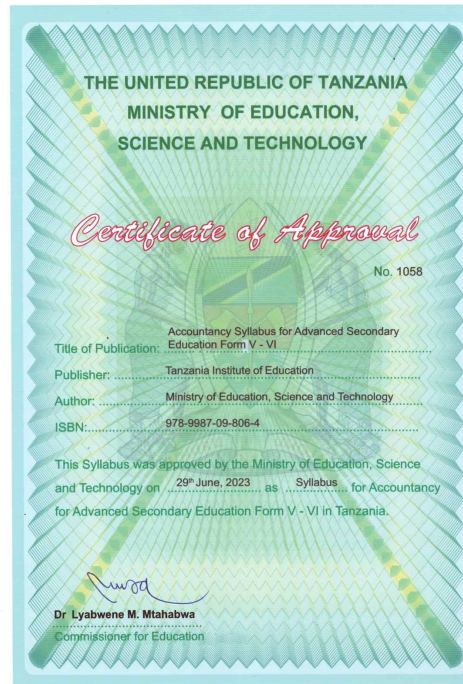


THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



ACCOUNTANCY SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V - VI
2023

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Table of Contents

List of Tables.....	iv
Abbreviations and Acronyms.....	v
Acknowledgements.....	vi
1.0 Introduction.....	1
2.0 Main Objectives of Education in Tanzania	1
3.0 Objectives of Advanced Secondary Education	2
4.0 General Competences for Advanced Secondary Education.....	3
5.0 Main and Specific Competences.....	3
6.0 Roles of Teachers, Students and Parents in Teaching and Learning.....	4
6.1 The teacher	4
6.2 The student	5
6.3 The parent.....	5
7.0 Teaching and Learning Methods.....	6
8.0 Teaching and Learning Resources	6
9.0 Assessment.....	6
10.0 Number of Periods	7
11.0 Teaching and Learning Contents.....	7
Form V	8
Form VI.....	20
Bibliography	28

List of Tables

Table 1. Main and Specific Competences for Form V-VI.....	3
Table 2: Assessment Measures and their Contribution to Student’s Achievement.....	7
Table 3. Detailed Contents for Form V.....	8
Table 4. Detailed Contents for Form VI	20

Abbreviations and Acronyms

ACCA	Association of Chartered Certified Accountants
CVP	Cost-Volume-Profit
FIFO	First In, First Out
IASB	International Accounting Standards Board
ICT	Information and Communication Technology
IFAC	International Federation of Accountants
IFRSs	International Financial Reporting Standards
LIFO	Last In, First Out
NBAA	National Board of Accountants and Auditors
TIE	Tanzania Institute of Education

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1.0 Introduction

Accountancy for Advanced Secondary Education is a compulsory subject for students who choose to join the Business Studies stream taking Accountancy among the subjects in their combinations. The purpose of learning Accountancy is to enable the student master the concepts, theories and principles of Accounting. It also aims at enabling student master professional ethics in Accountancy and skills regarding preparation of accounting reports according to local and international standards. Furthermore, the subject will enable student to use ICT in analysing financial statements. Generally, the subject intends to enable the student to develop skills related to higher level of financial literacy, financial communication, awareness of local and international financial reporting standards, negotiation as well as argumentation skills.

Accountancy Syllabus is designed to guide the teaching and learning of Accountancy at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences. It is expected that the subject will help students to develop 21st century skills including creativity, communication, collaboration, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;

- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Advanced Secondary Education

The objectives of Advanced Secondary Education are to enable the student to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to a college education.

4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1. *Main and Specific Competences for Form V-VI*

Main competences	Specific competences	
1.0 Demonstrate mastery of the concepts, theories and principles of Accounting	1.1	Demonstrate an understanding of concepts, theories and principles of Accounting
	1.2	Prepare an accounting work plan

2.0 Prepare accounting reports	2.1 Prepare and maintain accounting records 2.2 Adjust records in financial statements 2.3 Use accounting principles
3.0 Demonstrate mastery of professional ethics in Accountancy	3.1 Demonstrate an understanding of the principles and practice of professional ethics in Accountancy
4.0 Use ICT to analyse financial statements	4.1 Use computer programmes in financial analysis

6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parents or a guardian is fundamental in insuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Accountancy.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Accountancy;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st century;
 - (ii) Actively participate in the teaching and learning process;
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources.
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;

- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice.
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect individual student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify the student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process;
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent/guardian is expected to:

- (a) Monitor a child's academic progress in school;
- (b) Where possible, provide children with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which include but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Accountancy subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
Total	100%	

10.0 Number of Periods

The Accountancy Syllabus for Advanced Secondary Education, Form V-VI provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Ten periods of 40 minutes each, have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested methods, assessment criteria, suggested resources, and number of periods as presented in Table 3 - 4

Form V

Table 3. Detailed Contents for Form V

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the concepts, theories and principles of Accounting	1.1 Demonstrate an understanding of concepts, theories and principles of Accounting	(a) Describe the conceptual framework of accounting (<i>objectives of general-purpose financial statements, users and qualitative characteristics of useful accounting information</i>)	<p>Internet and library search: Guide the students to obtain the conceptual framework for preparation of general-purpose financial statements and discuss its contents in manageable groups</p> <p>Group discussion: Guide students to discuss and share the meaning of conceptual framework of accounting, objectives of preparing general purpose financial statements and qualitative characteristics of accounting information</p> <p>Think-ink-pair-share: Guide students to describe and share the various users of financial information</p>	The conceptual framework of accounting is clearly described	<p>Samples of financial statements</p> <p>Financial reports</p> <p>Sample of conceptual framework of accounting</p>	70
		(b) Describe the concepts and principles applied in the accounting for inventories (<i>meaning, types,</i>	<p>Scenario: Provide a scenario that involve a business undertaking which buys and sell common products of which at the end of the accounting period not all products are sold. Guide the students to describe</p>	The concepts and principles applied in accounting of inventories are properly described.	Sample of inventories documents	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		<i>valuation methods, stock estimation and insurance claims)</i>	<p>meaning, types and calculate stocks by using various methods and sum insured, value of stock destroyed and insurance claims</p> <p>Guest speaker: Invite a resource person involved in stock management to share practical experience in relation to stock valuation methods, stock estimation and insurance claim. Guide students to make reflection on the resource person's presentation</p>			
		(c) Describe the concepts and principles applied in the accounting of payroll (<i>meaning, forms and methods of employees' remuneration</i>)	<p>Brainstorming: In groups, guide students to brainstorm different types of workers in their local environment and identify the forms and methods of their remuneration. Also, guide students to calculate payroll tax</p> <p>Field trips: Guide the students visit the accounting office of the school, or nearby organisation and learn on the preparations of payroll records</p>	The concepts and principles applied in accounting	Sample of Payroll	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		<i>and deductions)</i>		of payroll are properly described.		
		(d) Describe the concepts and principles applied in the accounting of investments (<i>meaning, types and terminologies</i>)	Internet and library search: Guide the students in groups to search relevant materials and use them to describe the meaning, types, terminologies and transactions involved in investment. Then, apply gallery walk for each group to present their findings	The concepts and principles applied in accounting of investments are properly described.	Sample Bank statement Sample of Business plan Certificate of incorporation	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(e) Describe the concepts and principles applied in the accounting of businesses operating with branches (<i>meaning and nature, types and transactions involved</i>)	<p>Case studies: Provide case studies of firms operating with branches (e.g., banks) that will enable students understand the meaning and nature of businesses operating with branches and prepare different forms of branch accounts: autonomous and non-autonomous</p> <p>Internet and library search: Guide the students obtain relevant accounting materials and use them to describe different types of branches. Then, lead them to make presentations on the information obtained</p> <p>Field trips: Facilitate the students to visit a nearby business branch (e.g., a bank branch) to learn about various transactions involved in accounting for branches</p>	The concepts and principles applied in accounting of businesses operating with branches are properly described.	<p>Sample of Business licence</p> <p>Sample Branches billboards</p>	
		(f) Describe the concepts and principles applied in the accounting of royalties (<i>meaning, types and terminologies</i>)	<p>Case studies: Provide various case studies of businesses that involve royalty payments (e.g., a mining company) and guide students to make reflection from the case you provide to describe the meaning of royalties, types and terminologies</p>	The concepts and principles applied in accounting of royalties are properly described.	<p>Sample of royalty agreement</p> <p>Sample of copyrights or trademarks</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Internet and library search: Guide the students obtain relevant materials and use them to describe different types and terminologies applied in accounting for royalties. Lead them to share their findings			
		(g) Describe the concepts and principles applied in the accounting of non-current assets (<i>nature, types, valuation and measurement methods, depreciation and disposal</i>)	<p>Internet and library search: Guide students to search for relevant information in relation to non-current assets, then apply questions and answers to describe the nature, types, valuations and measurement methods, depreciation and disposal</p> <p>Problem solving: Ask detailed questions in relations to accounting for non-current assets and guide students in groups to provide solutions. Let the groups present their solutions and allow discussions for improvement</p>	The concepts and principles applied in accounting of non-current assets are properly described.	<p>Samples of long-term Investments; Land, Property, Plant and Equipment (PP &E)</p> <p>Sample of Trademarks</p>	
		(h) Describe the concepts and principles applied in the accounting of hire purchases (<i>meaning, nature and terminologies</i>)	Scenario: Provide a scenario that will portray hire purchase concept and its applicability in the present situation. Guide students to make reflection of the scenario to provide the meaning and nature of hire purchase business	The concepts and principles applied in accounting of hire purchases	<p>Sample of hire purchases agreement</p> <p>Sample of goods</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Internet and library search: Guide students to search for relevant information in relation to hire purchases then apply the information obtained to describe the nature and various terminologies used in hire purchases business	are properly described.		
	1.2 Preparing an accounting work plan	(a) Describe how to develop an accounting action plan	Internet and library search: Guide students to gather relevant information that will enable them to describe the meaning, steps and contents of the accounting action plan Think-ink pair share: Lead students identify the meaning and importance of preparing accounting action plan	The steps of developing an accounting action plan are clearly described.	Sample of action plan Sample of work plan	10
		(b) Develop an accounting action plan	Skills labs: Guide students to develop accounting action plans Project activity: Task students in groups to prepare a monthly accounting action plan basing on their business club activities and guide them to make presentations	An Accounting action plan is well developed.	Samples of accounting and action plans	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Preparing accounting reports	2.1. Prepare and maintain accounting records	(a) Prepare and maintain accounting records related to inventories <i>(using: different stock-taking systems (perpetual and periodic) and using different inventory valuation methods (FIFO, LIFO and weighted average))</i>	<p>Problem solving: Provide a problem/question then apply jigsaw approach to make students compute inventory value using FIFO, LIFO and Weighted average methods under both perpetual and periodic systems</p> <p>Field trip: Guide students visit a nearby procurement office to learn about inventories valuation methods and stock management systems for practical experience</p> <p>Presentation: Organise presentation session for the students to present their feedback</p>	Accounting records relating to inventories, are appropriately prepared and maintained.	Sample of inventories documents	240

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Prepare and maintain accounting records related to payroll (<i>computations of gross pay and net pay, payroll summary for remunerations and deductions, and journal entries</i>)	<p>Guest speaker: Invite a resourceful person from the payroll section of any nearby organisation to share a practical experience on the accounting for payroll and let students reflect on the computations of gross and net pay, payroll summary and deductions</p> <p>Skills labs: Provide problems related to preparation of payroll journal entries and guide students in groups to make necessary payroll computations and prepare journal entries</p>	Accounting records relating to payroll, are appropriately prepared and maintained	Sample of Payroll	
		(c) Prepare and maintain accounting records related to equity-based investments (<i>acquisition and disposal using different price quotations; returns on investments</i>)	<p>Internet search: Guide students visit the stock exchange website, and download the listed firms' financial statements to identify the equity shares</p> <p>Problem solving: Provide relevant problems/questions that will enable students in groups prepare investment accounts using ex-div and cum-div quotations. Apply jigsaw technique to share their solutions</p>	Accounting records relating to equity-based investments are appropriately prepared and maintained	<p>Sample of share certificate</p> <p>Dar es salaam stock exchange fliers</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Prepare and maintain accounting records related to businesses operating with branches (<i>ledger accounts for dependent and independent branches</i>)	<p>Internet and library search: Guide students to identify and discuss different types of business branches</p> <p>Problem solving: Provide a problem/question that will guide students to prepare ledger accounts for dependent and independent branches</p> <p>Debate: Guide students to debate on whether operating a dependent branch is better than an independent branch</p>	Accounting records relating to businesses operating with branches are appropriately prepared and maintained	<p>Sample of Business licence</p> <p>Sample Branches billboards</p>	
		(e) Prepare and maintain accounting records related to royalties (<i>in the books of the lessor and lessee when the contract provides minimum rent and when it does not provide minimum rent</i>)	<p>Scenario: Provide a scenario that involve royalties' transactions to enable students compute the minimum rent, short workings and be able to prepare ledger accounts in the books of the lessor and the lessee</p> <p>Problem solving: Facilitate students by using relevant problems and guide them in groups to prepare and present necessary ledger accounts</p>	Accounting records relating to royalties are appropriately prepared and maintained.	<p>Sample of royalty agreement</p> <p>Sample of copyrights or trademarks</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(f) Prepare and maintain accounting records related to non-current assets (<i>valuation, depreciation and disposal</i>)	<p>Guest speaker: Invite a resourceful person from the accounting section of a nearby organisation to orient students on practical valuation and depreciation computations of non-current assets</p> <p>Problem solving: Provide questions to the students that will enable them to account for non-current assets by focusing (<i>straight line method, reducing balance method, sum of years digits, production and sourcing fund</i>), then guide them to discuss in groups and make presentations</p>	Accounting records relating to non-current assets are appropriately prepared and maintained.	<p>Samples of long-term Investments; Land, Property, Plant and Equipment (PP &E)</p> <p>Samples of Trademarks</p>	
		(g) Prepare and maintain accounting records related to hire purchases (<i>in the books of hire vendors and hire purchasers</i>)	<p>Field trip: Scan the nearby environment to identify a firm that sells on hire purchase and arrange for a field trip to enable students acquire practical skills on preparation of different accounts in the books of the vendor</p> <p>Problem solving: Provide questions/problems that will enable students to calculate interest and prepare hire purchase accounts</p>	Accounting records relating to hire purchases are appropriately prepared and maintained	<p>Sample of hire purchases agreement</p> <p>Sample of goods</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(h) Evaluate the impact of using different inventory valuation methods on reported profits/ losses and the financial position of a business	Problem solving: Provide problems/questions to students and guide them in groups to compute inventory values and be able to realize the impact of each inventory valuation method in the reported profit/loss and financial position of a business	The impact of using different inventory valuation methods on reported profit/loss and financial position of a business are logically evaluated.	Sample of company evaluation policy Sample of Income Statements Sample of Statement of financial position	
	2.2. Adjust records in financial statements	(a) Perform relevant computations to correct various accounting errors using a suspense account	Problem solving: Provide relevant problems/questions to students and guide them in groups to make computations and entries through ledgers/journals to correct various errors that affects the trial balance	Computations to correct various accounting errors using a suspense account are correctly performed.	Sample of suspense account	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Analyse the impact of various accounting errors (<i>commission, principle, original entry and transposition</i>) on the reported profit/loss and the financial position of a business	Problem solving: Provide relevant problems/questions to the students and guide them in groups to make computations and entries in the ledgers to correct various errors that do not affects the trial balance	The impact of various accounting errors in the reported profit/loss and the financial position of a business is logically analysed.	Sample of Income Statements Sample of Statement of financial position	

Form VI

Table 4. *Detailed Contents for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the concepts, theories and principles of accounting	1.1 Demonstrate an understanding of concepts, theories and principles of accounting	(a) Describe the concepts and principles applied in preparing records and financial statements relating to dissolution and amalgamation of partnerships (<i>meaning, reasons/ causes, procedures and realisation</i>)	<p>Scenario: Provide relevant scenarios involving partnership firms that undergo amalgamation and dissolution that will enable students to describe the meaning, causes, and procedures for dissolution and amalgamation of partnership firms</p> <p>Internet and library search: Guide students to search for relevant information that will enable them to describe the meaning, reasons and procures applied in amalgamation and dissolution of partnership firms</p>	The concepts and principles applied in preparing records and financial statements relating to companies, dissolution and amalgamation of partnership firms are clearly described.	<p>Chart with Generally Accepted Accounting Principles (GAAP)</p> <p>Sample of Partnership agreement</p> <p>Sample of Dissolution of partnership deed</p> <p>Sample of profit share agreement</p>	80

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the concepts and principles applied in preparing records and financial statements relating to companies (<i>meaning, types, reserves, retained earnings, dividends and procedures for raising share capital</i>)	<p>Brainstorming: Guide students in groups to brainstorm and share different types of companies they know and how such companies raise their capital and the way shareholders are rewarded</p> <p>Internet and library search: Guide students to gather relevant information that will enable them to describe the meaning, types, reserves, procedures for raising capital and dividends</p>	The concepts and principles applied in preparing records and financial statements relating to companies are clearly described	<p>Samples of financial statements</p> <p>Sample of share capital</p>	
		(c) Describe the concepts and principles of cost and management accounting (<i>Cost accounting: meaning, importance and classification</i>)	<p>Scenario: Provide a scenario involving any business entity with various types of cost that will lead the students to describe the meaning, importance and classification of costs</p> <p>Guest speaker: Invite a resourceful person from cost department of a nearby organisation to share a</p>	The concepts and principles relating to the use of cost and management accounting i.e., cost accounting, CVP model and budgeting are well described.	<p>Sample of budget</p> <p>Sample of fixed cost, variable cost, direct cost and indirect cost</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		<p><i>of costs; Cost-Volume-Profit model: meaning, assumptions and limitations, contribution margin and break-even point; Budgeting: meaning, objectives and types)</i></p>	<p>practical experience on importance of cost accounting and how costs are classified</p> <p>Group discussion: Guide students in groups to discuss on the meaning, importance and classification of costs</p> <p>Internet and library search: Guide students search information and use relevant information that will enable them to describe the Cost-Volume-Profit (CVP) model</p> <p>Scenario: Provide scenario that will enable students to describe the CVP model</p> <p>Brainstorming: Guide students to share experience of their personal budgets and lead them to relate with organisations' budgets, and be able to define budgeting and describe its objectives</p>	<p>CVP model and budgeting are well described.</p>		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Internet and library search: Guide students to search for relevant information that will lead them describe meaning, importance and types of budgets			
		(d) Describe the concepts and principles relating to the analysis and interpretation of financial statements (<i>meaning, objectives, techniques, categories of ratios and limitations</i>)	Internet and library search: Guide students to search for relevant information that will enable them describe meaning, objectives, techniques used in financial statement analysis, categories of ratios and limitations of using ratios Group discussions: Guide students in groups to conceptualize and present various concepts and principles relating to analysis and interpretation of financial statements	The concepts and principles relating to analysis and interpretation of financial statements are properly described.	Samples of financial statements	
2.0 Prepare accounting reports	2.1. Prepare and maintain accounting records	(a) Prepare and maintain accounting records and	Problem solving: Through problem solving provide questions that will guide students in	Accounting records relating to companies,	Sample of Partnership agreement	100

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		financial statements relating to dissolution and amalgamation of partnerships (<i>accounts and statements before and after dissolution and amalgamation</i>)	groups to prepare accounts related to dissolution and amalgamation of partnership firms	dissolution and amalgamation of partnership firms are properly maintained and their relevant financial statements are correctly prepared.	Sample of Dissolution of partnership deed Sample of profit share agreement	
		(b) Prepare and maintain accounting records and financial statements relating to limited companies (<i>ledger accounts for issue of shares, statements of profit/loss</i>)	Internet search: Guide students in groups to download financial statements from online sources and apply thin-ink pair share techniques to orient themselves on different companies selling shares and the prices for each Problem solving: Provide students with questions that will guide them to prepare ledger accounts for issue of shares and their corresponding financial statements	Accounting records and financial statements relating to limited companies are correctly	Sample of ledger accounts Sample of basic financial statements Sample of share certificate	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		<i>and other comprehensive income, financial position, cash flows and changes in equity excluding debentures, forfeiture and reissue of shares and redemption of preference shares)</i>	Brainstorming: Guide students to brainstorm and share on how the idea of shares can help them raise funds for their companies			
	2.2. Use accounting principles	(a) Classify costs by behaviour and perform Cost-Volume-Profit (CVP) analysis (<i>compute the break-even quantity and revenue, target quantity and revenue excluding multiple products</i>)	<p>Scenario: Provide a scenario that will enable students to classify costs by behaviour and perform CVP analysis. Guide students to apply gallery walk approach to make them share their computation</p> <p>Problem solving: Provide questions to students in groups, and guide them to classify costs and perform CVP analysis</p>	Classification of costs by behaviour is correctly done and CVP analysis is correctly performed.	<p>Sample of company targets</p> <p>Sample of revenue sheet</p>	100

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Prepare operating budgets (<i>sales, production, purchases, direct labour, overheads and master budget excluding credit sales and credit purchases</i>)	<p>Subjects' clubs: Through subject club guide students to develop the club budget for a certain period and make presentation</p> <p>Problem solving: Provide questions to students and apply group discussions to prepare various types of budgets</p>	Operating budgets are correctly prepared.	Sample of operating budget	
3.0 Demonstrate mastery of professional ethics in Accountancy	3.1. Demonstrate an understanding of the principles and practice of professional ethics in Accountancy	(a) Describe the professional code of ethics for Accountants (<i>integrity, objectivity, professional competence and due care, confidentiality and professional behaviour</i>)	<p>Resourceful person: Invite a resource person from accounting department of any nearby organization to share a real experience on the professional code of ethics for accountants</p> <p>Field trip: Take students to an accounting department of any reputable organisation nearby the school to enable them learn the code of ethics that govern accounts operations</p>	Professional code of ethics for accountants is well described.	NBAA and IFAC Guidelines	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Use ICT to analyse financial statements	4.1. Use computer programmes in financial analysis	(a) Use accounting packages to analyse financial statements (<i>profitability, liquidity, efficiency and financial leverage ratios excluding market-based ratios</i>)	Skill lab: Guide students to analyse financial statements using computer applications Problem solving: provides questions that will guide students to analyse financial statements and make interpretations	Various financial ratios are correctly computed and interpreted.	Samples of financial statements Accounting software	50

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