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## Teaching notes

## How to use this resource

This resource, *Taxing times*, uses a mix of online and offline resources and tasks to promote student understanding of a variety of income sources and capability to calculate net earnings. Students work mathematically and build their capacity to use a variety of information and communications technologies.

### Explore

In this section students can follow the adventures of MT Pockets in [The financial wizard’s apprentice](http://www.resources.det.nsw.edu.au/resource/access/44828baf-e540-4c79-9f2c-4ce180432ad9/0). Exploring ASIC’s [MoneySmart Rookie](https://www.moneysmart.gov.au/life-events-and-you/under-25s) is an opportunity to investigate various other consumer resources.

### Your tasks

1. Students should click on either the icons or the hyperlinked text to view each particular task in a pop-up window. Links have been provided if additional resources are required to complete the task.
2. Brief student instructions for using particular software programs are provided with each task. Other tutorials offering additional assistance are also available online.

| Task | Description |
| --- | --- |
| Task 1: Calculate Income | Students enter data into a spreadsheet and then decide on formulae to calculate various types of incomes for given scenarios.   1. Remember to enter percentage figures as decimals: 7.2% as 0.072 2. Formula for Gross Wages in cell G5: =B5\*(D5+1.5\*E5+2\*F5) 3. Formula for Commission in cell E7: =IF(B7>6500,D7+C7\*(B7-6500),D7) 4. Formula for Piecework in cell D4: =B4\*6.5+C4\*17.25 |
| Task 2: Taxation tables | Students manipulate a spreadsheet to consider changes in taxation rates. They record their answers to given questions in a Microsoft Word or OneNote file.   1. Data should only be entered in the PINK shaded cells. 2. Encourage judgement responses to Question 5 beyond simple figures. 3. The ATO information could be printed prior to the lesson if required. |
| Task 3: Calculate Income | Students debate the merits of each source of income, including the view of the employer. They write a script and record a podcast to help win the ‘Best and fairest’ workplace in the local *Community Business Awards*.     1. Be sure to check draft scripts before the students complete their podcast. A [Podcast rubric (.DOCX 16KB)](Podcast%20rubric.docx) has been provided. |

### Quality teaching framework

This resource has been developed to support pedagogy and improve student outcomes based around the NSW Quality Teaching framework, with particular focus on the following elements:

| Intellectual quality | Quality Learning Environment | Significance |
| --- | --- | --- |
| Metalanguage  Substantive communication | Explicit quality criteria  Engagement  Students’ self-regulation | Knowledge integration  Connectedness |