accuracy**. | The student work has the following characteristics:  
- **identification** of features relevant to situations  
- application of concepts and related skills to **present** accounting information with **minimal** accuracy. | The student work has the following characteristics:  
- **identification** of some features related to the topic  
- **minimal** application of concepts. |

**Key:** Qualities that differentiate the standards A to E  
Less challenging cognition at Standards D and E