



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

# PRINCIPLES OF ACCOUNTING SYLLABUS

FORMS 1 - 4

2015 - 2022

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## 1.0 PREAMBLE

### 1.1 Introduction

The Principles of Accounting learning area is designed for forms 1 – 4. The syllabus intends to equip learners with accounting skills, concepts and principles which they can apply to collect, classify, summarise and present financial statements required to make decisions for different types of business enterprises including small to medium enterprises. The syllabus enables learners to apply theory and practical aspects of accounting and also lays a foundation for further studies in related accounting areas.

### 1.2 Rationale

The indigenisation policy of Zimbabwe encourages school leavers to create own employment and apply enterprising skills. The basic concepts of accounting will help learners to be critical thinkers, financial investigators, financial controllers and providers of relevant and informative data for decision making purposes. The syllabus aims to impact knowledge and understanding of the business and finance as well as inculcating the spirit of good business ethics (Unhu/Ubuntu/Vumunhu) in the learners. Knowledge of this subject is a gateway to career development in the areas of financial accounting, management accounting, taxation, auditing and forensic investigation among others.

The Principles of Accounting syllabus enables learners to develop skills in:

- problem solving
- systematic, analytical and critical thinking
- summarising, interpretation and evaluation
- decision making
- conflict resolution
- leadership
- communication
- technology and innovation
- enterprise
- compliance
- research and presentation.

### 1.3. Summary of Content

This learning area intends to equip the learner with basic accounting skills and concepts necessary in the keeping of proper books of accounts that will enable him or her to prepare financial statements for different enterprises such as small to medium enterprises, sole proprietors, companies, partnerships and not for profit making organisations. The syllabus encour-

ages learners to be involved in practical work such as starting and running income generating projects

### 1.4. Assumptions

It is assumed that learners:

- have basic knowledge of mathematics.
- are aware of the need to record and keep financial records in a business.
- have the general knowledge about businesses and commerce.
- have prior knowledge of ICT.

### 1.5. Cross Cutting Themes

Principles of Accounting is a learning area that will encompass and address the following cross cutting issues:-

- enterprise
- information and communication technology (ICT)
- financial literacy
- team work
- gender equity
- children's constitutional rights.
- health issues
- disaster risk management
- environmental issues
- guidance and counselling
- Unhu/Ubuntu/Vumunhu (norms and values)

## 2.0. PRESENTATION OF SYLLABUS

The Form 1 – 4 Principles of Accounting Syllabus is presented as a single document. It contains the preamble, aims of the syllabus, objectives, methodology, time allocation and the list of topics to be covered. The syllabus also suggests a list of resources that could be used during the learning and teaching process. There is a continuous evaluation and assessment of the student's performance from forms 1 - 4. The syllabus consists of both theoretical and practical assessment. Theory has 70% whilst practical assessment has 30%. More detail is provided on Section 9 (Assessment) of this Syllabus.

## 3.0. AIMS

The syllabus aims to enable learners to:

- 3.1 Understand the nature, concepts and principles of accounts.
- 3.2 Develop enterprise skills that will assist them to be self-reliant.
- 3.3 Instil the spirit of Unhu/Ubuntu/Vumunhu (good business ethics) when performing business transactions.
- 3.4 Apply practical accounting skills, techniques and procedures in the preparation of financial statements for sole proprietors, partnerships, companies and not for profit making organisations.
- 3.5 Interpret the financial statements for the benefit of users.
- 3.6 Appreciate the use of computers in accounting.

## 4.0. OBJECTIVES OF THE SYLLABUS

Learners should be able to:

- 4.1 explain the nature, concepts and principles of accounts
- 4.2 identify the various types of business enterprises and the users of financial information.
- 4.3 explain and distinguish between income and expenditure, cash and profit, assets and liabilities as well as capital and revenue expenditure
- 4.4 start and run small projects.
- 4.5 demonstrate the spirit of Unhu/Ubuntu/Vumunhu (good business ethics) when performing business transactions.
- 4.6 prepare financial statements for sole proprietors, partnerships, companies and not for profit making organisations using the relevant accounting concepts, principles, techniques and procedures.

- 4.7 use accounting ratios to assess business performance
- 4.8 make use of computers in accounting.

## 5.0. METHODOLOGY AND TIME ALLOCATION

### 5.1. Methodology

For effective teaching and learning of Principles of Accounting, the following approaches and principles shall be used:

- a) Learner centred approach- teach students how to think, solve problems, evaluate evidence and analyse arguments. To achieve this, it is suggested that learner centred instructions, objectives, pedagogy and teaching methods such as group discussions, presentations and research should be used.
- b) Multi sensory approach- be sensitive to the learner's sense of sight, taste, smell, touch, hearing and movement. Allow the learner to visualise and examine accounting information.
- c) Individualisation principle- avoid discrimination of learners.
- d) Concreteness principle- use specific figures and facts. Avoid being vague, general, theoretical and make use of real facts.

## 5.2. Suggested Learning and Teaching Tools

The following are suggested learning and teaching tools that might be used:

- Case studies
- Discussions
- Resource persons
- Role play sessions
- Information and communication technology tools such as computers and videos.
- Research groups
- Educational tours
- Group presentations and participation
- Team building

## 5.3. Time Allocation

For adequate coverage of this syllabus, the following allocation is recommended:

Forms 1 and 2: 6 periods per week with at least two double lessons (one double lesson reserved for practical)

Forms 3 and 4: 8 periods per week with 3 double lessons (one double lesson reserved for practical)

## 6.0. TOPICS

- Introduction to Principles of Accounting
- The Accounting Cycle
- Data Processing Methods – Manual, Electronic
- Source Documents
- Subsidiary Books
- The Ledger
- Trial Balance and Errors
- Accounting Concepts
- End of Year Financial Statements
- End of Year Adjustments
- Capital And Revenue Expenditure
- Control Accounts
- Bank Reconciliation
- Accounting Ratios
- Single entry and Incomplete records
- Not for Profit Making Organisations (Non Trading Concerns)
- Departmental Accounts
- Manufacturing Accounts
- Partnership Formation: End of Year Financial Statement
- Company Accounts
- Business Ethics

### 7.0. SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Introduction to principles of accounting</b>	<ul style="list-style-type: none"> <li>• Definition of terms such as business, accounting, transaction, bookkeeping, capital, assets, liabilities, income, expenses and profit</li> <li>• Types of business activities: trading, manufacturing and provision of services</li> <li>• Types of business organisations:                             <ul style="list-style-type: none"> <li>-sole proprietors such as . vendors, small to medium enterprises</li> <li>-partnerships</li> <li>-limited companies.</li> </ul> </li> <li>• Importance of accounting.</li> <li>• Users of accounting information such as households, managers, banks and proprietors</li> </ul>			
<b>Accounting cycle</b>	<ul style="list-style-type: none"> <li>• Accounting cycle:                             <ul style="list-style-type: none"> <li>-transactions</li> <li>- source documents</li> <li>-subsidiary books</li> <li>-ledger</li> <li>-trial balance</li> <li>- financial statements</li> </ul> </li> </ul>			
<b>Data processing methods</b>	<ul style="list-style-type: none"> <li>• Manual method</li> <li>• Electronic method</li> </ul>		<ul style="list-style-type: none"> <li>• Manual method</li> <li>• Electronic method</li> </ul>	

### 7.0. SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Source documents</b>	<ul style="list-style-type: none"> <li>• Source documents and their significance:</li> <li>- receipts</li> <li>- cheques</li> <li>- invoices</li> <li>- debit notes</li> <li>- credit notes</li> <li>- vouchers</li> <li>- bank statements</li> <li>- statements of account</li> </ul>			
<b>Subsidiary books</b>	<ul style="list-style-type: none"> <li>• Subsidiary books:</li> <li>- 2 column cash book</li> <li>- sales journal</li> <li>- purchases journal</li> <li>- sales returns journal</li> <li>- purchases returns journal</li> <li>- interpretation of entries in the subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Use of books of original entry:</li> <li>- 3 column cash book</li> <li>- general journal</li> <li>- petty cash book</li> <li>• Interpretation of entries in subsidiary books.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the general journal</li> <li>• Interpretation of entries in the general journal</li> </ul>	
<b>Ledger</b>	<ul style="list-style-type: none"> <li>• Classification of entries, posting and balancing ledger accounts</li> <li>• Interpreting ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Classification, posting and balancing ledger accounts</li> <li>• Use of folio numbers</li> <li>• Types of ledgers and the ledger accounts</li> <li>• Interpretation of ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Classification posting and balancing ledger accounts</li> <li>• Types of the ledger :                             <ul style="list-style-type: none"> <li>- trade receivables ledger</li> <li>- trade payables ledger</li> <li>- general ledger</li> </ul> </li> <li>• Use of folio columns</li> <li>• Interpretation of ledger accounts</li> </ul>	

**7.0. SCOPE AND SEQUENCE**

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Trial balance and errors</b>	<ul style="list-style-type: none"> <li>• Trial balance</li> <li>- purpose</li> <li>- preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Trial balance and errors</li> <li>- purpose</li> <li>- preparation</li> <li>- errors</li> </ul>	<ul style="list-style-type: none"> <li>• Correction of errors</li> <li>• Suspense account</li> <li>• Correction of the trial balance</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of errors on profit</li> <li>• Adjustments on gross and net profit</li> <li>• Revised statements of               <ul style="list-style-type: none"> <li>- Profit</li> <li>- financial position (extracts)</li> </ul> </li> </ul>
<b>Accounting Concepts</b>			<ul style="list-style-type: none"> <li>• Concepts:               <ul style="list-style-type: none"> <li>- matching/ accrual</li> <li>- prudence</li> <li>- going concern</li> <li>- consistency</li> <li>- historical cost</li> <li>- double entry</li> </ul> </li> </ul>	
<b>of year financial statements</b>		<ul style="list-style-type: none"> <li>• Income statement</li> <li>• Statement of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Income statement.</li> <li>• Statement of financial position.</li> <li>• Interpretation of financial statements</li> </ul>	
<b>of year adjustments</b>		<ul style="list-style-type: none"> <li>• Prepayments and accruals               <ul style="list-style-type: none"> <li>- for income and expenses (ledger accounts not required)</li> </ul> </li> <li>• Depreciation:               <ul style="list-style-type: none"> <li>- causes and methods</li> <li>- reducing balance method</li> <li>- straight line method</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Closing entries</li> <li>• Accounting for depreciation :               <ul style="list-style-type: none"> <li>- straight line method</li> <li>- reducing balance method</li> <li>- revaluation method</li> </ul> </li> <li>• Disposal of non-current assets</li> <li>• Accruals and prepayments               <ul style="list-style-type: none"> <li>- ledger accounts of income and expenses</li> </ul> </li> </ul>	

## 7.0. SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>End of year adjustments</b>			<ul style="list-style-type: none"> <li>• Provisions for:                             <ul style="list-style-type: none"> <li>- doubtful debts</li> <li>- discounts allowable</li> </ul> </li> <li>• Income statement and statement of financial position</li> </ul>	
<b>Capital and Revenue Expenditure</b>		<ul style="list-style-type: none"> <li>• Definitions of capital and revenue expenditure</li> <li>• Differences and identification of capital and revenue expenditure</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for capital and revenue expenditure in financial statements</li> <li>• Effects of incorrect classification on:                             <ul style="list-style-type: none"> <li>- profit</li> <li>- non-current assets</li> <li>- working capital items</li> </ul> </li> </ul>	
<b>Control accounts</b>			<ul style="list-style-type: none"> <li>• Control accounts:                             <ul style="list-style-type: none"> <li>- purposes</li> <li>- types</li> <li>- preparation</li> </ul> </li> <li>• Sources of information</li> </ul>	
<b>Bank reconciliation</b>		<ul style="list-style-type: none"> <li>• Bank reconciliation statement:                             <ul style="list-style-type: none"> <li>- definition</li> <li>- importance</li> <li>- preparation</li> <li>- causes of differences between cash book balance and bank statement balance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bank reconciliation statement and errors</li> <li>• Updated cash book</li> <li>• Treatment of bank overdraft</li> <li>• Causes of differences between cash book balance and bank balance</li> </ul>	
<b>Bank reconciliation Accounting ratios</b>				<ul style="list-style-type: none"> <li>• Profitability ratios:                             <ul style="list-style-type: none"> <li>- mark up</li> <li>- margin</li> </ul> </li> </ul>

### 7.0. SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Bank reconciliation</b> <b>Accounting ratios</b>				- net profit percentage • Liquidity ratios: - current ratio - quick ratio - rate of inventory turnover
<b>Single entry and Incomplete records</b>				• Statement of affairs - opening and closing capital. • Missing figures - sales - purchases - expenses - gross profit - net profit - drawings • Financial statements
<b>Not for Profit Making Organisations</b>		• Key terms: - surplus - deficit - accumulated fund - subscriptions • Receipts and payments accounts • Income and expenditure accounts • Statements of financial position		

## 7.0. SCOPE AND SEQUENCE

TOPICS	FORM 1	FORM 2	FORM 3	FORM 4
<b>Departmental accounts</b>			<ul style="list-style-type: none"> <li>• Departmental trading accounts:                             <ul style="list-style-type: none"> <li>- purpose</li> <li>- preparation</li> </ul> </li> <li>• Combined profit and loss accounts</li> <li>• Apportionment of expenses according to given basis</li> </ul>	
<b>Manufacturing Accounts</b>				<ul style="list-style-type: none"> <li>• Manufacturing accounts:                             <ul style="list-style-type: none"> <li>- direct cost</li> <li>- indirect costs</li> <li>- prime costs</li> <li>- work in progress</li> </ul> </li> <li>• Income statements</li> <li>• Statements of financial position</li> </ul>
<b>Partnerships formation</b>				<ul style="list-style-type: none"> <li>• Formation of partnerships</li> <li>• Advantages and disadvantages of partnerships</li> <li>• Income statements</li> <li>• Appropriation accounts</li> <li>• Statements of financial position</li> <li>• Current accounts</li> <li>• Capital accounts</li> </ul>

## 7.0. SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Company Accounts</b>				<ul style="list-style-type: none"> <li>• Definition of terms:                             <ul style="list-style-type: none"> <li>- shares</li> <li>- debentures</li> <li>- authorised share capital</li> <li>- issued share capital</li> <li>- called up share capital</li> <li>- paid up share capital</li> <li>- shareholders' funds</li> <li>- dividends</li> <li>- general reserves</li> <li>- retained profits</li> </ul> </li> <li>• Statements of Changes in Equity</li> <li>• Statements of financial position (extract).</li> </ul>
<b>Business Ethics</b>				<ul style="list-style-type: none"> <li>• Ethics introduction                             <ul style="list-style-type: none"> <li>- professionalism</li> <li>- integrity</li> <li>- confidentiality</li> <li>- competence</li> <li>- objectivity</li> <li>- compliance</li> </ul> </li> </ul>

## 8.0. COMPETENCY MATRIX

### 8.1 FORM 1

CONCEPTS	OBJECTIVES Learner should be able to:	UNIT CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p><b>Introduction to Principles of Accounting</b></p>	<ul style="list-style-type: none"> <li>• Define accounting terms</li> <li>• state the different types of business activities and organisations</li> <li>• explain different types of business activities and organisations</li> <li>• distinguish the different types of business organisations</li> <li>• explain the importance of accounting</li> <li>• identify the users of accounting information</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of terms such as business, accounting, transaction, bookkeeping, capital, assets, liabilities, income, expenses and profit.</li> <li>• Types of business activities: trading, manufacturing and provision of services</li> <li>• Types of business organisations:                             <ul style="list-style-type: none"> <li>- sole proprietor such as vendors, small to medium enterprises</li> <li>- partnerships</li> <li>- limited companies.</li> </ul> </li> <li>• Importance of accounting.</li> <li>• Users of accounting information such as households, managers, banks, proprietors</li> </ul>	<ul style="list-style-type: none"> <li>• Defining accounting terms.</li> <li>• Explaining accounting terms.</li> <li>• Identifying the different types of business activities and organisations.</li> <li>• Discussing different types of business activities and organisations.</li> <li>• Stating examples of different types of business activities and organisations in the local community.</li> <li>• Discussing the differences in the types of business organisations.</li> <li>• Explaining the importance of accounting.</li> <li>• Listing users of accounting information.</li> <li>• Discussing uses of accounting information.</li> <li>• Visiting local business organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Braille</li> <li>• ICT tools</li> <li>• Local business organisations</li> </ul>

**8.0. COMPETENCY MATRIX****8.1 FORM 1**

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT( Skills , Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Accounting cycle</b>	<ul style="list-style-type: none"> <li>• define the accounting cycle.</li> <li>• memorise the stages involved in the accounting cycle</li> <li>• illustrate the stages involved in the accounting cycle</li> <li>• explain the stages involved in the accounting cycle</li> <li>• reproduce the accounting cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting cycle:               <ul style="list-style-type: none"> <li>- transactions</li> <li>- source documents</li> <li>- subsidiary books</li> <li>- ledger</li> <li>- trial balance</li> <li>- financial statements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining accounting cycle.</li> <li>• Defining the accounting cycle.</li> <li>• Memorising the stages. involved in the accounting cycle.</li> <li>• Illustrating the stages involved in the accounting cycle.</li> <li>• Explaining the stages involved in the accounting cycle.</li> <li>• Reproducing the accounting cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Braille</li> <li>• ICT tools</li> <li>• Local business organisations</li> </ul>
<b>Processing</b>	<ul style="list-style-type: none"> <li>• define data processing terms</li> <li>• state the methods used to process accounting data</li> <li>• list the advantages and disadvantages of each method</li> <li>• apply manual methods in processing data</li> </ul>	<ul style="list-style-type: none"> <li>• Manual method</li> <li>• Electronic method</li> </ul>	<ul style="list-style-type: none"> <li>• Defining data processing terms.</li> <li>• Naming the methods of processing data.</li> <li>• Comparing manual and electronic methods of data processing.</li> <li>• Stating merits and demerits of each method.</li> <li>• Using manual methods in data processing.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> </ul>
<b>Subsidiary books</b>	<ul style="list-style-type: none"> <li>• name the subsidiary books</li> <li>• describe the use of subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Subsidiary books:               <ul style="list-style-type: none"> <li>- 2 column cash book</li> <li>- sales journal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming the subsidiary books.</li> <li>• Explaining the use of subsidiary books.</li> </ul>	<ul style="list-style-type: none"> <li>• Source documents</li> <li>• ICT tools</li> <li>• Braille</li> <li>• Books of accounts</li> </ul>

## 8.0. COMPETENCY MATRIX

### 8.1 FORM 1

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Subsidiary books</b>	<ul style="list-style-type: none"> <li>• label the columns of the subsidiary books</li> <li>• classify transactions</li> <li>• record transactions in subsidiary books</li> <li>• explain the entries in the subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Subsidiary books:                             <ul style="list-style-type: none"> <li>- purchases journal</li> <li>- sales returns journal</li> <li>- purchases returns journal</li> </ul> </li> <li>• Interpretation of entries in the subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Labelling the columns of the subsidiary books.</li> <li>• Classifying transactions.</li> <li>• Illustrating the columns of subsidiary books.</li> <li>• Matching transactions with subsidiary books.</li> <li>• Entering transactions in subsidiary books.</li> <li>• Interpreting entries in the subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Source documents</li> <li>• ICT tools</li> <li>• Braille</li> <li>• Books of accounts</li> </ul>
<b>Ledger</b>	<ul style="list-style-type: none"> <li>• Classify transactions before posting to the ledger</li> <li>• Label the different columns of the ledger</li> <li>• Post entries from subsidiary books to the ledger showing folio numbers</li> <li>• Balance the ledger accounts</li> <li>• Classify ledger accounts</li> <li>• Interpret ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Classification, posting and balancing ledger accounts</li> <li>• Interpreting ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying transactions before posting to the ledger.</li> <li>• Labelling the different columns of the ledger.</li> <li>• Posting entries from subsidiary books to the ledger showing folio numbers</li> <li>• Identifying transactions for different ledger accounts.</li> <li>• Preparing ledger accounts</li> <li>• Balancing ledger accounts.</li> <li>• Classifying ledger accounts</li> <li>• Explaining the entries in the ledger accounts</li> <li>• Interpret accounts</li> </ul>	

## 8.0. COMPETENCY MATRIX

### 8.1 FORM 1

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Balance</b>	<ul style="list-style-type: none"> <li>• define a trial balance</li> <li>• explain the purpose of a trial balance</li> <li>• construct a trial balance</li> </ul>	<ul style="list-style-type: none"> <li>• Trial balance               <ul style="list-style-type: none"> <li>- purpose</li> <li>- preparation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining a trial balance.</li> <li>• Discussing the importance of a trial balance.</li> <li>• Extracting a trial balance</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> <li>• Ledger accounts</li> </ul>

### 8.2 FORM 2

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Subsidiary books</b>	<ul style="list-style-type: none"> <li>• define trade and cash discount</li> <li>• calculate trade and cash discount</li> <li>• explain the purpose of the petty cash book</li> <li>• record transactions in appropriate books</li> <li>• interpret the entries in the subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Use of books of original entry:               <ul style="list-style-type: none"> <li>- 3 column cash book</li> <li>- general journal</li> <li>- petty cash book</li> </ul> </li> <li>• Interpretation of entries in subsidiary books</li> </ul>	<ul style="list-style-type: none"> <li>• Defining trade and cash discounts.</li> <li>• Calculating trade and cash discounts.</li> <li>• Discussing the purpose of the petty cash book.</li> <li>• Entering transactions in appropriate subsidiary books.</li> <li>• Explaining the entries in the books.</li> </ul>	<ul style="list-style-type: none"> <li>• Source documents</li> <li>• Books of accounts</li> <li>• ICT tools</li> <li>• Braille</li> </ul>

### 8.2 FORM 2

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGETSED RESOURCES
<b>Ledger</b>	<ul style="list-style-type: none"> <li>• define the ledger</li> <li>• post entries from subsidiary books to the ledger</li> <li>• balance ledger accounts</li> <li>• state the types of ledgers</li> <li>• classify ledger accounts</li> <li>• explain the entries in the ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Classification, posting and balancing ledger accounts</li> <li>• Use of folio numbers</li> <li>• types of the ledgers and ledger accounts</li> <li>• Interpretation of ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the ledger.</li> <li>• Posting entries to the ledger.</li> <li>• Balancing ledger accounts.</li> <li>• Naming the types of ledgers.</li> <li>• Classifying ledger accounts.</li> <li>• Interpreting ledger accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Source documents</li> <li>• Books of accounts</li> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Balance and errors</b>	<ul style="list-style-type: none"> <li>• prepare a trial balance</li> <li>• explain purposes of preparing a trial balance.</li> <li>• state errors that are not revealed by a trial balance</li> <li>• explain each of the errors</li> </ul>	<ul style="list-style-type: none"> <li>• Trial balance and errors:</li> <li>-purpose</li> <li>-preparation</li> <li>-errors</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing up a trial balance.</li> <li>• Explaining purpose of preparing a trial balance.</li> <li>• Naming errors not affecting trial balance agreement.</li> <li>• Describing each of the errors.</li> <li>• Preparing Trial Balances from information collected from local businesses</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> <li>• Local business</li> </ul>
<b>Year financial statements</b>	<ul style="list-style-type: none"> <li>• define income statements</li> <li>• explain the need for income statements</li> <li>• draw up income statements</li> <li>• define statements of financial position</li> <li>• prepare statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Income statements</li> <li>• Statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the purpose of income statements.</li> <li>• Preparing income statements.</li> <li>• Explaining what statements of financial position are.</li> <li>• Drawing up a statement of financial position.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Financial statements</li> <li>• Braille</li> </ul>

**8.2 FORM 2**

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> <li>Preparing financial statements from information from local businesses</li> </ul>	
<b>Year adjustments</b>	<ul style="list-style-type: none"> <li>define accruals and prepayments</li> <li>show adjustments for accruals and prepayments in end of year financial statements.</li> <li>define depreciation</li> <li>state causes of depreciation</li> <li>calculate depreciation using the given methods</li> </ul>	<ul style="list-style-type: none"> <li>Prepayments and accruals               <ul style="list-style-type: none"> <li>for income and expenses (ledger accounts not required).</li> </ul> </li> <li>Depreciation:               <ul style="list-style-type: none"> <li>causes and methods</li> <li>reducing balance method</li> <li>straight line method</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Defining accruals and prepayments.</li> <li>Showing adjustments for accruals and prepayments in end of year financial statements.</li> <li>Defining depreciation.</li> <li>Stating causes of depreciation.</li> <li>Calculating depreciation using the given methods</li> </ul>	<ul style="list-style-type: none"> <li>Non-current assets</li> <li>ICT tools</li> <li>Braille</li> </ul>
<b>Capital and revenue expenditure</b>	<ul style="list-style-type: none"> <li>define capital expenditure and revenue expenditure</li> <li>differentiate capital expenditure from revenue expenditure</li> </ul>	<ul style="list-style-type: none"> <li>Definitions of capital and revenue expenditure</li> <li>Differences and identification of capital and revenue expenditure</li> </ul>	<ul style="list-style-type: none"> <li>Defining capital expenditure and revenue expenditure.</li> <li>Discussing differences between capital expenditure and revenue expenditure.</li> <li>Classifying capital and revenue expenditure</li> </ul>	<ul style="list-style-type: none"> <li>Non-current assets</li> <li>Consumable items</li> <li>Braille</li> </ul>

### 8.2 FORM 2

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGETSED LEARNING ACTIVITIES AND NOTES	SUGESTED RESOURCES
<b>Reconciliation</b>	<ul style="list-style-type: none"> <li>• define bank reconciliation statements</li> <li>• state the causes of differences between cash book and bank statement balances</li> <li>• explain the importance of bank reconciliation statements</li> <li>• prepare bank reconciliation statements</li> </ul>	<ul style="list-style-type: none"> <li>• Bank reconciliation statements:                             <ul style="list-style-type: none"> <li>- definition</li> <li>- importance</li> <li>- preparation</li> <li>- causes of differences between cash book and bank statement balances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining a bank reconciliation statements.</li> <li>• Discussing the importance of a bank reconciliation statement.</li> <li>• Listing the causes of differences in cash book and bank statement balance.</li> <li>• Drafting bank reconciliation statements</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of bank statements</li> <li>• Cash book</li> <li>• Braille</li> </ul>
<b>Profit Making Organisations</b>	<ul style="list-style-type: none"> <li>• define key terms</li> <li>• describe receipts and payments accounts</li> <li>• draw up receipts and payments accounts</li> <li>• prepare simple income and expenditure accounts</li> <li>• draft statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms:                             <ul style="list-style-type: none"> <li>- surplus</li> <li>- deficit</li> <li>- accumulated fund</li> <li>-subscriptions</li> </ul> </li> <li>• Receipts and payments accounts</li> <li>• Income and expenditure accounts</li> <li>• Statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Defining key terms.</li> <li>• Describing the purpose of not for profit making organisations.</li> <li>• Preparing receipts and payments accounts.</li> <li>• Drawing up income and expenditure accounts.</li> <li>• Constructing statements of financial position.</li> <li>• Preparing financial statements of not for profit making. organisation in their local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille</li> </ul>

### 8.3 FORM 3

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Processing</b>	<ul style="list-style-type: none"> <li>• apply manual methods of processing data</li> <li>• demonstrate the use of electronic methods</li> </ul>	<ul style="list-style-type: none"> <li>• Manual method.</li> <li>• Electronic method</li> </ul>	<ul style="list-style-type: none"> <li>• Applying manual methods of processing data.</li> <li>• Practising the use of computers.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Subsidiary books</b>	<ul style="list-style-type: none"> <li>• state the uses of the general journal</li> <li>• prepare journal entries</li> <li>• explain the entries in the general journal</li> <li>• post journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the general journal/journal proper.</li> <li>• Interpretation of entries in the general journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Listing the uses of the general journal.</li> <li>• Entering transactions in a general journal.</li> <li>• Interpreting the entries in the general journal.</li> <li>• Posting journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Ledger</b>	<ul style="list-style-type: none"> <li>• define the term account.</li> <li>• classify ledger accounts</li> <li>• post entries from subsidiary books to appropriate divisions of the ledger.</li> <li>• explain the entries in the ledger accounts.</li> <li>• use reference numbers in the folio columns</li> <li>• interpret the final balances in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Classification, posting and balancing ledger accounts.</li> <li>• Types of the ledger : - trade receivables ledger - trade payables ledger - general ledger</li> <li>• Use of folio columns.</li> <li>• Interpretation of ledger accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the term account.</li> <li>• Classifying ledger accounts.</li> <li>• Posting entries to the ledger.</li> <li>• Distinguishing transactions for trade receivables, trade payables and general ledgers.</li> <li>• Analysing the entries in the ledger accounts.</li> <li>• Explaining the final balances in the accounts.</li> <li>• Recording reference numbers in the folio columns.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> </ul>

### 8.3 FORM 3

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Capital and revenue expenditure</b>	<ul style="list-style-type: none"> <li>• define revenue and capital expenditure</li> <li>• classify expenditure into revenue or capital expenditure</li> <li>• show revenue and capital expenditure appropriately in the financial statements</li> <li>• state the effects of incorrect classification of expenditure on profit, non-current assets and working capital</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for capital and revenue expenditure in financial statements</li> <li>• Effects of incorrect classification on:                             <ul style="list-style-type: none"> <li>- profit</li> <li>- non-current assets</li> <li>- working capital</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining revenue and capital expenditure.</li> <li>• Discussing differences between capital and revenue expenditure.</li> <li>• Recording of revenue and capital expenditure in the financial statements.</li> <li>• Discussing effects of incorrect classification of expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Control accounts</b>	<ul style="list-style-type: none"> <li>• define control accounts</li> <li>• state the purposes of control accounts</li> <li>• name the types of control accounts</li> <li>• identify sources of information for control accounts</li> <li>• prepare control accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Control accounts:                             <ul style="list-style-type: none"> <li>- types</li> <li>- purposes</li> <li>- preparation</li> </ul> </li> <li>• Sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Giving definition of control accounts.</li> <li>• Discussing uses of control accounts.</li> <li>• Naming types of control accounts.</li> <li>• Discussing sources of information for control accounts.</li> <li>• Constructing control accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Reconciliation statements and errors</b>	<ul style="list-style-type: none"> <li>• identify causes of differences between cash book and bank balances</li> <li>• draw up an updated cash book</li> </ul>	<ul style="list-style-type: none"> <li>• Bank reconciliation statements and errors</li> <li>• Updated cash book</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying causes of differences between cash book and bank balances.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tool</li> <li>• Braille</li> </ul>

**8.3 FORM 3**

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• identify errors in the cash book and bank statement</li> <li>• prepare bank reconciliation statement</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment of bank overdraft</li> <li>• Causes of differences between cash book and bank balances</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing errors in cash book and bank statements.</li> <li>• Preparing an updated cash book to correct errors in the cash book.</li> <li>• Drawing up bank reconciliation statements</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tool</li> <li>• Braille</li> </ul>
<b>Departmental accounts</b>	<ul style="list-style-type: none"> <li>• state the purpose of departmental trading accounts</li> <li>• prepare departmental trading accounts in columnar form</li> <li>• apportion expenses appropriately among departments</li> <li>• draw up a combined profit and loss account</li> <li>• prepare statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental trading accounts:               <ul style="list-style-type: none"> <li>- purpose</li> <li>- preparation</li> </ul> </li> <li>• Combined profit and loss account.</li> <li>• Apportionment of expenses according to given basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing purpose of departmental accounts</li> <li>• Apportioning expenses appropriately among departments</li> <li>• Preparing departmental financial statements</li> <li>• Conducting educational tours to departmental stores</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental stores</li> <li>• Resource person</li> <li>• ICT tools</li> <li>• Braille</li> </ul>

### 8.4 FORM 4

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Balance and errors</b>	<ul style="list-style-type: none"> <li>recognise the effect of errors on profit</li> <li>explain the effect of errors on profit</li> <li>adjust gross or net profit after correcting errors</li> <li>prepare statements of financial position (extracts) after correction of errors</li> </ul>	<ul style="list-style-type: none"> <li>Effect of errors on profit</li> <li>Adjustments on gross and net profit</li> <li>Revised statements of:                             <ul style="list-style-type: none"> <li>profit</li> <li>financial position (extracts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the effect of errors on profit.</li> <li>Calculating adjusted gross profit or net profit.</li> <li>Drafting revised statements of profit.</li> <li>Drawing up statements of financial position (extracts).</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille</li> </ul>
<b>Accounting ratios</b>	<ul style="list-style-type: none"> <li>memorise profitability and liquidity ratio formulae</li> <li>compute profitability and liquidity ratios</li> <li>apply profitability and liquidity ratios to arrive at missing figures</li> </ul>	<ul style="list-style-type: none"> <li>Profitability ratios                             <ul style="list-style-type: none"> <li>mark up</li> <li>margin</li> <li>net profit percentage</li> </ul> </li> <li>Liquidity ratios                             <ul style="list-style-type: none"> <li>current ratio</li> <li>quick ratio</li> <li>rate of inventory turnover</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Memorising profitability and liquidity ratio formulae.</li> <li>Discussing profitability and liquidity ratios.</li> <li>Calculating liquidity and profitability ratios.</li> <li>Using profitability and liquidity ratios to arrive at missing figures.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille</li> </ul>
<b>Entry and Incomplete Records</b>	<ul style="list-style-type: none"> <li>define terms</li> <li>calculate opening and closing capital using statements of affairs</li> <li>calculate missing figures</li> <li>draw up end of year financial statements</li> </ul>	<ul style="list-style-type: none"> <li>Statements of affairs                             <ul style="list-style-type: none"> <li>opening and closing capital.</li> </ul> </li> <li>Missing figures                             <ul style="list-style-type: none"> <li>sales</li> <li>purchases</li> <li>expenses</li> <li>gross profit</li> <li>net profit</li> <li>drawings</li> <li>income</li> </ul> </li> <li>Financial statements</li> </ul>	<ul style="list-style-type: none"> <li>Defining terms.</li> <li>Calculating opening and closing capital.</li> <li>Preparing statements of affairs.</li> <li>Calculating purchases, sales, expenses, gross profit, net profit, inventory, drawings and income</li> <li>Drafting financial statements.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille</li> </ul>

### 8.4 FORM 4

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Profit Making Organisations</b>	<ul style="list-style-type: none"> <li>state sources of income for not for profit making organisations</li> <li>deduce missing figures</li> <li>compile trading accounts for profit making projects.</li> <li>construct subscriptions accounts with adjustments</li> <li>prepare an income and expenditure accounts</li> <li>draw up a statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>Sources of income</li> <li>Subscriptions accounts</li> <li>Missing figures</li> <li>Trading accounts</li> <li>Income and expenditure accounts</li> <li>Statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>Listing sources of income.</li> <li>Drafting a subscriptions accounts.</li> <li>Calculating missing figures.</li> <li>Drawing up a trading accounts.</li> <li>Preparing income and expenditure account.</li> <li>Compiling statements of financial position.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons from clubs and societies</li> <li>Braille</li> </ul>
<b>Manufacturing Accounts</b>	<ul style="list-style-type: none"> <li>define terms used in manufacturing accounts</li> <li>classify manufacturing costs</li> <li>prepare manufacturing accounts</li> <li>draw up income statements.</li> <li>draft statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>Manufacturing accounts                             <ul style="list-style-type: none"> <li>direct costs</li> <li>indirect costs</li> <li>prime costs</li> <li>work in progress</li> </ul> </li> <li>Income statements</li> <li>Statements of financial position</li> </ul>	<ul style="list-style-type: none"> <li>Explaining terms used in manufacturing accounts.</li> <li>Classifying manufacturing costs</li> <li>Drafting an income statement.</li> <li>Drawing up a statement of financial position.</li> <li>Calculating factory cost of production.</li> <li>Distinguishing between direct and indirect costs</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>define a partnership.</li> <li>state reasons for the formation of partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Formation of partnerships</li> <li>Advantages and disadvantages of partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Defining a partnership.</li> <li>Discussing the formation and types of partnerships</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille</li> </ul>

### 8.4 FORM 4

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• outline the importance and contents of a partnership agreement</li> <li>• prepare appropriation accounts</li> <li>• prepare current accounts and capital accounts</li> <li>• draw up statements of financial position showing current accounts within or outside the statement</li> </ul>	<ul style="list-style-type: none"> <li>• Income statements</li> <li>• Appropriation accounts</li> <li>• Statements of financial position</li> <li>• Current accounts</li> <li>• Capital accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Debating on advantages and disadvantages of partnerships.</li> <li>• Drawing up appropriation accounts</li> <li>• Drafting current accounts for partners and capital accounts</li> <li>• Compiling statements of financial position.</li> <li>• Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Braille</li> </ul>
<b>Company accounts</b>	<ul style="list-style-type: none"> <li>• define terms used in company accounts</li> <li>• outline components of the capital structure of a company</li> <li>• state advantages of forming a company</li> <li>• prepare statements of changes in equity</li> <li>• draft statements of financial position (capital structure extract)</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of terms:                             <ul style="list-style-type: none"> <li>- shares</li> <li>- debentures</li> <li>- authorised share capital</li> <li>- issued share capital</li> <li>- called up share capital</li> <li>- paid up share capital</li> <li>- shareholders' funds</li> <li>- dividends</li> <li>- general reserves</li> <li>- retained profits</li> <li>- statement of changes in equity</li> </ul> </li> <li>• Statements of financial position (extracts).</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining terms used in company accounts.</li> <li>• Discussing the differences between ordinary and preference shares, share capital and loan capital</li> <li>• Preparing statements of changes in equity.</li> <li>• Preparing statements of financial position(extracts)</li> <li>• Discussing the components of the capital structure of a company</li> <li>• Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Braille</li> <li>• Print media</li> </ul>
<b>Business Ethics</b>	<ul style="list-style-type: none"> <li>• define business ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Defining business ethics</li> </ul>	<ul style="list-style-type: none"> <li>•ICT tool</li> <li>• Braille</li> </ul>

### 8.4 FORM 4

CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Business Ethics</b>	<ul style="list-style-type: none"> <li>• identify the professional ethics in accounting</li> <li>• explain business ethics</li> <li>• apply business ethics in day to day business transactions</li> </ul>	<ul style="list-style-type: none"> <li>- professionalism</li> <li>- integrity</li> <li>- confidentiality</li> <li>- competence</li> <li>- objectivity</li> <li>- compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the professional ethics in accounting</li> <li>• Explaining business ethics</li> <li>• Applying business ethics in day to day business transactions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tool</li> <li>• Braille</li> <li>• Print media</li> </ul>

## 9.0. SCHEME OF ASSESSMENT

### 9.1. Assessment

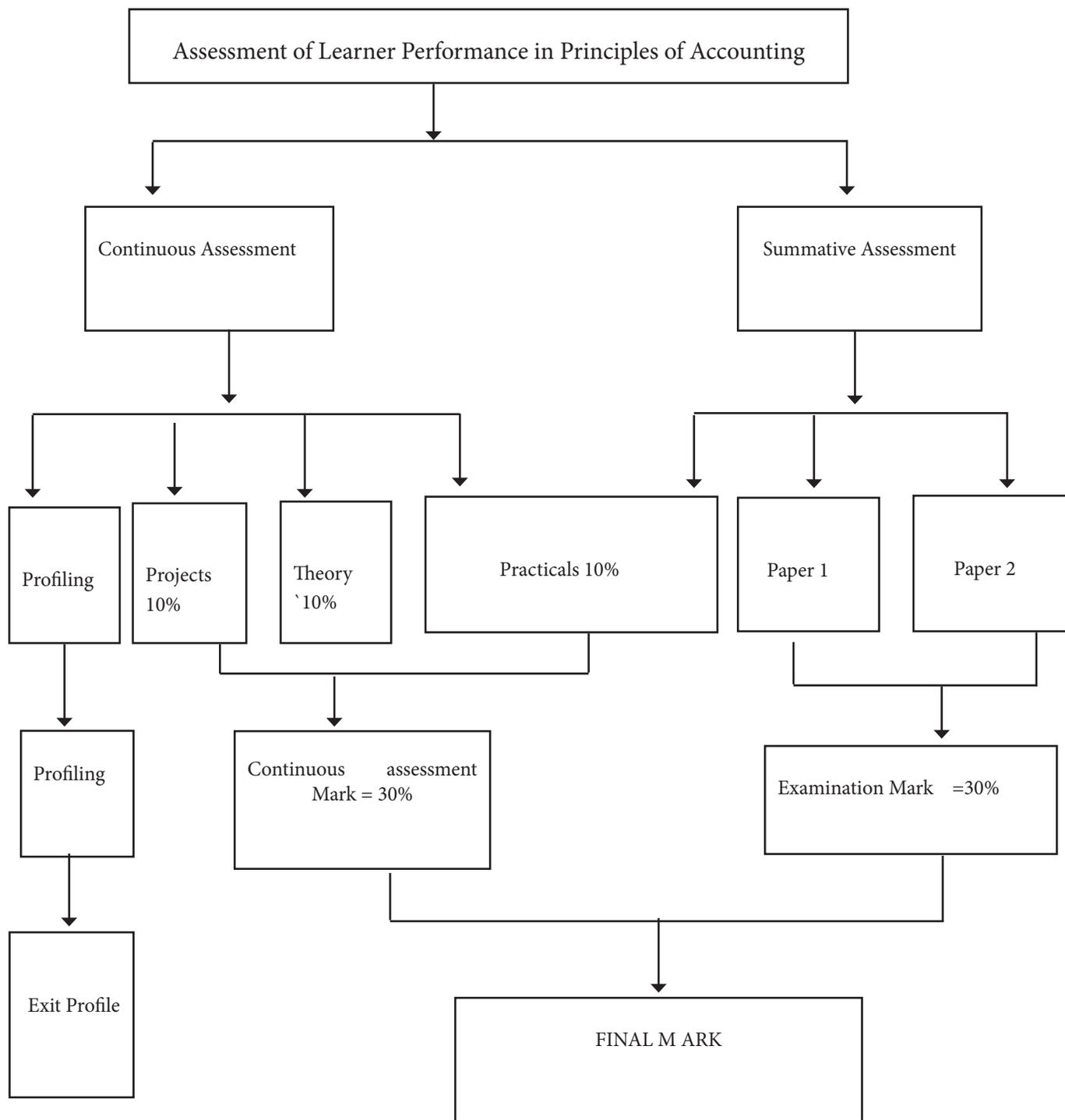
Principles of accounting will be assessed using continuous and summative assessments. The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications should be made in both continuous and summative assessments to enable candidates with special needs to be catered for.

### 9.2. Assessment Objectives

By the end of the 4 years of secondary education, principles of accounting learners should be able to:

1. apply knowledge of accounting concepts in the preparation of financial statements.
2. demonstrate knowledge and understanding of double entry book keeping in the preparation of ledger accounts using either "T" account format, running balance format or balanced journal. format.
3. demonstrate knowledge of terms used in all the stages of the accounting cycle.
4. use appropriate accounting techniques in deducing missing information.
5. perform accurate calculations of accounting data and present the information in a logically acceptable manner.
6. use accounting ratios to analyse accounting information.
7. interpret accounting information to make informed decisions.
8. apply skills and knowledge acquired to given real life situations.
9. apply a culture of honesty, integrity and transparency when conducting business transactions.
10. recognize the importance of keeping accounting records in the business world.
11. match source documents to their subsidiary books.
12. compare the activities of various business organisations and non-trading concerns.
13. explain the activities of the sole proprietors small to medium enterprises, partnerships and limited companies.
14. outline the importance of accounting information to stakeholders.
15. use appropriate accounting techniques to check the accuracy of accounting records through bank reconciliations, the trial balance and control accounts.
16. compare the methods of data processing , listing their advantages and disadvantages.

### Assessment of learner performance in Principles of Accounting



**9.3. SPECIFICATION GRID****Continuous Assessment (30%)**

LEVEL	ASSESSMENT TASK	FREQUENCY	WEIGHTING
FORM 1	Theory Test	1 per term	5%
	Practical Assignment	1 per term	
	Project	1 per term	
FORM 2	Theory Test	1 per term	5%
	Practical Assignment	1 per term	
	Project	1 per term	
FORM 3	Theory Test	1 per term	10%
	Practical Assignment	1 per term	
	Project	1 per year	
FORM 4	2 Practical Assignments		10%
	Project		
<b>Total</b>			<b>30%</b>

**Summative Assessment (70%)**

PAPER	DESCRIPTION	DURATION	MARKS	PAPER WEIGHTING	WEIGHTING
1	Multiple Choice Questions	1 1/2 hours	40	20%	70%
2	Structured Questions	1 1/2 hours	100	50%	

**Paper 1** comprises of 40 multiple choice questions with four options per question and candidates are expected to answer all.

**Paper 2** consists of 5 compulsory structured questions carrying 20 marks each and candidates are expected to answer all.



Principles of Accounting Syllabus Forms 1 - 4

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