

# External Assessment Evidence Gathering Template



<b>Learner Name</b>		<b>NSN</b>		<b>Grade</b>	
<b>Subject</b>	ACCOUNTING				
<b>Standard Number</b>	91406	<b>Level</b>	3	<b>Version</b>	2
<b>Standard Title</b>	Demonstrate understanding of company financial statement preparation				
<b>Purpose of this document</b>	This Assessment Template is a resource for secondary teachers to support the recording of evidence against the requirements of an externally assessed Achievement Standard. It incorporates the assessment requirements of the Achievement Standard, and evidence statements that support the award of a derived grade. Assessment Templates are not a replacement for external examinations.				
<b>Sufficiency statement</b>	Multiple forms of evidence provided by a student may be recorded on the Template under each Grade. The final recommended Grade must be recorded on the cover page.				

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of company financial statement preparation.	Demonstrate in-depth understanding of company financial statement preparation.	Demonstrate comprehensive understanding of company financial statement preparation.
<p>Key requirements for <b>Achievement</b>:</p> <ul style="list-style-type: none"> <li>• The student applies company accounting elements to the preparation of financial statements that are fit for purpose.</li> <li>• Correct stems are used in ledger accounts and financial statements.</li> <li>• The student completes processing of some general journal and general ledger entries.</li> <li>• Financial statements are correctly formatted.</li> <li>• The student accurately processes straight-forward adjustment entries.</li> <li>• The majority of questions are attempted.</li> </ul>	<p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• The student explains the application of company accounting elements to the preparation of financial statement that are fit for purpose.</li> <li>• Most general journal and general ledger account entries are accurately processed.</li> <li>• The student demonstrates an understanding of what items belong in each financial statement.</li> <li>• Most balance day adjustments are accurately calculated and are correctly treated in financial statements.</li> <li>• The student demonstrates understanding of correct accounting treatment in financial statements and transfers this knowledge to written questions.</li> <li>• The student writes accurate explanations of transactions.</li> <li>• The student is able to structure written answers appropriately and address all aspects of questions.</li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• The student justifies the application of company accounting elements to the preparation of financial statements that are fit for purpose.</li> <li>• Nearly all general journal and general ledger account entries are accurately processed.</li> <li>• The student is able to complete most complex calculations and adjustments in the financial statements.</li> <li>• Financial statements are free from foreign items.</li> <li>• The student comprehensively completes financial statements, with nearly all transactions accurately calculated with correct stems and layout.</li> <li>• The student demonstrates an understanding of why transactions occur and how they are processed and reported in financial statements; “because” connectors and figures are used to show comprehensive understanding.</li> <li>• Appropriate accounting terminology at curriculum level 8 is used.</li> <li>• Detailed explanations of transactions, with links to their impact on financial statements, are provided.</li> </ul>

Achievement	Achievement with Merit	Achievement with Excellence
<b>Assessment Date/s:</b>	<b>Assessment Date/s:</b>	<b>Assessment Date/s:</b>
<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions</i>	<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>	<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>