



South Pacific Form Seven Certificate

ACCOUNTING

SYLLABUS

2023



GENERAL INFORMATION

The Office of the Educational Quality and Assessment Programme (EQAP) is located at:
3 Luke Street, Nabua
Suva
Fiji

Tel: (679) 3315600
Email: eqap@spc.int
Web: www.spc.int / www.eqap.org.fj

Any correspondence regarding this syllabus should be addressed to:

The Director EQAP
Pacific Community (SPC)
Private Mail Bag
Suva
Fiji

January 2004	: 1st Edition
January 2012	: 2nd Edition
April 2017	: 3rd Edition
January 2020	: 4th Edition
January 2023	: 5 th Edition

Graphics in this book and pictures of the Cover were from [iStock.com](https://www.istock.com)

© Educational Quality and Assessment Programme, 2023
The Pacific Community (SPC)

All rights reserved. No part of this publication may be reproduced by any means without prior permission of the EQAP Director.

SOUTH PACIFIC FORM SEVEN CERTIFICATE

ACCOUNTING

Contents

1. Preamble.....	5
2. Aims.....	5
3. General Objectives.....	5
4. Prerequisite.....	5
5. Course Context.....	5
6. Accounting Standards and Legal Requirements.....	6
7. Content Components.....	6
8. Unpacking Learning Outcomes.....	8
9. Strands, Substrands and Learning Outcomes.....	10
Strand 1: The Conceptual Basis of Accounting.....	10
Sub-strand 1.1: Basic Accounting (EA).....	10
Sub-strand 1.2: Concepts, Assumptions and Characteristics of Accounting (EA).....	10
Strand 2: Partnership Accounting.....	12
Sub-strand 2.1: Accounting for Partnership Formation (EA).....	12
Sub-strand 2.2: Financial Statements of Partnership (EA).....	13
Strand 3: Company Accounting.....	14
Sub-strand 3.1: Company Formation (EA).....	14
Sub-strand 3.2: Financial Statements of a Company (Reporting Entity) (IA).....	15
Sub-strand 3.3: Cash Flow Statement (EA).....	16
Strand 4: Analysis and Interpretation of Financial Information.....	17
Sub-strand 4.1: Analysis and Interpretation of Financial Information (IA and EA).....	17
Strand 5: Cost and Management Accounting.....	18
Sub-strand 5.1: Manufacturing Enterprise (EA).....	18
Sub-strand 5.2: Job Order Costing (EA).....	19
Sub-strand 5.3: Cost Volume Profit Analysis (CVP) (EA).....	20
Sub-strand 5.4: Cash Budgets (EA).....	21
10. Assessment.....	22
10.1 External Assessment.....	22
10.2 Internal Assessment.....	23

10.3 Internal Assessment Tasks:	23
10.3.1 Task Instructions	23
10.3.2 Scoring Rubrics	27
10.3.3 IA Programme Proposal Template	31
10.3.4 IA Summary Form.....	35
11. Appendices.....	36
Appendix 1: Strand 1: The Conceptual Basis of Accounting	36
Appendix 2: Strand 3: Company.....	39
Appendix 3: Financial Statement Templates	45
Appendix 4: Formulae for Analysis of Financial Information	52
Appendix 5: Suggested Texts and other Resources	53
1. Suggested Texts.....	53
2. Suggested Other Resources	53



1. Preamble

This syllabus defines the requirements for assessment in the South Pacific Form Seven Certificate Accounting program.

It is desirable that students entering this level of study in Accounting have some prior knowledge of processing and reporting accounting information preferably at Form 6 or Year 12 level.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7 or Year 13.

2. Aims

The aims of the accounting curriculum at this level are to:

- promote knowledge and understanding of accounting as a financial language for partnerships and companies which may be service, trading or manufacturing businesses
- apply financial knowledge and skills to practical situations.

3. General Objectives

To achieve these aims, students will, within the contexts of partnerships and companies:

- examine, understand and apply the foundations, concepts and assumptions on which accounting is based
- process financial data into meaningful information
- develop a knowledge and understanding of the systems and controls required to ensure financial data is processed accurately and efficiently
- prepare financial reports which meet user needs and professional and legal requirements
- analyse and interpret financial reports
- make informed decisions based on financial and non-financial information
- develop skills in communication, numeracy, information, problem-solving
- develop self-management and competitive, social and co-operative, and work and study skills.

4. Prerequisite

Students are expected to have completed the national Form 6 or Year 12 Accounting course or its equivalent

5. Course Context

This syllabus provides outcomes which are examinable. In preparing a course of study based on this syllabus, teachers must ensure that all learning outcomes are covered. Teachers should organise the course of study to provide a balanced learning programme which meets the needs of their students.

The entities for the context of study are limited to partnerships and companies, which may be service, trading or manufacturing businesses.

Foreign currency transactions and consolidated accounts will not be examined. For the purpose of this syllabus, the effect of any Sales or Goods and Services Tax (GST) will be ignored.

6. Accounting Standards and Legal Requirements

The syllabus is based on the foundations, concepts and assumptions included in the IASB (International Accounting Standards Board) Conceptual Framework for Financial Reporting (referred to in this syllabus as The Accounting Framework).

The legal requirements are based on the appropriate Statutes of various countries of the region which are recognised internationally i.e. Partnership Act, Companies Act, Financial Reporting Act.

For the purpose of this syllabus, the knowledge and detail of The Accounting Framework and International Financial Standards required by the students are limited to that indicated in Appendix 1 and 2, which forms part of this syllabus.

For the purpose of this syllabus, Reporting Entities refers to Limited Liability Companies.

7. Content Components

The content of the SPFSC Accounting course is organised under six strands and a number of sub-strands under each strand. These are outlined below:

Strand Number	Strand Title and Major Learning Outcome	Sub strand number	Sub-strand title and Key Learning Outcome
1.	The conceptual basis of accounting. Students are able to demonstrate knowledge application and critical evaluation of the accounting basics and contextualise the application of concepts and assumptions of accounting	1.1	Basic Accounting Students are able to demonstrate knowledge application and critical evaluation of the accounting basics.
		1.2	Concepts and Assumptions of Accounting in Context Students are able to demonstrate knowledge application and critical evaluation of the concepts, assumptions and characteristics of accounting.
2.	Partnership Accounting.	2.1	Partnership Formation Students are able to demonstrate knowledge application and critical evaluation of a partnership formation.

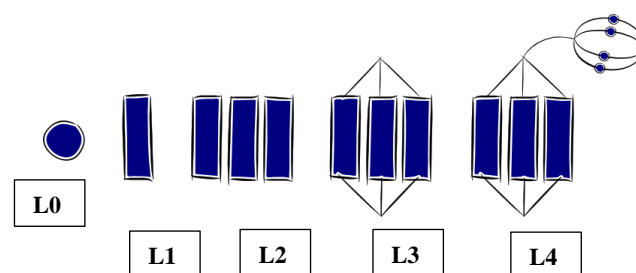
	Students are able to demonstrate knowledge application and critical evaluation of financial transactions and reports of a partnership.	2.2	Financial Statements of Partnership Students are able to demonstrate knowledge application and critical evaluation of financial reports of a partnership.
3.	Company Accounting. Students are able to demonstrate knowledge application and critical evaluation of financial transactions and reports of a company.	3.1	Company Formation Students are able to demonstrate knowledge application and critical evaluation of the recording and processing of financial transactions during the formation of a company.
		3.2	Financial Statements of Company Students are able to demonstrate knowledge application and critical evaluation of the preparation of financial statements of a company.
		3.3	Cash Flow Students are able to demonstrate knowledge application and critical evaluation of a company's Statement of Cash Flow.
4.	Analysis and Interpretation of Financial Information. Students are able to demonstrate knowledge application and critically evaluate financial and non-financial information for reporting and decision making.	4.1	Analysis and Interpretation of Financial Information Students are able to demonstrate knowledge application and critically analyse and interpret financial and non-financial information for reporting and decision making.
5.	Cost and Management Accounting	5.1	Manufacturing Enterprise Students are able to demonstrate knowledge application and critical

Students are able to demonstrate knowledge application and critical evaluation of cost accounting process and cash budgets for various industries.		evaluation of a manufacturing enterprise.
	5.2	Job Order Costing Students are able to demonstrate knowledge application and critical evaluation of a job order costing system.
	5.3	Cost Volume Profit Analysis (CVP) Students are able to demonstrate knowledge application and critical evaluation of Cost Volume Profit Analysis (CVP) for decision making.
	5.4	Cash Budgets Students are able to demonstrate knowledge application and critical evaluation of a budget.

8. Unpacking Learning Outcomes

In this syllabus, Learning Outcomes are stated at three levels of generality: Major Learning Outcomes (MLOs) are stated at the strand level, Key Learning Outcomes (KLOs) are stated at the sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy¹.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the **prestructural** level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the **unistructural** level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the

¹ Structure of Observed Learning Outcomes by Biggs and Collis (1982)

multistructural level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the **relational** level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the **extended abstract** level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [http://pamhook.com/solo-taxonomy/]

The progression from Level 1 to Level 4 is exemplified in the progression from *define* → *describe* → *explain* → *discuss* with each succeeding level indicating a *higher level of understanding*, as follows:

	<ul style="list-style-type: none"> • define – to state a basic definition of a concept [Unistructural or L1] • describe – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
	<ul style="list-style-type: none"> • explain – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to <i>how</i> or <i>why</i> something occurs. [Relational or L3]
	<ul style="list-style-type: none"> • discuss – this means <i>linking ideas</i> (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.



9. Strands, Substrands and Learning Outcomes

Strand 1: The Conceptual Basis of Accounting

Major Learning Outcome

Students are able to demonstrate knowledge application and critical evaluation of the accounting basics and contextualise the application of concepts and assumptions of accounting.

Sub-strand 1.1: Basic Accounting (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the accounting basics.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	describe the roles of the accounting profession/ Institutes of Chartered Accountants/ International Accounting Standards Board (IASB).	2	Acc1.1.2.1
2	discuss the importance of the Accounting Framework in the development of accounting standards.	4	Acc1.1.4.1
3	explain the importance of the Accounting Framework in General Purpose Financial Reporting (GPFR).	3	Acc1.1.3.1
4	describe the objectives of the General-Purpose Financial Reports as set out in the Accounting Framework.	2	Acc1.1.2.2
5	explain the importance of the International Financial Reporting Standards (IFRS).	3	Acc1.1.3.2
6	discuss the importance of the Generally Accepted Accounting Practice in the preparation of Financial Reports.	4	Acc1.1.4.2

Sub-strand 1.2: Concepts, Assumptions and Characteristics of Accounting (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the concepts, assumptions and characteristics of accounting.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1.	identify the financial elements of accounting in a given context: assets, expenses, liabilities, revenue, and owner's equity.	1	Acc1.2.1.1
2.	list the financial elements of accounting.	2	Acc1.2.2.1

3.	describe the recognition criteria and measurement of each of the financial elements established in the Conceptual Framework (A, E,R, L & OE).	2	Acc1.2.2.2
4.	explain the importance of measurement in the preparation of Financial Statements.	3	Acc1.2.3.1
5.	identify the fundamental enhancing/qualitative characteristics of accounting information (relevance and faithful representation/ comparability, timeliness, verifiability and understandability) in a given context.	1	Acc1.2.1.2
6.	describe the relevance of faithful representation as a fundamental qualitative characteristics of accounting information.	2	Acc1.2.2.3
7.	describe the relevance of comparability, timeliness, verifiability and understandability as enhancing qualitative characteristics of accounting information.	2	Acc1.2.2.4
8.	explain the relationship between the fundamental and enhancing qualitative characteristics of financial information.	3	Acc1.2.3.2
9.	discuss the importance of fundamental qualitative characteristics of accounting information in the preparation of the financial statements.	4	Acc1.2.4.1
10.	discuss the importance of enhancing qualitative characteristics of accounting information in the preparation of the financial statements.	4	Acc1.2.4.2
11.	identify the accounting assumptions used in the preparation of the financial statements: accounting period, accounting entity, going concern and materiality in a given situation.	1	Acc1.2.1.3
12.	identify the accounting concepts and principles: current cost accounting, historical cost, matching, consistency, disclosure, conservatism, and money measurement in a given context.	1	Acc1.2.1.4
13.	explain the significance of the assumptions underlying the preparation of general-purpose financial reports including going concern, period reporting, accrual basis of accounting.	3	Acc1.2.3.3
14.	discuss the application of accounting concepts (accounting entity, accounting period, continuity, monetary, historical cost assumption) in the preparation of financial statements using real life examples/situations.	4	Acc1.2.4.3
15.	discuss the application of accounting concepts as a basis of measurement in the financial statements: historical cost, current cost and realisable value.	4	Acc1.2.4.4

Strand 2: Partnership Accounting

Major Learning Outcome

Students are able to demonstrate knowledge application and critical evaluation of financial transactions and reports of a partnership.

Sub-strand 2.1: Accounting for Partnership Formation (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of partnership formation.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	identify the major attributes of partnership within a given context.	1	Acc2.1.1.1
2	state the advantages/disadvantages of partnership in a given context.	1	Acc2.1.1.2
3	prepare General Journal entries and relevant accounting records for various types of partnership formation, taking into account revaluation of assets: cash contribution, existing business or combination of both).	3	Acc2.1.3.1
4	describe the clauses of a partnership agreement/ partnership act.	2	Acc2.1.2.1
5	explain the purpose of a partnership agreement/ partnership act.	3	Acc2.1.3.2
6	explain the purpose of revaluing assets to its current values upon partnership formation.	3	Acc2.1.3.3
7	identify goodwill in a given situation.	1	Acc2.1.1.3
8	calculate the value of goodwill of an existing business taken over by a partnership business.	2	Acc2.1.2.2
9	prepare General Journal entries for the formation of a partnership business.	3	Acc2.1.3.4
10	prepare the Statement of Financial Position of a Partnership.	4	Acc2.1.4.1
11	list the three major accounts prepared by a partnership business (Profit Distribution Account, Current Account, Capital Account).	2	Acc2.1.2.3
12	explain the purpose of the Profit Distribution account of a partnership.	3	Acc2.1.3.5
13	differentiate between the partners' current account and capital account.	3	Acc2.1.3.6
14	prepare journal entries to record the interest on partners' capital account and interest on partners' current account.	3	Acc2.1.3.7

15	prepare journal entries to record the interest on drawings by partners/ interest on advances to partners.	2	Acc2.1.2.4
16	post from journal to the ledger (Profit Distribution account and Partner's Current account) to record interest on partner's capital account.	3	Acc2.1.3.8
17	post from journal to the ledger (Profit Distribution account and Partner's Current account) to record interest on partners' current account.	3	Acc2.1.3.9
18	post from journal to the ledger (Profit Distribution account and Partners' Current account) to record interest on drawings/ interest on advances to partners.	3	Acc2.1.3.10
19	prepare the partners' Capital Accounts/Drawings Account.	2	Acc2.1.2.5
20	prepare the partners' Current Accounts.	3	Acc2.1.3.11
21	prepare partnership Profit Distribution Account/Statement.	4	Acc2.1.4.2

Sub-strand 2.2: Financial Statements of Partnership (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of financial reports of a partnership.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	state the function or purpose of the partnership Statement of Financial Performance/ Statement of Financial Position.	1	Acc2.2.1.1
2	state the function or purpose of the partnership Profit and Loss Appropriation Statement.	1	Acc2.2.1.2
4	differentiate between the Statement of Financial Performance and the Statement of Financial Position.	3	Acc2.2.3.1
5	prepare journal entries for balance day adjustments on depreciation (straight line or diminishing value).	2	Acc2.2.2.1
6	prepare journal entries for balance day adjustments on bad debt and doubtful debts.	2	Acc2.2.2.2
7	prepare journal entries for balance day adjustments on accrued expenses/ prepaid expenses.	2	Acc2.2.2.3
9	prepare journal entries for balance day adjustments on revenue received in advance/ accrued revenue.	2	Acc2.2.2.4
11	prepare journal entries for balance day adjustments on closing inventory.	2	Acc2.2.2.5
12	prepare ledgers for balance day adjustments on depreciation and provision for depreciation.	3	Acc2.2.3.2

13	prepare ledgers for balance day adjustments on bad debts and doubtful debts.	3	Acc2.2.3.3
14	prepare ledgers for balance day adjustments on prepaid and accrued expenses.	3	Acc2.2.3.4
15	prepare ledgers for balance day adjustments on revenue received in advance and accrued revenue.	3	Acc2.2.3.5
16	prepare ledgers for balance day adjustments on closing inventory.	3	Acc2.2.3.6
17	prepare partnership financial statements (Profit Appropriation account).	4	Acc2.2.4.1
18	prepare partnership financial statements (Statement of Financial Performance/ Statement of Financial Position incorporating balance day adjustments).	4	Acc2.2.4.2

Strand 3: Company Accounting

Major Learning Outcome

Students are able to demonstrate knowledge application and critical evaluation of financial transactions and reports of a company.

Sub-strand 3.1: Company Formation (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the recording and processing of financial transactions during the formation of a company.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	describe the different types of companies: public and private.	2	Acc3.1.2.1
2	state the purpose of a prospectus.	1	Acc3.1.1.1
3	describe the main categories of equities: share capital, retained earnings and reserves.	2	Acc3.1.2.2
4	identify the types of shares (Ordinary and Preference Shares) in a given context.	1	Acc3.1.1.2
5	describe the features of ordinary shares/ preferences shares.	2	Acc3.1.2.3
6	differentiate between ordinary and preference shares.	3	Acc3.1.3.1
7	calculate the issue of shares fully payable on application and on instalments.	3	Acc3.1.3.2
8	prepare the journal entries to record amount due on application.	2	Acc3.1.2.4
9	prepare Journal entries to record money received on application.	2	Acc3.1.2.5
10	prepare journal entries to record the transfer of money from Cash Trust to the Cash at Bank-General.	2	Acc3.1.2.6

11	calculate allotment of shares received on application on basis of pro rata or first come first serve.	2	Acc3.1.2.7
12	prepare journal entries for the excess application transferred to allotment and calls in advance.	2	Acc3.1.2.8
13	prepare journal entries for allotment of shares/refund of excess shares not transferred to allotment and calls in advance.	3	Acc3.1.3.3
14	prepare journal entries for transfer of cash received on application to the Cash at Bank General account.	2	Acc3.1.2.9
15	prepare the Cash Trust/ Cash at Bank General Account.	3	Acc3.1.3.4
16	prepare the Application, Allotment, and Calls Account.	3	Acc3.1.3.5
17	prepare an extract of the Statement of Financial Position disclosing current assets and shareholders' Equity section (the opening Statement of Financial Position).	4	Acc3.1.4.1

Sub-strand 3.2: Financial Statements of a Company (Reporting Entity) (IA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the financial statements of a company.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1.	identify accounts from the Trial Balance to prepare the financial statement of a company.	1	Acc3.2.1.1
2.	explain the purpose of a company's Trial Balance.	3	Acc3.2.3.1
3.	prepare the journal entries for recording amortisation of goodwill.	2	Acc3.2.2.1
4.	prepare the journal entries for recording the provision of income tax.	2	Acc3.2.2.2
5.	prepare the journal entries for recording dividends: interim and final.	2	Acc3.2.2.3
6.	post to relevant ledgers to record amortisation of goodwill.	3	Acc3.2.3.2
7.	post to relevant ledgers to record provision for income tax.	3	Acc3.2.3.3
8.	post to relevant ledgers to record interim and final dividend.	3	Acc3.2.3.4
9.	prepare journal entries for balance day adjustments on depreciation (straight line or diminishing value.)	2	Acc3.2.2.4
10.	prepare journal entries for balance day adjustments on bad debt and doubtful debts.	2	Acc3.2.2.5
11.	prepare journal entries for balance day adjustments on accrued expenses/prepaid expenses.	2	Acc3.2.2.6
12.	prepare journal entries for balance day adjustments on revenue received in advance/revenue accrued.	2	Acc3.2.2.7
13.	prepare journal entries for balance day adjustments on closing inventory.	2	Acc3.2.2.8

14.	prepare an adjusted Trial Balance.	4	Acc3.2.4.1
15.	calculate the opening balance of the Shareholders' Equity.	2	Acc3.2.2.9
16.	calculate ending balance of Shareholders' Equity for the year.	2	Acc3.2.2.10
17.	explain the purpose of a company's Statement of Financial Performance.	3	Acc3.2.3.5
18.	explain the purpose of a company's Statement of Financial Position.	3	Acc3.2.3.6
19.	explain how the company calculate its net profit after tax.	3	Acc3.2.3.7
20.	prepare the company Statement of Financial Performance for the reported period incorporating balance day adjustments.	4	Acc3.2.4.2
21.	prepare the company Statement of Financial Position for the reported period incorporating balance day adjustments.	4	Acc3.2.4.3
22.	prepare the shareholders' equity section of the Statement of Financial Position of a company to record issued and paid-up capital.	3	Acc3.2.3.8
23.	explain the importance of non-financial information to the company and give appropriate examples from the company.	3	Acc3.2.3.9
24.	prepare a written report on the financial information of the company over the reported period.	4	Acc3.2.4.4

Sub-strand 3.3: Cash Flow Statement (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a company's Statement of Cash Flow.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1.	explain the significance of a Cash Flow Statement.	3	Acc3.3.3.1
2.	explain the purpose of preparing a Cash Flow Statement.	3	Acc3.3.3.2
3.	classify cash inflows and cash outflows into: Operating, Investing, Financing activities.	2	Acc3.3.2.1
4.	differentiate between Operating, Financing, and Investing activities in a Cash Flow Statement.	3	Acc3.3.3.3
5.	describe the components of the Statement of Cash Flows: Operating, Investing and Financing Section.	2	Acc3.3.2.2
6.	prepare the company Statement of Cash Flows using the direct method.	4	Acc3.3.4.1
7.	discuss the importance of the Statement of Cash Flow for a company.	4	Acc3.3.4.2
8.	explain the relationship between cash flow balance and the Cash at Bank balance in the Statement of Financial Position.	3	Acc3.3.3.4
9.	identify the limitations of the Statement of Cash Flows in a given situation.	1	Acc3.3.1.1

Strand 4: Analysis and Interpretation of Financial Information

Major Learning Outcome

Students are able to demonstrate knowledge application and critical evaluation of the analysis of financial and non-financial information for reporting and decision making.

Sub-strand 4.1: Analysis and Interpretation of Financial Information (IA and EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critically analyse and interpret financial and non-financial information for reporting and decision making.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	state the purpose of analysing financial information.	1	Acc4.1.1.1
2	identify the types of analysis used in the process of analysing and interpreting financial information. (horizontal analysis, vertical analysis and trend analysis) in a given situation.	1	Acc4.1.1.2
3	explain the importance of proper analysis and interpretation of financial information.	3	Acc4.1.3.1
4	calculate ratios and percentages which measure profitability and financial stability of the business.	2	Acc4.1.2.1
5	calculate ratios and percentages which measure liquidity/market share of the business.	2	Acc4.1.2.2
6	calculate ratios and percentages which measure management effectiveness, overall performance, and financial position of the business.	2	Acc4.1.2.3
7	explain the calculated ratios and percentages which measure profitability and financial stability of the business.	3	Acc4.1.3.2
8	explain the calculated ratios and percentages which measure management effectiveness and market share analysis of the business.	3	Acc4.1.3.3
9	analyse the ratios and percentages which measure the profitability of a business and recommend ways to improve profitability.	4	Acc4.1.4.1
10	analyse the ratios and percentages which measure the liquidity or financial stability/ management effectiveness and market share of a business and recommend ways for improvement.	4	Acc4.1.4.2
11	interpret the ratios and percentages which measure the profitability, liquidity or financial stability, management effectiveness and market share.	4	Acc4.1.4.3

12	explain the limitations of using financial statements to make decisions.	3	Acc4.1.3.4
13	explain the reasons for trends, strengths, and weaknesses of the performance of the company.	3	Acc4.1.3.5
14	suggest measures for improvement of the performance of the company.	3	Acc4.1.3.6
15	prepare a report on the Financial Performance and Position of the Company as result of the Financial Ratio Analysis done.	4	Acc4.1.4.4
16	explain the effectiveness of the entity's management of its cash resources.	3	Acc4.1.3.7
17	explain the reasons for the trends, strengths, and weaknesses shown by the different ratios.	3	Acc4.1.3.8
18	recommend improvement over trends identified for each of the ratios.	3	Acc4.1.3.9
19	discuss the limitations of traditional financial statement analysis using examples.	4	Acc4.1.4.5

Strand 5: Cost and Management Accounting

Major Learning Outcome

Students are able to demonstrate knowledge application and critical evaluation of cost accounting processes and cash budget for various industries.

Sub-strand 5.1: Manufacturing Enterprise (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a manufacturing enterprise.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	identify direct costs in a given context (direct material and direct labour).	1	Acc5.1.1.1
2	identify factory overhead in a given context.	1	Acc5.1.1.2
3	list costs associated with manufacturing enterprises	2	Acc5.1.2.1
4	calculate prime cost.	2	Acc5.1.2.2
5	differentiate between period and product costs.	3	Acc5.1.3.1
6	differentiate between direct and indirect costs.	3	Acc5.1.3.2
7	explain the nature of manufacturing enterprises.	3	Acc5.1.3.3
8	calculate cost of production/profit or loss on goods manufactured.	3	Acc5.1.3.4
9	prepare the Manufacturing Statement: T – form or Vertical.	4	Acc5.1.4.1

10	prepare the Statement of Financial Performance for a Manufacturing Enterprise.	4	Acc5.1.4.2
----	--	---	------------

Sub-strand 5.2: Job Order Costing (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a job order costing system.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	identify the types of product costing system within a given context: Job Cost System and Process Cost System.	1	Acc5.2.1.1
2	identify the elements of the job order cost system within a given context: Direct Material Direct Labour and Factory Overhead.	1	Acc5.2.1.2
3	describe the objectives of a job cost system.	2	Acc5.2.2.1
4	explain the advantages of job order costing.	3	Acc5.2.3.1
5	list the source documents appropriate to a job cost system (for eg, time record, materials requisition, job cost records).	2	Acc5.2.2.2
6	identify the cost drivers in a given context.	1	Acc5.2.1.3
7	explain the use of cost drivers in the calculation of factory overheads.	3	Acc5.2.3.2
8	explain the purpose of the job card in a manufacturing enterprise.	3	Acc5.2.3.3
9	describe the flow of cost in a job order cost accounting system.	2	Acc5.2.2.3
10	record associated costs and total the job card.	4	Acc5.2.4.1
11	calculate the overhead rate using the appropriate cost driver.	2	Acc5.2.2.4
12	explain the difference between the actual factory overhead and applied factory overhead.	3	Acc5.2.3.4
13	calculate the Factory Overhead Applied.	2	Acc5.2.2.5
14	calculate the Finished Goods.	2	Acc5.2.2.6
15	calculate the total Sales.	2	Acc5.2.2.7
16	explain the reasons for under or over applied overheads.	3	Acc5.2.3.5
17	prepare the journal entries for Acquisition of Materials/ Labour (Direct and indirect)/Work in Progress.	3	Acc5.2.3.6
18	prepare the journal entries for Under and Over Applied Factory Overhead/ Finished Goods and Sales.	3	Acc5.2.3.7
19	prepare Ledger accounts used in job order costing.	3	Acc5.2.3.8
20	discuss the importance of job order cost system for a Manufacturing business.	4	Acc5.2.4.2

Sub-strand 5.3: Cost Volume Profit Analysis (CVP) (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of Cost Volume Profit Analysis (CVP) for decision making.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1	define Cost Volume Profit (CVP) analysis.	1	Acc5.3.1.1
2	identify the Breakeven Point in a given context.	1	Acc5.3.1.2
3	describe the characteristics of Fixed costs, Variable Costs and Total Costs.	2	Acc5.3.2.1
4	state the methods of determining break-even point: break even equation, contribution margin and graphic approach.	1	Acc5.3.1.3
5	describe the method of CVP Analysis.	2	Acc5.3.2.2
6	describe the Break Even point analysis.	2	Acc5.3.2.3
7	explain the importance of the CVP analysis.	3	Acc5.3.3.1
8	calculate the break-even point using the graphical approach.	3	Acc5.3.3.2
9	sketch line graph of Total costs, Fixed Costs, Variable costs, Revenue to determine the break-even point and profit & loss zone.	3	Acc5.3.3.3
10	explain the Contribution Margin approach.	3	Acc5.3.3.4
11	calculate the value of Contribution Margin.	2	Acc5.3.2.4
12	describe Margin of Safety.	2	Acc5.3.2.5
13	calculate the value of Margin of Safety.	2	Acc5.3.2.6
14	calculate the Breakeven point using the Contribution Margin Approach.	2	Acc5.3.2.7
15	calculate Break Even point in units and dollar values using the equation.	2	Acc5.3.2.8
16	calculate sales units/dollars needed to achieve break- even/ achieve a desired level of profit.	3	Acc5.3.3.5
17	explain the effect of producing or operating below/above the Break-Even point.	3	Acc5.3.3.6
18	explain the underlying assumptions of CVP Analysis.	3	Acc5.3.3.7
19	prepare the Contribution Margin Statement to calculate the net profit/loss.	4	Acc5.3.4.1
20	discuss how CVP Analysis could be used by management for profit planning.	4	Acc5.3.4.2
21	apply break-even analysis to determine target sales and target profit.	4	Acc5.3.4.3

Sub-strand 5.4: Cash Budgets (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a budget.

SLO No.	Specific Learning Outcomes (SLO) Students are able to:	Skill Level	SLO Code
1.	state the purpose of a budget.	1	Acc5.4.1.1
2.	outline the process for preparing a budget.	2	Acc5.4.2.1
3.	list the components of a cash budget.	2	Acc5.4.2.2
4.	identify the non-cash items that are not included in the cash budget.	1	Acc5.4.1.2
5.	explain the importance of a cash budget.	3	Acc5.4.3.1
6.	prepare a cash budget statement.	4	Acc5.4.4.1
7.	prepare a cash budget for company activities. Budget period has to be monthly or quarterly.	4	Acc5.4.4.2
8.	compare actual results with the budget.	3	Acc5.4.3.2
9.	describe a Variance Analysis.	2	Acc5.4.2.3
10.	explain the reasons for the need to compare actual results with budgeted figures.	3	Acc5.4.3.3
11.	discuss the principle of cash management using examples.	4	Acc5.4.4.3
12.	interpret a cash budget.	3	Acc5.4.3.4
13.	discuss the implications of a cash budget using examples.	4	Acc5.4.4.4

Suggested Teaching Time and Weightings

No.	Specific Learning Outcomes (SLO)	Assessment Type	SLO Code	Overall Weighting (%)
1	The Conceptual basis of accounting	External	2 weeks	8
2	Partnership Accounting	External	4 weeks	15
3	Company Accounting			
	Sub strand 3.1 Company Formation	External	3 weeks	10
	Sub strand 3.2 Financial Statements of a Company (Reporting Entity) (IA)	Internal	5 weeks	20
	Sub strand 3.3 Statement of Cash Flows	External	2 weeks	8
4	Analysis and Interpretation of Financial and Non-financial Information.	External	4 weeks	6
	IA	Internal	2 weeks	10
5	Cost and Management Accounting	External	6 weeks	23
	Total		28 weeks	100

10. Assessment

Assessment in this Accounting course is in two parts - External assessment and Internal assessment. The respective weightings are:

1. **External Assessment (EA): 70%**
2. **Internal Assessment (IA): 30%**

The Principal, or his/her nominee, will certify that the syllabus requirements have been fulfilled.

1. Assessment Blueprint

Content Area / Strand	SOLO Skill Levels				Weighting (%)
	Level 1 (Uni Structural)	Level 2 (Multi Structural)	Level 3 (Relational)	Level 4 (Extended Abstract)	
Strand 1: EA					8
Strand 2: EA					15
Strand 3: EA					18
Strand 3: IA	1	2	1	3	20
Strand 4: EA					6
Strand 4: IA			2	1	10
Strand 5: EA					23
TOTAL # of Items	10	10	10	10	40
TOTAL Skill Scores	10	20	30	40	100%

10.1 External Assessment

This will be a 3-hour written examination, which will be out of 70%.

The external written examination will assess the following:

Strand 1: The conceptual basis of accounting	8 %
Strand 2: Partnership Accounting	15 %
Strand 3: Company Accounting	18 %
Strand 4: Analysis and Interpretation of Financial Statements	6 %
Strand 5: Cost and Management Accounting	23 %
Total	70%

Questions will require students to demonstrate skills of different levels (Levels 1, 2, 3 and 4). The common skills being assessed include describing, explaining, discussing and evaluating accounting concepts and processes using sentences and paragraphs. They will be expected to interpret resource material supplied (including general journal, financial statements templates, trial balance extract, etc.) and to solve accounting problems. All questions in the written examination paper are **COMPULSORY**.

10.2 Internal Assessment

There are **two** related internal assessment tasks that are based on SLOs in *Sub-strand 3.2 on Financial Statements for a Company and Sub- Strand 4.1 on Analysis and Interpretation of financial information* and these include:

1.	Prepare financial statements for a company	(20%)
2.	Analyse and interpret the financial statements of a company	(10%)
<p>The tasks allow for some flexibility of approach but must follow the specified rules that follow.</p> <p>Teachers will assess students' material resulting from these tasks using the detailed scoring rubric provided in this syllabus.</p> <p>The students must be given clear instructions and timeframe, as well as the scoring rubric so that students know the standard of work required.</p>		

10.3 Internal Assessment Tasks:

10.3.1 Task Instructions

Task 1	Prepare financial statements of a company	(20%)
Task 2	Analyse and interpret the financial statements of a company	(10%)
<p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Prepare financial statements incorporating balance day adjustment for a company (Reporting Entity). • Calculate, analyse and interpret financial ratios. 		

- Write a report on the financial information prepared above and any appropriate nonfinancial information to accompany the financial statements and summary. Similar to a Chairman/CEO Report in a company's Annual Report. Examples are available from company websites and South Pacific Stock Exchange www.spse.com.fj.

The task has to include the following stages:

1. planning the task (task will be provided)
2. identifying and preparing accounts
3. preparation of financial statements
4. summarise the financial information
5. writing a report

The purpose of this task is to assess the student's ability to prepare and write a written report on a company's financial statements.

Teacher Guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment. The assessment tasks will be provided to school as this is a common assessment task and teacher will have a set of financial data supplied for a fictitious company that would be registered under the Companies Act. The company is to be a reporting entity for the purpose of Generally Accepted Accounting Practice and preparing financial statements in full compliance with International Financial Reporting Standards (IFRS).

Students will be provided with the following information:

1. Financial Information to include:
 - A company's Trial Balance for current year and previous years (at least one)
 - Appropriate balance day adjustments for the current year including most of:
 - depreciation (straight line or diminishing value)
 - bad and doubtful debts
 - accrued expenses, accrued revenue, prepayments, revenue in advance
 - determine the value of inventory
 - provision for company tax
 - amortisation of goodwill
 - provision for dividends
2. Previous years (at least five years) of highlighted information eg. Sales, profit, dividends, etc.
3. Appropriate non-financial information eg. to be an increase in staff, a major advertising campaign, expansion of the business, increase in interest rates, etc.
4. Other information about the business that will assist in the task eg. Name and nature of the business, etc.

Students are required to:

1. Prepare Balance Day Adjustment Journal entries and an adjusted Trial Balance.
2. Prepare financial statements with comparative year's figures including:
 - Statement of Financial Performance
 - Statement of Financial PositionNotes:
 - See Appendix II and III for disclosure requirements and presentation. -Notes to the financial statements should be used.
3. Calculate ratios and percentages with interpretation
4. A written report on the financial information and any appropriate non-financial information to accompany the financial statements and summary. Similar to a Chairman/CEO Report in a company's Annual Report. The report should be concise but at least two pages in length.

Headings **could**

include: - - -

Staff

- Sales/Trading
- Production
- Performance
- Operating results
- Profitability
- Cash Flow
- Balance Sheet
- Capital expenditure or expansion
- Dividends
- Financial crisis
- Looking ahead
- Any information appropriate to the chosen business
- Summary

Notes:

- Examples of Chairman/CEO reports in company annual reports are available on the internet (including the Fiji Stock Exchange) and company offices.
- **Calculations of ratios and percentages are not required. Trend or change percentages of dollar values could be useful.**

Teachers are required to:

1. Set a timeframe for milestone points and final completion
2. Score Part (c) Adjusted Trial Balance before students begin the next stage.
3. Suggested time for completion to be four-six weeks with final completion day by 31 July.
4. It is recommended that some of the assignment is completed in class with students completing their own work.

IA Task Instruction

Each School will be given a TASK sheet which comprise of a year's operation for a Company. The school is allowed to use the Task provided as the Internal Assessment Component of SPFSC Accounting.

The schools must submit for endorsement the IA Program Proposal by completing the SPFSC Internal Assessment Summary Form by 3rd March in the year of enrolment. EQAP Unit will provide these forms. The process of approving of the IA Submission will be completed by the end of the March in the year of enrolment.

Clear records and documentation regarding the school's approved SPFSC Internal Assessment programme must be kept and students who will be enrolled in SPFSC Accounting must be given a copy of the school's Internal Assessment Programme for the subject as well as a copy of how the task is to be assessed as given in the syllabus.

The due date and the last date for submission of skill capture forms for the IA task is the end of July, however, schools can submit capture forms before this date. Schools must take note that ALL IA scores are required to be submitted to EQAP by the due date. All IA tasks and projects should be ready and kept in schools for moderation before the moderation visit. EQAP will notify schools of the visiting time.

Schools must carry out the Internal Assessment Task within two consecutive weeks and the Task has to be done by the end of July in the year of enrolment.

It is recommended that some of the assignment is completed in class with students completing their own work. This could be appropriate for (a) – (i) and Task 2 can be done as home assignment.

Each student must be informed of when assessment tasks are to be given and be notified of the assessment result as soon as it is marked.

Authenticity

Teachers will need to ensure the authenticity of student work. All stages of students' work should be submitted with the final work to assist with verifying authenticity. An authenticity form is provided to assist with ensuring that students' work is their own. Providing class time where students work on their own reports is also useful to ensure authenticity.

10.3.2 Scoring Rubrics

IA Task 1 Scoring Rubric: Preparing the Financial Statements of a Company (20%)

Item no.	Task item & SLO code	Skill Level	Skill Level 1 Uni Structural	Skill Level 2 Multi Structural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
a	Identify accounts from the Trial Balance to prepare the financial statement of a company (Acc3.2.1.1)	1	Identifies the correct accounts for the Trial Balance.			
b	Prepare journal entries for balance day adjustments on accrued expenses/prepaid expenses (Acc3.2.2.6)	2	One correct entry for the adjustment.	Both entries for the adjustment are correct.		
c	Prepare an adjusted Trial Balance (Acc3.2.4.1)	4	Prepared the adjusted trial balance with at least one correct entry.	Prepared the adjusted trial balance with a few correct entries.	Prepared the adjusted trial balance with most of the correct entries.	Prepared the adjusted trial balance with all the correct entries.
d	Calculate ending balance of Shareholder's Equity for the year (Acc3.2.2.10)	2	One correct component of the Shareholders equity given.	Correct balance calculated.		
e	Explain how the company calculate its net profit after tax. (Acc3.2.3.7)	3	Defines or states an idea on Net Profit after tax.	Relates net profit after tax to revenue and expenses.	Explains how the Net profit after tax is calculated from the given revenue and expenses and how it is related to tax.	
f	Prepare the company Statement of Financial Performance for the reported period incorporating balance day adjustments. (Acc3.2.4.2)	4	Prepared a Statement of Financial Performance with at least one correct entry.	Prepared a Statement of Financial Performance with correct grouping of expenses and revenue.	Prepared a Statement of Financial Performance with the correct grouping of expenses and revenue with their adjusted amounts.	Prepared a Statement of Financial Performance with all the correct entries.
g	Prepare the company Statement of Financial Position for the reported period incorporating balance day adjustments and relevant calculations) (Acc3.2.4.3)	4	Prepared a Statement of Financial Position with at least one correct entry.	Prepared a Statement of Financial Position with correct grouping of any two: - assets with their correct amounts - liabilities with their correct amounts	Prepared a Statement of Financial Position with the following components: - correct grouping of assets and liabilities - Shareholders' Equity section provided with at least one correct item	Prepared a Statement of Financial Position with all the correct entries.

				- One correct entry under Shareholders' Equity section		
h	Explain the importance of non-financial information to the company and give appropriate examples from the company (Acc3.2.3.9)	3	Identified one non-financial information. (One correct idea provided)	Described one non-financial information related to the company.	Explains one importance of the non-financial information to the company and provides a correct example.	
i	Prepare a written report on financial information of the company over the reported period. (Acc3.2.4.4)	4	The report is adequately written with one relevant information included.	The report is adequately written with more than one relevant information included.	The report is adequately written with more than one relevant information included and explaining how the relevant information are linked.	The report is adequately written with more than one relevant information included and explains how the relevant information is linked and how to improve the performance of the company.

IA Task 2 Scoring Rubric: Analysis and Interpretation of Financial Statements of a company (10%)

	Task item & SLO code	Skill Level	Skill Level 1 Uni Structural	Skill Level 2 Multi Structural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
a	Calculate ratios and percentages which measure the overall performance and financial position of the company (Acc4.1.2.3)	2	Correct formula only of a ratio from any one of the following measures: - Profitability - Liquidity - Financial stability - Management effectiveness - Market share	Correct formula and answer of a ratio from any one of the following measures: - Earning capacity - Liquidity - Financial stability - Management effectiveness -Market share		
b	Interpret the ratios and percentages which measures the profitability, liquidity or financial stability, management effectiveness and market share. (Acc4.1.4.3)	4	Correctly defines one of the following: - profitability - liquidity or financial stability - management effectiveness - market share.	Uses two or more independent features of one of the following: - profitability - liquidity or \ financial stability - management effectiveness - market share. e.g definition and feature.	Definition and feature of one of the following: - profitability - liquidity or financial stability - management effectiveness - market share. and what the ratio means.	Correctly interprets one of the following ratios: - profitability - liquidity or financial stability - management effectiveness - market share. What it means, what it measures, how to maintain and how to improve.

c	Identify the type of analysis used in the process of analysing and interpreting financial information.: horizontal analysis, vertical analysis and trend analysis) (Acc4.1.1.2)	1	Correct definition of any one type of analysis provided.			
d	Comment on trends, reasons for trends, strengths and weaknesses shown by the ratios. (Acc4.1.3.5)	3	Identifies the correct trend for any ratio.	Correctly describes the trend. OR Lists either the strengths or weaknesses shown by any ratio	Describes the reason for the correct trend and relates to the strengths/weaknesses of any ratio	
e	Suggest measures for improvement of the performance of the company (Acc4.1.3.6)	3	Identified an idea of improving the company.	Lists measures for improvement	Explains how to improve the performance of the company using one of the ratios	



Authenticity Statement

SPFSC Accounting

I, _____, of _____ (school)
hereby state that:

•	All work I submit for this assessment is my own work, completed without the unauthorised help of others.	
•	I did not allow other students to copy my assessment work.	
•	I understand that if I hand in work that is not my own, I will receive 'Not Achieved'	

Signature: _____ (student)

Date:

Parent/Guardian:

•	I attest that, to the best of my knowledge, my child has submitted work that only s/he has completed.	
---	---	--

Parent/Guardian's Name and Signature: _____

Date: _____

10.3.3 IA Programme Proposal Template

Page 1: Cover Page

The Cover Page will have the name of the:

- School
- Subject: FULL IA PROGRAM
- Teachers Name:

An Example of a Cover Page

School Logo

Name of School

Name of Program

Subject

Teachers Name

Page 2: IA SUMMARY FORM

The IA Summary Form must have the following:

- Number of Tasks
- Brief Description of the Tasks
- Start and End Dates
- Signature of Principal and Teacher
- School Stamp/Date

An Example of an IA Summary Form

South Pacific Form Seven Certificate

IA Summary Form 2023

ACC - IA

ACCOUNTING

COUNTRY						
SCHOOL						
Task	Brief Description of Tasks	Start Date	End Date	Date to EQAP	Weighting	
1. Prepare Financial Statements of a Company	Students are to prepare a balance Day Adjustment journal and an adjusted Trial Balance. Must also have a written Report.				20%	
2. Analyze & Interpret the Financial Statements of a Company.	Students are to calculate the ratios/percentages which measure profitability, liquidity, management effectiveness & measure for improvement and comment on trends.				10%	
TOTAL					30%	

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Mr. Ulises KAINANO	Folaunga Aselu	
Signature 	Signature	
Date 25/04/2022	Date 25/04/2022	

Department of Education
MOTUFOUA TE CONDARY SCHOOL
TUMU LU

Pages 3-12:

1. **Task title: Task 1:** _____

The title should be brief and include a reference to the particular syllabus topic or skill which is being assessed by the task.

Example: “Research Topic – Investigation of a Social Issue.”

2. **Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task**

These are found in the syllabus and need to be identified before the tasks are constructed.

Example: Describe a feature of

(Copy and paste the relevant IA SLOs directly from the Syllabus: show strand, sub strand and SLOs)

3. **Assessment/Task:**

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what the best types of assessment for the above LOs are so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g. Diagnostic: (can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)

Formative: 1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students are not doing well then re-teach using another strategy, assess and monitor learning.

Summative: (these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)

4. **Resources: List materials required for completing the task (for learning & demonstrating the achievement of the SLOs.**

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology and chemicals.

5. **Guidelines for the teacher on advance preparation requirements**

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion

c) organization of room/lab and hardware to facilitate task completion.

(After the task has been completed and scored, teachers will need an IAscore capture sheet to record the performance of all students in the class.)

6. **Guidelines for the teacher on task completion and task control**

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

7. **Preparation by the students beforehand**

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8. **Task outline for the student**

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail. Example: Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.

9. **Task detail for the student**

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

(NB: Task details can be extracted from the Syllabus)

10. **Feedback & Support**

Using calendar days, allocate time for:

- i. Student's self-assessment and correction
- ii. Peer assessment, feedback, and time for improvement
- iii. Teacher assessment, feedback, and time for time improvement

(NB: Provide week/dates, and state how the above will be carried out)

11. **Final submission & scoring**

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12. **Assessment Schedule/ Scoring Rubric**

Copy and paste directly from the aligned Syllabus the relevant scoring rubrics

13. **Assessment score capture sheet for the task**

Provided by EQAP when the task is due.

(Repeat 1-13 for Task 2)

10.3.4 IA Summary Form



South Pacific Form Seven Certificate

IA Summary Form
2023

ACC – IA

ACCOUNTING

COUNTRY					
SCHOOL					
Task	Brief Description of Tasks	Start Date	End Date	Date to EQAP	Weighting
1.Prepare Financial Statements of a Company					20%
2.Analyze & Interpret the Financial Statements of a Company.					10%
TOTAL					30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment Schedules/Scoring Rubrics for the tasks will be provided by EQAP. Teachers must use these when scoring students' work.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Signature	Signature	
Date	Date	

A full IA program is to be submitted together with this IA Summary Form.

11. Appendices

Appendix 1: Strand 1: The Conceptual Basis of Accounting

This appendix details the level of understanding required by the student of The Accounting Framework for General Purpose Financial Reporting.

1. Objectives and roles of a Financial Reporting Standards Board (FRSB)

The objective of a FRSB is to develop and maintain standards and other guidance on all aspects of financial reporting. The FRSB aims to continually improve the quality of general-purpose financial statements and non-financial statements so that users of those statements are provided with information which enables them to:

- a. assess the performance, financial position and cash flows of the entity.
- b. assess the entity's compliance with legislation, regulations, common law and contractual arrangements, as they relate to the assessment of the entity's performance, financial position and cash flows.
- c. make decisions about providing resources to, or doing business with, the entity.

2. The purpose, application, and scope of The Accounting Framework

The Framework sets out the concepts that underlie the preparation of general-purpose financial reports for external users. The purpose of the Framework is to:

- a. assist users to interpret the information contained in financial reports prepared in conformity with generally accepted accounting practice
- b. assist preparers of financial reports to apply financial reporting standards
- c. assist auditors to form an opinion as to whether financial reports provide a fair presentation (*a true and fair view*) of an entity's financial performance, financial position and cash flows.

Application

The Framework applies to all general-purpose financial reports.

Scope

The Framework details:

- a. the objectives of general-purpose financial reporting
- b. the qualitative characteristics that determine the usefulness of information in financial reports
- c. the assumptions underlying the preparation of financial reports
- d. influences on the preparation of financial reports
- e. the definition of the elements from which financial reports are constructed

- f. the relationship and measurement of those elements.

3. The objectives of General-Purpose Financial Reports as set out in the Accounting Framework

The objectives of general-purpose financial reporting are to provide information to assist users in:

- a. assessing the reporting entity's financial performance, financial position and cash flows
- b. assessing the reporting entity's compliance with legislation, regulations, common law and contractual arrangements, as these relate to the assessment of the reporting entity's financial performance, financial position and cash flows.
- c. making decisions about providing resources to, or doing business with, the reporting entity.

4. Generally Accepted Accounting Practice

Generally accepted accounting practice is the term used to describe the basis on which general purpose financial statements are normally prepared. The term encompasses:

- a. specific rules, practice and procedures relating to particular circumstances.
- b. broad concepts and principles of general application.

For some entities, the term "generally accepted accounting practice" is defined in legislation; however, these and other definitions of the term are substantially the same.

A reporting entity is required to prepare financial statements that comply with "generally accepted accounting practice". That term is defined to mean compliance with applicable financial reporting standards.

5. The concepts contained in The Accounting Framework

Students to be able to describe/define, recognise and apply the concepts in given situations

Concepts include:

- a. **Qualitative characteristics** including relevance, reliability, understandability, comparability, timeliness, neutrality, verifiability, objectivity
- b. **Assumptions** underlying the preparation of general purpose financial reports including going concern, period reporting, accrual basis of accounting
- c. **Influences** on characteristics including materiality and prudence
- d. **Financial elements:**

Assets are:

- the service potential or future economic benefits
- controlled by the entity
- as a result of past transactions or other past events.

Liabilities are:

- the future sacrifices of service potential or of future economic benefits
- that the entity is presently obliged to make to other entities
- as a result of past transactions or other past events.

Equity is the residual interest in the assets of the entity after deduction of its liabilities.

Revenues are inflows or other enhancements, or savings in outflows, of service potential or future economic benefits in the form of increases in assets or reductions in liabilities of the entity, other than those relating to contributions by owners, that result in an increase in equity during the reporting period.

Expenses are consumptions or losses of service potential or future economic benefits in the form of reductions in assets or increases in liabilities of the entity, other than those relating to distributions to owners that result in a decrease in equity during the reporting period.

e. **Financial measurement and measurement bases**, restricted to historical cost, current cost and realisable value:

- **Historical Cost**

Assets are recorded at the amount of cash paid (or payable) at the time of their acquisition.

- **Current Cost**

Assets are carried at the amount of cash that would have to be paid if the same, or an equivalent asset, was acquired currently.

- **Realisable Value**

Assets are carried at the amount of cash that would currently be obtained by selling the asset in an ordinary disposal.



Appendix 2: Strand 3: Company

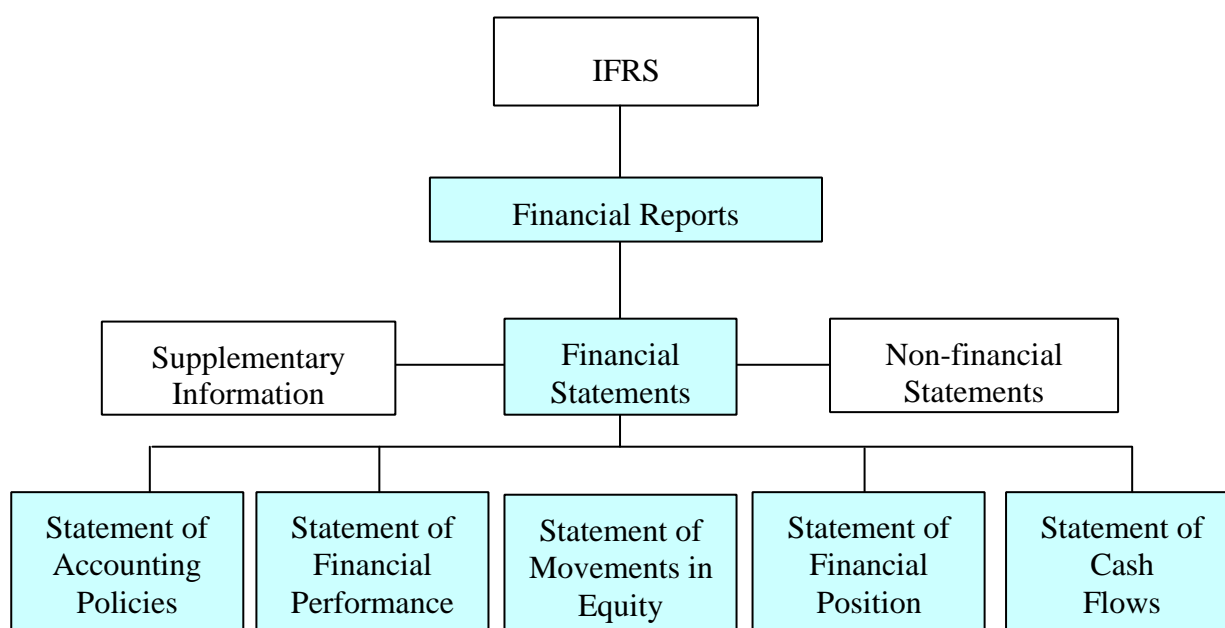
This appendix details the level of understanding required by the student of the International Financial Reporting Standards (IFRS) when they are being applied to financial statements.

1. General

Financial statements are a structured representation of the financial position and financial performance of an entity. The objective of financial statements is to provide information about the financial position, financial performance and cash flows of an entity that is useful to a wide range of users in making economic decisions. Financial statements also show the results of the management's stewardship of the resources entrusted to it. To meet this objective, financial statements provide information about an entity's:

- a. assets;
- b. liabilities;
- c. equity;
- d. income and expenses, including gains and losses;
- e. contributions by and distributions to owners in their capacity as owners; and cash flows.

This information, along with other information in the notes, assists users of financial statements in predicting the entity's future cash flows and, in particular, their timing and certainty.



- A component of a financial statement shall be reported separately if its disclosure is necessary in order to achieve the objectives of general purpose financial reporting.
- Comparative figures for the prior period shall be given for all items in the current period's financial statements.

- The financial report shall state the name of the entity, the date of the statement of financial position, and the period covered by the other statements.
- Non-financial statements contribute to the objectives of general purpose financial reporting by providing: narrative and statistics on the entity's performance in supplying goods and services; and information on the effects on the community of the entity's existence and operations.

2. Statement of Accounting Policies

Disclosure shall be limited to the following:

Purpose

A statement of accounting policies contributes to the objectives of general purpose financial reporting by disclosing the accounting policies used by the entity and any changes in those policies from the previous year.

- identification of the entity reporting by name and nature.
- the measurement system adopted limited to historical cost/modified historical cost.
- reliance on going concern and use of the accrual basis.
- policies for the measurement/valuation of depreciation, accounts receivable, inventory, non-current assets.
- a statement of changes (or no changes) in accounting policy.

3. Statement of Financial Performance

Disclosure shall be limited to the following:

Purpose

A statement of financial performance contributes to the objectives of general purpose financial reporting by disclosing the net surplus (deficit), and the components of the net surplus (deficit), arising from activities or events during the given period that are significant for the assessment of both past and future financial performance.

- the net surplus or deficit for an accounting period shall take into account all recognised revenue and expenses (except asset revaluations) for the period irrespective of whether they are attributable to the ordinary operations of the reporting entity during the period. The ordinary operations of an entity are not restricted to the trading activities but embrace all activities carried on by the entity so as to achieve its objectives.
- the operating revenue and surplus (deficit) from continuing activities shall be disclosed separately.
- the operating revenue and surplus (deficit) from discontinued activities shall be disclosed separately.
 - "discontinued activities" are the activities of a business segment that have been sold or terminated.

- d. the following items need to be disclosed separately:
- total operating revenue
 - dividend revenue
 - interest revenue
 - total depreciation charge for the period, in respect of each class of property, plant and equipment, and the total for all classes
 - loss or gain on disposal of any item of property, plant and equipment
 - amortisation of goodwill
 - bad and doubtful debts, distinguishing between debts written off and changes in the provision for doubtful debts
 - fees paid to auditors
 - total directors' fees
 - donations
 - interest expense
 - cost of leasing and renting items which if purchased would be fixed assets.
- e. other items included in operating revenue and expenses shall be disclosed separately if they are of such incidence and size, or of such nature, that their disclosure is necessary to explain the performance of the entity. An adequate description of each item shall be given to enable its nature to be understood.
- f. the tax expense shall be disclosed separately following the net surplus (deficit).
- g. expenses do not need to be classified.

4. Statement of Movements in Equity

Disclosure shall be limited to the following:

Purpose

A statement of movements in equity contributes to the objectives of general-purpose financial reporting by combining information about net surplus (deficit) with other aspects of an entity's financial performance in order to give a degree of measure of comprehensive income.

- a. the statement shall include a reconciliation of the equity at the beginning of the period with the equity at the end of the period.
- b. the statement shall separately disclose:
 - distributions to owners
 - contributions by owners
 - total recognised revenue and expenses including:
 - (i) net surplus (deficit); and
 - (ii) increases/decreases in revaluation reserves.

5. Statement of Financial Position

Disclosure shall be limited to the following:

Purpose

A statement of financial position contributes to the objectives of general purpose financial reporting by providing information about the assets, liabilities and equity, and the relationship of these elements to each other at a point in time.

- a. the statement shall include assets and liabilities and shall display the entity's resource structure (by major classes of assets) and its financing structure (by major classes of liabilities and equity).
- b. the statement does not purport to show the value of an entity. However, together with other statements in the financial report and other information, a statement of financial position is to provide information that is useful to those who wish to make their own estimates of an entity's value.
- c. the statement shall separately disclose:
 - current assets
 - non-current assets
 - current liabilities
 - non-current liabilities
 - equity.

Note:

“current asset” is an asset, or part of an asset, which is expected to be realised in cash or sold or consumed within one year after the date of the statement of financial position.

“non-current assets” are those assets which are not included in the definition of “current asset”.

“current liability” is a liability, or part of a liability, which is expected to be settled within one year after the date of the statement of financial position.

“non-current liabilities” are those liabilities which are not included in the definition of current liability.

- d. the following assets shall be disclosed separately:
 - receivables, distinguishing between trade receivables and loans to directors
 - investments
 - bank balances, deposits and cash
 - land
 - buildings

- intangibles, distinguishing between goodwill and separately identifiable intangible assets.
- e. in respect of each class of property, plant and equipment, and in total for all classes: the gross carrying amount, the accumulated depreciation charges, and the carrying amount.
- f. where an investment is publicly traded, the market value of that investment at the date of the statement shall be disclosed.
- g. where the land or buildings are recorded at other than fair value, an indication of the fair value of land and buildings and the basis of valuation shall be provided.
- h. for loans to directors a summary of the interest rate and terms of repayments shall be disclosed.
- i. the following liabilities shall be disclosed separately:
 - trade creditors
 - amounts payable to directors
 - employee entitlements e.g., Holiday Pay
 - dividends payable
 - loans, including bank overdrafts, secured over assets of the entity (including the nature of the security)
 - unsecured loans.
- j. entities shall disclose amounts committed for future capital expenditure.
- k. there shall be disclosure of the entity's equity showing:
 - share capital (including the number of shares issued)
 - retained earnings
 - asset revaluation reserve.

6. Statement of Cash Flows

Disclosure shall be limited to the following:

Purpose

A statement of cash flows contributes to the objectives of general-purpose financial reporting by reflecting an entity's cash receipts and cash payments during a period in order to provide useful information about an entity's activities in generating cash to repay debt, distribute dividends and reinvest to maintain or expand operating capacity.

- a. the statement shall disclose separately the cash flows for the period, classified by major sources and uses, from:
 - operating activities
 - investing activities
 - financing activities.

- b. a statement of cash flows will be drawn up using financial statements and additional information by the direct method.

Note: Candidates will not be examined on their ability to recall the contents of this Appendix. The Appendix is provided as a comprehensive guide to what they will be expected to understand. Candidates may be expected to demonstrate an understanding of financial statements; why a particular item should be disclosed separately; and where relevant, record and classify items appropriately within the correct financial statement.



Appendix 3: Financial Statement Templates

For Partnerships

- Statement of Accounting Policies
- Statement of Profit Distribution
- Statement of Financial Position (Extract only)

For Reporting Entities (Companies)

- Statement of Accounting Policies
- Statement of Financial Performance
- Statement of Movements in Equity
- Statement of Financial Position
- Statement of Cash Flows

Financial Statements for Partnerships

Statement of Accounting Policies

Statement of Accounting Policies to include:

- identification of the entity reporting by name and nature and registered under the Companies Act
- compliance with International Financial Reporting Standards
- the financial statements have been prepared in accordance with generally accepted accounting practice
- the measurement system adopted limited to historical cost, current cost or modified cost
- the presentation is in currency
- reliance on going concern and use of the accrual basis -a statement of changes (or no changes) in accounting policy.

Specific Policies

- policies for the measurement/valuation of depreciation, accounts receivable, inventory, non-current assets

Partnership Name
Profit Distribution Statement For the
year ended

Net Profit		xx
Add interest on Drawings		
Partner A	xx	
Partner B	<u>xx</u>	<u>0</u>
		0
Less Salaries		
Partner A	xx	
Partner B	<u>xx</u>	0
Less Interest on Current Accounts		
Partner A	xx	
Partner B	<u>xx</u>	<u>0</u>
		0
Share of Profits		
Partner A	0	
Partner B	<u>0</u>	<u>0</u>
		<u>\$0000</u>

Partnership Name
Statement of Financial Position As at
.....

(Extract only)
Owners' Equity

Capital Accounts

Partner A	xx	
Partner B	<u>xx</u>	0

Current Accounts

Partner A	xx	
Partner B	<u>xx</u>	0
		<u>\$0</u>

Reporting Entity (Company) Name			
Statement of Financial Performance For year			
ended			
	Notes	2003	2002
Revenue			
Sales		xx	xx
Less Cost of Sales		<u>xx</u>	<u>xx</u>
Gross Profit		0	0
Interest Received		xx	xx
Dividend Received		<u>xx</u>	<u>xx</u>
<i>Total Revenues</i>		<u>0</u>	<u>0</u>
Less Expenses			
Expenses by material category (Distribution, Administration and Finance) in addition to the specific and separate disclosure of:			
Depreciation		xx	xx
Loss on Sale of Fixed Assets		xx	xx
Amortisation of Goodwill		xx	xx
Bad and Doubtful Debts		xx	xx
Auditors Fees		xx	xx
Directors Fees		xx	xx
Interest		<u>xx</u>	<u>xx</u>
<i>Total Expenses</i>		0	0
Net Surplus before Taxation		0	0
Income Tax		xx	xx
Net Surplus after Taxation		\$0	\$0

*Notes to this statement would be included to explain figures in further detail.



Reporting Entity (Company) Name
Statement of Movements in Equity For year
ended

	Notes	2003	2002	
Equity at the start		xx		xx
Net Surplus after Tax	xx		xx	
Increase in Asset Revaluation Reserve	xx		xx	
Increase in Share Capital	<u>xx</u>	<u>0</u>	<u>xx</u>	<u>0</u>
		0		0
Less				
Interim Dividend Paid	xx		xx	
Final Dividend Proposed	<u>xx</u>	<u>0</u>	<u>xx</u>	<u>0</u>
		<u>\$0</u>		<u>\$0</u>

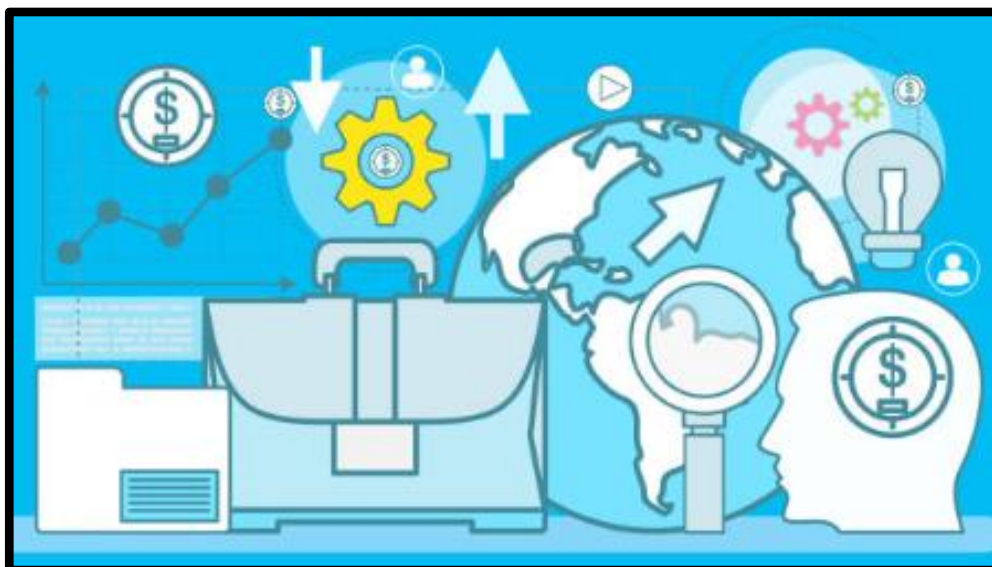
***Notes to this statement would be included to explain figures in further detail.**



Reporting Entity (Company)			
Statement of Financial Position			
As at			
	Notes	2003	2002
Shareholders' Equity			
Share Capital (xx fully paid-up ordinary shares)		xx	xx
Retained Earnings		xx	xx
Asset Revaluation Reserve		<u>xx</u>	<u>xx</u>
Total Shareholders' Equity		<u>\$0</u>	<u>\$0</u>
Represented by:			
Current Assets			
Bank		xx	xx
Accounts Receivable – Trade		xx	xx
Inventories		<u>xx</u>	<u>xx</u>
Total Current Assets		0	0
Non-Current Assets			
Investments			
12% Government Stock (Market Value xx)		xx	xx
Shares in Z Ltd (Market Value xx)		<u>xx</u>	<u>xx</u>
Total Investments		0	0
Fixed Assets			
Land (At Revaluation)		xx	xx
Buildings (At Revaluation)		xx	xx
Less Accumulated Depreciation		<u>(xx)</u>	<u>(xx)</u>
		0	0
Plant (At Cost)		xx	xx
Less Accumulated Depreciation		<u>(xx)</u>	<u>(xx)</u>
		0	0
Office Furniture (At Cost)		xx	xx
Less Accumulated Depreciation		<u>(xx)</u>	<u>(xx)</u>
		0	0
Total Fixed Assets		0	0

Intangibles			
Goodwill		<u>xx</u>	<u>xx</u>
Total Non-Current Assets		0	0
Total Assets		0	0
Current Liabilities			
Accounts Payable – Trade		xx	xx
Dividends Payable		xx	xx
Tax Payable		xx	xx
Current Portion of Mortgage		<u>xx</u>	<u>xx</u>
Total Current Liabilities		0	0
Non-Current Liabilities			
Mortgage (Secured over Land and Buildings)		xx	xx
Loan (Unsecured)		<u>xx</u>	<u>xx</u>
Total Non-Current Liabilities		0	0
Total Liabilities		<u>0</u>	<u>0</u>
Net Assets		<u>\$0</u>	<u>\$0</u>

* Notes to this statement would be included to explain figures in further detail.



Reporting Entity (Company Name)
Statement of Cash Flows For year ended

Cash Flows from Operating Activities

Cash was provided from:

Receipts from customers	XX		
Interest received	XX		
Dividends received	<u>XX</u>		0

Cash was applied to:

Payments to supplies	XX		
Payments to employees	XX		
Other operating expenses	XX		
Interest paid	XX		
Income Tax	<u>XX</u>		<u>0</u>

Cash Flows from Investing Activities

Cash was provided from:

Sale of Fixed Assets	XX		
Sale of Investments	<u>XX</u>		0

Cash was applied to:

Purchase of Fixed Assets	XX		
Purchase of Investments	<u>XX</u>		<u>0</u>

Cash Flows from Financial Activities

Cash was provided from:

Issue of shares (Additional Capital)	XX		
Term Loan	<u>XX</u>		0

Cash was applied to:

Repayment of Loan	XX		
Payment of Dividends	<u>XX</u>		<u>0</u>

Net Cash Inflow (Outflow) from Financial Activities **0**

Net Increase (Decrease) in cash held **0**

Add Bank balance at XX

Bank balance at **\$XX**

Appendix 4: Formulae for Analysis of Financial Information

For Sole Proprietors and Partnerships	
Mark up Percentage	$\frac{\text{Gross profit}}{\text{Cost of Sales}} \times \frac{100}{1}$
Gross Profit Percentage	$\frac{\text{Gross profit}}{\text{Net Sales}} \times \frac{100}{1}$
Expenses Percentage	$\frac{\text{Expenses}}{\text{Net Sales}} \times \frac{100}{1}$
Net Profit Percentage	$\frac{\text{Net profit}}{\text{Net Sales}} \times \frac{100}{1}$
Return on Average Owners Equity	$\frac{\text{Net profit}}{\text{Average Owners Equity}} \times \frac{100}{1}$
Return on Average Total Assets	$\frac{\text{Net profit}}{\text{Average Total Assets}} \times \frac{100}{1}$
Working Capital amount	Current Assets – Current Liabilities
Current Ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$
Liquid Ratio	$\frac{\text{Current Assets} - (\text{Inventories} + \text{Prepayments})}{\text{Current Liabilities} - (\text{Secured Bank Overdraft})}$
Equity Ratio	$\frac{\text{Owners Equity}}{\text{Total Assets}}$
Debt Ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$
Inventory Turnover	$\frac{\text{Cost of Goods Sold}}{\text{Average Inventories}}$
Accounts Receivable Collection Period	$\frac{\text{Average Accounts Receivable}}{\text{Net Credit Sales}} \times \frac{365}{1}$
For Companies	
Net Profit Percentage	$\frac{\text{Net profit before Tax}}{\text{Net Sales}} \times \frac{100}{1}$
Return on Shareholders Equity Percentage	$\frac{\text{Net profit before Tax}}{\text{Average Owners Equity}} \times \frac{100}{1}$
Return on Average Total Assets	$\frac{\text{Net profit before Tax}}{\text{Average Total Assets}} \times \frac{100}{1}$
Earning per share	$\frac{\text{Net profit after Tax}}{\text{Average Number of Shares}} \times \frac{100}{1}$
Price Earning ratio	$\frac{\text{Market Price per Share}}{\text{Earnings per Share}}$
Dividend Yield	$\frac{\text{Divident per share}}{\text{Market Price per Share}} \times \frac{100}{1}$

Appendix 5: Suggested Texts and other Resources

1. Suggested Texts

This is a list of only some Accounting texts that are available and have been used for teaching the course for University Bursary Accounting. It is important teachers use this as only a guide and check current book lists available through publishers and book retailers.

1. Martin Holmes and Katy Perry
Accounting Level 3 ESA Study Guide
2. Accounting Level 3 Learning Workbook
Covers all six NCEA Level 3 Achievement Standards
3. Lillian Viitakangas and Alistair Campbell
 - A Conceptual Approach
 - Processing for Partnerships and Companies
 - Accounting Reports
 - Management Accounting and Decision Making
 - (Publisher: Cengage Learning NZ)
4. Accounting – Year 13 Study Guide plus Workbook
Kate Smith and Derek Tomkin
(Published – ESA Publications)
5. Accounting – Longman Write on Notes
Simon Bioletti
(Published - Longman)
6. Accounting Concepts and Application by Quita MacNally, L. Kirkwood, C. Ryan, J Falt, and T. Stanley.
7. Accounting: Principles and Practice by Mc Nally, L. Kirkwood, C. Ryan, C. Falt, and T. Stanley.
8. Cost Accounting: A Managerial Emphasis by Horngren, Datar S, and Rajan M.V
9. Job Order Costing, In Managerial Accounting by S. Whitecotton, R. Libby, and F. Phillips.

2. Suggested Other Resources

Many of these resources will be available and appropriate to the student's own country.

- Various videos/DVDs and news broadcast (TV/Radio)
- The Internet
 - Including:
- South Pacific Board for Educational Assessment (SPBEA) www.spbea.org.fj for assessment information, examiner's reports, etc
- South Pacific Stock Exchange – Company Reports www.spse.com.fj
- The New Zealand Qualifications Authority (NZQA) www.nzqa.govt.nz for information on assessment, examiner's reports, etc.
- New Zealand Commerce and Economics Teachers Association www.NZCETA.co.nz for resources and other information.

