

Taxation – everyone pays

OVERVIEW

Module 6 aims to develop students' understanding of taxation issues and responsibilities.

ENDURING UNDERSTANDINGS

- Payment of taxes on income and spending is a legal requirement in Australia.
- Income tax is only one aspect of a citizen's taxation commitment.
- The Australian Taxation Office (ATO) administers government taxation policies.
- A key component of the assessment process is the completion and lodgement of an income tax return.
- A TFN (tax file number) is a unique number issued to individuals by the ATO.
- There are strict rules governing what is considered assessable income and what may be allowable deductions to reduce assessable income.
- Study at university may incur a HELP (Higher Education Loan Program) liability that will need to be repaid through the taxation system at a later date.
- Governments redistribute income received from tax.

LEARNING OUTCOMES

Students:

- Identify their taxation rights and obligations as Australian citizens or residents
- Appreciate the purpose of taxation
- Recognise different forms and rates of taxation
- Consider the effect the Goods and Services Tax (GST) has on consumers
- Understand how the Higher Education Loan Program (HELP) operates and whom it affects.

POWER WORDS

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LIST OF TOPICS

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Power Words

As students work through each topic in this module they will encounter words that may be new to them, crucial to understanding and completing the worksheets, and/or difficult to spell. In addition, students may simply find some of this vocabulary interesting, planning to use it in the future. Understanding and being able to use these words will provide students with more *power to make future financial decisions*.

There are several approaches to using this “glossary”. The intention is for students to investigate and find the meanings. They could be given the complete list before they start the module, or they could set up a table and add new words as they progress through the activities. There are also specific POWER WORD activities in some topics.

This list is not exhaustive.

assessable income	legitimate
ATO	marginal tax rate
audit	medicare levy
avoidance	offset
BAS	pay – gross
beneficiary	pay - net
capital gains tax	PAYG
commonwealth government	PAYG payment summary
consumer	penalty
clarify	postgraduate
deduction	progressive tax
elaboration	profit
employee	qualification
employer	refund
exempt	self-assessment
federal government	substantiate
financial year	superannuation
flat taxation rate	tax evasion
FBT	tax file number
graduate	tax free threshold
GST	tax invoice
HECS	tax offset
HECS-HELP	tax return
HELP	taxation
income	tertiary
income – earned	TFN
income – passive	transfer payment
Individual Tax Return Instructions Supplement	undergraduate
legal	

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CURRICULUM MAPPING

NCFLF DIMENSIONS	ENGLISH	MATHEMATICS
<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Identify and explain strategies to manage personal finances Explain the different ways in which people are paid including wages, salaries, commissions, self-employment and government benefits Discuss why some goods and services are provided by Government for community benefit and how these are funded <p>Competence</p> <ul style="list-style-type: none"> Investigate the financial decisions required at significant life-stage events Accurately complete and explain the purpose of a range of financial forms, including for online transactions <p>Responsibility & Enterprise</p> <ul style="list-style-type: none"> Explore the economic cost of individual and collective consumer decisions of the broader community and the environment Understand and explain the legal responsibilities of taking on debt, including the consequences of not paying Explain how, as financially active citizens, they fit into the broader economy and society through: <ul style="list-style-type: none"> - Generating income and paying taxes - Saving - Spending - Donating, and - Investing Explain the role played by governments and the voluntary sector in the community to help those in financial need and explore the cost benefit to the economy 	<p>LITERACY YEAR 9</p> <p>Interacting with others</p> <ul style="list-style-type: none"> use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) <p>Creating texts</p> <ul style="list-style-type: none"> Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) Use a range of software, include word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	<p>NUMBER & ALGEBRA YR 9</p> <p>Real numbers</p> <ul style="list-style-type: none"> Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMN211) <p>STATISTICS & PROBABILITY YR 9</p> <p>Data representation & interpretation</p> <ul style="list-style-type: none"> Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)

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CURRICULUM MAPPING

GENERAL CAPABILITIES
<p>LITERACY</p> <p>Comprehending texts through listening, reading and viewing Navigate, read and view learning area texts</p> <ul style="list-style-type: none"> Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations <p>Composing texts through speaking, writing and creating Compose spoken, written, visual and multimodal learning area texts</p> <ul style="list-style-type: none"> Compose and edit longer and more complex learning area texts (AC ELY1756) <p>Use language to interact with others</p> <ul style="list-style-type: none"> Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts (ACMSP253)
<p>NUMERACY</p> <p>Recognise & use patterns & relationships Recognise & use patterns & relationships</p> <ul style="list-style-type: none"> Explain how the practical application of patterns can be used to identify trends <p>Interpreting statistical information Interpret data displays</p> <ul style="list-style-type: none"> Evaluate media statistics and trends by linking claims to data displays, statistics and representative data (ACMSP253)
<p>INFORMATION & COMMUNICATION TECHNOLOGY CAPABILITY</p> <p>Investigating with ICT Define & plan information searches</p> <ul style="list-style-type: none"> Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation <p>Creating with ICT Generate ideas, plans & processes</p> <ul style="list-style-type: none"> Select and use ICT to articulate ideas and concepts, and plan the development of complex solutions (ACELY1751)
<p>CRITICAL & CREATIVE THINKING</p> <p>Inquiring – identifying exploring & organising information & ideas Pose questions</p> <ul style="list-style-type: none"> Pose questions to critically analyse complex issues and abstract ideas (ACELT1812, ACMSP228) <p>Reflecting on thinking and processes Think about thinking (metacognition)</p> <ul style="list-style-type: none"> Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions (ACELT1640, ACMSP247)
<p>PERSONAL & SOCIAL CAPABILITY</p> <p>Self-management Work independently & show initiative</p> <ul style="list-style-type: none"> Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes (ACELY1756) <p>Become confident, resilient and adaptable</p> <ul style="list-style-type: none"> Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (ACELY1757) <p>Social management Make decisions</p> <ul style="list-style-type: none"> Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making (ACMNA229)
<p>INTERCULTURAL UNDERSTANDING</p> <p>Interacting and empathising with others Consider and develop multiple perspectives</p> <ul style="list-style-type: none"> Present a balanced view on issues where conflicting views cannot easily be resolved (ACELT1643, ACMSP227)