



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

APPLIED ACCOUNTING NQF LEVEL 2

September 2007

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Applied Accounting in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Applied Accounting* to prepare for and deliver Applied Accounting. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN APPLIED ACCOUNTING

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Applied Accounting must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Applied Accounting, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Applied Accounting Level 2:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes <u>EXAMPLES:</u> <ul style="list-style-type: none">• Do the financial recordkeeping of a simulated business from simulated documents (not a textbook).• Advise a person from the informal business sector to use a cash book and to do profit calculation as a community project.

**ASSESSMENT OF APPLIED ACCOUNTING
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN APPLIED ACCOUNTING – LEVEL 2

Topic 1: Basic Accounting Concepts

SUBJECT OUTCOME	
Identify and describe different types of business.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The gaining of capital to start a new business (service or trade) is explained in detail. The profit motive for a business (service or trade) is explained and demonstrated in detail. Sole traders, partnerships, private and public companies, closed corporations, clubs and non-profit organisations are identified as types of business. Characteristics of each type of business are described. <p><i>Range: Number of owners, statutory requirements, extent of liability of owners, ability to raise capital, profit and loss sharing.</i></p>	<ul style="list-style-type: none"> Explain the gaining of capital to start a new business venture. Explain the profit motive for a business. Identify and discuss different types of business. Describe the characteristics of the different types of businesses. <p><i>Different types of businesses include sole trader, partnership, private and public companies, closed corporations, clubs and non-profit organisations.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students investigate reasons why to create a new business venture (profit motive) by using a simulated example of a business. Students simulate the creation of a new business venture in groups by determining what is needed to start a business. Students collect and identify practical examples of the types of business from the world known to them. Students classify the examples of different types of business according to their characteristics. 	

SUBJECT OUTCOME	
Explain basic accounting principles.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The term accounting is defined. Concepts of assets, owner's equity, liabilities, income and expenses are identified. Different types of asset, owner's equity, liability, income and expense are identified. The concepts of profit and loss are defined. The accounting cycle is explained. <p><i>Range: Documents, journals, ledgers and statements in the continuous stock system</i></p>	<ul style="list-style-type: none"> Explain the term accounting. Explain the concepts of assets, owner's equity, liabilities, income and expenses. Identify and describe different types of asset, owner's equity, liability, income and expense. Explain the concepts of profit and loss. Explain the accounting cycle (documents – journals – ledgers – statements).
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group work to evaluate students' knowledge of concepts. Students list what is needed to start a business. These lists are then sorted according to the above concepts of assets, liabilities, etc. Students calculate the profitability of a business venture using practical case studies. 	

SUBJECT OUTCOME	
Explain and demonstrate an understanding of source documents.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of source documents is explained. Different types of source document are identified. <p><i>Range: Receipts, cash register slips, bank deposit slips, cheque counterfoils, invoices, credit notes, debit notes, petty cash vouchers and internal office memoranda.</i></p>	<ul style="list-style-type: none"> Explain the concept of source documents. Complete source documents correctly. Identify and sort different source documents as internal, external, duplicate and original. Identify supporting documents. Number and archive the documents.

<ul style="list-style-type: none"> Source documents are completed. <i>Range: Practical exercises to complete receipt, cheque, cheque counterfoil, bank deposit slip, invoice, debit note and credit note</i> Listed source documents are sorted into internal, external, duplicate and original documents. Supporting documents are identified. <i>Range: Receipts, cheques, invoices, bank statements and bank debit notes</i> Documents are numbered and archived. 	<p>Source documents include receipts, cash register slips, bank deposit slips, cheques and cheque counterfoils, invoices, credit notes, debit notes, petty cash vouchers and internal office memoranda. Supporting documents include receipts, cheques, invoices, bank statements and bank debit notes.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students list the documents they know from their personal business activities. Use this list of documents in a simulated business to link specific documents to specific transactions. Students complete the documents for given transactions for simulated businesses. Students sort documents as internal, external, duplicate or original using case studies. Students use case studies or practical exercises to identify supporting documents. Students demonstrate the numbering and safe-keeping (archiving) of documents. 	

SUBJECT OUTCOME	
Explain and demonstrate the functioning of the double entry system.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of debit and credit in relation to assets, owner's equity and liabilities is explained. Principles of the double entry system are demonstrated in T-accounts. <i>Range: Capital contribution, drawings, additions of non-current assets, basic payments and receipts using the continuous stock system</i> The effect of transactions on the accounting equation is explained. 	<ul style="list-style-type: none"> Understand and explain the concept of debit and credit in relation to assets, owner's equity and liabilities. Demonstrate the principles of the double entry system in T-shape accounts for basic transactions. Demonstrate the effect of transactions on the accounting equation. Transactions include capital contribution, drawings, addition of non-current assets, elementary payments and elementary receipts.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students explain debit and credit for assets, owner's equity and liabilities using transactions in a simulated business. Students explain the double entry system using transactions in a simulated business. Students explain the effect of transactions on the accounting equation using transactions in a simulated business. Topic test before advancing to the next topic 	

Topic 2: Payments and Receipt Transactions in the Cash Book

SUBJECT OUTCOME	
Explain the purpose of the cash book (receipts and payments).	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept cash book is explained. Source documents for cash book transactions are identified. The types of cash book transaction are identified and discussed. The purpose of the different types of cash book transaction is explained. 	<ul style="list-style-type: none"> Understand the purpose of the cash book. Identify source documents for cash book transactions. Identify the different cash book transactions. Explain the purpose of the debit and the credit side of the cash book.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students sort documents to identify source documents for cash book transactions. Students sort transactions to identify the cash book transactions. Students sort transactions into debit or credit cash book transactions. 	

SUBJECT OUTCOME	
Prepare the cash book.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The relationship between source documents and cash book transactions is explained. The correct entries from the source documents into the cash book are demonstrated. <p><i>Range: Practical exercises from source documents to cash book using the continuous stock system</i></p> <ul style="list-style-type: none"> Closing of cash book at the end of each month or period is demonstrated. 	<ul style="list-style-type: none"> Identify the relationship between the source documents and the cash book transactions. Prepare the cash book from source documents. Total or balance the cash book at the end of the month or period.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students explain the cash book using transactions in a simulated business. 	

SUBJECT OUTCOME	
Post the cash book to the general ledger.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The purpose of the general ledger is explained. The sections of the general ledger are explained. <p><i>Range: Balance sheet and nominal accounts section</i></p> <ul style="list-style-type: none"> Posting from the cash book is explained and demonstrated. Closing of the general ledger accounts is demonstrated. 	<ul style="list-style-type: none"> Understand the purpose of the general ledger. Identify the different sections of the general ledger. Post transactions from the cash book to the general ledger. Total or balance the general ledger accounts.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students complete a practical exercise which covers all of the above. 	

SUBJECT OUTCOME	
Prepare the trial balance.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The purpose of the trial balance is explained. The sections of the trial balance are explained. <p><i>Range: Balance sheet and nominal account section</i></p> <ul style="list-style-type: none"> The trial balance is demonstrated. <p><i>Range: From general ledger to trial balance</i></p>	<ul style="list-style-type: none"> Understand the purpose of the trial balance. Identify the different sections of the trial balance. Complete a trial balance.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students demonstrate the process of taking the final amounts from the general ledger to the trial balance Students investigate any discrepancies and resolve them using critical thinking. Topic test before advancing to the next topic 	

Topic 3: Basic Credit Sales Transactions

SUBJECT OUTCOME	
Explain the concept of credit sales and returns (allowances).	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of debtors is explained. The source documents for credit sales and returns (allowances) transactions are identified correctly. <p><i>Range: Invoice, credit notes and general journal vouchers</i></p>	<ul style="list-style-type: none"> Understand the concept of debtors. Identify source documents for credit sales and returns (allowances) transactions. <p>Documents include invoices, credit notes and general journal vouchers.</p>

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> Students define the word debtor from their own experiences in the business world. Students identify the different documents from their own contextual references.

SUBJECT OUTCOME	
Record credit sales transactions in the appropriate journals. <i>Range: Use the control account system in the continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The relationship between source documents and the credit sales and returns (allowances) transactions is explained. The correct entries from the source documents into the subsidiary journals are demonstrated. <i>Range: From source documents to debtors' journal and debtors' allowance journal using the continuous stock system</i> Closing of subsidiary journals at the end of each month or period is demonstrated. <i>Range: Debtors' journal and debtors' allowance journal</i> 	<ul style="list-style-type: none"> Explain the relationship between source documents and the credit sales and returns transactions. Complete the journals correctly. Close or total the journals at the end of the month or period.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students sort documents to identify the source documents for credit sales and returns. Students demonstrate the process of completing the journals from the source documents. 	

SUBJECT OUTCOME	
Record other credit-related transactions in the general journal. <i>Range: Use the control account system in the continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Other credit-related transactions are recorded in the general journal. <i>Range: Bad debts, interest on overdue accounts, cancelled discount on dishonoured cheques and corrected errors</i> Closing of general journal at the end of each month or period is demonstrated. <i>Range: General journal</i> 	<ul style="list-style-type: none"> Identify credit-related transactions. Record credit-related transactions in the general journal. Close or total the general journal at the end of the month or period. <i>Credit-related transactions include bad debts, interest on overdue accounts, cancelled discount on dishonoured cheques and corrected errors.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students identify credit-related transactions from their experience in the business world. Students demonstrate the process of completing the journals from the source documents. 	

SUBJECT OUTCOME	
Post the journals to the general ledger.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Transactions from the journals are accurately posted to the general ledger accounts. <i>Range: From the debtors' journal and the debtors' allowance journal to the general journal</i> Closing of the general ledger accounts is demonstrated. 	<ul style="list-style-type: none"> Post transactions from the journals to the general ledger accounts. Total or balance the general ledger accounts at the end of the month or period. <i>Journals include debtors' journal, debtors' allowances journal and general journal.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students complete a practical exercise to cover all of the above using simulated businesses. 	

SUBJECT OUTCOME	
Maintain debtors' accounts. <i>Range: Use control account system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of the debtors' ledger is explained. Transactions from the journals are accurately posted to the individual debtors' accounts. Debtors' accounts are reconciled with the debtors' control account. An age analysis for the current month is prepared accurately. Monthly statements are prepared accurately. 	<ul style="list-style-type: none"> Explain the use of the debtors' ledger. Post transactions from the journals to the individual debtors' accounts in the debtors' ledger. Reconcile debtors' accounts with the debtors' control account. Prepare an age analysis for the current month. Prepare monthly statements.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students use a statement from the business world to explain the use of the debtors' ledger. Students complete a practical exercise to cover all of the above using simulated businesses. Topic test before advancing to the next topic 	

Topic 4: Basic Credit Purchases Transactions

SUBJECT OUTCOME	
Explain the concept of credit purchases and returns (allowances).	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of creditors is explained. Source documents for credit purchases and returns (allowances) transactions are identified correctly. <p><i>Range: Invoice, debit notes and general journal vouchers</i></p>	<ul style="list-style-type: none"> Understand the concept of creditors. Identify source documents for credit purchases and returns (allowances) transactions. <p>Documents include invoices, debit notes and general journal vouchers.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students define the word creditor from their own experiences in the business world. Students identify the different documents from their own contextual references. 	

SUBJECT OUTCOME	
Record credit purchases transactions in the appropriate journals. <i>Range: Use the control account system in the continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The relationship between source documents and the credit purchases and returns (allowances) transactions is explained. The correct entries from the source documents into the subsidiary journals are demonstrated. <p><i>Range: From source documents to creditors' journal and creditors' allowance journal</i> <i>Transactions include, but are not limited to, credit purchases and returns (allowance with trade discount).</i></p> <ul style="list-style-type: none"> Closing of subsidiary journals at the end of each or period month is demonstrated. <p><i>Range: Creditors' journal and creditors' allowance journal</i></p>	<ul style="list-style-type: none"> Explain the relationship between source documents and the credit purchases and returns transactions. Complete the journals correctly. Close or total the journals at the end of the month or period.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students sort documents to identify the source documents for credit purchases and returns. Students demonstrate the process of completing the journals from the source documents. 	

SUBJECT OUTCOME	
Record other credit-related transactions in the general journal. <i>Range: Use the control account system in the continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Other credit-related transactions to be recorded in the general journal are identified. <i>Range: Corrected errors</i> Other credit-related transactions are recorded in the general journal. Closing of general journal at the end of each month is demonstrated. 	<ul style="list-style-type: none"> Identify credit-related transactions. Record credit-related transactions in the general journal. Close or total the general journal at the end of the month or period <p><i>Credit-related transactions include corrected errors.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students identify credit-related transactions from their experience in the business world. Students demonstrate the process of completing the journals from the source documents. 	

SUBJECT OUTCOME	
Post the journals to the general ledger.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Transactions from the journals are accurately posted to the general ledger accounts. <i>Range: Creditors' journal, creditors' allowance journal and general journal</i> Closing of the general ledger accounts is demonstrated. 	<ul style="list-style-type: none"> Post transactions from the journals to the general ledger accounts. Total or balance the general ledger accounts at the end of the month or period. <p><i>Journals include creditors' journal, creditors' allowances journal and general journal.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students complete a practical exercise to cover all of the above using simulated businesses. 	

SUBJECT OUTCOME	
Maintain creditors' accounts. <i>Range: Use the control account system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of the creditors' ledger is explained. Transactions from the journals are accurately posted to the individual creditors' accounts. Creditors' accounts are reconciled with the creditors' control account. An age analysis for the current month is prepared accurately. 	<ul style="list-style-type: none"> Explain the use of the creditors' ledger. Post transactions from the journals to the individual creditors' accounts in the creditors' ledger. Reconcile creditors' accounts with the creditors' control account. Prepare an age analysis for the current month.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students use a statement from the business world to explain the use of the creditors' ledger. Students complete a practical exercise to cover all of the above using simulated businesses. 	

Topic 5: Elementary Financial Year-end Procedures

SUBJECT OUTCOME	
Explain the concept of profit.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of profit and gross profit is explained. The concept of net profit is explained. 	<ul style="list-style-type: none"> Explain the concept of profit. Explain the concept of gross profit. Explain the concept of net profit.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Group work to evaluate the students' understanding of the concept profit • Students can be asked questions to evaluate their understanding of the different types of profit (gross and net)

SUBJECT OUTCOME	
Explain closing transfers of nominal accounts in the general journal. <i>Range: Use the continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The sales, debtors' allowances and cost of sales accounts are closed to the trade account. <i>Range: From trial balance to general journal</i> • The gross profit is calculated by closing the trade account to the profit-and-loss account. • All incomes and expenses are closed to the profit-and-loss account. <i>Range: From trial balance to general journal</i> • The net profit is calculated by closing the profit-and-loss account to the capital account. 	<ul style="list-style-type: none"> • Do the closing transfer of the following accounts: debtors' allowances, sales and cost of sales. • Calculate the gross profit correctly. • Do the closing transfer of the trade account to the profit-and-loss account. • Do the closing transfer of all income accounts. • Do the closing transfer of all expenditure accounts. • Calculate the net profit or loss correctly. • Do the closing transfer of the profit-and-loss account to the capital account. <i>All above closing transfers should be done in the general journal.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Group work to evaluate the understanding of calculations and general journal entries (debit and credit) • Daily evaluation of practical exercises and individual remedial work to develop each student • Practical exercises where the student analyses and organises information from a trial balance to calculate profit or loss • Assignments to evaluate 	

SUBJECT OUTCOME	
Post the closing transfers of nominal accounts from the general journal to the general ledger. <i>Range: Use continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The sales, debtors' allowances and cost of sales accounts are closed to the trade account. <i>Range: From general journal to general ledger</i> • The gross profit is calculated by closing the trade account to the profit-and-loss account. • All incomes and expenses are closed to the profit-and-loss account. <i>Range: From general journal to general ledger</i> • The net profit is calculated by closing the profit-and-loss account to the capital account. 	<ul style="list-style-type: none"> • Use the closing transfers in the general journal and post to the accounts in the general ledger according to generally accepted accounting practice. • Balance or total accounts in the general ledger.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • To demonstrate understanding of the topic, start with a trial balance and do the general journal entry and post to general ledger. • Daily evaluation of practical exercises and individual remedial work before starting the balance sheet to develop each student • Short daily tests on the framework of the income statement that can be incorporated in the year mark 	

SUBJECT OUTCOME
Prepare a basic balance sheet.

<i>Range: Use continuous stock system.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Drawings are transferred to the capital account in the general journal. • Post the transfer of drawings to the capital account in the general ledger. • All the balance sheet accounts in the general ledger are closed accurately. • The purpose of the balance sheet is explained. • The balance sheet is prepared. <p><i>Range: Notes are limited to non-current assets and capital.</i></p>	<ul style="list-style-type: none"> • Transfer drawings to the capital account in the general journal and the general ledger. • Identify the items from a trial balance or the general ledger to be used on the balance sheet. • Write the framework of the balance sheet. • Use the relevant information to complete the balance sheet according to generally accepted accounting practice (GAAP). <p><i>The notes to the balance sheet include non-current assets, cash and cash equivalents and capital.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students organise all relevant information from the general ledger or trial balance onto the framework of the balance sheet. • Students communicate the balance sheet results at the financial year-end according to generally accepted accounting practice (GAAP) so that it can be used effectively by the owner and other stakeholders. Make use of visual, mathematical and language skills. 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN APPLIED ACCOUNTING – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%

MARK ALLOCATION PER QUESTION		
Section 1:		
Question 1:	Multiple-choice questions	30 marks
Question 2:	Short theoretical questions	20 marks
Question 3:	Calculations	30 marks

		80 marks
Section 2:		
Question 1:	Journals	40 marks
Question 2:	Posting to General Ledger	30 marks
Question 3:	Financial Accounts and Balance Sheet	30 marks
Question 4:	Influence on Accounting Equation	20 marks
		120 marks
GRAND TOTAL		200 marks