# Commerce (Years 7–10) – option 2 – investing



This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

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## Outcomes

A student:

* **COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
* **COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
* **COM5-4** analyses key factors affecting decisions
* **COM5-5** evaluates options for solving problems and issues
* **COM5-6** develops and implements plans designed to achieve goals
* **COM5-7** researches and assesses information using a variety of sources
* **COM5-8** explains information using a variety of forms
* **COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

**Related Stage 4 outcomes:** COM4-1, COM4-2, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9

**Related Life Skills outcomes:** COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13

[Commerce 7–12 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Subject concepts

Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.

Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.

## Learning sequence 1 – reasons for investing

### Content

Students:

* examine individual and business investment, including: (ACHEK018, ACHEK020, ACHEK040)
* the reasons individuals and businesses may choose to invest
* the range of ways to finance investment, including through savings, borrowings and superannuation

### Reasons for individual and business investing

**Teacher note:** **the first activity in this sequence is to introduce students to the idea of investment, or growing their money. It may be necessary to repeat the same question later in the sequence, as students develop more understanding of the term.**

* **As a class, brainstorm strategies you could use to turn $50,000 into $1,000,000.**
* **Use** [Moneysmart](https://moneysmart.gov.au/glossary) **to define each of the following terms in 1–2 sentences**
* **investment**
* **savings**
* **risk**
* **superannuation.**
* **Create a cartoon or visual representation of the term ‘investment’.**
* Use [Investing as a business](https://www.commbank.com.au/articles/business/investing-for-businesses.html#:~:text=If%20you're%20in%20a,assets%2C%20savings%20and%20growth%20vehicles.) and [How to invest money in Australia](https://www.forbes.com/advisor/au/investing/how-to-invest-money-in-australia/#:~:text=What%E2%80%99s%20the%20Difference%20Between%20Saving%20and%20Investing%3F%C2%A0) to construct a [Concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YlTc4CAm4nk.link) of all the reasons individuals and businesses invest.
* **Compare and contrast the reasons individuals and businesses may choose to invest.**

### Range of ways to finance investment

* In small groups discuss the following question: ‘Where do people get the money to invest?’
* Use [Simple ways to save money](https://moneysmart.gov.au/saving/simple-ways-to-save-money) to identify 5 tips to save money.
* As a class, discuss situations when you may borrow money to invest.
* Read [Borrowing to invest is high risk](https://moneysmart.gov.au/how-to-invest/borrowing-to-invest#:~:text=Borrowing%20to%20invest%20gives%20you,the%20more%20you%20can%20lose.) to identify one advantage and one disadvantage of borrowing money to invest.

**Teacher note:** the following activity will require students to complete a separate [3-2-1 bridge](http://www.pz.harvard.edu/resources/3-2-1-bridge) thinking routine for savings, borrowing and superannuation. The steps for this [3-2-1 bridge](http://www.pz.harvard.edu/resources/3-2-1-bridge) activity include:

* complete the ‘before learning’ section
* read the articles provided
* complete the ‘after learning’ section
* complete the ‘bridge’ section.
* Use a [3-2-1 bridge](http://www.pz.harvard.edu/resources/3-2-1-bridge) thinking routine for savings, borrowings and superannuation:
* complete the ‘before learning’ section
* read [What are the pros and cons of a savings account?](https://www.ratecity.com.au/savings-accounts/articles/pros-cons-savings-account), [The advantages and disadvantages of taking out a loan](https://www.wales247.co.uk/the-advantages-and-disadvantages-of-taking-out-a-loan) and [Super investment options](https://moneysmart.gov.au/grow-your-super/super-investment-options)
* complete ‘after learning’ section
* complete the ‘bridge’ section.
* Amina and John are confused about what will happen when they retire. They know they have $1,000,000 in superannuation but that is all they know. Use resources like [How super works](https://moneysmart.gov.au/how-super-works), [Types of superfunds](https://moneysmart.gov.au/how-super-works/types-of-super-funds), [Self-managed super funds](https://moneysmart.gov.au/how-super-works/self-managed-super-funds-smsf) (SMSF), and [Getting your super](https://moneysmart.gov.au/how-super-works/getting-your-super) to create a one page [Canva](https://www.canva.com/en_au/) poster that provides information for couples like Amina and John. The poster should provide the following information:
* how superannuation works
* the types of superannuation available
* the benefits and drawbacks of superannuation
* when superannuation can be drawn out by individuals.
* Use your understanding of superannuation to write a short paragraph advising Amina and John whether they should withdraw money from their superannuation in the following scenario: the government has introduced a scheme to increase spending in a pandemic where individuals are able to draw out money early from superannuation. Amina and John are interested in drawing out $10,000 to purchase a sofa set and a surround sound TV system for their house.

## Lesson sequence 2 – investment options

Students:

* outline the range of investment options available, including:
* appropriate domestic and international investment options available to people in different situations, eg shares, property, term deposits, managed funds
* the relationship between risk and return for a range of investment options, eg managed funds, property, shares, superannuation (ACHEK040)
* ethical investments

### Domestic and international investment options

**Teacher note:** a popular interactive resource to utilise during this unit is the [ASX interschool sharemarket game](https://www2.asx.com.au/investors/investment-tools-and-resources/sharemarket-game). Students are given a hypothetical $50,000 to invest in shares in the Australian stock exchange. Students can research, monitor, buy and sell shares. The student with the highest level of profit wins the game.

* Use the links provided to complete Table 1 – investment options.

Table 1 – investment options

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Investment option | Description | Advantages | Disadvantages | Further information (minimum 3 points) |
| [Cash](https://www.commbank.com.au/articles/investing/is-cash-a-good-investment-for-your-portfolio.html) |  |  |  |  |
| [Property](https://moneysmart.gov.au/property-investment) |  |  |  |  |
| [Shares](https://www.commbank.com.au/articles/investing/share-investing-for-absolute-beginners.html) |  |  |  |  |
| [Cryptocurrency](https://moneysmart.gov.au/investment-warnings/cryptocurrencies#:~:text=Crypto%2Dassets%20(crypto)%20also,amounts%20within%20a%20short%20period.)  |  |  |  |  |
| [Index funds or exchange traded funds](https://moneysmart.gov.au/managed-funds-and-etfs/exchange-traded-funds-etfs) |  |  |  |  |
| [Non-fungible tokens](https://www.forbes.com/uk/advisor/investing/nft-non-fungible-token/) |  |  |  |  |

* Tom and Chantelle are looking to purchase their first investment property. They would like to buy a property with a good rental return and strong potential for capital growth. Help Tom and Chantelle decide on a property. Present your findings with images, graphs and trends on a [Google sites](https://sites.google.com/new/?tgif=d) document.
* Suggest 5 suburbs of interest for them to focus on.
* Use [Find a suburb that suits you](https://www.realestate.com.au/australia/) to research the profile for each suburb and record the median rent, median house and unit prices and the 10-year trend of prices within the suburb.
* Identify the top 3 lifestyle profiles for each suburb.
* Use [Real estate](https://www.realestate.com.au/buy) or [Domain](https://www.domain.com.au/) to find and recommend one house you feel Tom and Chantelle should purchase for each suburb.
* Use one of the following sites [Domain](https://www.domain.com.au/property-profile), [Real estate](https://www.realestate.com.au/property/) or [On the house](https://www.onthehouse.com.au/) to research the property history and estimated value.
* Over the years Antonio has saved $100,000. He is interested in investing this amount on individual shares. Research 3 shares that you believe Antonio will make a significant return on.
* Use [Choosing shares to buy](https://moneysmart.gov.au/shares/choosing-shares-to-buy) and summarise the 8 ways individuals find shares to buy.
* Use [Listcorp](https://www.listcorp.com/asx) and [Company directory](https://www2.asx.com.au/markets/trade-our-cash-market/directory) to recommend 3 shares for Antonio to buy.
* Complete Table 2 to Table 4 – share portfolio. Some examples of share sectors and industries may include energy, materials, financials, consumer staples, health care and real estate. You cannot recommend more than one share per industry or sector.

Table 2 – share portfolio

|  |  |
| --- | --- |
| Share |  |
| Industry or sector |  |
| Summary of industry or sector |  |
| Company information |  |
| Share price trend chart for up to 5 years |  |
| Company news – provide URL links |  |

Table 3 – share portfolio

|  |  |
| --- | --- |
| Share |  |
| Industry or sector |  |
| Summary of industry or sector |  |
| Company information |  |
| Share price trend chart for up to 5 years |  |
| Company news – provide URL links |  |

Table 4 – share portfolio

|  |  |
| --- | --- |
| Share |  |
| Industry or sector |  |
| Summary of industry or sector |  |
| Company information |  |
| Share price trend chart for up to 5 years |  |
| Company news – provide URL links |  |

**Teacher note:** this activity will require preparation prior to the lesson. Please see [Barometer](https://www.facinghistory.org/resource-library/barometer-taking-stand-controversial-issues) for more information to effectively run this lesson.

* Read [Cryptocurrencies](https://moneysmart.gov.au/investment-warnings/cryptocurrencies) as a class. In pairs use a [Claim, Support, Question](http://www.pz.harvard.edu/resources/claim-support-question) thinking routine to reflect on your understanding of cryptocurrencies.
* Use an [Extent Barometer](https://www.facinghistory.org/resource-library/barometer-taking-stand-controversial-issues) to make a judgement of the following statement – ‘Cryptocurrencies are high risk.’
* Write a PEEL paragraph to recommend the investment option that will best suit your needs at the age of 20.

### Risk and return

* Read [Choose your investments](https://moneysmart.gov.au/how-to-invest/choose-your-investments) and complete the following table.

Table 5 – case studies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scenario | Cash | Property | Shares | Alternative investments – cryptocurrency or non-fungible tokens |
| Terry is looking to gain capital growth in his investment and has a high-risk appetite. |  |  |  |  |
| Cherry wants to invest in a long-term asset that could also potentially provide her with a weekly income. |  |  |  |  |
| Adam wants a long-term, high-risk investment. |  |  |  |  |
| Sarah wants to invest in a low-risk short term asset. |  |  |  |  |

* Using the table, complete the following activities
* place a tick on the investment option or options the subject could pursue based on their intentions
* recommend the option best suited for each subject
* distinguish between short-term investments and long-term investments
* describe whether you would invest in a high-risk asset or a low-risk asset.
* Use [Investopedia](https://www.investopedia.com/terms/c/capital-growth.asp) to define and explain capital growth.
* Write a few sentences considering what would be a reasonable return for a $1,000 investment. Share your answer with the class.
* Read [What Is Considered a Good Return on Investment?](https://www.sofi.com/learn/content/good-return-on-investment/)
* How realistic was the return you suggested?
* Use [How to Calculate Return on Investment (ROI)](https://www.investopedia.com/articles/basics/10/guide-to-calculating-roi.asp) to calculate the rate of return for the following scenarios:
* Mary made $3,000 profit on her $10,000 investment. What is her rate of return?
* Jerimiah invested $25,000 and made a loss of $4,000. What was his negative rate of return?
* Create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.YzzPTqfiHpU.link) that outlines how a negative rate of return may deter an individual from investing.

### Ethical investments

**Teacher note:** introduce students to the concept of ethics. This could include brainstorms or scenarios. You can use some of the scenarios on [moral dilemma questions](https://icebreakerideas.com/moral-dilemma-questions/#The_Unfaithful_Friend:~:text=your%20Dad%E2%80%99s%20life%3F-,Get%20Rich,-Your%20friend%20offers) to get started (get rich is the most appropriate scenario for this learning sequence).

Ensure that the scenarios you choose take into account individual class and student context and that they conform with the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

* Define the term ethics using the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0d5ee) scaffold.
* Read [What Is Ethical Investing and How Do You Do It?](https://www.nerdwallet.com/article/investing/ethical-investing#:~:text=Ethical%20investing%20is%20a%20strategy,more%20ethical%20investments%20than%20ever.) and complete the following activities
* define ethical investing
* distinguish between ethical, sustainable and socially responsible investing
* explain the 3 steps involved in building an ethical investing portfolio.
* Watch [Can You Be an Ethical Investor? (0:00–8:11)](https://www.youtube.com/watch?v=rwNAS8b4QQk).
* What guided the investments of Methodists and Quakers in the early 1700s?
* Which industries did the Methodists and Quakers consider as immoral?
* Would you invest in a business that promotes immoral values? Why?
* Do you think businesses can truly be ethical?
* What is the new term and acronym for Socially Responsible Investments?
* What are 3 ways that ESG investments are better for society and the individual?
* How would a business achieve a higher E score?
* How would a business achieve a higher S score?
* How would a business achieve a higher G score?
* Why did the US government ban businesses from investing in South Africa? Was it effective?
* Ethical investors aim to steer clear of major issues such as the involvement of companies which promote poor working conditions or harmful substances.
* List 5 ethical issues which influence the decisions made by ethical investors.
* Share your responses with the person sitting beside you and then with the class. Use the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0d5ee) scaffold to help you complete this activity.

**Teacher note:** you may need to have a session with your students on the elements and structure of how to effectively write a newspaper article to complete this task. You could use [How to Write a Newspaper Article](http://virtual-library.culturalservices.net/webingres/bedfordshire/vlib/0.children_teenagers/vhc_how_newspaper.htm) to deliver this session.

* You have been hired as a reporter to publish an article on ethical practices in business. Read [Ethical shoe brand Toms hopes to find its footing with Gen Z](https://www.theguardian.com/business/2021/apr/06/ethical-shoe-brand-toms-hopes-to-find-its-footing-with-gen-z), [Winning decade for brave toilet-roll brand](https://www.perthnow.com.au/business/winning-decade-for-brave-toilet-roll-brand-c-8274302) and [Clothing the Gaps is entering a new era with its fashion week debut](https://fashionjournal.com.au/fashion/clothing-the-gaps-runway/). Include at least 3 examples of public businesses implementing both ethical practices and non-ethical practices and their potential impacts on investor decisions. Your article will need to include the following components
* headline – title
* byline – details about the writer of the article such as their name, city of author and name of publication
* lead paragraph – answering the who, what, where, when, how and why questions which will lead to build the foundation of your article
* supporting paragraphs – add detail and more context to the article
* relevant pictures.

## Lesson sequence 3 – investment planning

Students:

* consider factors influencing an investment portfolio for an individual or business, for example risk, diversification, short and long-term goals (ACHEK040)
* construct a hypothetical investment portfolio for an individual
* develop and apply a strategy for monitoring returns on components of the investment portfolio
* explain how changes in personal and economic circumstances may lead to variations in investment decisions
* identify risk mitigation strategies for managing investments

### Factors influencing an investment portfolio

* There are several factors which influence your decision when investing. Briefly describe 5 factors you feel are important when determining your investment portfolio. Use the following websites
* [4 Key Factors to Building a Profitable Portfolio](https://www.investopedia.com/articles/stocks/10/4-key-portfolio-factors.asp)
* [Portfolio Investment](https://efinancemanagement.com/investment-decisions/portfolio-investment)
* [What Is the Best Way to Invest?](https://budgeting.thenest.com/way-invest-4393.html)
* Use a [Graffiti board](https://www.facinghistory.org/resource-library/graffiti-boards-0) to justify the factor you find most important when investing.

### Hypothetical investment portfolio

**Teacher note:** in this section of the learning sequence students will be creating a hypothetical investment portfolio. Familiarise yourself with the [Meta-chart](https://www.meta-chart.com/pie#/your-charts) website to guide students in creating their portfolios.

* Imagine you are 35 years old and have amassed a net worth of $5 million dollars.
* Use [Meta-chart](https://www.meta-chart.com/pie#/your-charts) to construct your ideal investment portfolio.
* Provide a one paragraph justification for this break-down.
* Compare and contrast your portfolio with a peer.

### Monitoring returns

**Teacher note:** students should be familiar with the following terms: [diversified](https://moneysmart.gov.au/how-to-invest/diversification), [investment plan](https://moneysmart.gov.au/how-to-invest/develop-an-investing-plan), [tracking shares](https://moneysmart.gov.au/shares/keeping-track-of-your-shares) and [investment properties](https://moneysmart.gov.au/property-investment) for this section of the learning sequence.

* Read [Keep track of your investments](https://moneysmart.gov.au/how-to-invest/keep-track-of-your-investments) as a class and use it to complete the following activities
* summarise [Keep track of your investments](https://moneysmart.gov.au/how-to-invest/keep-track-of-your-investments)
* use [Keep track of your investments](https://moneysmart.gov.au/how-to-invest/keep-track-of-your-investments) to create a poster demonstrating the strategies an investor could use when monitoring their returns. You can create your poster on [Google slides](https://docs.google.com/presentation/u/0/?tgif=d), [Canva](https://www.canva.com/en_au/), cardboard or [Google sites](https://sites.google.com/new?tgif=d).

### Changes in personal and economic circumstances

* Describe how the following are changes in personal and economic circumstances
* an increase in salary
* marriage
* retirement
* change in employment conditions from full-time to part-time
* return to study
* workplace injury
* loss of job
* mortgage or rental stress
* inheritance.
* Use an example to explain how changes in personal and economic circumstances can lead to a variation in investment decisions.

### Risk mitigation strategies for managing investments

Read [3 strategies to help reduce investment risk](https://www.ameriprise.com/financial-goals-priorities/investing/strategies-to-help-reduce-investment-risk) and complete a separate [Frayer Diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553#.Yhws0t43Fvs.link) for each of the following strategies:

* asset allocation
* portfolio diversification
* dollar cost averaging.

## Lesson sequence 4 – the financial services industry

Students:

* examine the role and responsibilities of the financial services industry, including:
* financial advice provided by a range of organisations
* the responsibilities of lenders and advisers when providing financial information and advice for individuals and community groups
* the role of government agencies, eg the Australian Securities and Investment Commission (ASIC)

### Financial institutions

* There are several financial institutions that individuals can approach for varying financial needs. Use the resources provided to complete Table 6 – financial institutions:
* [What Is Retail Banking?](https://www.thebalancemoney.com/what-is-a-retail-bank-315209)
* [Retail Banking vs. Commercial Banking](https://www.thestreet.com/markets/retail-banking-vs-commercial-banking-15109546)
* [Investment Banking](https://corporatefinanceinstitute.com/resources/careers/jobs/investment-banking-overview/)
* [About the RBA: Role and Functions (3:50)](https://www.rba.gov.au/about-rba/)
* [Credit union vs bank – what’s the difference?](https://www.ratecity.com.au/bank-accounts/news/credit-union-vs-bank-whats-difference)
* [What is a mutual bank?](https://www.canstar.com.au/mutual-banking/banks-vs-mutual/)
* [List of Building Societies in Australia](https://theaufinance.com/building-societies)
* [What Happens When Debt Is Unpaid?](https://smallbusiness.chron.com/happens-debt-unpaid-43266.html)

Table 6 – financial institutions

|  |  |  |
| --- | --- | --- |
| Financial institution | Role | Examples |
| Retail banks |  |  |
| Commercial banks |  |  |
| Investment banks |  |  |
| Central banks |  |  |
| Credit unions |  |  |
| Mutual banks |  |  |
| Building societies |  |  |
| Finance companies |  |  |

* Complete a [3-2-1](https://www.facinghistory.org/resource-library/3-2-1) activity about financial institutions.
* What are 3 things you have learnt about financial institutions?
* What are 2 questions you still have about financial institutions?
* What is one thing you find interesting about financial institutions?

### Responsibilities of lenders and advisors

* Read [Working with a financial adviser](https://moneysmart.gov.au/financial-advice/working-with-a-financial-adviser#:~:text=Review%20the%20advice,-If%20you're&text=any%20changes%20to%20your%20goals,re%20tracking%20against%20your%20goals) and [Acting in the client’s best interest](https://asic.gov.au/regulatory-resources/financial-services/giving-financial-product-advice/acting-in-the-client%CA%BCs-best-interests/)s and complete a [S-I-T](https://www.facinghistory.org/resource-library/s-i-t-surprising-interesting-troubling), using the following
* one surprising fact or idea from the readings
* one interesting fact or idea from the readings
* one troubling fact or idea from the readings
* discuss your responses in a class discussion.
* Read the section ‘How ASIC regulates financial services’ in [Banking](https://asic.gov.au/for-consumers/banking/) and [Responsible lending](https://asic.gov.au/regulatory-resources/credit/responsible-lending/#:~:text=The%20responsible%20lending%20obligations%20involve,verify%20a%20consumer's%20financial%20situation) to write a PEEL paragraph examining the obligation of banks when providing financial information and advice.

### Role of government agencies

* Complete Table 7 – government agencies using the resources provided.

Table 7 – government agencies

|  |  |
| --- | --- |
| Governing body | Role |
| [Australian Securities and Investment Commission](https://asic.gov.au/about-asic/what-we-do/our-role/) |  |
| [Australian Prudential Regulation Authority](https://www.apra.gov.au/about-apra) |  |
| [The Reserve Bank of Australia](https://www.rba.gov.au/about-rba/) |  |
| [The Treasury](https://treasury.gov.au/the-department/about-treasury) |  |

* Read [ASIC flags concerning marketing in 18 funds](https://www.moneymanagement.com.au/news/policy-regulation/asic-flags-concerning-marketing-18-funds), [Optus data breach: What are the new laws for telcos after a cyber attack?](https://www.sbs.com.au/news/article/optus-data-breach-what-are-the-new-regulations-for-telcos-following-cyberattack/fegmvnk5t), [‘Financial stress’: Reserve Bank of Australia makes grim prediction for borrowers](https://www.news.com.au/finance/economy/interest-rates/financial-stress-reserve-bank-of-australia-makes-grim-prediction-for-borrowers/news-story/bf1dd4878f554522aa8a6cdcc92e3a81), [The ATO and crypto: Where is the Australian government headed?](https://www.finder.com.au/tax-office-and-crypto-where-is-the-australian-government-headed) For each article
* identify the governing body involved
* write a 4-point summary
* justify or refute the stance of the governing body involved providing 2 reasons.

## Learning sequence 5 – current issues

Students:

* investigate a current issue relating to investing, for example:
* the concept of ethical investing and possible implications for businesses
* the consequences of poor or inaccurate financial advice for individuals, and possible redress

### Investigation

* Read the following sources to help with your investigation
* [Investments and financial advice complaints](https://www.afca.org.au/make-a-complaint/investments-and-financial-advice)
* [Financial advisers register](https://moneysmart.gov.au/financial-advice/financial-advisers-register)
* [Choosing a financial adviser](https://moneysmart.gov.au/financial-advice/choosing-a-financial-adviser)
* [Working with a financial adviser](https://moneysmart.gov.au/financial-advice/working-with-a-financial-adviser)
* [Problems with a financial adviser](https://moneysmart.gov.au/financial-advice/problems-with-a-financial-adviser)
* The Royal Commission into misconduct in the banking, superannuation, and financial services industry has highlighted issues in the industry. As a result, you have been hired as a consultant to help clients of financial services. Use the readings to create a fact sheet for clients of financial advisers and banks to
* outline the role of the Australian Financial Complaints Authority regarding financial matters
* identify the information required to search the credentials of a financial adviser
* describe the 4 steps to follow before choosing a financial adviser
* provide the factors to consider discussing with a financial adviser to meet your goals and objectives
* propose the steps to take when you face problems with your financial adviser.
* Read [Westpac admits it broke law and agrees to pay $113m in penalties](https://www.theguardian.com/australia-news/2021/nov/30/westpac-admits-it-broke-law-and-agrees-to-pay-113m-in-penalties), [Former ANZ unit fined $4.3 mln for “inappropriately” advising clients](https://www.reuters.com/markets/wealth/former-anz-unit-fined-43-million-inappropriately-advising-clients-2022-02-03/), [Banking royal commission: The Scandals revealed during the inquiry that shocked Australia](https://thewest.com.au/business/banking/banking-royal-commission-the-scandals-revealed-during-the-inquiry-that-shocked-australia-ng-b881094080z) and [Victims of dodgy financial advice still waiting on thousands of dollars in compensation](https://thenewdaily.com.au/finance/consumer/2021/07/01/financial-advice-victims-compensation/). For each article
* provide a brief synopsis
* describe the financial issue
* explain how the issue will be or has been resolved
* discuss your opinion on the issue with a peer.

## Assessment task

**Teacher note:** when using this task, ensure it is placed on the school template and follows all assessment requirements.

### Outcomes

* **COM5-4** analyses key factors affecting decisions
* **COM5-8** explains information using a variety of forms

### Syllabus content

Students:

* consider factors influencing an investment portfolio for an individual or business, for example risk, diversification, short and long-term goals (ACHEK040)
* construct a hypothetical investment portfolio for an individual

### Task

* Read the following character profiles.

Table 8 – investment profiles

|  |  |
| --- | --- |
| Profile | Context |
| Sally – single, no children | Sally is a high earning IT specialist with a $150,000 per year salary at the age of 26. She has received a $250,000 inheritance from the passing of her grandmother.Factors to consider:* young adult
* high income
* no dependents
* plenty of time to correct financial mistakes
 |
| Ruth and Simon – married with non-dependent children | Ruth and Simon have both retired and have amassed $250,000 in savings.Factors to consider:* elderly
* minimal income as retired
* short amount of time to realise gains
 |
| George – single, co-parenting one child | George is a 54-year-old executive partner at a prestigious law firm and earns an income of $250,000 inclusive of bonuses and profit sharing. He has made a sound investment in cryptocurrency which has left him with a net profit of $250,000.Factors to consider:* single income
* middle aged
* co-parent
* can afford risk but not too much
 |
| Bojan and Mariah – de facto partnership, no children | Bojan and Mariah have founded a start-up business in financial services. Both have just finished university and are 23 years old. Mariah’s father has gifted them with $250,000 for investment purposes.Factors to consider:* no dependents
* young adults
* business owners indicate ability to take risk
* plenty of time to grow wealth
 |

* For each investment profile you are to use the [Meta-chart](https://www.meta-chart.com/pie#/your-charts) and create an investment portfolio that you believe would best be suited to the individual or the couple.
* Consider factors such as age, income, timeframe of goals and potential risk-taking capabilities.
* Assets you could include in the portfolios can be a combination of – cash, property, shares, cryptocurrency, index funds, exchange traded funds or alternative investments.
* Once you have completed the investment portfolio, write one paragraph (150–200 words) for each profile explaining the reasoning behind the portfolio break-down.
* Provide a justification for the portfolio you feel would be best suited to your investing needs (200 words).

### Marking criteria

Table 9 – assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Demonstrates an outstanding ability to analyse key factors affecting decisions
* Clearly explains information using a variety of forms
 |
| B | * Demonstrates a high ability to analyse key factors affecting decisions
* Explains information using a variety of forms
 |
| C | * Demonstrates a sound ability to explain key factors affecting decisions
* Satisfactorily explains information using a variety of forms
 |
| D | * Demonstrates a basic ability describing key factors affecting decisions
* Describe information using some forms
 |
| E | * May recognise key factors affecting decisions
* May outline information using a form
 |

## References

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