

ACC384 - International Accounting Issues

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Subject Summary

ACC384 - International Accounting Issues

Session 1 2022

Faculty of Business, Justice and Behavioural Sciences

School of Business

Internal Mode

Credit Points 8

Welcome to a new session of study at Charles Sturt University. Please refer to the University's

[Acknowledgement of Country \(http://student.csu.edu.au/study/acknowledgement-of-country\)](http://student.csu.edu.au/study/acknowledgement-of-country).

Subject Coordinator

Subject Coordinator Mr Emmett Berry

Email eberry@csu.edu.au

Phone 02 6338 6342

Campus Bathurst

Building/Room number 1292/1.18

Consultation procedures

Your Subject Convenor for ACC834 is Emmett Berry. Your local lecturer is Huang

Youwei [fredick1@sina.com \(mailto:fredick1@sina.com\)](mailto:fredick1@sina.com). You can find about more about us via the 'Contacts' section of the Interact2 site. Please ensure that you seek our support and guidance if you are having any difficulties with this subject.

Subject Overview

Abstract

This subject provides an insight into the accounting issues associated with the global business environment. It provides an overview of the importance of international accounting and management control to the multinational enterprise and an analysis of the reasons for the diversity of operations in accounting practices across the world. The topics that are covered provide both a practical and theoretical perspective and are placed within a global context.

Learning outcomes

Upon successful completion of this subject, students should:

- be able to critically discuss the importance of accounting to international businesses;
- be able to investigate and appraise the role of management in controlling multinational businesses;
- be able to explain the reasons for diversity and evaluate the ways of classifying international accounting practices;
- be able to critically discuss the drivers of international harmonization of accounting practice;
- be able to critically evaluate the usefulness of financial reports prepared by multinational enterprises;
- be able to analyse the issues involved with foreign currency transactions and translate foreign currency financial statements.

Subject content

Information regarding the subject's content is outlined below in the Schedule.

Academic Progress Requirements

To remain enrolled as a student at Charles Sturt University, you must be a genuine student and pass more than 50% of your subjects, along with other criteria set out in the [Academic Progress Policy \(https://policy.csu.edu.au/document/view-current.php?id=513\)](https://policy.csu.edu.au/document/view-current.php?id=513). If you are identified as a non-genuine student or fail to meet academic progress requirements, the University may remove you from your subject and or course.

Being a genuine student means you are actively participating in your learning (e.g. submitting assessment items and accessing Interact2). If you are receiving any type of Commonwealth Assistance, including a Commonwealth Supported Place and/or any type of HELP loan and not actively participating in your learning prior to the census date, you will be contacted by the University to discuss your options. The University will also contact you if you are not meeting [academic progress \(https://www.csu.edu.au/current-students/support-services/help-information/academic-progress\)](https://www.csu.edu.au/current-students/support-services/help-information/academic-progress) requirements and you maybe offered support or be required to engage with support services.

Assumed knowledge

Nil

Subject Schedule & Delivery

Prescribed text

Find information about required textbooks for your subject on the [Current Students \(https://www.csu.edu.au/current-students/learning-resources/information-planning/textbooks\)](https://www.csu.edu.au/current-students/learning-resources/information-planning/textbooks) site. The [Library \(https://library.csu.edu.au/\)](https://library.csu.edu.au/) provides free access to many textbooks online; check the Library's catalogue before purchasing your textbooks.

Doupnik, T., Finn, M., Gotti, G., & Perera, H. (2019). *International Accounting* (5th ed.). McGraw-Hill.

Recommended additional reading / resources (purchase not required):

Choi, F. D., & Meek, G. K. (2013). *International Accounting* (New International 7th ed.). Pearson Education.

Leo, K. J., Sweeting, J., Knapp, J., & McGowan, S. (2014). *Company Accounting* (10th ed.). John Wiley & Sons.

Nobes, C., & Parker, R. H. (2016). *Comparative International Accounting* (13th ed.). Pearson Education.

Class/tutorial times and location

If you are studying at a Study Centre or other partner institution, your class timetable information will be provided by your institution.

Schedule

Session Week	Week Commencing	Topics (T) & subject focus	Learning activities
1	28 February 2022	Introduction to ACC384	<p><i>Interact2 material to cover:</i> Introduction to subject - review the 'Announcements' Review of learning materials Review of subject outline and topics Discussion of assessment items</p> <p>Review Academic Skills support material within interact2</p>
2	7 March	<p>T1- Introduction to international accounting and accounting diversity T2- Harmonisation/ convergence of international accounting</p> <p>Preparation of Assessment item 1 (Group presentation) and Assessment item 2 (International Financial Reporting Standards report)</p>	<p><i>Textbook chapters covered:</i> T1- Chapter 1: Introduction to international accounting* T1- Chapter 2: Worldwide accounting diversity T2- Chapter 3: International convergence of financial reporting</p> <p>Commence online classes with CSU lecturer: Monday (7 March) 8:00am - 10:00am** Wednesday (9 March) 10:00am - 12:30pm</p>
3	14 March	<p>T3- International Financial Reporting Standards</p> <p>Preparation of Assessment item 1 (Group presentation) and Assessment item 2 (International Financial Reporting Standards report)</p>	<p><i>Textbook chapters covered:</i> T3- Chapter 4: International Financial Reporting Standards: Part I T3- Chapter 5: International Financial Reporting Standards: Part II</p> <p>Online classes with CSU lecturer: Monday (14 March) 8:00am - 10:00am Wednesday (16 March) 10:00am - 12:30pm</p>
4	21 March	<p>T4- Foreign currency transactions T5- Translation of foreign currency financial</p>	<p><i>Textbook chapters covered:</i> T4- Chapter 7: Currency transactions and hedging foreign exchange risk</p>

Session Week	Week Commencing	Topics (T) & subject focus	Learning activities
		<p>statements</p> <p>T6- International taxation and transfer pricing</p> <p>Preparation of Assessment item 1 (Group presentation) and Assessment item 2 (International Financial Reporting Standards report)</p>	<p>T5- Chapter 8: Translation of foreign currency financial statements</p> <p><i>T6- Chapter 8: International taxation</i></p> <p>Submit draft Assessment item 2 (International Financial Reporting Standards report) to Academic Skills for feedback.</p> <p>Online classes with CSU lecturer: Monday (21 March) 8:00am - 10:00am Wednesday (23 March) 10:00am - 12:30pm</p>
5	28 March	<p>T7- Management of multinationals</p> <p>T8- International Sustainability Reporting</p> <p>Preparation of Assessment item 1 (Group presentation) and Assessment item 2 (International Financial Reporting Standards report)</p>	<p><i>Textbook chapters covered:</i></p> <p>T7- Chapter 9: International transfer pricing</p> <p>T7- Chapter 10: Management Accounting Issues in Multinational Corporations</p> <p>T8- Chapter 12: International Sustainability Reporting</p> <p>Final preparations and submission of Assessment item 2 (International Financial Reporting Standards report) due by Friday 1 April</p> <p>Online classes with CSU lecturer: Monday (28 March) 8:00am - 10:00am Wednesday (30 March) 10:00am - 12:30pm</p>
6	4 April	<p>Revision with local lecturer</p> <p>Preparation of Assessment item 3 (Online multiple-choice test) and Assessment item 4 (Final exam)</p>	<p>Review Exam Guidance Statement provided by Subject Convenor</p>
7	11 April	<p>Revision with local lecturer</p> <p>Preparation of Assessment</p>	<p>Review all topics</p> <p>Complete Assessment item 3</p>

Session Week	Week Commencing	Topics (T) & subject focus	Learning activities
		item 3 (Online multiple-choice test) and Assessment item 4 (Final exam)	(Online multiple-choice test) due by 17 April
8	18 April	Revision with local lecturer Preparation of Assessment item 4 (Final exam)	Review all topics
9	25 April	Exam week	Local lecturer to provide results for Assessment item 2 (International Financial Reporting Standards report) before/ by Wednesday 27 April Local lecturer to provide time and date of Assessment item 4 (Final exam)

**Chapter references are from Doupnik et al. (2019). Please also refer to the study guide and other resources within Interact2.*

***Beijing time (GMT+8).*

Learning materials

Details of learning materials that support your success in this subject can be found in the Interact2 Subject Site.

Learning, teaching and support strategies

Study materials:

There are a variety of materials available within the Interact2 site to assist you with your studies in this subject. The items you should review on a regular basis include the:

- lecture slides available on Interact2;
- study guide;
- prescribed reading for each topic;
- worked examples, questions, and activities provided in the textbook;
- tutorial activities for each topic;
- learning objectives for each topic, ensuring that they have been achieved;
- additional material (such as referencing support, report structuring, etc).

Peer learning and engagement:

In this subject, there are opportunities for you to engage with your lecturers, your peers, and the subject. Assessment item 1 is designed as a group activity that requires you to work together to complete a presentation. I also encourage you to work together in groups to assist

in your preparation for the final exam.

The 'Discussion forum' is also a great way to communicate, ask questions and participate with other students. You should do your best to ask questions and contribute to other students' postings. This can be located via the sidebar of Interact2.

CSU online classes

You will be provided with short pre-recorded online videos during the session. Your CSU lecturer will also deliver four (4) weeks of intensive online teaching during the session, as well as a revision class. Please ensure you have access to the following materials with you when attending the online classes:

- your textbook (Doupnik et al., 2019);
- lecture slides (available within each respective topic of Interact2);
- study guide (available via the sidebar of Interact2);
- writing material;

By taking notes, engaging in the videos and following the guidance provided, you will enhance your understanding of the subject content.

Local lecturer classes:

Your local lecturer will deliver four (4) weeks of teaching and will also cover all eight (8) topics. Your local lecturer will reinforce the material covered by your CSU lecturer which will assist in preparing you for assessment items 2, 3 and 4.

Questions and activities and online practice tests:

Within the study guide, lecture slides and Interact2 you will find questions and activities to complete. Please ensure that you attempt these questions and activities without the solutions. They will assist in self-assessing your understanding of the subject, and preparing for the assessment items.

You will find online practice multiple-choice practice tests available within the Interact2 site. These online tests are useful formative tasks to help you assess your level of understanding of each topic, and revise in preparation for the final exam. The tests can be completed on your computer or mobile device. I recommend downloading the Mobile App '[CSU2](http://www.csu.edu.au/about/mobile/mobile-app)' as well as [Blackboard](http://www.blackboard.com/mobile-learning/blackboard-app.html) (<http://www.blackboard.com/mobile-learning/blackboard-app.html>).

Academic Skills report writing feedback support:

CSU's Academic Skills Advisors provide free support services seven (7) days per week for all CSU students. You will receive feedback from a writing expert on your work before you submit for marking. Advisors will review your draft report and offer advice on a range of Academic Skills, including:

- writing your introduction/conclusion;
- using correct sentence and paragraph structure;
- integrating research and referencing accurately using APA 7th ed. style;
- improving spelling, grammar, and punctuation.

Please note, Academic Skills Advisors provide general guidance rather than detailed corrections. They do not proofread and edit your work – instead, they will provide you with

strategies to improve your text and to effectively proofread and edit your own work. Links to helpful resources and workshop recommendations may also be included.

To submit your report for review, and find out more about Academic Skills support, click [here \(https://interact2.csu.edu.au/webapps/stdy-studiosity-BB5c1c4db3261aa/explain?course_id=_299_1&mode=cpview\)](https://interact2.csu.edu.au/webapps/stdy-studiosity-BB5c1c4db3261aa/explain?course_id=_299_1&mode=cpview).

Recommended student time commitment

CSU Academic Senate policy states that a standard 8 point subject should require you to spend a **total of 140-160 hours engaged in the learning and teaching activities**. This means an average of 18.0 to 19.0 hours over the eight (8) teaching weeks. This subject complies with this policy. Obviously some weeks may require more time than other depending on how you work and when the CSU lecturer is teaching – but the following is a guide for your information.

During the four (4) weeks your CSU Lecturer is teaching, each week you should be spending the following hours on the subject:

Reviewing the online study guide, textbook readings, lecture slides, multiple-choice practice questions etc:	2.5
Review of Announcements and online topic videos	2.0
Online class attendance:	4.5
Preparation of Assessment item 1 (Group presentation):	4.0
Preparation of Assessment item 2 (International financial statement analysis report):	5.0
Total	18.0

During the four (4) weeks your CSU lecturer is not teaching, and before the examination period, each week you may be spending the following hours on the subject:

Reviewing the study guide, textbook readings, lecture slides, multiple-choice practice questions, online class recordings etc:	4.0
Preparation of answers to topic questions:	1.0
Lecture/ tutorial attendance with your local lecturer:	6.0
Preparation of Assessment item 3 (Online multiple-choice test):	2.0
Preparation of Assessment item 4 (Final exam):	6.0
Total	19.0

Assessment and Exam Items

Essential requirements to pass this subject

- You must obtain at least 50% in both the examination (or additional examination if applicable) and the total mark in order to pass this subject.
- You must pass the examination or additional examination (if applicable) to pass the subject.
- You must attempt and submit all assessment items to pass the subject
- To be eligible for the grade AE or AA you must have submitted all assessment items in the subject, including the Final exam.

Items

Item No.	Title	Value	Due Date*	Return Date**
1	Group presentation	10%	Variable	-
2	International Financial Reporting Standards report	30%	01-Apr-2022	27-Apr-2022
3	Online multiple-choice test	10%	17-Apr-2022	11-May-2022
4	Final exam	50%	To be advised	-

* Due date is the last date for assessment items to be received at the University

** Applies only to assessment items submitted by the due date

Assessment item 1 - Group presentation

Value: 10%

Due Date: Variable Date

Return Date: -

Group Assessment: Yes

Submission method options:

- Alternative submission method
- EASTS (online)

TASK

Prepare a group presentation to answer one of the topic questions.

During your first online class with your CSU lecturer, you will be divided into groups and allocated a question. Working together, you will read about the topic, take notes and determine your answer to the question. Then, as a group, design your five (5) minute presentation. The date and time of your presentation will be determined with your CSU lecturer.

The presentation will:

1. define the question;
2. use concepts from the text, and other sources; to analyse the information relevant to the question; and
3. provide a clear, focused answer to the question that includes relevant examples.

PowerPoint slides with image and text should be used in your presentation. Spelling and grammar must be correct.

Information used should come from a minimum of five (5) sources, such as your text book and additional scholarly resources and be appropriately referenced in [APA 7th style](http://student.csu.edu.au/study/referencing-at-csu) (<http://student.csu.edu.au/study/referencing-at-csu>).

It is recommended you prepare notes to assist in your presentation. You should not be reading paragraphs directly from your textbook or the presentation slide. Paraphrasing and using multiple sources to develop your response is expected.

At the end of the presentation your CSU lecturer will ask you some questions. Any group member may be asked a question and will be expected to be able to provide the answer.

Each group will be allocated one (1) tutorial question listed within the online study guide. Depending on the topic of your question, you may need to read ahead of the suggested study schedule in order to cover the material.

If you have difficulties understanding the tutorial question, you need to seek guidance from your CSU lecturer before the scheduled date and time of your presentation.

RATIONALE

SUBJECT LEARNING OUTCOMES

This assessment task will work towards assessing the following learning outcome/s:

- be able to critically discuss the importance of accounting to international businesses.
- be able to investigate and appraise the role of management in controlling multinational businesses.
- be able to explain the reasons for diversity and evaluate the ways of classifying international accounting practices.
- be able to critically discuss the drivers of international harmonization of accounting practice.
- be able to critically evaluate the usefulness of financial reports prepared by multinational enterprises;
- be able to analyse the issues involved with foreign currency transactions and translate foreign currency financial statements.

GRADUATE LEARNING OUTCOMES

This task also contributes to the assessment of the following [Charles Sturt Graduate Learning Outcome/s \(https://student.csu.edu.au/study/glo\)](https://student.csu.edu.au/study/glo):

- Academic Literacy and Numeracy (Skill) - Charles Sturt Graduates demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate effectively according to the context.
- Information and Research Literacies (Skill) - Charles Sturt Graduates demonstrate the skills required to locate, access and critically evaluate existing information and data.
- Digital Literacies (Skill) - Charles Sturt Graduates use, create, communicate and share multimodal information in digital environments.

MARKING CRITERIA AND STANDARDS

Criteria	High Distinction (HD), Distinction (DI), Credit (CR) and Pass (PS)	Fail (FL)
Sources of information are credible, acknowledged, traceable and the group's own work.	At least five (5) in-text citations and a reference list to verifiable, credible, and traceable English sources in the body of the PowerPoint presentation.	The report does not include at least five (5) in-text citations and a reference list of traceable, credible English sources in the body of the PowerPoint presentation. This assessment will not be read and will receive 0 marks.

Criteria (Mark / 8%)	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
The presentation defines the question.	The presentation opens with a comprehensive, accurate definition of the question by the presenter(s) that is supported by a clear, informative, engaging and appropriate PowerPoint slide.	The presentation opens with a definition of the question by the presenter(s) that is supported by a clear, informative and mostly appropriate PowerPoint slide.	The presentation opens with a definition of the question by the presenter(s) that is supported by the PowerPoint slide.	The presentation has a definition of the question on one of the early PowerPoint slides.	The presentation does not have a definition of the question on one of the early PowerPoint slides.
The presentation includes concepts from appropriate resources, to further explain / discuss the topic question.	Extensive knowledge of topic is demonstrated through the use of multiple scholarly resources and examples which clearly support the group's answer to the question. The body of the presentation demonstrates a consolidation of knowledge of the topic question.	Demonstrated a thorough understanding of topic through the use of multiple resources and examples to support the group's answer to the question.	Demonstrated an accurate understanding of topic question through referencing information from the textbook, with some supporting appropriate resources and an example, to justify the group's answer to the question.	Demonstrated a limited understanding of the topic question through referencing information from the textbook, with an example, to justify the group's answer to the question.	Does not demonstrate an adequate understanding of the topic question due to omission of information referenced from the textbook and/or an example to justify the group's answer to the question.
The presentation provides an answer to the topic question.	Shows an in-depth and comprehensive understanding of major concepts and theories by including relevant examples that complement the analysis.	Shows a broad understanding of major concepts and theories by including relevant examples that complement the analysis, but with minor errors and / or omissions.	Shows an accurate understanding of most concepts and theories by including relevant examples that complement the analysis, but with some errors and / or omissions.	Shows an understanding of most concepts and theories and includes some example(s) that complement to some degree, but with frequent errors and/or omissions.	Does not show an understanding of most concepts and theories, example(s) are omitted and / or contain a majority of errors that do not complement.

The group has worked together and each member has contributed and understands the topic question.	Each group member contributes to the presentation, effectively communicates, and shows they have a sound understanding of the content through the accurate and comprehensive responses to the questions posed.	Each group member contributes to the presentation, effectively communicates, and the group has been able to correctly answer most of the questions posed.	Several members present the topic question and communicate, but it is demonstrated that each member has contributed. The group has been able to correctly answer most of the questions posed.	Several members present the topic question, but it is not clear that all members have contributed. The group has been able to correctly answer most of the questions posed.	Few members present the topic question; it is not clear all members have contributed, and/ or the group has not been able to correctly answer most of the questions posed.
Criteria (Mark / 2%)	Satisfactory		Unsatisfactory		
Group presentation (PowerPoint slides and speakers' communication) spelling, grammar and referencing.	<ul style="list-style-type: none"> • Easy to read PowerPoint slides • PowerPoint slides support the oral presentation • Relevant and / or accurate text and images used in the PowerPoint slides • Presentation is completed within the time limit • Evidence the group has worked as a team • References supplied and in APA 7th ed. Style 		<ul style="list-style-type: none"> • Difficulty reading PowerPoint slides • PowerPoint slides do not support the oral presentation • Irrelevant or inaccurate text and images used in the PowerPoint slides • Presentation is not completed within the time limit • Little or no evidence the group has worked as a team • References not supplied and /or not in APA 7th ed. style 		

PRESENTATION

A maximum of six (6) slides can be used in your PowerPoint, with no more than ninety (90) words per slide. The duration of the presentation should not exceed five (5) minutes.

REQUIREMENTS

After your online presentation, a copy of the PowerPoint file is to be uploaded into EASTS. The file should be named as follows: subject code and group number. For example 'ACC384 group 3.pptx'.

If you do not have Microsoft PowerPoint, as a CSU student you are entitled to a free copy of Microsoft Office 2016 Suite (Office 365) on up to 5 PCs or Macs and other mobile devices, including Android, iPad and Windows tablets. To find out more information and how to download go to this link: <https://www.csu.edu.au/division/dit/staff/training/self-help/collaboration-and-communications/office-365> (<https://www.csu.edu.au/division/dit/staff/training%20/self-help/%20collaboration-and-communications/office-365>).

The CSU Library site provides an on-line guide to APA 7th style referencing. This is the referencing style adopted by the School of Accounting and Finance. The guide can be found at: <http://student.csu.edu.au/study/referencing-at-csu>.

Assessment item 2 - International Financial Reporting Standards report

Value: 30%

Due Date: 01-Apr-2022

Return Date: 27-Apr-2022

Length: 3,000

Group Assessment: No

Submission method options: EASTS (online)

TASK

Part A (2,500 words)

You are an accountant working for the large professional services firm Emu Accountants Ltd. You have been asked by your supervisor to prepare a report which includes a discussion on International Financial Reporting Standards (IFRS) and the effects of COVID-19.

You need to select a company of your choice within the 'Consumer Goods' industry, then discuss:

- a. key accounting changes that have occurred in their financial accounts.
- b. effects COVID-19 had on your selected company.

Your report will be read by your team, who will be providing advisory services to other companies who also operate in this industry.

To search for an appropriate company, go to this website: <http://www.annualreports.com/>, click 'Industry', then select 'Consumer Goods'. The selected company's financial statements need to be prepared in accordance with IFRS. You are to structure your report in the following format:

1. Executive summary

Include, in paragraph form, a summary of:

- *the purpose of the report (why it was written);*
- *how it was researched;*
- *what you found in your discussion of IFRS and COVID-19 (section 4.); and*
- *your reasons for choosing to discuss the points you included.*

2. Table of contents

List the report topics using decimal notation. Include the main headings and subheadings with corresponding page numbers, using a format that makes the hierarchy of the topics clear.

3. Introduction

Prepare your readers to fully understand the report by:

- *giving some background information about the selected company;*
- *stating the aim/purpose of the investigation;*
- *explaining the research methods; and*

- *outlining the sections of the report.*

4. Discussion of IFRS

Use a numbering system with sub-headings and include examples in each section to discuss your selected company's accounting standard changes and effects of COVID-19.

Hint:

1) You will often find relevant information regarding accounting standard changes by initially reviewing Note 1 of your selected company's financial statements.

2) You should refer to your textbook, Douppnik et al. (2019) (mainly Chapters 4 and 5), online sources and additional scholarly resources in order to properly discuss each section. You are required to use in-text citations that conform to APA 7th ed. referencing style and which should include the author's last name, the year of publication and the page number.

3) Ensure to be specific with your COVID-19 examples. Provide examples, figures, comparisons etc that clearly show how COVID-19 has affected the company.

5. Conclusion

Sum up what has been discussed and how your findings demonstrate the significance of IFRS when applied to the consumer goods industry. Do not include new information.

6. Reference list

All sources you referred to should be included in a reference list at the end of the report, conforming to [APA 7th ed. style referencing \(http://student.csu.edu.au/study/referencing-at-csu\)](http://student.csu.edu.au/study/referencing-at-csu).

NOTE:

1) Ensure your selected company is appropriate by reviewing the 'Exchange' in which it is located. Companies listed on 'NASDAQ' or 'NYSE' would likely **not** be appropriate, as they would be following U.S. GAAP. Companies listed on 'ASX' or 'LSE' follow IFRS and would likely be appropriate for this Task.

2) Do not include a generic cover page, restate the assessment task and/ or the Marking Criteria in your assessment. This information contributes to your **Turnitin similarity percentage** and may result in a **Student Academic Misconduct investigation**.

3) The assessment you submit on EASTS is the submission that will be marked. Do not hand deliver (or email) your assessment to your local lecturer as well.

4) If you have difficulties obtaining the report from Annualreports.com, go directly to the company's website. Usually companies place their annual reports within a tab called 'Investors'.

Part B (500 words)

Part B of this assessment is a reflective activity that requires you to critically evaluate your attempt at Part A.

Your reflective and critical evaluation should:

1. justify how you have met each section of the Marking Criteria and the mark you should receive:

- Section 1 (worth 5%)
 - Section 2 (worth 15%)
 - Section 3 (worth 5%)
2. include a personal reflection of your experience completing this assessment, and the learning outcomes you realised through participation.
 3. explain the limitations or difficulties you faced whilst completing this assessment.

Please note that this written reflection is to be of no more than 500 words. The word count refers to the discussion and does not include headings or tables/graphs.

Reflection helps you to think about and understand your learning experiences, so you will be writing about your own thoughts and ideas. This means you would not be likely to include references in Part B. It is also acceptable to use first person words like “I” or “my” in reflective writing.

RATIONALE

SUBJECT LEARNING OUTCOMES

This assessment task will assess the following learning outcome/s:

- be able to critically discuss the importance of accounting to international businesses.
- be able to investigate and appraise the role of management in controlling multinational businesses.
- be able to critically evaluate the usefulness of financial reports prepared by multinational enterprises;

GRADUATE LEARNING OUTCOMES

This task also contributes to the assessment of the following [Charles Sturt Graduate Learning Outcome/s \(https://student.csu.edu.au/study/glo\)](https://student.csu.edu.au/study/glo):

- Academic Literacy and Numeracy (Application) - Charles Sturt Graduates consider the context, purpose, and audience when gathering, interpreting, constructing, and presenting information.
- Information and Research Literacies (Skill) - Charles Sturt Graduates demonstrate the skills required to locate, access and critically evaluate existing information and data.
- Digital Literacies (Skill) - Charles Sturt Graduates use, create, communicate and share multimodal information in digital environments.
- Lifelong Learning (Skill) - Charles Sturt Graduates seek and employ feedback to reflect on performance and outcomes in order to develop as an individual and professional.

MARKING CRITERIA AND STANDARDS

Part A

Criteria	High Distinction (HD), Distinction (DI), Credit (CR) and Pass (PS)	Fail (FL)
Sources of information are credible, acknowledged, traceable and the student's own work.	At least ten (10) in-text citations and a reference list to verifiable, credible, and traceable English sources in the body of the report.	The report does not include at least ten (10) in-text citations and a reference list of traceable, credible English sources in the body of the report. This assessment will not be read and will receive 0 marks.

Criteria (Mark / 25%)	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
Section 1 Assessment conforms to the report presentation format. 5%	<p>The report includes each of the six (6) elements of a report.</p> <ul style="list-style-type: none"> • Executive summary • Table of Contents • Introduction • Discussion • Conclusion • References <p>Each section contains all required information and uses the format provided. Additional information (graphs, tables, etc.) is relevant and complements the discussion.</p>	<p>The report includes each of the six (6) elements of a report.</p> <ul style="list-style-type: none"> • Executive summary • Table of Contents • Introduction • Discussion • Conclusion • References <p>Each section contains all required information and uses the format provided. All information is relevant to the discussion.</p>	<p>The report includes each of the six (6) elements of a report.</p> <ul style="list-style-type: none"> • Executive summary • Table of Contents • Introduction • Discussion • Conclusion • References <p>Each section contains most of the required information and uses an appropriate format.</p>	<p>The report includes each of the six (6) elements of a report.</p> <ul style="list-style-type: none"> • Executive summary • Table of Contents • Introduction • Discussion • Conclusion • References <p>Each section contains most of the required information but does not always use an appropriate format.</p>	<p>The report does not include each of the six (6) elements of a report.</p> <ul style="list-style-type: none"> • Executive summary • Table of Contents • Introduction • Discussion • Conclusion • References <p>Sections(s) are omitted and/or the majority of the discussion is irrelevant.</p>
	<p>The executive summary articulately addresses all four (4) dot points and is tailored to the needs of the team.</p>	<p>The executive summary addresses three (3) of the four (4) dot points and is tailored to the needs of the team.</p>	<p>The executive summary addresses three (3) of the four (4) dot points, but with occasional lack of clarity or lack of focus.</p>	<p>The executive summary addresses two (2) of the four (4) dot points but lacks clarity and focus.</p>	<p>The executive summary is omitted or does not address the majority of the criteria and / or the significance of findings.</p>
	<p>Table of contents references each appropriate element in the report, such as figures and diagrams if they have been included, and includes professionally</p>	<p>Table of contents references each appropriate element in the report, such as figures and diagrams if</p>	<p>Table of contents references the majority of elements in the report, such as figures and diagrams if they have been</p>	<p>Table of contents references elements in the report, and headings and subheadings are formatted but with some omissions and / or errors.</p>	<p>Table of contents is omitted or does not correctly reference the elements in the report.</p>

	formatted headings and subheadings.	they have been included, and includes headings and subheadings formatted with minor omissions or errors.	included, and includes headings and subheadings formatted with some omissions or errors.		
	Introduction/discussion/conclusion exactly adhere to appropriate academic writing conventions.	Introduction/discussion/conclusion adhere to appropriate academic writing conventions with only minor omissions or errors.	Introduction/discussion/conclusion mostly adhere to appropriate academic writing conventions but with some discernible omissions and/or errors.	Introduction/discussion/conclusion adhere to appropriate academic writing conventions through the majority of the report but contains some significant and intrusive omissions and errors.	Introduction/discussion/conclusion does not adhere to appropriate academic writing conventions through the majority of the report.
	The titles chosen for the headings and subheadings directly align and are accurate descriptors of their content.	The titles chosen for the headings and subheadings align and are predominantly descriptive of the content.	The titles chosen for the headings and subheadings mostly align and are limited descriptors of their content.	The titles used for the headings and subheadings align but are not clearly descriptive of the content.	The titles chosen for the headings and subheadings do not align with the content, are omitted, or contain significant flaws.
Section 2 Discussion of section 4. is presented with a logical sequencing of information. Evidence of research and includes examples. Information is relevant for the team to provide advisory services in the consumer goods industry. 15%	The discussion has been comprehensively and articulately discussed and includes an accurate explanation of the account changes and impact of COVID-19, with clear evidence of International Financial Reporting Standards included.	The discussion has been discussed and includes a comprehensive explanation of the account changes and impact of COVID-19, with clear evidence of International Financial Reporting Standards included.	The discussion has been discussed and includes an explanation of the account changes and impact of COVID-19, and some supporting evidence of International Financial Reporting Standards included.	The discussion has been addressed at a superficial level. There is some explanation of the account changes and impact of COVID-19, and some supporting evidence of International Financial Reporting Standards included.	The discussion does not include an appropriate explanation of the account changes and impact of COVID-19, or supporting evidence of International Financial Reporting Standards included.
	Each change includes at least one (1) relevant illustrative example to support the discussion. Evidence of both scholarly and relevant research is clear and further reading demonstrated in all points.	Each change includes at least one (1) relevant illustrative example to support the discussion. There is some clear evidence of relevant scholarly research and further reading for most of the	Each change includes at least one (1) relevant illustrative example to support the discussion. There is an indication of some scholarly research and further reading for most points, but relevance is	Most changes includes a relevant example to support the discussion. There is some evidence of scholarly research and further reading in two (3) of the points, however, most of the evidence is unclear or irrelevant.	Changes do not include a relevant example to support the discussion, are omitted, and / or there is little or no evidence of relevant scholarly research and further reading.

		points.	not always made clear.		
Section 3 Academic writing (including grammar, spelling & punctuation) and referencing. 5%	Written material is presented with no spelling, grammatical, or punctuation errors AND demonstrates academic integrity.	Written material is presented with minor spelling, grammatical, or punctuation errors AND demonstrates academic integrity.	Written material is presented with some spelling, grammatical, or punctuation errors however they do not affect meaning AND demonstrates academic integrity.	Written material is presented with frequent spelling, grammatical, or punctuation errors that have some effect on meaning AND demonstrates academic integrity.	Written material is presented with frequent spelling, grammatical, and punctuation errors that affect meaning AND demonstrates lapses in academic integrity.
	All sources are traceable and acknowledged with in-text citations and a reference list entry which is formatted consistently in APA 7th ed. style. The URL is provided for online sources.	All sources are traceable and acknowledged with in-text citations and a reference list entry which is formatted consistently, although there are a few minor errors in APA 7th ed. style. The URL is provided for online sources.	All sources are traceable and acknowledged with in-text citations and a reference list entry which is formatted consistently, although there are frequent minor errors in APA 7th ed. style. The URL is provided for online sources.	All sources are traceable and acknowledged with in-text citations and a reference list entry which is formatted in APA 7th ed. style but contain frequent errors. The URL is provided for online sources.	Sources are not always acknowledged with in-text citations and/or a reference list entry; and/or formatting is not at all consistent with APA 7th ed. style; and/or formatting errors impact the traceability of the source.

Part B

Criteria (Mark / 5%)	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
Justify how you have met each section of the Marking Criteria	Engaging justification of your experience completing the task and how you have met all three Marking Criteria sections. Includes relevant, accurate and compelling examples that support the suggested mark provided.	Engaging justification of your experience completing the task and how you have met all three Marking Criteria sections. Includes relevant and accurate examples that support the suggested mark provided.	Engaging justification of your experience completing the task and how you have met two or three of the three Marking Criteria sections. Includes relevant examples that support the suggested mark provided on most occasions.	Justification of your experience completing the task and how you have met at least two of the three Marking Criteria sections. Includes examples that support the suggested mark provided to some degree.	Justification of your experience completing the task is omitted or limited and does not address at least two of the three Marking Criteria sections. Examples omitted or do not support the suggested mark provided.
A personal reflection of your experience of completing this task and the learning outcomes you realised through participation.	Engaging personal experience of completing the task. Discussion of how your specific skills, qualities and dispositions shaped your overall experience and learning outcomes.	Engaging personal experience of completing the task. Identification of your specific skills, qualities and dispositions that influenced your learning outcomes from specific activities provided.	Engaging personal experience of completing the task. Identification of learning undertaken as well as an evaluation of the usefulness and or relevance of specific activities to your learning provided.	Description of personal experience completing the task provided. Identification of learning undertaken.	Description of personal experience completing the task is omitted or explored with little detail and context.
Limitations or difficulties whilst completing this task.	Description of limitations or difficulties whilst completing this task includes relevant, accurate and original examples.	Description of limitations or difficulties whilst completing this task includes relevant and original examples.	Description of limitations or difficulties whilst completing this task includes relevant and original examples on most occasions.	Description of limitations or difficulties whilst completing this task includes relevant examples on most occasions.	Description of limitations or difficulties whilst completing this task omitted, or the examples are irrelevant on most occasions.

PRESENTATION

Remember that in the business world the professional presentation of information is fundamental and accordingly marks will be deducted for poor presentation. Review the rules regarding plagiarism and if you are not sure contact your lecturer or an Academic Skills Advisor for advice. There is no excuse for presenting the work of others as your own; this includes cutting and pasting material from the internet without properly referencing the source. To have your report reviewed by an Academic Skills Advisor, send your draft Word document to: https://interact2.csu.edu.au/webapps/stry-studiosity-BB5c1c4db3261aa/explain?course_id=299_1&mode=cpview (https://interact2.csu.edu.au/webapps/stry-studiosity-BB5c1c4db3261aa/explain?course_id=299_1&mode=cpview)

Your report should follow these formatting guidelines:

- Spacing should be 1.5 lines;
- Arial or Calibri font preferred;
- Font size 12; and
- Within +/- 10% of the word limit.
- Header and / or footer containing the subject code, subject name, word count, assessment item number and title, student number and student name;

The Assessment cover sheet (if included), Table of contents and Reference list will not count towards your word limit.

Assessment submissions should be in MS Word format. As a CSU student you are entitled to a free copy of Microsoft Office 2016 Suite (Office 365) on up to 5 PCs or Macs and other mobile devices, including Android, iPad and Windows tablets. To find out more information and how to download go to this link: <https://www.csu.edu.au/division/dit/staff/training/self-help/collaboration-and-communications/office-365>.

The CSU Library provides an online guide to APA 7th ed. style referencing. This is the referencing style adopted by the School of Accounting and Finance. The guide can be found at: <http://student.csu.edu.au/study/referencing-at-csu>.

The CSU Library has also created a Research Skills Guide to assist you with this task. This includes guidance on planning, finding scholarly information, evaluating information and how to write your report. The guide can be found at: <https://libguides.csu.edu.au/businessstudies>

You must submit your assignment online via EASTS and in hard copy to your local lecturer. Any difficulties in submitting your report online electronically using EASTS should be immediately reported by email to your local lecturer. Your hard copy submission must also include a printed copy of the marking criteria to receive feedback. Please ensure to complete the footer of your report with your name and student number, and retain a copy of your report for your records.

REQUIREMENTS

Turnitin is an electronic originality checking service offered to you and other students of CSU, comparing your assessment to billions of pages of content on the internet, in books, newspapers, scholarly journals, magazines and other student submissions.

After you submit Assessment item 2 to EASTS, Turnitin will be used by your CSU Subject Convenor to check for originality. If you produce a similarity of 25% or higher, your assessment will be investigated for possible plagiarism and / or collusion. If evidence of academic misconduct is found, a Student Academic Misconduct case will be lodged. If you are unsuccessful in defending the allegation(s), penalties imposed will be subject to the [Student Misconduct Rule 2020 \(https://policy.csu.edu.au/document/view-current.php?id=501\)](https://policy.csu.edu.au/document/view-current.php?id=501). The case may also delay your graduation from CSU.

All textual elements within an assessment must be submitted in a format that is readable by Turnitin. Specific exceptions, where an assessment requires the insertion of image based evidence of workings will be outlined in the context of the assessment. Students that deliberately attempt to insert content of assessments in a format that is not readable by Turnitin may be subject to Academic misconduct investigations.

How to reduce your Turnitin similarity and avoid a Student Academic Misconduct investigation:

- 1)** Complete your own assessment. Do not share the work you have produced with other students.
- 2)** Paraphrase the original sources rather than quoting them directly. Effective paraphrasing will lower your Turnitin similarity score, increase your understanding, improve the flow of your writing, allow you to focus more acutely on responding to the actual question asked, and demonstrate your knowledge and skills so you receive a higher mark.
- 3)** Acknowledge all material sourced by providing traceable, credible in-text citations and a reference list that conforms with [APA 7th ed. Style \(http://student.csu.edu.au/library/integrity/referencing-at-csu\)](http://student.csu.edu.au/library/integrity/referencing-at-csu).
- 4)** Use Turnitin to pre-check your writing, detect similarity and revise your assessment before submitting to EASTS. Instructions on how to create an account, use Turnitin, the Class ID and Enrolment Key, can be found here: <http://student.csu.edu.au/library/integrity/referencing-at-csu/checking>.

Note: Turnitin will not pre-check your similarity against other students in the current session until the Subject Convenor uploads your final EASTS submission. Do not rely on your pre-check similarity percentage to reflect collusion with your peers.

If you are having difficulties creating a Turnitin account to pre-check your work, please contact your Subject Convenor who will create an account for you. Please allow 3 days for a response.

- 5)** Do not include a copy of the assessment question and/ or marking criteria in your EASTS submission, as these will all contribute to a higher similarity score.

Assessment item 3 - Online multiple-choice test

Value: 10%

Due Date: 17-Apr-2022

Return Date: 11-May-2022

Group Assessment: No

Submission method options: Interact2 Test

TASK

You are to complete an online multiple-choice test through Interact2. The test will open in week seven (7) from 12:00am (UTC+8)* Monday 10 April and close 11:59pm (UTC+8) Sunday 17 April.

The test will consist of twenty (20) multiple-choice questions. You will receive 0.5 marks for each correct response. There will be up to four options, with one (1) response considered most appropriate. The questions will be similar in structure to the multiple-choice practice tests provided at the end of each topic within the Interact2.

Once you commence the online test, you have twenty-four (24) hours to complete. You will receive one (1) attempt. The results will be provided on Tuesday 19 April.

**(UTC+8) refers to Universal Time Coordinated, plus eight (8) hours (the same time as Beijing, China). Please ensure you allow sufficient time to complete to test, referring to sites such as <http://www.thetimezoneconverter.com> (<http://www.thetimezoneconverter.com/>).*

RATIONALE

SUBJECT LEARNING OUTCOMES

This assessment task will assess the following learning outcome/s:

- be able to critically discuss the importance of accounting to international businesses.
- be able to investigate and appraise the role of management in controlling multinational businesses.
- be able to explain the reasons for diversity and evaluate the ways of classifying international accounting practices.
- be able to critically discuss the drivers of international harmonization of accounting practice.
- be able to critically evaluate the usefulness of financial reports prepared by multinational enterprises;
- be able to analyse the issues involved with foreign currency transactions and translate foreign currency financial statements.

This assessment task covers topics 1 - 8 and has been designed to assess your understanding of key concepts covered in these topics, and ensure that you are engaging with the subject content on a regular basis.

GRADUATE LEARNING OUTCOMES

This task also contributes to the assessment of the following [Charles Sturt Graduate Learning Outcome/s](https://student.csu.edu.au/study/glo) (<https://student.csu.edu.au/study/glo>):

- Information and Research Literacies (Skill) - Charles Sturt Graduates demonstrate the skills required to locate, access and critically evaluate existing information and data.

MARKING CRITERIA AND STANDARDS

Criteria (Mark / 10%)	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
<p>Multiple choice questions You will be required to answer multiple choice questions by selecting the best option from four available choices to demonstrate an understanding of the importance of accounting to international businesses, journal entries and calculations required in international accounting, the role of management in controlling multinational businesses, the reasons for accounting diversity, the ways of classifying international accounting practice, the drivers of international accounting harmonisation, the usefulness of financial reports prepared by multinational enterprises and the issues when accounting for foreign currencies.</p>	<p>To meet this level you will attain a cumulative mark between 85% - 100% for this section of the examination. A mark in this range indicates that you have selected the best answer option from four (4) available choices for each question with no more than three (3) incorrect answers. Overall, in meeting this level you will demonstrate an exceptional and a consistently high level of knowledge and understanding across the complete range of topics in this subject.</p>	<p>To meet this level you will attain a cumulative mark between 75% - 84% for this section of the examination. A mark in this range indicates that you have selected the best answer option from four (4) available choices for each question with no more than five (5) incorrect answers. Overall, in meeting this level you will demonstrate a comprehensive and high level of knowledge and understanding across the majority of topics in this subject. Depending on the questions answered incorrectly, two (2) of the subject's topics may be understood at a basic level whilst all others are at a high level.</p>	<p>To meet this level you will attain a cumulative mark between 65% - 74% for this section of the examination. A mark in this range indicates that you have selected the best answer option from four (4) available choices for each question with no more than seven (7) incorrect answers. Overall, in meeting this level you will demonstrate a sound knowledge and understanding across the majority of the topics in this subject. Depending on the questions answered correctly, two (2) or three (3) of the subject's topics may be understood at a basic level whilst all others are at a higher level of understanding.</p>	<p>To meet this level you will attain a cumulative mark between 50% - 64% for this section of the examination. A mark in this range indicates that you have selected the best answer option from four (4) available choices for each question with no more than ten (10) incorrect answers. Overall, in meeting this level you will demonstrate a basic knowledge and understanding across at least 50% of the topics in this subject. The number of incorrect answers indicate that at least 50% of the subject's topics will be understood at a basic level or above and some topics with a limited level of understanding.</p>	<p>At this level you will attain a cumulative mark between 0% - 49% for this section of the examination. A mark in this range indicates that you have selected the best answer option from four (4) available choices for less than half of the questions, with eleven (11) or more incorrect answers. At this level you will not have demonstrated a basic knowledge and understanding across all the topics in this subject. Whilst there may be a basic understanding and knowledge of some of the subject's topics, there is a limited understanding demonstrated for most of the subject's other topics.</p>

Assessment item 4 - Final exam

Value: 50%

Due Date: To be advised

Duration (including Reading, Writing and Technology Allowance): 3 hours 40 minutes

Exam Type: Online exam

Submission method options: Interact2

Invigilated: No

EXAM PENALTIES

Exam Penalties

The penalty for late submission of an exam will only apply to exam options (such as EASTS) that do not include an auto-submit function. It will be a deduction of the maximum marks allocated for the exam equal, in percentage terms, to the extent of the late submission. The extent of the late submission will be determined with reference to the duration of the exam, including all allowances.

Example 1.

An exam with 120 minutes (2 hours) of writing time, 10 minutes of reading time and a 30 minute technology allowance is an exam of 160 minutes duration. If a student submits after 200 minutes, the 40 minutes of excess time represents 25% of the total duration and they would therefore be deducted 25% of the maximum marks available for the subject.

Example 2.

An exam with 2 days (48 hours) of writing time. If a student submits after 60 hours, the 12 hours of excess time represents 25% of the total duration and they would therefore be deducted 25% of the maximum marks available for the subject.

An example of the calculation would be:

Maximum marks allocated = 50

Penalty for being 25% in excess of the total duration = 12.5 marks (so, a score of 40/50 becomes 27.5/50 and a score of 25/50 becomes 12.5/50).

Note that the penalties for late submission of an online exam are different to the standard penalties for late submission of an assessment task covered in the **Assessment Information** section below.

REQUIREMENTS

Part A consists of two (2) essay questions which are worth fifteen (15) marks each.

Part B consists of four (4) short answer questions which are worth five (5) marks each.

Answer all questions.

You must obtain at least 50% in both the examination and the total mark in order to pass this subject.

You must pass the exam to pass the subject.

An answer guide to the sample exam is available at: <https://doms.csu.edu.au/csu/file/1e672e11-80d7-49ce-86a0-0b0ffe744db5/1/ACC384-AnswerguidetoSampleExam2022.pdf>

In response to the COVID-19 pandemic and associated restrictions around students returning to Campus, Charles Sturt University has agreed with all four universities in the Joint China Program to modify the arrangements for the Final Exam.

The end of session exams will take place as scheduled during week 9. These exams will be conducted as a 'time limited, non-invigilated online exam'. This means that the exams will be conducted under 'exam-like' time constraints (3 hours and 10 minutes) but are 'open book', allowing students to refer to any material they wish to use to assist them in preparing their response to the questions. The exams in all subjects will be similar to the sample exam that students have access to in this Subject Outline.

Exam Process

To complete the exam, students will require access to the following technology:

- Computer
- Internet connection sufficient for accessing Interact2

1. Your online exam will be delivered through an Interact2 test. You will access your Interact2 test using your online web browser. Please ensure that you have turned off any pop-up blocking software, as this may block your online exam from opening in Interact2. Once you login to your Interact2 subject site, you will see an option on the left-hand side of your screen that will take you to your online exam page. Before your exam is scheduled to start, a link will appear on this page. You may have to refresh this page.
2. Please ensure you write your own responses within the text field provided. You will not be able to cut and paste text into the exam respond field. Interact2 will automatically submit your exam for you when the time is up or you can submit your exam yourself if you finish early.
3. You will have 3 hours and 10 minutes to complete the exam. An additional time of +30 minutes will be allowed (to allow for upload and/or technology issues).
4. To maintain academic integrity, students' answers will be checked through Turnitin. This is the same process that is used during assessment submission. This process will identify any sections/answers that have been shared between students, and any sections/answers that demonstrate direct copying from internet sources, the textbook, lecture slides or other sources.

RATIONALE

SUBJECT LEARNING OUTCOMES

This assessment task will assess the following learning outcome/s:

- be able to critically discuss the importance of accounting to international businesses.
- be able to investigate and appraise the role of management in controlling multinational businesses.
- be able to explain the reasons for diversity and evaluate the ways of classifying international accounting practices.
- be able to critically discuss the drivers of international harmonization of accounting practice.
- be able to critically evaluate the usefulness of financial reports prepared by multinational enterprises;
- be able to analyse the issues involved with foreign currency transactions and translate foreign currency financial statements.

The final examination is designed to give you an opportunity to demonstrate your depth of knowledge and understanding of theoretical and practical aspects of international accounting issues. The examination will assess technical competency as well as underpinning and associated concepts and issues.

GRADUATE LEARNING OUTCOMES

This task also contributes to the assessment of the following [Charles Sturt Graduate Learning Outcome/s \(https://student.csu.edu.au/study/glo\)](https://student.csu.edu.au/study/glo):

- Academic Literacy and Numeracy (Skill) - CSU Graduates demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate effectively according to the context.
- Information and Research Literacies (Knowledge) - CSU Graduates demonstrate that disciplinary knowledge is developed through research and evidence.

MARKING CRITERIA AND STANDARDS

Criteria	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
<p>Essay and Short Answer questions (Mark / 50%) In response to each of the Essay and Short Answer questions, you may be required to demonstrate an <u>understanding of</u>: the importance of accounting to international businesses. <u>the ability to</u>: describe and provide examples, perform calculations and journal entries to explain international accounting concepts discussed in the subject. <u>the ability to</u>: investigate and appraise the role of management in controlling multinational businesses, explain the reasons for diversity and evaluate the ways of classifying international accounting practice, discuss the drivers of international accounting harmonisation, evaluate the usefulness of financial reports prepared by multinational enterprises and analyse issues when accounting for foreign currencies.</p>	<p>To meet this level you will attain a cumulative mark between 85%-100% for this section of the examination. A mark in this range (no less than 42.5 marks) indicates that you have answered both Essay questions and at least five (5) Short Answer questions comprehensively and articulately, and provided relevant evidence to support your arguments.</p> <p>Overall, in meeting this level you will demonstrate comprehensive, deep, and insightful knowledge, understanding, and ability across the majority of topics in this subject.</p>	<p>To meet this level you will attain a cumulative mark between 75%-84% for this section of the examination. A mark in this range (no less than 37.5 marks) indicates that you have answered one (1) or both of the Essay questions comprehensively and all Short Answer questions accurately, although two (2) responses are less than comprehensive or coherent.</p> <p>Overall, in meeting this level you will demonstrate a comprehensive knowledge, understanding, and ability across the majority of topics in this subject.</p>	<p>To meet this level you will attain a cumulative mark between 65%-74% for this section of the examination. A mark in this range (no less than 32.5 marks) indicates that you have answered one (1) or both of the Essay questions comprehensively and all Short Answer questions accurately, although three (3) responses are less than comprehensive or coherent.</p> <p>Overall, in meeting this level you will demonstrate a sound knowledge, understanding, and ability across the majority of topics in this subject.</p>	<p>To meet this level you will attain a cumulative mark between 50%-64% for this section of the examination. A mark in this range (no less than 25 marks) indicates that you have may have answered both of the Essay questions accurately and all Short Answer questions accurately, although one Essay response and one (1) or two (2) responses demonstrate limited knowledge and a lack of coherence.</p> <p>Overall, in meeting this level you will demonstrate a basic knowledge, understanding, and ability across the majority of topics in this subject.</p>	<p>At this level you will attain a cumulative mark between 0%-49% for this section of the examination. A mark in this range (less than 25 marks – below half the available marks) indicates that you have answered both of the Essay and Short Answer questions below a basic level and demonstrated limited knowledge, understanding, and ability across the majority of topics in this subject.</p>

MATERIAL PROVIDED BY THE UNIVERSITY

WHAT STUDENTS CAN BRING TO THE EXAM

The following is permitted for your exam:

- All/any reference materials

- Non programmable calculator

SAMPLE EXAM PAPER

You are encouraged to complete this subject's [sample exam \(https://doms.csu.edu.au/csu/file/1e672e11-80d7-49ce-86a0-0b0ffe744db5/1/ACC384-SampleExam2022.pdf\)](https://doms.csu.edu.au/csu/file/1e672e11-80d7-49ce-86a0-0b0ffe744db5/1/ACC384-SampleExam2022.pdf) in preparation for the end-of-session exam.

Services & Support

Your [Student Portal \(http://student.csu.edu.au/\)](http://student.csu.edu.au/) tells you can how you can seek services and support. These include study, admin, residential, library, careers, financial, and personal support.

Develop your study skills

Develop your writing, referencing, English language, numeracy, computer, and other study skills with a range of free [Academic Skills \(https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-skills-help\)](https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-skills-help) services and resources, available online and on campus to help you succeed at university.

Library Services

Access a wide range of scholarly eBooks, journals articles and multimedia through your [Library \(https://library.csu.edu.au/\)](https://library.csu.edu.au/). Learn how to find the best information to excel in your study.

We're here to help with easy-to-use Library Resource Guides, videos, workshops, individual appointments and online chat.

Assessment and Exam Information

Academic Integrity

Play your part in maintaining academic integrity at our university. Complete your compulsory [Academic Integrity at Charles Sturt University \(https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-integrity\)](https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-integrity) subject. This subject will help you understand our Academic Integrity Policy, our expectations of you, and the support services available to help you meet your academic obligations.

You'll learn how to avoid plagiarism, cheating, contract cheating, and collusion. Charles Sturt University treats breaches of academic integrity seriously. Turnitin is used to check your submitted work for plagiarism or contract cheating.

You can also use Turnitin to [check for plagiarism \(http://www.csu.edu.au/current-students/learning-resources/information-planning/assignments/plagiarism-checking\)](http://www.csu.edu.au/current-students/learning-resources/information-planning/assignments/plagiarism-checking) in your assessments before submission.

Referencing

Referencing is an important component of academic work. All assessment tasks should be appropriately referenced. The American Psychological Association (APA) referencing style is the default referencing style to be used in students' assessment work. If your subject requires a different style to be used, this will be stated in the assessment requirements. Get referencing style guides and help with referencing from [Charles Sturt's Referencing webpage \(https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-skills-help/referencing\)](https://www.csu.edu.au/current-students/learning-resources/build-your-skills/academic-skills-help/referencing).

How to submit your Assessment and Exam items

EASTS ASSESSMENT - ONLINE SUBMISSION PROCESS

Access [EASTS \(https://online.csu.edu.au/de/eastssubmission.htm\)](https://online.csu.edu.au/de/eastssubmission.htm) (Electronic Assignment Submission Tracking System) to submit assessment tasks online.

Be sure to read the submission guidelines prior to commencing a task; including file types the system will accept, file name and formatting requirements, etc.

A comprehensive user guide, FAQs and system support are also available.

POSTAL ASSESSMENT - SUBMISSION PROCESS

Under normal circumstances postal submissions will not be accepted for any of the assessments required.

HAND DELIVERED ASSESSMENT - SUBMISSION PROCESS

Under normal circumstances hand delivered submissions will not be accepted for any of the assessments required.

ALTERNATIVE ASSESSMENT - SUBMISSION PROCESS

Under normal circumstances, alternative submission methods to the process stated within each task will not be accepted for any of the assessments required.

INTERACT2 - ONLINE EXAM SUBMISSION PROCESS

Your online exam will be delivered through an **Interact2** test.

You may have previously completed an online quiz using this system. You will access your Interact2 test using your online web browser, such as Chrome.

Please ensure that you have turned off any pop-up blocking software, as this may block your online exam from opening in Interact2.

Once you login to your Interact2 subject site, you will see an option on the left-hand side of your screen that will take you to your online exam page.

Before your exam is scheduled to start, a link will appear on this page. You may have to refresh this page.

Interact2 will automatically submit your exam for you when the time is up or you can submit your exam yourself if you finish early.

Please ensure you write your own responses within the text field provided. You will not be able to cut and paste text into the exam respond field.

Extensions

In order to ensure that other students who hand their assessments in on time are not disadvantaged, and to enable me to comply with the requirement to return assignments to the class within 15 working days, the following rules about extensions **will be strictly enforced**:

1. Extensions **cannot** be granted for on-line tests, as these have to be done within a specific time frame, after which the answers are released to the class automatically.
2. Computer problems (such as the speed of your computer and the time it may take you to upload assignments onto EASTS) and normal work-related pressures and family commitments do **not** constitute sufficient reasons for the granting of extensions.
3. If it becomes obvious that you are not going to be able to submit an assignment on time because of an unavoidable problem, you must submit your request for an extension to your local lecturer **in writing (email is acceptable) prior to the due date**.

Requests for extensions will not be granted on or after the due date so you must make sure that any extension is requested **prior to** the day on which the assignment is due.

You are expected to do all you can to meet assignment deadlines. Work and family-related pressures do not normally constitute sufficient reasons for the granting of extensions or incomplete grades.

4. If you apply for an extension, you may be asked to email your lecturer on what you have done so far on the assignment.
5. You must be able to provide **documentary evidence** (such as a certificate from a doctor or counsellor) justifying the need for an extension as soon as practicable - but please note that if the circumstances giving rise to the request for an extension arise on a day when you cannot get documentary evidence, you must still apply for the extension **before the due date** and submit the documentary evidence afterwards.
6. Given the tight deadlines involved in returning assignments to students and putting feedback on Interact, the **maximum extension granted generally will be seven (7) days from the due date**.
7. Assignments received more than 10 days after the due date or extension date will not be marked unless the staff member decides otherwise. Items received late will be penalised at 10% of the mark available for the assessment item per day it is late (see below).

- Note that for purposes of measuring lateness, the 'day' begins just after 00.00 hrs AEST - so an assignment received after midnight of the due date will be penalised 10% for lateness. This rule will be applied to all students uniformly.

How to apply for special consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines. Find the form on the Student Portal [Special Consideration, Misadventure, Advice and Appeals \(http://student.csu.edu.au/study/academic-advice\)](http://student.csu.edu.au/study/academic-advice) page.

Penalties for late submission

The penalty for late submission of an assessment task (without obtaining approval for an extension) will be:

10% deduction per day, including weekends, of the maximum marks allocated for the assessment task, i.e. 1 day late 10% deduction, or 2 days late 20% deduction.

An example of the calculation would be:

Maximum marks allocated = 20

Penalty for one day late = 2 marks (so, a score of 18/20 becomes 16/20 and a score of 12/20 becomes 10/20).

If an assessment is due on a Friday but is not submitted until the following Tuesday, then the penalty will be four days (40% deduction or 8 marks in the example above).

Submissions more than 10 days late will be acknowledged as received but will not be marked.

Resubmission

Under normal circumstances resubmission of assessment items will not be accepted for any of the assessments required in this subject.

Feedback processes

Your CSU lecturer will provide feedback regarding your Assessment item 1 submission.

Your local lecturer will provide you with feedback regarding your Assessment item 2 submission.

You will receive automated feedback on your correct and / or incorrect responses for Assessment item 3 shortly after online multiple-choice test has closed.

Assessment return

You should normally expect your marked report to be returned to you within 15 working days of the due date, if your assessment was submitted on time. If you submitted your report on time but not received it back by the return date, you should make enquiries in the first instance to your local lecturer.

Student Feedback & Learning Analytics

Evaluation of subjects

Charles Sturt University values constructive feedback and relies on high response rates to Subject Experience Surveys (SES) to enhance teaching. Responses are fed back anonymously to Subject Coordinators and Heads of Schools to form the basis for subject enhancement and recognition of excellence in teaching. Schools report on their evaluation data; highlighting good practice and documenting how problems have been addressed. You can view a summary of survey results via the Student Portal [SES Results \(https://student.csu.edu.au/study/subject-experience-survey-results\)](https://student.csu.edu.au/study/subject-experience-survey-results) page.

We strongly encourage you to complete your online Subject Experience Surveys. You will be provided with links to your surveys via email when they open three [3] weeks before the end of session.

Changes and actions based on student feedback

In response to feedback provided by CSU lecturers, local lecturers and students, and in keeping the subject current, the following changes have been implemented since 2018:

- update of textbook
- update of topics covered in the subject
- revision of study guide material
- new online interactive study guide within Interact2
- multiple-choice practice tests within Interact2
- new lecture PowerPoint slides
- update of sample exam
- new tutorial activities and solutions
- update of assessment items and marking criterias
- introduction of Academic Skills support and Libguide
- additional resources to support report writing

In 2020, we updated the textbook to the latest edition. We removed a topic called 'Financial statement analysis' and replaced it with 'International sustainability reporting'. We also introduced pre-recorded lecture videos for each topic.

Learning analytics

Learning Analytics refers to the collection and analysis of student data for the purpose of improving learning and teaching. It enables the University to personalise the support we provide our students. All Learning Analytics activities will take place in accordance with the Charles Sturt University Learning Analytics Code of Practice. For more information, please visit

the University's [Learning Analytics \(http://www.csu.edu.au/division/student-learning/home/analytics-and-evaluations/learning-analytics\)](http://www.csu.edu.au/division/student-learning/home/analytics-and-evaluations/learning-analytics) website.

Data about your activity in the Interact2 site and other learning technologies for this subject will be recorded and can be reviewed by teaching staff to inform their communication, support and teaching practices.

Policies & Regulations

This subject outline should be read in conjunction with all academic policies and procedures. Please refer to the collated list of [policies and regulations relevant to studying your subject\(s\) \(http://student.csu.edu.au/administration/policies-regulations-subjects\)](http://student.csu.edu.au/administration/policies-regulations-subjects) which includes links to [Charles Sturt University's Policy Library \(https://about.csu.edu.au/our-university/publications-policy/policy\)](https://about.csu.edu.au/our-university/publications-policy/policy)- the sole authoritative source of official academic and administrative rules, policies and procedures of the University.

Subject Outline as a reference document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. Charles Sturt University's Course and Subject Information Procedure expects that you retain a copy of the Subject Outline for future use, including for accreditation and other professional purposes.