

# TAX 101

## QLD Senior Curriculum Humanities

### Tax 101 - Activity 1: What is tax and why do we need it? Years 11-12 Task

**Economics  
(Year 11)**

#### **Unit 2: Modified Markets**

##### **Topic 1: Markets and efficiency**

In this topic, students will:

- explain and analyse the causes and effects of market failure, including
  - the concepts of positive and negative externalities of production and consumption with a diagrammatic representation of the welfare loss/benefit associated with them
- explain and analyse the different methods of market modification required to correct market failure, including direct and indirect taxation (e.g. Pigouvian taxes), subsidies,
- create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate order, sequencing and development of ideas using paragraphs and extended responses.

##### **Topic 2: Case options of market measures and strategies**

###### **Case option C: Inequality**

In this case, students will

- describe a range of measures and indicators of inequality, e.g. the Lorenz curve, Gini coefficient, Henderson poverty lines, household income, mean and medium income, and equivalence scales
- analyse and evaluate government strategies and/or interventions to address inequality and measures aimed at alleviating inequality and improving living standards, e.g. taxation, transfer payments, subsidising of merit goods and other assistance
- create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate the order, sequencing and development of ideas using paragraphs and extended responses.

### Tax 101 - Activity 3: How is tax revenue spent? Years 11-12 Task

**Economics  
(Year 11)**

#### **Unit 2: Modified Markets**

##### **Topic 1: Markets and efficiency**

In this topic, students will:

- explain and analyse the causes and effects of market failure, including
  - the difference between public goods (e.g. fresh air, national security, street lighting) and private goods, why markets might not adequately provide public goods and the concept of the free rider problem

**Tax 101 - Activity 4: The Budget: taxes and spending**  
**Years 11-12 Task**

<p><b>Economics</b> <b>(Year 11)</b></p>	<p><b>Unit 1: Markets and Models</b>  <b>Topic 3: Market forces</b>                  In this topic, students will:</p> <ul style="list-style-type: none"> <li>• apply the theory of demand and supply to determine market equilibrium, and express in diagrammatic forms</li> <li>• analyse the impact of non-price factors on demand and supply curves, and equilibrium price and quantity in various situations, with diagrams.</li> <li>• create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate order, sequencing and development of ideas using paragraphs and extended responses.</li> </ul>
<p><b>Economics</b> <b>(Year 12)</b></p>	<p><b>Unit 4: Contemporary macroeconomics</b>  <b>Topic 1: Macroeconomic objectives and theory</b>                  In this topic, students will:</p> <ul style="list-style-type: none"> <li>• recall the circular flow model, the components of aggregate demand (represented by Consumption + Investment + Government + Net exports (Exports – Imports) or <math>C + I + G + (X - M)</math>) and the key factors affecting these components</li> <li>• evaluate the Australian Government’s economic management and achievement of its macroeconomic objectives in the last 10 years</li> <li>• create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate order, sequencing and development of ideas in paragraph and extended responses.</li> </ul> <p><b>Topic 2: Economic management</b>                  In this topic, students will:</p> <ul style="list-style-type: none"> <li>• determine a rationale for the government to develop and implement macroeconomic policies, including the stabilisation of the economic cycle and the attainment of the range of economic objectives</li> </ul> <p><b>Sub-topic A: Demand management policies — fiscal policy</b>                  In this sub-topic, students will:</p> <ul style="list-style-type: none"> <li>• select sources and investigate recent Australian federal budget outcomes to analyse the causes and effects of expansionary and contractionary fiscal policy stances</li> <li>• evaluate the effectiveness of fiscal policy responses in achieving the government’s economic objectives of sustainable economic growth, internal stability in order to improve living standards.</li> </ul>

**Tax 101 - Activity 5: History of tax in Australia**  
**Years 11-12 Task**

<p><b>Modern History</b></p>	<p><b>Unit 3</b>  <b>National experiences in the modern world</b>  <b>Topic 1: Australia, 1914–1949</b>                  Contextual study</p> <ul style="list-style-type: none"> <li>• comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example                         <ul style="list-style-type: none"> <li>○ ideas, beliefs and perspectives</li> <li>○ significant historical features that existed within a society or across societies</li> <li>○ the thoughts and feelings of people or groups so as to empathise with them</li> </ul> </li> <li>• analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example                         <ul style="list-style-type: none"> <li>○ the nature and range of sources and evidence for the period</li> </ul> </li> </ul>
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**Tax 101 - Interactive: Tax in your community**

**Economics  
(Year 11)**

**Unit 1: Markets and models**

**Topic 1: The basic economic problem**

- describe the basic economic problem of relative scarcity and the need for decision-making by individuals, businesses and governments at local, state, national and international levels

**Tax 101 - Interactive: You make the decision  
Years 11-12 Task**

**Economics  
(Year 11)**

**Unit 1: Markets and models**

**Topic 1: The basic economic problem**

- describe the basic economic problem of relative scarcity and the need for decision-making by individuals, businesses and governments at local, state, national and international levels
- explain the concept of opportunity cost and recognise its significance in decision-making, where benefits are subjectively measured against costs

# YOUR TAX

## QLD Senior Curriculum Humanities

### Your Tax - Activity 5: What other taxes do I have to pay?

#### Years 11-12 Task

**Economics  
(Year 11)**

**Unit 2: Modified Markets**

**Topic 2: Case options of market measures and strategies**

**Case option C: Inequality**

In this case, students will

- analyse and evaluate government strategies and/or interventions to address inequality and measures aimed at alleviating inequality and improving living standards, e.g. taxation, subsidising of merit goods

**Economics  
(Year 12)**

**Unit 4: Contemporary macroeconomics**

**Topic 2: Economic management**

**Sub-topic C: Supply-side policies**

In this sub-topic, students will:

- describe the nature, operation and aims of aggregate supply policies (microeconomic reforms), and explain their relationship to domestic macroeconomic objectives
- explain the historical significance of aggregate supply policies to Australia's economic growth and development, e.g. prices and income accord, financial industry deregulation, and floating of the exchange rate [GST]

# BUSINESS TAX

QLD Senior Curriculum  
Humanities

## Business Tax - Activity 1: What is a business?

<b>Business Studies (Year 11)</b>	<p><b>Working in administration</b> BF1. Essential and fundamental knowledge exists for the different business functions.</p> <ul style="list-style-type: none"> <li>business environment, e.g. reasons for starting a business, mission statement, business aims and objectives, purpose of setting objectives</li> </ul> <p><b>Working in finance</b> BF2. Businesses regularly review systems and processes to ensure continuous improvement.</p> <ul style="list-style-type: none"> <li>opportunities for improving financial processes and procedures, e.g. recording processes, cash handling, redevelopment of financial documents</li> </ul>
<b>Business (Year 11)</b>	<p><b>Unit 1: Business creation</b> <b>Topic 1: Fundamentals of business</b></p> <ul style="list-style-type: none"> <li>explain strategic planning, including goals, mission, vision statements, objectives (specific, measurable, agreed upon, realistic and time-based (SMART)), strategies and tactics</li> <li>explain the role of the key business functions (finance, human resources, marketing and operations) in achieving business goals - analytical tools in strategic planning</li> <li>create responses to communicate strategic planning to a range of stakeholders, e.g. - paragraph responses - visual representations (diagrams, graphs, tables or analytical tools) - extended response (written, spoken or multimodal presentations).</li> </ul>

## Business Tax - Activity 2: Business structures

<b>Business Studies (Year 11)</b>	<p><b>Working in finance</b> BF1. Essential and fundamental knowledge exists for the different business functions</p> <ul style="list-style-type: none"> <li>factors influencing business financial goals, e.g. external factors, internal factors</li> </ul>
<b>Business (Year 11)</b>	<p><b>Unit 1: Business creation</b> <b>Topic 1: Fundamentals of business</b></p> <ul style="list-style-type: none"> <li>explain             <ul style="list-style-type: none"> <li>legal ownership structures of business, including sole trader, partnership, private company and public company</li> <li>internal, operating and macro environmental factors</li> </ul> </li> <li>select information relating to the environmental factors of a business to classify strengths, weaknesses, opportunities and threats (SWOT analysis)</li> </ul> <p><b>Topic 2: Creation of business ideas; Business ideation</b> In this sub-topic, students will:</p> <ul style="list-style-type: none"> <li>describe business facts, features and characteristics, including - environmental factors that influence the creation of business ideas</li> </ul> <p><b>Unit 2: Business growth</b> <b>Topic 1: Establishment of a business; Business start-up</b> In this sub-topic, students will:</p> <ul style="list-style-type: none"> <li>interpret the relationships, patterns and trends in the SWOT analysis to draw conclusions about the implications of business start-up</li> </ul>

**Business Tax - Activity 3: Running a business: Tax obligations**

<b>Business Studies (Year 11)</b>	<p><b>Working in administration</b></p> <p>BC2. Effective written communication skills are essential to produce high-quality and professional business communication</p> <ul style="list-style-type: none"> <li>identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting</li> <li>produce properly structured and formatted business documents, e.g. reports, emails, letters, orders, postage, quotes</li> </ul> <p>BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.</p> <ul style="list-style-type: none"> <li>use technology to monitor and improve administration processes and procedures, e.g. human resource management, performance management, resource management, templates</li> </ul> <p>BT2. Word processing software is used to create effective and professional business documents.</p> <ul style="list-style-type: none"> <li>use word processing software to complete tasks, e.g. templates, forms, letters, memos, reports, tables</li> <li>use common software features, e.g. formatting, page setup, editing, language tools, graphic tools, hyperlinks</li> </ul>
<b>Business (Year 11)</b>	<p><b>Unit 2: Business growth</b></p> <p><b>Topic 1: Establishment of a business</b></p> <ul style="list-style-type: none"> <li>explain the legal and regulatory requirements essential for start-up businesses, e.g. taxation, employment, workplace health and safety, standards and codes of practice</li> <li>create responses to communicate financing and human resources strategies for a business start-up to a range of stakeholders, e.g. - paragraph responses - visual representations (diagrams, graphs, infographic, tables or analytical tools) - extended responses (written, spoken or multimodal presentation).</li> </ul>

**Business Tax - Activity 4: Explaining business taxes**

<b>Business Studies (Year 11)</b>	<p>FL1. Basic financial terms and concepts should be used in everyday business interactions.</p> <p><b>Working in administration</b></p> <ul style="list-style-type: none"> <li>financial terms and concepts, e.g. tax,</li> </ul>
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**Business Tax - Activity 4: Explaining business taxes**

<b>Years 11-12 Task</b>	
<b>Economics (Year 11)</b>	<p><b>Unit 2: Modified Markets</b></p> <p>In this topic, students will:</p> <ul style="list-style-type: none"> <li>explain and analyse the causes and effects of market failure, including the concepts of positive and negative externalities of production and consumption</li> <li>explain and analyse the different methods of market modification required to correct market failure, including direct and indirect taxation (e.g. Pigouvian taxes), subsidies, price floors/ceilings</li> <li>create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate order, sequencing and development of ideas using paragraphs and extended responses.</li> </ul>
<b>Economics (Year 12)</b>	<p><b>Unit 4: Contemporary macroeconomics</b></p> <p><b>Topic 2: Economic management</b></p> <p><b>Sub-topic C: Supply-side policies</b></p> <p>In this sub-topic, students will:</p> <ul style="list-style-type: none"> <li>describe the nature, operation and aims of aggregate supply policies (microeconomic reforms), and explain their relationship to domestic macroeconomic objectives</li> <li>explain the historical significance of aggregate supply policies to Australia's economic growth and development, e.g. prices and income accord, financial industry deregulation, and floating of the exchange rate</li> <li>analyse at least one recent supply-side policy aimed at improving Australia's economic growth through efficiency or competitiveness, including at least one of the following initiatives: investment in infrastructure; investment in education and training; research and development; innovation, deregulation and competition policy; welfare and taxation reform; privatisation of government business enterprises; and labour market reform</li> <li>evaluate the effectiveness of supply-side policy responses in achieving the government's economic objectives.</li> </ul>

**Business Tax - Activity 5: The goods and services tax (GST)**  
**Years 11-12 Task**

<p><b>Business Studies (Year 11)</b></p>	<p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.</p> <p><b>Working in administration</b></p> <ul style="list-style-type: none"> <li>• simple financial calculations, e.g. GST calculations</li> </ul> <p><b>Working in finance</b></p> <ul style="list-style-type: none"> <li>• Simple financial calculations, e.g. GST</li> </ul>
<p><b>Business (Year 11)</b></p>	<p><b>Unit 2: Business growth</b></p> <p><b>Topic 1: Establishment of a business</b></p> <ul style="list-style-type: none"> <li>• explain the legal and regulatory requirements essential for start-up businesses, e.g. taxation, employment, workplace health and safety, standards and codes of practice</li> </ul>

**Business Tax - Activity 5: The goods and services tax (GST)**  
**Years 11-12 Task**

<p><b>Business Studies (Year 11)</b></p>	<p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.</p> <p><b>Working in administration</b></p> <ul style="list-style-type: none"> <li>• simple financial calculations, e.g. GST calculations</li> </ul> <p><b>Working in finance</b></p> <ul style="list-style-type: none"> <li>• Simple financial calculations, e.g. GST</li> </ul>
<p><b>Business (Year 11)</b></p>	<p><b>Unit 1 - Topic 2: Creation of business ideas</b></p> <ul style="list-style-type: none"> <li>• explain the relationship between break-even analysis and its relevance in determining the viability of a business idea</li> </ul> <p><b>Unit 2: Business growth</b></p> <p><b>Topic 1: Establishment of a business</b></p> <ul style="list-style-type: none"> <li>• select data and information relating to budgeting and financing for a start-up business to analyse the break-even point (break-even analysis)</li> <li>• interpret the relationships, patterns and trends in the break-even analysis to draw conclusions about the implications of business start-up</li> </ul>



**Business Tax - Activity 6: How is business tax collected?**

<p><b>Business Studies (Year 11)</b></p>	<p>BF1. Essential and fundamental knowledge exists for the different business functions.  <b>Working in finance</b></p> <ul style="list-style-type: none"> <li>financial risks, e.g. cash controls, accuracy of recording information,</li> <li>strategies for managing and avoiding risk</li> </ul> <p>BF2. Businesses regularly review systems and processes to ensure continuous improvement.  <b>Working in administration</b></p> <ul style="list-style-type: none"> <li>opportunities for improving financial processes and procedures, e.g. recording processes, cash handling, redevelopment of financial documents</li> </ul> <p><b>Working in finance</b></p> <ul style="list-style-type: none"> <li>opportunities for improving financial processes and procedures, e.g. recording processes, cash handling, redevelopment of financial documents</li> </ul> <p>FL1. Basic financial terms and concepts should be used in everyday business interactions  <b>Working in finance</b></p> <ul style="list-style-type: none"> <li>financial terms and concepts, e.g. wages, tax, deductions, imprest system, delivery notes, consignment notes, invoices, cheques, petty cash vouchers</li> </ul> <p>FL1. Basic financial terms and concepts should be used in everyday business interactions.  <b>Working in administration</b></p> <ul style="list-style-type: none"> <li>financial terms and concepts, e.g. tax,</li> </ul> <p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.  <b>Working in administration</b></p> <ul style="list-style-type: none"> <li>simple financial calculations, e.g. GST calculations</li> </ul> <p><b>Working in finance</b></p> <ul style="list-style-type: none"> <li>Simple financial calculations, e.g. GST</li> </ul> <p>BC2. Effective written communication skills are essential to produce high-quality and professional business communication  <b>Working in administration</b></p> <ul style="list-style-type: none"> <li>identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting</li> <li>produce properly structured and formatted business documents, e.g. reports, emails, letters, orders, postage, quotes</li> </ul>
<p><b>Business (Year 11)</b></p>	<p><b>Unit 2: Business growth</b></p> <ul style="list-style-type: none"> <li>explain the legal and regulatory requirements essential for start-up businesses, e.g. taxation, employment, workplace health and safety, standards and codes of practice</li> <li>create responses to communicate financing and human resources strategies for a business start-up to a range of stakeholders, e.g. - paragraph responses - visual representations (diagrams, graphs, infographic, tables or analytical tools) - extended responses (written, spoken or multimodal presentation).</li> </ul>



# SUPER

## QLD Senior Curriculum Humanities

### Super - Activity 2: Where does super money come from? Years 11-12 Task

**Economics  
(Year 11)**

**Topic 2: Case options of market measures and strategies**

**Case option C: Inequality**

In this case, students will

- analyse and evaluate government strategies and/or interventions to address inequality and measures aimed at alleviating inequality and improving living standards, e.g. taxation, transfer payments, subsidising of merit goods and other assistance
- create responses that communicate economic meaning using data, information, graphs and diagrams to suit the intended purpose, and demonstrate the order, sequencing and development of ideas using paragraphs and extended responses.