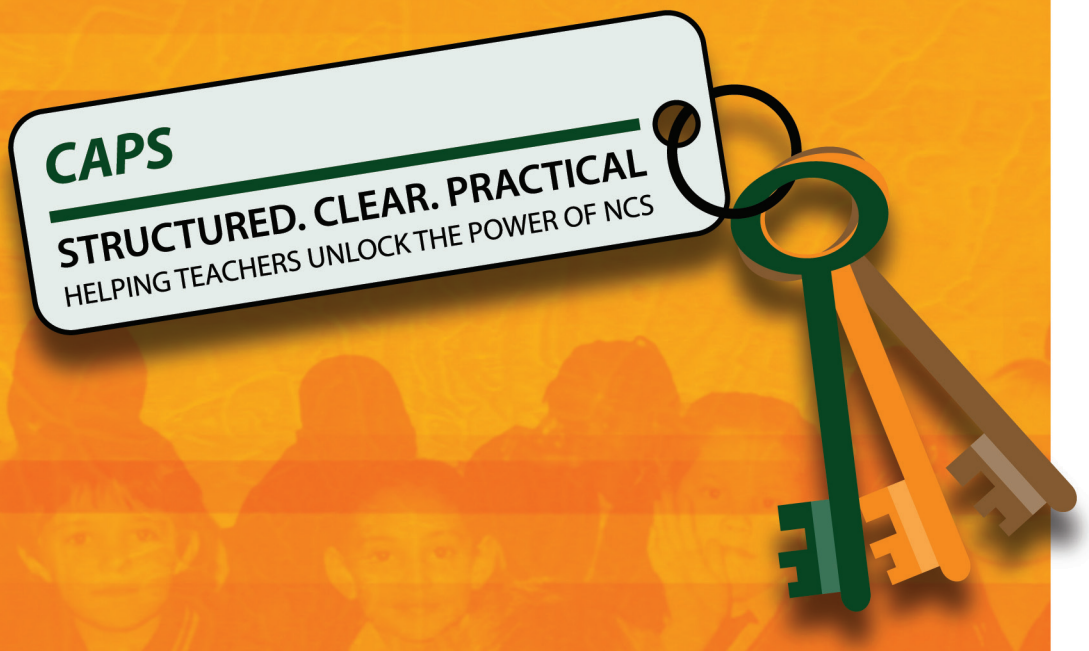
ACCOUNTING

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

ACCOUNTING

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR ACCOUNTING GRADES 10-12

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R - 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 What is Accounting?

Accounting focuses on measuring performance, and processing and communicating financial information about economic sectors. This discipline ensures that principles such as ethical behaviour, transparency and accountability are adhered to. It deals with the logical, systematic and accurate selection and recording of financial information and transactions, as well as the compilation, analysis, interpretation and communication of financial statements and managerial reports for use by interested parties.

The subject encompasses accounting knowledge, skills and values that focus on the **financial accounting**, **managerial accounting** and **auditing** fields. These fields cover a broad spectrum of accounting concepts and skills to prepare learners for a variety of career opportunities.

The table below indicates the three main topics and corresponding topics in Accounting curriculum.

Weighting of curriculum	Topic
Financial Accounting (weighting 50% to 60%)	1. Accounting concepts
	2. GAAP principles
	3. Bookkeeping
	4. Accounting equation
	5. Final accounts and financial statements
	6. Salaries and wages
	7. Value-Added Tax
	8. Reconciliations
Managerial Accounting (weighting 20% to 25%)	9. Cost accounting
	10. Budgeting
Managing Resources (weighting 20% to 25%)	11. Indigenous bookkeeping systems
	12. Fixed assets
	13. Inventory
	14. Ethics
	15. Internal control

2.2 The purpose of Accounting

Accounting learners will be able to:

- record, analyse and interpret financial and other relevant data in order to make informed decisions;
- present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;
- develop and demonstrate an understanding of fundamental accounting concepts;
- relate skills, knowledge and values to real-world situations in order to ensure the balance between theory and practice, to enter the world of work and/or to move to higher education, and to encourage self-development;

- organise and manage own finances and activities responsibly and effectively;
- apply principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations, thus developing the ability to identify and solve problems in the context of the various fields of Accounting;
- develop critical, logical, and analytical abilities and thought processes to enable learners to apply skills to current and new situations;
- develop the following characteristics:
    - ethical behaviour
    - sound judgement
    - thoroughness
    - orderliness
    - accuracy
    - neatness;
- deal confidently with the demands of an accounting occupation manually and/or electronically.

2.3 Time allocation for Accounting in the curriculum

The teaching time for Accounting is 4 hours per week, per grade on the timetable, that is, for Grades 10, 11 and 12.

2.4 Requirements to offer Accounting as a subject

It is the **responsibility of the school** to provide the resources to offer Accounting as a subject.

(a) Each learner should have:

- a textbook
- Accounting stationery or workbook
- a calculator.

(b) The teacher should have:

- a variety of textbooks for reference
- policies, e.g. summary of King Code III
- partnership agreement
- legislation, e.g. Companies Act 71 of 2008
- codes of professional bodies, e.g. SAICA and SAIPA Codes
- SARS brochures
- bank brochures
- access to a computer and the internet.

SECTION 3

3.1 Overview of topics

GRADE 10	
Term	**Topic**
1	Indigenous bookkeeping Ethics (introduction) GAAP principles Internal control (introduction) Bookkeeping of sole trader: recording of cash transactions (CRJ, CPJ, PCJ); General Ledger, Trial Balance; Accounting equation Bookkeeping of sole trader: recording of credit: transactions (DJ, DAJ, CJ, CAJ, GJ); Ledgers, Debtors' and Creditors' lists, Trial Balance; Accounting equation Bookkeeping of sole trader: recording of cash and credit transactions (combined)
2	VAT Salaries and wages Final Accounts - sole trader: year-end adjustments, General Ledger including Final Accounts Section, Trial Balances
3	Financial statements - sole trader Adjustments, closing transfers, General Ledger, Income Statement, Balance Sheet, Notes to financial statements Analysis and interpretation of financial statements and notes
4	Cost accounting: manufacturing concepts Budgeting
GRADE 11	
Term	**Topic**
1.	Reconciliations Fixed assets Partnerships: adjustments, General Ledger, Accounting equation, final accounts, financial statements
2.	Partnerships: analysis and interpretation Clubs: concepts, Ledger, Statement of Receipts and Payments
3.	Cost Accounting: calculations, General Ledger Budgeting: Projected Income Statement, debtors' collection, creditors' payments, Cash Budget Inventory systems
4.	Value Added Tax (VAT)

GRADE 12	
Term	**Topic**
1.	Companies: unique transactions Companies - final accounts, financial statements and notes (Income Statement, Balance Sheet, Cash Flow Statement) Companies - analysis and interpretation Companies - analysis of published financial statements and audit reports
2.	Ethics Fixed assets Close corporations Internal control Inventory systems Reconciliations Value Added Tax (VAT)
3.	Cost Accounting: Production Cost Statement with notes Trading and Profit and Loss Statement, unit costs, break-even Budgeting
4.	Revision and examination preparation

3.2 Teaching Plan

3.2.1 Summary of Grade 10 Annual Teaching Plan

<table>
<tr><th colspan="11">Term 1</th></tr>
<tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Topic</td><td colspan="2">Indigenous bookkeeping</td><td>Ethics (intro) GAAP principles</td><td>Internal control (intro)</td><td colspan="3">Bookkeeping of sole trader: recording of cash transactions (CRJ, CPJ, PCJ); General Ledger, Trial Balance; Accounting equation</td><td colspan="2">Bookkeeping of sole trader- recording of credit: transactions (DJ, DAJ, CJ, CAJ, GJ); Ledgers, Debtors' and Creditors' lists, Trial Balance; Accounting equation</td><td>Bookkeeping of sole trader- recording of cash and credit transactions (combined)</td></tr>
<tr><td>Assessment</td><td colspan="2">Presentation</td><td colspan="6">Informal</td><td colspan="2">Test</td></tr>
<tr><th colspan="11">Term 2</th></tr>
<tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Topic</td><td>VAT</td><td colspan="2">Salaries and wages</td><td colspan="4">Final Accounts - sole trader year-end adjustments, General Ledger including Final Accounts Section, Trial Balances</td><td>Revision</td><td colspan="2">Examinations</td></tr>
<tr><td>Assessment</td><td colspan="2">Project (bookkeeping)</td><td colspan="7">Informal</td><td colspan="2">Mid-year examination</td></tr>
<tr><th colspan="11">Term 3</th></tr>
<tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Topic</td><td colspan="6">Financial statements - sole trader
Adjustments, closing transfers, General Ledger, Income Statement, Balance Sheet
Notes to financial statements</td><td colspan="3">Analysis and interpretation of financial statements and notes</td><td>Revision</td></tr>
<tr><td>Assessment</td><td colspan="6">Case study</td><td colspan="4">Test</td></tr>
<tr><th colspan="11">Term 4</th></tr>
<tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Topic</td><td>Cost Accounting: manufacturing concepts</td><td>Budgeting</td><td colspan="4">Revision and examination preparation</td><td></td><td></td><td>Examination</td><td>Admin and planning for the following year</td></tr>
<tr><td>Assessment</td><td colspan="6">Informal</td><td colspan="3">Final examination</td><td></td></tr>
</table>

3.2.2 Annual Teaching Plan Grade 10

GRADE 10

TERM 1

Week/hour	Topic	Content	Recommended resources
2 weeks (Weeks 1-2)	1. Informal or indigenous bookkeeping systems	Comparison of the bookkeeping systems of the informal and formal sectors: • concepts: capital; fixed assets; stock; cost price; labour cost; selling price; income; expenses and profit. • management of resources (capital, fixed assets, stock, etc.) Process of determining selling prices, cost of sales, labour costs, income and expenses	Access to an owner of an informal business Questionnaire
1 week (Week 3)	2. Ethics	Explanation of the code of ethics applicable to all parties in the financial environment: • code of ethics • basic principles of ethics (leadership, discipline, transparency, accountability, fairness, sustainability, responsible management) *Ethics should be integrated with other topics.*	Worksheet Case studies/ scenarios Newspaper articles
Introduce during weeks 2-3	3. GAAP principles	Definition and explanation of Generally Accepted Accounting Practice (GAAP) principles: • historical cost • prudence - materiality - business entity rule - going concern - matching *Apply to all the relevant topics and link to topic 1 and 2.*	Worksheet Textbook
1 week (Week 4)	4. Internal control	Definition and explanation of what is meant by internal control Identification and explanation of basic internal control processes: Control environment; risk assessment; control activity supported by policy and procedures; information system and communication methods and monitoring performance. *Internal control should be integrated with other topics.*	Worksheet Case studies Newspaper articles

Week/hour	Topic	Content	Recommended resources
6 weeks (Weeks 5-10)	5. Financial Accounting of a sole trader	Definition and explanation of accounting concepts up to financial statements: sole trader; debit; credit; equity; capital; assets; liabilities; ledger; journal; profit; loss; Value Added Tax (VAT); income/revenue; expenses; final accounts; financial statements; discounts; Accounting Cycle; Financial Accounting; Managerial Accounting; perpetual inventory system.	Blank source documents Accounting stationery Textbooks Completed source documents for project *Optional:* computers and software
	Bookkeeping of a sole trader	Accounting cycle based on perpetual inventory system: • revision of Grade 9 content • source documents • principles of Double Entry System • journals - Cash Receipts Journal - Cash Payments Journal (including loans, fixed deposits, interest income and interest expense, dishonoured cheques, discount allowed and discount received) - Debtors' Journal, Creditors' Journal, Debtors' Allowances Journal, Creditors' Allowances Journal - Petty Cash Journal - General Journal (including bad debts, cancellations of discount on dishonoured cheques, interest on overdue accounts, corrections of errors) • Posting to General, Debtors' and Creditors' Ledgers • Trial Balance • Preparation of debtors' and creditors' lists to reconcile with the debtors' and creditors' control accounts (including correction of errors and omissions) *Note: The transactions on the acquisition of fixed assets and the fixed assets register for the purpose of internal control are important.*	
	Accounting equation	Analysis and an indication of the effect of transactions on the accounting equation of a sole trader All transactions affecting a sole trader up to financial statements *This topic needs to be integrated with all the appropriate topics throughout the year.*	

Term 1: Formal assessment		
Form of assessment	Presentation (Indigenous bookkeeping)	Test
Total marks	50	100

A test should cover the content dealt with during the term.

Daily assessment is important to monitor teaching and learning

The project should be given to learners during the first term (week 6) and learners need to submit it during week 2 of the second term. The project content is covered during term 1.

GRADE 10

TERM 2

Week/hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Value Added Tax (VAT)	Explanation of the basic concepts of VAT: • need for VAT • purpose of VAT • principles of VAT • zero-rated items • VAT-exempted items • VAT-able items • current VAT rate	Textbook
2 weeks (Weeks 2-3)	2. Salaries and Wages Journal	Explanation, calculation and recording of salary and/or wage scales and payments in the journals and post to the ledger; this can be done manually or on a computerised spreadsheet. • Normal time • Overtime • Deductions - PAYE - Pension fund - Unemployment Insurance Fund - Medical aid - Union membership • Employer contributions - Pension fund - Unemployment Insurance Fund - Medical aid - Skills development levy Accounting equation Ethical conduct related to salaries and wages, e.g. contracts, payment in line with responsibilities, role of unions	Textbook Accounting stationery Newspaper articles (current and relevant ethical issues) *Optional: computers and software (spreadsheet)*

Week/hour	Topic	Content	Recommended resources
4 weeks (Weeks 4-7)	3. Financial Accounting of a sole trader	Preparation of final accounts of a sole trader taking into account year-end adjustments Related concepts Application of GAAP principles Accounting equation Pre-adjustment Trial Balance *Year-end adjustments:* • trading stock deficit/surplus • consumable stores on hand • depreciation (on cost price/straight line, on diminishing balance methods) • bad debts • bad debts recovered (Including reciepts from solvent estates) • correction of errors/omissions • accrued income (receivable) • income received in advance (deferred) • expenses prepaid • accrued expenses (payable). • Interest on mortgage bond (capitalised) Post-adjustment Trial Balance Closing transfers *Final accounts:* • Trading Account • Profit and Loss Account Post-closing Trial Balance Reversal of certain yearend adjustments at beginning of next financial period, i.e. accruals, income received in advance and prepayments.	Textbook Accounting stationery
1 week (Week 8)	Revision exercises	Revision of all topics covered during the first two terms	Textbook exercises
2 weeks (Weeks 9-10)	**Midyear examination**		

Term 2: Formal assessment		
Form of assessment	Project (bookkeeping)	Mid-year examination
Marks	50	200

The content dealt with during terms 1 and 2 should be revised for the mid-year examination.

GRADE 10

TERM 3

Week/hour	Topic	Content	Recommended resources
6 weeks (Weeks 1-6)	1. Financial accounting of a sole trader - preparation of financial statements	Preparation of financial statements of a sole trader taking into account yearend adjustments Related concepts Application of GAAP principles Accounting equation *Year-end adjustments:* • trading stock deficit/surplus • consumable stores on hand • depreciation (on cost price/straightline, on diminishing balance. methods) • bad debts • bad debts recovered (Including receipt from insolvent estate) • correction of errors/omissions • accrued income (receivable) • income received in advance (deferred) • expenses prepaid • accrued expenses (payable). *Financial statements and notes:* • Income Statement • Balance Sheet	Textbook Accounting stationery
2 weeks (Weeks 7-9)	2. Financial Accounting of a sole trader - analysis and interpretation of financial statements	Analysis and interpretation of financial statements and notes: • gross profit on sales • gross profit on cost of sales • net profit on sales • operating expenses on sales • operating profit on sales • current ratio • acid test ratio • solvency ratio • return on equity	Textbook Accounting stationery
1 week (Week 10)	Revision exercises	Revise topics covered during the term.	Textbook exercises

Term 3: Formal assessment		
Form of assessment	Case study	Test
Total marks	50	100

A test should cover the content dealt with during the term.

Daily assessment is important to monitor teaching and learning.

GRADE 10

TERM 4

Week/hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Cost Accounting	Definition and explanation of basic cost concepts: • direct labour • indirect labour • direct materials (raw materials) • indirect materials • factory overhead costs • Prime cost • variable costs • fixed costs • workinprocess. Application of principles of internal control Ethical behaviour related to a manufacturing business	Textbook Accounting stationery
1 week (Week 2)	2. Budgeting	Define and explain basic budgeting concepts: • cash budget • zerobased budget • capital budget • longterm budget • mediumterm budget.	Textbook Accounting stationery
4 weeks (Weeks 3-6)	Revision exercises	*Revise all topics in preparation for final examinations.*	Textbook exercises Accounting stationery
2 weeks		**Endofyear examination**	

Term 4		
Year-mark	End-of-year examination	Total
100	300	400

3.2.3 Summary of Annual Teaching Plan Grade 11

GRADE 11

	Term 1									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Reconciliations			Fixed assets			Partnerships: adjustments, General Ledger, accounting equation, final accounts, financial statements			
Assessment	Informal			Written report			Test			
	Term 2									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Partnerships: analysis and interpretation			Clubs: concepts, Ledger, Statement of Receipts and Payments				Revision	Examinations	
Assessment	Informal			Project				Informal	Mid-year examination	
	Term 3									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Cost accounting: Calculations, General Ledger				Budgeting: Projected Income Statement, debtors' collection, creditors' payments, Cash Budget			Inventory systems		Revision
Assessment	Informal			Presentation				Test		
	Term 4									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Value Added Tax (VAT)		Revision and examination preparation				Examination			Admin and planning for the following year
Assessment	Informal						Final examination			

3.2.4 Annual Teaching Plan Grade 11

GRADE 11

TERM 1

Week/hour	Topic	Content	Recommended resources
Continuously throughout the year	1. Ethics	Identification and analysis of ethical behaviour applicable to financial environments with reference to accountability, transparency and sustainability *This topic should be integrated with other topics using appropriate scenarios.*	Case studies Newspaper articles Textbook
Continuously throughout the year	2. Internal control	Demonstration of the knowledge of internal audit processes: • definition and explanation of what is meant by an internal audit • knowledge of the difference between internal control and an internal audit, the role of the internal auditor, division of duties, documentation and physical controls • identification of internal audit procedures relating to: - handling of cash - buying and selling on credit - stock - debtors - creditors. *This topic should be integrated with other topics.*	Case studies Newspaper articles Textbook

Week/hour	Topic	Content	Recommended resources
3 weeks (Weeks 1-3)	3. Reconciliations	Reconciliation of bank statements with cash journals in order to prepare bank reconciliation statements: • outstanding deposits • cheques not yet presented for payment • stop/debit orders • direct transfers • bank charges • interest received or charged • correction of errors or omissions • cheques R/D or cancelled • post-dated cheques received/issued. Reconciliation of statements received from creditors with accounts in Creditors' Ledger of a business in order to prepare creditors' reconciliation statements: • outstanding invoices or credit notes • outstanding payments • discounts not recorded • correction of errors or omissions. Integration of issues of internal control Integration of ethical issues	Textbooks Bank statements Bank brochures
3 weeks (Weeks 4-6)	4. Tangible/ fixed assets	Understanding the concept of a tangible/fixed asset register Recording the acquisition of tangible/fixed assets Calculation and recording of depreciation • on cost price (straightline method) • diminishing balance method. Understanding how tangible/fixed assets are recorded when they are fully depreciated Recording the disposal of tangible/fixed assets (cash, credit, trade-in): • at the beginning of a financial year • during a financial year • at the end of a financial year. Integration of issues of internal control - control measures over fixed assets Integration of ethical issues relating to fixed assets - responsible use of fixed assets	Textbooks Newspaper adverts and articles

Week/hour	Topic	Content	Recommended resources
4 weeks (Weeks 7-10)	5. Financial Accounting of partnerships - preparation	Definition and explanation of accounting concepts unique to partnerships: • Partnership • capital accounts • current accounts • interest on capital • salaries to partners • bonus to partners • division of profits/losses.	Textbooks Examples of partnership agreements Accounting stationery
	GAAP principles	Definition and explanation of Generally Accepted Accounting Practice (GAAP) principles: • historical cost • prudence • materiality • business entity rule • going concern • matching	
	Bookkeeping of a partnership	Accounting cycle of partnerships: • documents and journals • Post to the Ledger • Trial Balance	
		Preparation of final accounts and financial statements of a partnership taking into account yearend adjustments Accounting equation *Year-end adjustments:* • trading stock deficit/surplus • consumable stores on hand • depreciation (on cost price/ straightline, on diminishing balance methods) • bad debts • bad debts recovered (Including reciepts from solvent estates) • correction of errors/omissions • accrued income (receivable) • income received in advance (deferred) • expenses prepaid • accrued expenses (payable) • provision for bad debts • salaries to partners • bonus to partners • interest on capital • Interest on loan (Capitalized) • appropriation of profit/loss.	

Week/hour	Topic	Content	Recommended resources
		Final accounts: • Trading account • Profit and Loss account • Appropriation account *Reversal of certain yearend adjustments at beginning of next financial period, i.e. accruals, income received in advance and prepayments* *Financial statements and notes:* • Income Statement • Balance Sheet	

Term 1: Formal assessment		
Form of Assessment	Written report	Test
Total marks	50	100

Note:

A test should cover the content dealt with during the term.

Daily assessment is important to monitor teaching and learning.

Teachers should give the project to learners in term 1 (week 5) and instruct learners to submit it in term 2. This will give learners ample time to complete the project. Part of the project content is covered in term 1 and another part in term 2.

GRADE 11

TERM 2

Week/hour	Topic	Content	Recommended resources
3 weeks (Weeks 1-3)	1. Financial accounting of partnerships - analysis and interpretation	Analysis and interpretation of financial statements and notes Revision of the following: • gross profit on sales • gross profit on cost of sales • net profit on sales • operating expenses on sales • operating profit on sales • solvency ratio • current ratio • acid test ratio Introduction to and covering of the following: • stock turnover rate • stock holding period • average debtors' collection period • average creditors' payment period • debt-equity ratio (gearing) • partners' earnings • return on partners' equity	Textbook
4 weeks (Weeks 4-7)	2. Financial accounting of nonprofit organisations (clubs)	Definition and explanation of accounting concepts unique to nonprofit organisations (clubs): • nonprofit organisations • constitution • accumulated fund • membership fees • entrance fees • affiliation fees • honorarium • surplus • deficit	Textbook Constitutions of clubs Accounting stationery
		Accounting cycle for non-profit organisations (clubs): • preparation of Analysis Cash Book • posting to the Ledger (particularly accounts unique to nonprofit organisations, viz. Accumulated Fund, membership fees, entrance fees, stock accounts, e.g. refreshments, ties, rugby jerseys) • drafting of a Trial Balance • preparation of Statement of Receipts and Payments • understanding of differences between receipts & income and; payments & expenses	

Week/hour	Topic	Content	Recommended resources
1 week (Week 8)	Revision exercises	*Revise topics covered during first two terms.*	Textbook exercises
2 Weeks (Weeks 9-10)		**Midyear examination**	

Term 2: Formal assessment		
Form of assessment	Project	Midyear examinations
Marks	50	300

Daily assessment is important to monitor teaching and learning

The content dealt with for term 1 and 2 should be revised for the mid-year examination.

GRADE 11

TERM 3

Week/hour	Topic	Content	Recommended resources
4 weeks (Weeks 1-4)	1. Cost Accounting	Calculation of the following costs in a manufacturing environment: • variable and fixed costs • the cost of a product using variable and fixed costs • unit cost • contribution per unit • Breakeven point. Preparation of ledger accounts of a manufacturing business *Balance Sheet Section:* • raw material stock • workinprogress stock • finished goods stock • consumable stores stock (indirect materials). *Nominal Accounts Section:* • sales • cost of sales • raw materials issued • factory wages • factory electricity • factory rent • depreciation on factory equipment, etc. *Cost Accounts Section:* • direct (raw) materials cost • direct labour cost • factory overhead cost • administration cost • selling and distribution cost. Integration of ethical issues related to a manufacturing environment Integration of internal audit and internal control issues related to a manufacturing environment	Textbook

Week/hour	Topic	Content	Recommended resources
3 weeks (Weeks 5-7)	2. Budgeting	Preparation and presentation of a cash budget for sole traders: • projected receipts and payments • projected debtors' collection • projected creditors' payments • Cash Budget. Preparation and presentation of Projected Income Statement • projected revenue and expenditure. Integration of ethical issues Integration of internal audit and internal control issues	Textbook Accounting stationery
2 weeks (Weeks 8-9)	3. Inventory systems	Definition and explanation of the following stock systems: • Perpetual stock system • Periodic stock system Knowledge of the advantages and disadvantages of the periodic and perpetual stock systems Recording of transactions using the periodic stock system in the journals and ledgers, comparing it with the perpetual stock system: • purchases account as opposed to Trading Stock account • Opening Stock and Closing Stock accounts • Trading account • carriage on purchases • custom and import duties.	Textbook Accounting stationery
1 week Week 10	Revision exercises	Revision of term's work	Textbook exercises

Term 3: Formal assessment		
Form of assessment	Presentation	Test
Total marks	50	100

A test should cover the content covered during the term.

Daily assessment is important to monitor teaching and learning.

GRADE 11

TERM 4

Week/hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	1. Value Added Tax (VAT)	Perform VAT calculations: • use current rate • add VAT to cost price plus markup amount • calculate VAT from VAT-inclusive amount • invoice or receipt base. Understand the effect of bad debts, discounts and goods returned on VAT Integrate ethics relating to VAT - VAT fraud, etc. Integrate internal audit and internal control processes over collection of VAT from customers and payment of VAT to SARS.	Textbook Accounting stationery Newspaper articles
4 weeks (Weeks 3-6)	Revision exercises	Revision of all topics in preparation for final examination	Textbook exercises
		Endofyear examination	

Term 4		
Yearmark	**Endofyear examination**	**Total**
100	300	400

3.2.5 Summary of Annual Teaching Plan Grade 12

GRADE 12

	Term 1									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Companies: unique transactions		Companies - final accounts, financial statements and notes (Income Statement, Balance Sheet, Cash Flow Statement)					Companies - analysis and interpretation		Companies - analysis of published financial statements and audit reports
Assessment	Written report		Informal					Test		
	Term 2									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Ethics Fixed assets	Close corporations Internal control	Inventory systems		Reconciliations		Value Added Tax		Examinations	
Assessment	Project		Informal						Midyear examination	
	Term 3									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Cost Accounting: Production Cost Statement with notes, Trading and Profit and Loss Statement, unit costs, break-even			Budgeting			Revision		Examinations	
Assessment	Test			Case study					Trial examinations	
	Term 4									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Revision and examination preparation				Examination					Admin and planning for the following year
Assessment	Informal				Final examination					

3.2.6 Grade 12 Annual Teaching Plan

GRADE 12

TERM 1

Week/Hour	Topic	Content	Recommended Resources
2 weeks (Weeks 1-2)	1. Financial accounting of companies - concepts and unique ledger accounts	Definition and explanation of accounting concepts unique to companies: • companies - public and private • Companies Act • Registrar of Companies - Registration certificate • Memorandum of Incorporation • income tax/provisional income tax • dividends • shares • issue price • earnings • shareholders • directors • auditors • limited liability • separation of ownership from control • retained income • authorised share capital • issued share capital • Johannesburg Securities Exchange (JSE)	Textbook Accounting stationery
	GAAP principles	Definition and explanation of International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Practice (GAAP) Definition and explanation of the following specific GAAP principles: • historical cost • prudence • materiality • business entity rule • going concern • matching	

Week/Hour	Topic	Content	Recommended Resources
	Bookkeeping of companies	Accounting cycle for a company: • journals • ledger accounts • Trial Balance Transactions include: • issuing of shares at issue price (note that par value and share premium no longer exist in terms of the Companies Act) • buying back of shares • loans and interest (note: interest on a mortgage loan is capitalised) • income tax • dividends • directors' fees • audit fees.	
5 weeks (Weeks 3-7)	2. Financial accounting of companies - preparation of final accounts and financial statements	Preparation of final accounts and detailed financial statements of a company taking into account yearend adjustments. *Year end adjustments:* • trading stock deficit/surplus • consumable stores on hand • depreciation (on cost price/straight line, on diminishing balance methods) • bad debts • bad debts recovered (Including reciepts from solvent estates) • correction of errors/omissions • accrued income (receivable) • income received in advance (deferred) • expenses prepaid • accrued expenses (payable) • provision for bad debts • adjustments related to income tax • adjustments related to the payment and declaration of dividends. *Final accounts:* • Trading account • Profit and Loss account • Appropriation account *Reversal of certain adjustments, i.e. accruals, income received in advance, and prepayments*	Textbook Accounting stationery

Week/Hour	Topic	Content	Recommended Resources
		Financial statements and notes: • Income Statement • Balance Sheet • Cash Flow Statement Analysis and indication of the effect of transactions on the accounting equation of a company; all transactions affecting a company up to financial statements Integration of reporting and control of fixed assets Integration of ethical considerations relating to companies - roles of shareholders and directors, manipulation of share prices, corporate governance, etc. Integration of internal audit and control processes relating to companies Application of GAAP principles and IFRS	
2 weeks (Weeks 8-9)	3. Financial accounting of companies - analysis and interpretation of financial statements	Analysis and interpretation of Income Statement, Balance Sheet and Notes Revision of the following financial indicators: • gross profit on sales • gross profit on cost of sales • net profit on sales • operating expenses on sales • operating profit on sales • current ratio • acid test ratio • stock turnover rate • stock holding period • average debtors' collection period • average creditors' payment period • solvency ratio. Introduction and coverage of the following financial indicators: • debt-equity ratio (gearing) • return on shareholders' equity • return on total capital employed • net asset value per share • dividends per share • earnings per share	Textbook Accounting stationery

Week/Hour	Topic	Content	Recommended Resources
1 week (Week 10)	4. Financial accounting of companies - analysis of published financial statements	Analysis of a company's published financial statements and annual reports comprising Directors' Report, Independent Auditors' Report, Abridged Income Statement, Balance Sheet and Cash Flow Statement, together with additional information relating to governance and the company's activities.	Textbook Accounting stationery Published annual report (or extracts) of a public company

Term 1: Formal assessment		
Form of assessment	Written report	Test
Total marks	50	100

A project that will allow learners to analyse and interpret financial information or to answer problem-solving questions using critical and creative thinking is recommended. This task must be given to learners towards the end of term 1 and be submitted in term 2. Aspects of the task may be covered during class activities.

Daily assessment is important to monitor teaching and learning.

GRADE 12

TERM 2

Week/hour	Topic	Content	Recommended resources
½ week (Week 1)	1. Ethics	• Understanding the role of professional bodies, e.g. South African Institute of Chartered accountants (SAICA) and South African Institute of Professional Accountants (SAIPA) • Discussion of disciplinary and punitive measures that are applied for non-compliance with the Code of Professional Conduct • Understanding the policies governing ethical behaviour in the financial environment, viz. King Code III • Understanding the legislation governing companies: - Basic principles in Companies Act, i.e. directors' performance evaluation, remuneration policies, dispute resolution, business rescue, conflict of interests, responsibilities of directors *This topic should be consolidated, having been integrated with other topics.*	Textbook Case studies/ scenarios Companies Act SAICA and SAIPA Codes King Code III (overview only)
½ week (Week 1)	2. Tangible/fixed assets	Interpretation and reporting on the movements of fixed assets: • age of assets • replacement rate • life span of assets. Integration of GAAP principles relating to fixed assets Integration of ethical issues relating to fixed assets Integration of internal audit and control processes relating to fixed assets	Textbook Accounting stationery Newspaper adverts and articles
½ week (Week 2)	3. Financial accounting of close corporations	Definition and explanation of accounting concepts unique to close corporations: • close corporation • founding statement • members • loans to members • loans from members • distribution to members. Identify differences in the financial statements of companies and close corporations, particularly with regard to terminology.	Textbook

Week/hour	Topic	Content	Recommended resources
½ week (Week 2)	4. Internal control	Application of internal control and internal audit processes in a business environment: • means of gathering audit evidence • basis for gathering audit samples • basic sampling techniques • internal audit reports • accountable management of resources. Understanding the difference between the roles of internal and external auditors *This topic should be consolidated, having been integrated with other topics.*	Textbook Case studies
2 weeks (Weeks 3-4)	5. Inventory systems	Validation, valuation and calculation of inventories of businesses using the perpetual and periodic inventory systems: • specific identification (of cost price per unit) • first in, first out (FIFO) • weighted average Integration of GAAP principles relating to inventories Integration of ethical issues relating to inventories Integration of internal audit and control processes relating to inventories	Textbook Accounting stationery
2 weeks (Weeks 5-6)	6. Reconciliations	Analysis and interpretation of bank, debtors' and creditors' reconciliations: • reconcile creditors' statements with their personal accounts • reconcile debtors lists and creditors lists with control accounts • analyze and interpret debtors' age analysis • analyze and interpret bank statements and bank reconciliation statements. Integration of ethical issues relating to cash, debtors and creditors: payment periods, interest, credit ratings, fraud, etc. Integrate internal audit and internal control issues relating to cash, debtors and creditors	Textbook Accounting stationery Newspaper articles Examples of bank statements and debtors' & creditors' statements
1 week (Week 7)	7. Value Added Tax (VAT)	Calculate the amount payable to or receivable from the South African Revenue Services (SARS) Completion of the VAT control ledger account from given information Integration of ethical issues relating to VAT Integration of internal audit and control processes	Textbook Accounting stationery SARS brochures & VAT return forms Newspaper articles

Week/hour	Topic	Content	Recommended resources
1 week (Week 8)	Revision exercises	Revision of topics covered during first two terms.	Textbook exercises
2 weeks (Weeks 9-10)		**Midyear examination**	

Term 2: Formal assessment		
Form of assessment	Project	Midyear examination
Marks	50	300

Note: Term 2 formal task was given in term 1. Learners should complete the task for term 2 and submit it.

The content dealt with for term 1 and term 2 should be revised for the mid-year examination.

At the end of the 2nd term, learners must be able to analyse and interpret financial information and answer any problem-solving questions using critical and creative thinking. These include solving real-life problems within the context of the accounting curriculum.

Daily assessment is important for monitoring teaching and learning.

GRADE 12

TERM 3

Week/hour	Topic	Content	Recommended resources
3 weeks (Weeks 1-3)	1. Cost Accounting	Definition and explanation of accounting concepts unique to a manufacturing business Preparation, presentation, analysis, interpretation and reporting on cost information for manufacturing enterprises: • preparation of a production cost statement with notes for manufacturing costs • preparation of a short-form Income Statement with notes for administration cost and selling & distribution cost • calculation of gross profit on finished goods sold • calculation of variable and fixed costs • calculation of the cost of a product using variable and fixed costs • calculation of cost per unit • calculation of contribution per unit • calculation of breakeven point • calculation of total cost of production. Integration of ethical issues relating to manufacturing: product quality, product age, raw materials, support for local products, pricefixing, theft, fraud, etc. Integration of internal audit and control processes relating to manufacturing	Textbook Accounting stationery
3 weeks (Weeks 4-6)	2. Budgeting	Analysis, interpretation and comparison of projected income statements for sole traders or companies. *Projected Income Statement* • sales • cost of sales • expenses • income • profits Analysis, interpretation and comparison of cash budgets for sole traders or companies. *Cash Budget* • receipts • payments • debtors' collection • creditors' payment • cash balances Integration of ethical issues relating to budgeting and projections Integration of internal audit and control processes relating to budgets and projections by comparing budget to actual figures	Textbook Accounting stationery

Week/hour	Topic	Content	Recommended resources
2 weeks (Weeks 7-8)	Revision	Revision activities	Textbook exercises
2 weeks (Weeks 9-10)		**Preliminary examination**	

Term 3: Formal assessment			
Form of assessment	Test	Case study	Preliminary examination
Total marks	100	50	300

A trial examination should cover the entire curriculum and the structure of the question paper should resemble the final examination question paper.

Daily assessment is important for monitoring teaching and learning.

GRADE 12

TERM 4

Week/hour	Topic	Content	Recommended resources
4 weeks (Weeks 1-4)	Revision exercises	Revision of all topics in preparation for final examinations	Previous question papers Textbook exercises Exemplar papers Examination Guidelines
6 weeks (Weeks 5-10)		**Final examination**	

Term 4		
Year mark	**Endofyear examination**	**Total**
100	300	400

SECTION 4

4.1 What is assessment?

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Accounting gathers valid information about the learners' knowledge, skills, values, attitudes and ability to make meaningful and informed, personal, collaborative financial decisions in economic and social environments. The study and assessment of Accounting must not only cover the recording, reporting and interpreting of financial information but should also promote critical reflection on diverse Accounting issues.

Accounting covers valuable skills that prepare learners for success in a variety of careers. Teachers must take all these skills into account when planning teaching, learning and assessment activities. For example, the ability to make appropriate financial decisions in consultation with other stakeholders in a business context is crucial for learners to achieve success or exploit opportunities in the business environment.

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks,

projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The Programme of Assessment for Accounting in Grades 10 and 11 consists of seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Accounting, while the endofyear examination is the seventh task and makes up the remaining 75%.

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Accounting and an external examination which makes up the remaining 75%. The Programme of Assessment for Accounting consists of seven tasks which are internally assessed. The external examination is externally set and moderated.

Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Tasks undertaken during the year	Endofyear examination
R - 3	100%	n/a
4 - 6	75%	25%
7 - 9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

Table 1

Cognitive levels	Activity	Percentage of task
Knowledge and comprehension Levels 1 and 2	Basic thinking skills (e.g. factual recall, lowlevel comprehension and lowlevel application)	30%
Application and analysis Levels 3 and 4	Moderately high thinking skills (e.g. more advanced application, interpretation and lowlevel analysis)	40%
Synthesis and evaluation Levels 5 and 6	Higherorder thinking skills (e.g. advanced analytical skills, evaluation and creative problem-solving)	30%

4.4 Programme of Assessment Grades 10-12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Accounting are indicated below:

Grade 10 Programme of Assessment

	Term 1		Term 2		Term 3		Term 4		
Assessment	**Presentation**	**Test**	**Project**	**Midyear examination**	**Case study**	**Test**	**Yearmark**	**Endofyear examination**	**Total**
Total marks	**50**	**100**	**50**	**200**	**50**	**100**		**300**	
Convert to a mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2.5)	20 (200 ÷ 10)	10 (50 ÷ 5)	20 (100 ÷ 5)	**100**	**300**	**400**

Grade 11 Programme of Assessment

	Term 1		Term 2		Term 3		Term 4		
Assessment	**Written report**	**Test**	**Project**	**Midyear examination**	**Presentation**	**Test**	**Yearmark**	**Endofyear examination**	**Total**
Total marks	**50**	**100**	**50**	**300**	**50**	**100**		**300**	
Convert to a mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2.5)	20 (300 ÷ 15)	10 (50 ÷ 5)	20 (100 ÷ 5)	**100**	**300**	**400**

Grade 12 Programme of Assessment

	Term 1		Term 2		Term 3			Term 4		
Assessment	**Written report**	**Test**	**Project**	**Midyear examination**	**Test**	**Case study**	**Trial examination**	**Yearmark**	**Endofyear examination**	**Total**
Total marks	**50**	**100**	**50**	**300**	**100**	**50**	**300**		**300**	
Convert to a mark out of:	10 (50 ÷ 5)	10 (100 ÷10)	20 (50 ÷ 2.5)	20 (300 ÷ 15)	10 (100 ÷ 10)	10 (50 ÷ 5)	20 (300 ÷ 15)	**100**	**300**	**400**

4.4.1 Other forms of assessment

Project

A project in each of the grades in the FET band is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to commencement of the project and their progress must be monitored.

- Aspects of the project should be completed in class to enable teachers to monitor progress;
- All criteria used to assess the project must be discussed with the learners.
- Generally, projects are given a longer period of time to complete as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Often projects can pertain to some form of problem; and
- Research may form part of the project - the project is the evidence of the research conducted. However, this is not always the case, e.g. the computerised accounting programme will not involve research but develop skills.

A suggestion is that projects are dealt with towards the end of a particular term (e.g. first term) for submission during the **next** term.

Presentation

Presentations can be written or oral, but there must be evidence of the presentation. All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation.

Where resources are available, the use of electronic presentations should be encouraged.

Case Study

Learners are presented with a real-life situation, a problem or an incident related to the topic. They are expected to assume a particular role in articulating the position. They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve a problem or problems.

Newspaper articles, magazine articles, and TV or radio presentations form excellent case studies. Learners have to read and/or listen, digest the information and then make informed decisions. Questions can range from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.

Case studies are a very good way of keeping the subject up to date and relevant.

Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and it is specific to the topic, e.g. a business has come to you for advice on whether the business is experiencing liquidity problems. Often it implies consulting with an expert for advice on some problem - therefore it links very well with problem-solving.

Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10-12. These tests should adhere to the following:

- they must be completed by all classes in the same grade on the same day;
- all learners write the same test, which is completed under examination conditions;
- questions must comply with yearend examination standards;

- where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test;
- duration of each of these tests should be at least one hour for 100 marks;
- tests should cover the different cognitive levels as in examinations. See table on cognitive levels in section

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- *Content*

Content stipulated specifically for the grade	80%
Content stipulated in previous grades which have an impact on assessment in subsequent grades	20%

- *Cognitive levels: Refer to Bloom's revised taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating*

Basic thinking skills (e.g. factual recall, lowlevel comprehension and low-level application)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and lowlevel analysis)	40%
Higherorder thinking skills (e.g. advanced analytical skills, evaluation and creative problem-solving)	30%

- *Problem solving*

  Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum.

  These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners. For example, '*surface*' problem-solving questions might involve recall or comprehension skills on familiar information while '*deep'* problem-solving questions will generally involve creative solutions in new and unfamiliar scenarios falling within the ambit of the Accounting curriculum.

  While ratio and analysis can form very interesting problem-solving questions, the topic of problem solving goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired.

  Guidelines for '*deep*' problem-solving questions:

  - Learners identify problems from Accounting information provided.
  - Learners quote the relevant information to support their opinions on the problems.
  - Learners provide valid and appropriate solutions.

Midyear examinations

Below is an outline of the structure of the mid-year examinations in each of the grades.

	Paper	Time	Marks	Topics
Grade 10	1	2 hours	200	In proportion to time devoted to each topic (as indicated in work schedule)
Grade 11	1	3 hours	300	
Grade 12	1	3 hours	300	

Trial examination (Grade 12 only)

A trial examination is one of the seven tasks of the Programme of Assessment for **Grade 12**. Ideally, the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Content
Grade 12	1	3 hours	300	Full scope

End of year examinations

Grades 10-12 should write a 3hour examination of 300 marks as a final examination.

	Paper	Time	Marks	Financial Accounting	Managerial Accounting	Managing resources
Grade 10	1	3 hours	300	60% - 70%	5% - 10%	25% - 30%
Grade 11	1	3 hours	300	50% - 60%	20% - 25%	20% - 25%
Grade 12	1	3 hours	300	50% - 60%	20% - 25%	20% - 25%

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parentteacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels.

4. 7 Annexure: format of financial statements

SOLE PROPRIETOR
INCOME STATEMENT - SERVICE BUSINESS

Name of sole proprietor

Name of business

INCOME STATEMENT FOR THE YEAR ENDED …….

	Note	R
Income from services rendered		
Other operating income		
Discount received		
Rent income		
Profit on sale of assets		
Commission income		
etc.		
Gross operating income		
Operating expenses		
Salaries and wages		
Advertising		
Depreciation		
Bad debts		
Sundry expenses		
etc.		
Operating profit (loss)		
Interest income	1	
Profit (loss) before interest expense		
Interest expense	2	
Net profit (loss) for the year		

SOLE TRADER
INCOME STATEMENT - TRADING BUSINESS

Name of sole trader

Name of business

INCOME STATEMENT FOR THE YEAR ENDED ……

	Note	R
Sales		
Cost of sales		
Gross profit		
Other operating income		
Discount received		
Rent income		
Profit on sale of assets		
Bad debts recovered		
etc.		
Gross operating income		
Operating expenses		
Salaries and wages		
Advertising		
Depreciation		
Bad debts		
Sundry expenses		
etc.		
Operating profit (loss)		
Interest income	1	
Profit (loss) before interest expense		
Interest expense	2	
Net profit (loss) for the year		

SOLE TRADER
BALANCE SHEET - TRADING BUSINESS

Name of sole trader

Name of business

BALANCE SHEET AT ……

	Note	R
ASSETS		
NON-CURRENT ASSETS		
Fixed / Tangible assets	3	
Financial assets		
CURRENT ASSETS		
Inventories	4	
Trade & other receivables	5	
Cash & cash equivalents	6	
TOTAL ASSETS		
EQUITY & LIABILITIES		
OWNERS' EQUITY		
Capital	7	
NON-CURRENT LIABILITIES		
Loan from		
Loan from		
CURRENT LIABILITIES		
Trade & other payables	8	
Bank overdraft		
Current portion of loan *(NB: could be placed in Note 8)*		
TOTAL EQUITY & LIABILITIES		

SOLE TRADER
NOTES TO FINANCIAL STATEMENTS - TRADING BUSINESS

Name of sole trader

Name of business

NOTES TO THE FINANCIAL STATEMENTS AT ……..

1 INTEREST INCOME

On fixed deposit				
On savings account				
On current bank account				
On overdue debtors				

2 INTEREST EXPENSE

On loan from				
On overdraft				

3 FIXED/TANGIBLE ASSETS

	Land & buildings	**Vehicles**	**Equipment**	**Total**
Carrying value at beginning of year				
Cost				
Accumulated depreciation				
Movements				
Additions				
Disposals at carrying value				
Depreciation				
Carrying value at end of year				
Cost				
Accumulated depreciation				

4 INVENTORIES

Trading stock	
Consumable stores on hand	

5 TRADE & OTHER RECEIVABLES

Trade debtors	
Provision for bad debts	
Net trade debtors	
Expenses prepaid	
Income accrued (receivable)	

6 CASH & CASH EQUIVALENTS

Fixed deposit (maturing within 12 months)	
Savings account	
Bank	
Cash float	
Petty cash	

7 OWNER'S EQUITY

Balance at beginning of year	
Additional capital contributed	
Net profit (loss) for the year	
Drawings	
Balance at end of year	

8 TRADE & OTHER PAYABLES

Trade creditors	
Expenses accrued (payable)	
Income received in advance (deferred)	

PARTNERSHIP
INCOME STATEMENT - TRADING BUSINESS

Names of partners

Name of business

INCOME STATEMENT FOR THE YEAR ENDED ……

	Note	R
Sales		
Cost of sales		
Gross profit		
Other operating income		
Discount received		
Rent income		
Profit on sale of assets		
Bad debts recovered		
etc.		
Gross operating income		
Operating expenses		
Salaries and wages		
Advertising		
Depreciation		
Bad debts		
Sundry expenses		
etc.		
Operating profit (loss)		
Interest income	1	
Profit (loss) before interest expense		
Interest expense	2	
Net profit (loss) for the year		

PARTNERSHIP
BALANCE SHEET - TRADING BUSINESS

Names of partners

Name of business

BALANCE SHEET AT .....

	Note	R
ASSETS		
NON-CURRENT ASSETS		
Fixed / Tangible assets	3	
Financial assets		
CURRENT ASSETS		
Inventories	4	
Trade & other receivables	5	
Cash & cash equivalents	6	
TOTAL ASSETS		
EQUITY & LIABILITIES		
OWNER'S EQUITY		
Capital	7	
Current accounts	8	
NON-CURRENT LIABILITIES		
Loan from		
Loan from		
CURRENT LIABILITIES		
Trade & other payables	8	
Bank overdraft		
Current portion of loan *(NB could be placed in Note 8)*		
TOTAL EQUITY & LIABILITIES		

PARTNERSHIP
NOTES TO FINANCIAL STATEMENTS - TRADING BUSINESS

Names of partners
Name of business
NOTES TO THE FINANCIAL STATEMENTS AT ……..

1 INTEREST INCOME

On fixed deposit	
On savings account	
On current bank account	
On overdue debtors	

2 INTEREST EXPENSE

On loan from	
On overdraft	
On overdue creditors	

3 FIXED/TANGIBLE ASSETS

	Land & buildings	Vehicles	Equipment	Total
Carrying value at beginning of year				
Cost				
Accumulated depreciation				
Movements				
Additions				
Disposals at carrying value				
Depreciation				
Carrying value at end of year				
Cost				
Accumulated depreciation				

4 INVENTORIES

Trading stock		
Consumable stores on hand		

5 TRADE & OTHER RECEIVABLES

Trade debtors	
Provision for bad debts	
Net trade debtors	
Expenses prepaid	

Income accrued (receivable)	
Deposit for water and electricity	

6 CASH & CASH EQUIVALENTS

Fixed deposit (maturing within 12 months)	
Savings account	
Bank	
Cash float	
Petty cash	

7 CAPITAL

Balance at beginning of year	
Net profit (loss) for the year	
Additional capital contributed	
Decreasing of capital	
Balance at end of year	

8	**CURRENT ACCOUNTS**	**Partner A**	**Partner B**	**Total**
	Net profit as per Income Statement			
	Partners' salaries			
	Interest on capital			
	Partners' bonuses			
	Primary distribution of profit			
	Final distribution of profit			
	Drawings for the year			
	Undrawn profits (retained income) for the year			
	Balance at beginning of year *(may be used as the starting figure at the top of this note)*			
	Balance at end of year			

9 TRADE & OTHER PAYABLES

Trade creditors	
Expenses accrued (payable)	
Income received in advance (deferred)	
Creditors for salaries	
Pension Fund	
Medical Fund	
South African Revenue Services (PAYE)	
etc.	

CLUB
STATEMENT OF RECEIPTS AND PAYMENTS

Name of club

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED ……

	Note	R
RECEIPTS		
Membership fees		
Entrance fees		
Donations		
Sale of refreshments		
Fixed deposit matured		
Interest on fixed deposit		
Interest on savings account		
etc.		
PAYMENTS		
Salaries and wages		
Purchase of refreshments		
Investment in fixed deposit		
Repairs		
Equipment		
Bank charges		
Creditors		
etc.		
Surplus (Deficit) for the year		
Opening balances		
Bank		
Savings account		
Closing balances		
Bank		
Savings account		

INVESTMENT IN FIXED DEPOSIT	
Balance at beginning of year	
Changes during the year	
Interest capitalised	
Balance at end of year	

COMPANY
INCOME STATEMENT

…….. LIMITED

INCOME STATEMENT FOR THE YEAR ENDED …….

	Note	R
Sales		
Cost of sales		
Gross profit		
Other operating income		
Fee income (from services rendered)		
Rent income		
etc.		
Operating expenses		
Salaries & wages		
Directors' fees		
Audit fees		
Depreciation		
etc.		
Operating profit (loss)		
Interest income	1	
Interest expense	2	
Profit (loss) before tax		
Income tax		
Net profit (loss) after tax	8	

COMPANY
BALANCE SHEET

…….. LIMITED

BALANCE SHEET AT ……

	Note	R
ASSETS		
NONCURRENT ASSETS		
Fixed/Tangible assets	3	
Financial assets		
CURRENT ASSETS		
Inventories	4	
Trade & other receivables	5	
Cash & cash equivalents	6	
TOTAL ASSETS		
EQUITY & LIABILITIES		
SHAREHOLDERS' EQUITY		
Share capital	7	
Retained income	8	
NONCURRENT LIABILITIES		
Loan from		
Loan from		
CURRENT LIABILITIES		
Trade & other payables	9	
Bank overdraft		
Current portion of loan *(NB: could be placed in Note 10)*		
TOTAL EQUITY & LIABILITIES		

…… LIMITED

NOTES TO THE FINANCIAL STATEMENTS AT ……..

1 INTEREST INCOME

On fixed deposit	
On savings account	
On current bank account	
On overdue debtors	

2 INTEREST EXPENSE

On loan from	

3 FIXED ASSETS

	Land & buildings	Vehicles	Equipment	Total
Carrying value at beginning of year				
Cost				
Accumulated depreciation				
Movements				
Additions				
Disposals at carrying value				
Depreciation				
Carrying value at end of year				
Cost				
Accumulated depreciation				

4 INVENTORIES

Trading stock	
Consumable stores on hand	

5 TRADE & OTHER RECEIVABLES

Trade debtors	
Provision for bad debts	
Net trade debtors	
SARS (Income tax)	
Expenses prepaid	
Income accrued (receivable)	

6 CASH & CASH EQUIVALENTS

Fixed deposit (maturing within 12 months)	
Savings account	
Bank	
Cash float	
Petty cash	

7 ORDINARY SHARE CAPITAL

AUTHORISED

Number of authorised ordinary shares: _____ shares

ISSUED

_____ ordinary shares in issue at beginning of the year	
_____ additional shares issued during the financial year at issue price R____ each	
_____ ordinary shares in issue at end of the year	

8 RETAINED INCOME

Balance at beginning of year	
Net profit (loss) after tax for the year	
Dividends on ordinary shares	
Paid	
Recommended	
Balance at end of year	

9 TRADE & OTHER PAYABLES

Trade creditors	
Expenses accrued (payable)	
Income received in advance (deferred)	
Shareholders for dividends	
SA Revenue Services (income tax)	
Creditors for salaries	
Unemployment Insurance Fund	
Pension Fund	
Medical Aid Fund	

COMPANY
CASH FLOW STATEMENT

…… LIMITED

CASH FLOW STATEMENT FOR THE YEAR ENDED ……

	Note	R
Cash effects of operating activities		
Cash generated (utilised) from operations	1	
Interest paid		
Dividends paid	3	
Income tax paid	4	
Cash effects of investing activities		
Purchase of fixed assets	5	
Proceeds from sale of fixed assets		
Investments matured/placed		
Cash effects of financing activities		
Proceeds of shares issued		
Long-term loans received/repaid		
Net change in cash & cash equivalents	2	
Cash & cash equivalents at beginning of year	2	
Cash & cash equivalents at end of year	2	

NOTES TO THE CASH FLOW STATEMENT FOR YEAR ENDED ……

1 RECONCILIATION BETWEEN NET PROFIT BEFORE TAX AND CASH GENERATED FROM OPERATIONS

Net profit before taxation	
Adjustments in respect of:	
Depreciation	
Interest expense	
Operating profit before changes in working capital	
Cash effects of changes in working capital	
Change in inventory	

Change in receivables	
Change in payables	
Cash generated from operations	

2 CASH & CASH EQUIVALENTS

	Net change	Year 2	Year 1
Bank			
Cash float			
Petty cash			

3 DIVIDENDS PAID

Dividends for year as reflected in financial statements	
Balance at beginning of year	
Balance at end of year	
Dividends paid	

4 INCOME TAX PAID

Income tax for year as reflected in financial statements	
Balance at beginning of year	
Balance at end of year	
Income tax paid	

5 FIXED ASSETS PURCHASED

Land & buildings	
Vehicles	
Equipment	

WORKINGS	***FA at Net Book Value***
Start	
Add: Buy	
Less: Sell	
Less: Depreciation	
= End	

MANUFACTURING BUSINESS
PRODUCTION COST STATEMENT

Name of manufacturer .....

PRODUCTION COST STATEMENT FOR THE YEAR ENDED .....

	Note	R
Direct materials cost	1	
Direct labour cost	2	
Prime cost		
Factory overheads cost	3	
Total cost of production		
Add: Workinprocess at beginning of year		
Less: Workinprocess at end of year		
Cost of production of finished goods		

MANUFACTURING BUSINESS
INCOME STATEMENT

INCOME STATEMENT FOR THE YEAR ENDED .....

	Note	R
Sales		
Less: Cost of sales		
Gross profit		
Selling & distribution cost	4	
Administration cost	5	
Net profit		

This is the short-form Income Statement (with notes for cost accounts) advised for Manufacturing businesses.

NOTES TO THE PRODUCTION COST STATEMENT & INCOME STATEMENT

1	**DIRECT (RAW) MATERIALS COST**	**R**
	Balance at beginning of year	
	Purchases	
	Carriage inwards	
	Less: Balance at end of year	

2	**DIRECT LABOUR COST**	**R**
	Direct wages	
	Pension, medical & UIF benefits	

3	**FACTORY OVERHEADS COST**	**R**
	Factory indirect wages	
	Pension, medical & UIF benefits	
	Factory rent	
	Depreciation on factory equipment	

4	**SELLING & DISTRIBUTION COST**	**R**
	Commission on sales	
	Advertising	
	Bad debts	

5	**ADMINISTRATION COST**	**R**
	Office salaries	

Pension, medical & UIF benefits	
Depreciation on office equipment	

MANUFACTURING BUSINESS
CASH BUDGET

Name of business.....

CASH BUDGET FOR THE PERIOD ..... TO .....

*** Actual & variance columns optional*

*** Could also be shown monthly*

	Month 1	Month 2	Month 3	Total budget	** Actual	** Variance
RECEIPTS						
Cash sales						
Collections from debtors						
TOTAL RECEIPTS						
PAYMENTS						
Cash purchases of stock						
Payments to creditors						

	Month 1	Month 2	Month 3	Total budget	** Actual	** Variance
TOTAL PAYMENTS						
CASH SURPLUS/DEFICIT						
BALANCE AT BEGINNING OF MONTH						
CASH ON HAND AT END OF MONTH						

MANUFACTURING BUSINESS
DEBTORS' COLLECTION SCHEDULE

DEBTORS' COLLECTION SCHEDULE FOR THE PERIOD ..... TO .....

	Credit sales	Collections Month 1	Collections Month 2	Collections Month 3
Month -2				
Month -1				
Month 1				
Month 2				
Month 3				

MANUFACTURING BUSINESS
CREDITORS' PAYMENT SCHEDULE

Note: Format of Creditors' Payment Schedule may change depending on nature of information given

CREDITORS' PAYMENT SCHEDULE FOR THE PERIOD .....TO .....

	Month 1	Month 2	Month 3
Cost of sales			
Add: Closing stock			
Less: Opening stock			
= Purchases			
Cash purchases			
Credit purchases			

	Credit purchases	Payments Month 1	Payments Month 2	Payments Month 3
Month -2				
Month -1				
Month 1				
Month 2				
Month 3				

PROJECTED INCOME STATEMENT

Name of business.....

PROJECTED INCOME STATEMENT FOR THE PERIOD ..... TO .....

*** Actual & variance columns optional*

*** Could also be shown monthly*

	Month 1	**Month 2**	**Month 3**	**Total projection**	** **Actual**	** **Variance**
Sales						
Less: Cost of sales						
Gross profit						
Add: Other income						
Rent income						
Commission income						
Less: Operating expenses						
Salaries & wages						
Depreciation						

	Month 1	Month 2	Month 3	Total projection	** Actual	** Variance
Operating profit						
Add: Interest income						
Less: Interest expense						
Net profit						

4.8 General

This document should be read in conjunction with:

4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.8.2 The policy document, *National Protocol for Assessment Grades R-12.*