

# SYLLABUS

**Cambridge IGCSE®**

**Accounting**

**0452**

For examination in June and November 2015

### Changes to syllabus for 2015

This syllabus has been updated, but there are no significant changes.

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **[www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)**

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **[www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)**

## Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE Accounting?

Cambridge IGCSE Accounting is accepted by universities and employers as proof of an understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts.

Candidates focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession.

### Prior learning

Candidates beginning this course are not expected to have studied Accounting previously.

### Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Accounting are well prepared to follow courses leading to Cambridge International AS and A Level Accounting, or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group I, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Accounting (0452) is in Group V, Creative, Technical and Vocational.

Learn more about Cambridge ICE at **[www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)**

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **[info@cie.org.uk](mailto:info@cie.org.uk)**

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **[www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge)**. Email us at **[info@cie.org.uk](mailto:info@cie.org.uk)** to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cie.org.uk/events](http://www.cie.org.uk/events)** for further information.

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### 3. Syllabus content at a glance

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The purpose of accounting

Sources and recording of data

- The double entry system of book-keeping
- Business documents
- Books of prime (original) entry
- The ledger

Verification of accounting records

- The trial balance
- Correction of errors
- Bank reconciliation
- Control accounts

Accounting procedures

- Capital and revenue expenditure and receipts
- Accounting for depreciation and disposal of non-current assets
- Other payables and other receivables
- Bad debts and provision for doubtful debts
- Valuation of inventory

Principles of financial statements

- Income statements
- Statements of financial position

Preparation of financial statements

- Sole traders
- Partnerships
- Limited liability companies
- Clubs and societies
- Manufacturing accounts
- Incomplete records

Analysis and interpretation

- Summary of commonly used ratios
- Interpretation of accounting ratios
- Inter-firm comparison
- Interested parties
- Limitations of accounting statements

Accounting principles and policies

- Accounting principles
- Accounting policies



## 4. Assessment at a glance

For the Cambridge IGCSE in Accounting, candidates take two compulsory components: Paper 1 and Paper 2.

Candidates take:	
<b>Paper 1</b>	1¾ hours
This is a structured question paper with 8–12 multiple choice items and short-answer questions. There are usually between 4 and 5 questions based on topics from the whole of the syllabus. All questions are compulsory, and candidates answer on the question paper. There are 120 marks for this paper.	
50% of total marks	
and	
<b>Paper 2</b>	1¾ hours
This is a structured question paper. There are usually 4 to 6 questions based on topics from the whole of the syllabus. All questions are compulsory, and candidates answer on the question paper. There are 120 marks for this paper.	
50% of total marks	

### Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

Detailed timetables are available from **[www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)**

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **[www.cie.org.uk](http://www.cie.org.uk)** for the latest information before beginning to teach this syllabus.

### Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0614 Accounting (Botswana)
- 4345 Accounting (Namibia)
- 6896 Accounting (Swaziland)
- 7091 Principles of Accounts (Singapore)
- 7092 Principles of Accounts (Singapore)
- 7110 Principles of Accounts

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

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## 5. Syllabus aims and assessment objectives

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### 5.1 Syllabus aims

The aims of the Cambridge IGCSE Accounting syllabus are to enable students to develop:

- knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organisations and society as a whole
- an understanding of accounting principles, policies, techniques, procedures and terminology
- improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation
- improved accuracy, orderliness and the ability to think logically
- an excellent foundation for advanced study.

### 5.2 Assessment objectives

#### AO1 Knowledge with understanding

To pass Cambridge IGCSE Accounting, candidates should be able to:

- demonstrate knowledge and understanding of facts, terms, principles, policies, procedures and techniques that are in the syllabus
- demonstrate understanding of knowledge through numeracy, literacy, presentation and interpretation
- apply knowledge and information to various accounting situations and problems.

#### AO2 Analysis

To pass Cambridge IGCSE Accounting, candidates should be able to:

- select data which is relevant to identified needs of business
- order, analyse and present information in an appropriate accounting form.

#### AO3 Evaluation

To pass Cambridge IGCSE Accounting, candidates should be able to:

- develop an ability to interpret and evaluate accounting information and to draw reasoned conclusions.

### 5.3 Relationship between assessment objectives and components

Component	AO1 Knowledge with understanding	AO2 Analysis	AO3 Evaluation
Paper 1	70%	20%	10%
Paper 2	45%	30%	25%
Approx. % total qualification	60%	25%	15%

### 5.4 Grade descriptions

#### Grade A

To achieve an A grade, a candidate will demonstrate:

- an excellent ability to identify detailed facts, principles and techniques in relation to the content of the syllabus
- a thorough ability to define the main principles and themes of the syllabus
- an excellent ability to classify and comment on information presented in various forms
- an excellent ability to select and use appropriate data
- a thorough ability to interpret and evaluate accounting information and draw reasoned conclusions.

#### Grade C

To achieve a C grade, a candidate will demonstrate:

- a sound ability to identify facts, principles and techniques in relation to the content of the syllabus
- a sound ability to define the main principles and themes of the syllabus
- a good ability to use and comment on information presented in a non-verbal as well as a verbal manner
- a sound ability to select and use appropriate data
- an ability to interpret and evaluate accounting information and draw reasoned conclusions.

#### Grade F

To achieve an F grade, a candidate will demonstrate:

- some ability to identify specific facts, principles or techniques in relation to the content of the syllabus
- some familiarity with definitions of the main principles of the syllabus
- some ability to classify and present data in a simple way and some ability to select relevant information from a set of data
- some ability to select and use appropriate data
- a rudimentary ability to gather information relating to a particular topic, present it in an ordered manner and draw some basic conclusions.

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## 6. Syllabus content

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### 6.1 The purpose of accounting

Candidates should be able to:

- understand and explain the difference between book-keeping and accounting
- state the purposes of measuring business profit and loss
- explain the role of accounting in providing information for monitoring progress and decision-making.

### 6.2 Sources and recording of data

#### 6.2.1 The double entry system of book-keeping

Candidates should be able to:

- explain the meaning of assets, liabilities and owner's equity
- explain and apply the accounting equation
- outline the double entry system of book-keeping
- process accounting data using the double entry system
- recognise the division of the ledger into the sales ledger, the purchases ledger and the nominal (general ledger).

#### 6.2.2 Business documents

Candidates should be able to:

- recognise and understand the following business documents: invoice, credit note, debit note, statement of account
- complete proforma business documents
- understand the use of business documents as sources of information.

Candidates do **not** need to know about document details.

#### 6.2.3 Books of prime (original) entry

Candidates should be able to:

- explain the advantage of using various books of prime entry
- explain the use of, and process, accounting data in the books of prime (original) entry – cash book, petty cash book, sales journal, purchases journal, sales returns journal, purchases returns journal and the general journal
- post the ledger entries from the books of prime (original) entry
- distinguish between and account for trade discount and cash discounts
- explain the dual function of the cash book as a book of prime (original) entry and as a ledger account for bank and cash
- explain and apply the imprest system of petty cash.

## 6.2.4 The ledger

Candidates should be able to:

- prepare ledger accounts
- post transactions to the ledger accounts
- balance ledger accounts as required and make transfers to final accounts
- interpret ledger accounts and their balances.

Candidates do **not** need to explain or use folio columns.

## 6.3 Verification of accounting records

### 6.3.1 The trial balance

Candidates should be able to:

- understand that a trial balance is a statement of ledger balances on a particular date
- outline the uses and limitations of a trial balance
- prepare a trial balance from a given list of balances and amend a trial balance which contains errors
- identify and explain those errors which do not affect the trial balance – commission, compensating, complete reversal, omission, original entry, principle.

### 6.3.2 Correction of errors

Candidates should be able to:

- correct errors by means of journal entries
- correct errors by means of suspense accounts
- adjust the profit or loss for an accounting period after the correction of errors
- understand the effect of correction of errors on a statement of financial position.

### 6.3.3 Bank reconciliation

Candidates should be able to:

- understand the use and purpose of a bank statement
- update the cash book for bank charges, bank interest paid and received, correction of errors, credit transfers, direct debits, dividends, and standing orders
- understand the purpose of, and prepare, a bank reconciliation statement to include bank errors, uncredited deposits and unpresented cheques.

### 6.3.4 Control accounts

Candidates should be able to:

- understand the purposes of purchases ledger and sales ledger control accounts
- identify the books of prime (original) entry as sources of information for the control account entries
- prepare purchases ledger and sales ledger control accounts to include credit purchases and sales, receipts and payments, cash discounts, returns, bad debts, dishonoured cheques, interest on overdue accounts, contra entries, refunds, opening and closing balances (debit and credit within each account).

## 6.4 Accounting procedures

### 6.4.1 Capital and revenue expenditure and receipts

Candidates should be able to:

- distinguish between and account for capital expenditure and revenue expenditure
- distinguish between and account for capital receipts and revenue receipts
- calculate and comment on the effect on profit of incorrect treatment
- calculate and comment on the effect on asset valuations of incorrect treatment.

### 6.4.2 Accounting for depreciation and disposal of non-current assets

Candidates should be able to:

- define depreciation
- explain the reasons for accounting for depreciation
- name and describe the straight line (equal instalment), reducing (diminishing) balance and revaluation methods of depreciation
- prepare ledger accounts and journal entries for the provision of depreciation
- prepare ledger accounts and journal entries to record the sale of non-current assets, including the use of disposal accounts.

### 6.4.3 Other payables and other receivables

Candidates should be able to:

- recognise the importance of matching costs and revenues
- prepare ledger accounts and journal entries to record accrued and prepaid expenses
- prepare ledger accounts and journal entries to record accrued and prepaid incomes.

### 6.4.4 Bad debts and provision for doubtful debts

Candidates should be able to:

- understand the meaning of bad debts and bad debts recovered
- prepare ledger accounts and journal entries to record bad debts written off
- prepare ledger accounts and journal entries to record bad debts recovered
- explain the reasons for maintaining a provision for doubtful debts
- prepare ledger accounts and journal entries to record the creation of, and adjustments to, a provision for doubtful debts.

### 6.4.5 Valuation of inventory

Candidates should be able to:

- understand the basis of the valuation of inventory at the lower of cost and net realisable value
- prepare simple inventory valuation statements.

## 6.5 Principles of financial statements

### 6.5.1 Income statements

Candidates should be able to:

- calculate the gross profit and profit for the year based on accounting principles, for a specified period
- recognise that profit for the year is the increase in the net assets during that period.

### 6.5.2 Statements of financial position

Candidates should be able to:

- recognise that they are statements of balances of assets and liabilities on a specified date
- recognise and define non-current assets (fixed assets), intangible assets, current assets, current liabilities, non-current liabilities, working capital, capital employed and capital owned
- comment on the inter-relationship of statements of financial position items.

## 6.6 Preparation of financial statements

### 6.6.1 Sole traders

Candidates should be able to:

- explain the difference between a trading business and a service business
- prepare income statements and statements of financial position for trading businesses
- prepare income statements and statements of financial position for service businesses
- make adjustments for provision for depreciation using the straight line (equal instalment), diminishing (reducing) balance and revaluation methods
- make adjustments for accrued and prepaid expenses and accrued and prepaid income
- make adjustments for bad debts and provisions for doubtful debts
- make adjustments for goods taken by the owner for own use.

### 6.6.2 Partnerships

Candidates should be able to:

- explain the advantages and disadvantages of forming a partnership
- outline the importance and contents of a partnership agreement
- explain the purpose of an appropriation account
- prepare income statements, appropriation accounts and statements of financial position
- show the treatment of interest on partners' loans, interest on capital, interest on drawings, partners' salaries and the division of the balance of profit or loss
- make adjustments to financial statements as detailed in 6.6.1
- explain the uses of, and differences between, capital and current accounts
- draw up partners' capital and current accounts in ledger account form and as part of a statement of financial position presentation.

There will be **no** questions on the admission of a new partner or on the dissolution of a partnership.

### 6.6.3 Limited liability companies

Candidates should be able to:

- understand the meaning of the term limited liability
- prepare simple appropriation accounts
- understand and distinguish between called-up and paid-up share capital
- understand and distinguish between share capital (preference shares and ordinary shares) and loan capital (debentures)
- understand the capital structure of a limited company comprising preference share capital, ordinary share capital, general reserve and retained earnings
- prepare statements of changes in equity
- prepare statements of financial position.

Candidates do **not** need to know about cumulative and non-cumulative preference shares, deferred and founders' shares, participating shares, redeemable shares, rights issues, share premium or capital redemption reserve.

Candidates do **not** need to record the issue of shares, make entries for corporation tax, or know about the accounting requirements of the Companies Acts.

### 6.6.4 Clubs and societies

Candidates should be able to:

- distinguish between receipts and payments accounts and income and expenditure accounts
- prepare receipts and payments accounts
- prepare accounts for revenue-generating activities, e.g. refreshments, subscriptions
- prepare income and expenditure accounts and statements of financial position
- make adjustments as detailed in 6.6.1 as appropriate
- calculate the accumulated fund.

### 6.6.5 Manufacturing accounts

Candidates should be able to:

- distinguish between direct and indirect costs
- distinguish between direct material, direct labour, prime cost and factory overheads
- understand and make adjustments for work in progress
- calculate factory cost of production
- prepare manufacturing financial statements: income statements and statements of financial position
- make adjustments to financial statements as detailed in 6.6.1.



## 6.6.6 Incomplete records

Candidates should be able to:

- prepare opening and closing statements of affairs
- calculate profit for the year from changes in capital over time
- calculate sales, purchases, gross profit, trade receivables and trade payables and other figures from incomplete information
- prepare income statements and statements of financial position
- make adjustments to financial statements as detailed in 6.6.1
- apply the techniques of mark-up, margin and inventory turnover to arrive at missing figures.

## 6.7 Analysis and interpretation

### 6.7.1 Summary of commonly used ratios

#### 1. Profitability ratios

$$(i) \text{ Percentage of gross profit to revenue (gross profit margin)} = \frac{\text{Gross Profit}}{\text{Revenue}} \times 100$$

$$\text{Mark up} = \frac{\text{Gross Profit}}{\text{Cost of Sales}} \times 100$$

$$(ii) \text{ Percentage of profit to revenue (net profit margin)} = \frac{\text{Profit for the year}}{\text{Revenue}} \times 100$$

$$(iii) \text{ Return on Capital Employed (ROCE)} = \frac{\text{Profit for the year}}{\text{Capital Employed}} \times 100$$

$$[\text{Capital Employed} = \text{Owner's capital} + \text{long term liabilities}]$$

#### 2. Liquidity

$$(i) \text{ Current ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}} \text{ (also known as working capital ratio)}$$

$$(ii) \text{ Quick Ratio} = \frac{\text{Current Assets} - \text{Inventory}}{\text{Current Liabilities}} \text{ (also known as 'Acid Test' or 'Liquid ratio')}$$

$$(iii) \text{ Trade Receivables Collection Period} = \frac{\text{Trade Receivables}}{\text{Credit Sales}} \times 365 \text{ days}$$

$$(iv) \text{ Trade Payables Payment Period} = \frac{\text{Trade Payables}}{\text{Credit Purchases}} \times 365 \text{ days}$$

$$(v) \text{ Rate of Inventory Turnover} = \frac{\text{Cost of Goods Sold}}{\text{Average Inventory}} \text{ (answer given in times)}$$

$$\text{Or Inventory Turnover} = \frac{\text{Average Inventory}}{\text{Cost of Goods Sold}} \times 365 \text{ days}$$

### 6.7.2 Interpretation of accounting ratios

Candidates should be able to:

- prepare and comment on simple statements showing comparison of results for different years
- make recommendations and suggestions for improving profitability and working capital
- understand the significance of the difference between the gross profit percentage and the percentage of profit to revenue as an indicator of a business's efficiency.

### 6.7.3 Inter-firm comparison

Candidates should be able to:

- understand the problems of inter-firm comparison due to factors such as differing accounting policies
- apply accounting ratios to inter-firm comparison.

### 6.7.4 Interested parties

Candidates should be able to discuss the uses of accounting by the following interested parties for decision-making:

- |   |                |
|---|----------------|
| • owners  | • managers     |
| • trade payables  | • banks        |
| • investors   | • club members |
| • other interested parties such as governments, tax authorities, etc. |                |

### 6.7.5 Limitations of accounting statements

Candidates should be able to recognise the limitations of accounting statements due to such factors as:

- historic cost
- difficulties of definition
- non-financial aspects.

## 6.8 Accounting principles and policies

### 6.8.1 Accounting principles

Candidates should be able to show understanding of the following accounting principles:

- accruals (matching): understand that costs must be matched against related income
- business entity and ownership: know that a distinction is made between the financial transactions of a business and those of its owner(s)
- consistency: understand that the same accounting treatment should be applied to similar items at all times
- duality: understand the two-fold aspect of every transaction
- going concern: understand that accounting assumes that a business will continue to operate indefinitely
- money measurement: know that transactions must be expressed in monetary terms
- prudence: know that profit should not be overstated by ignoring foreseeable losses or that revenue should not be recorded before it is earned
- realisation: know that revenue is recognised as being earned when legal liability to pay is incurred by the customer (i.e. when ownership of goods passes to the customer).

### 6.8.2 Accounting policies

Candidates should be able to:

- recognise the influence of international accounting standards and understand the following objectives in selecting accounting policies:
  - comparability: recognise that a financial report can only be compared with reports for other periods if similarities and differences can be identified
  - relevance: understand that financial information is relevant only if it affects the business decisions
  - reliability: understand that financial information is reliable only if it can be depended upon to represent actual events and is free from error and bias
  - understandability: recognise that a financial report must be capable of being understood by the users of that report.

There will be **no** questions on specific international standards.

## 7. Appendix

### 7.1 International standards – terminology

The list below is to help Centres become familiar with international terminology which Cambridge uses in accounting syllabuses. Well-known standards, which are relevant to the level of study, will be included in question papers, mark schemes and associated documents.

It is recommended that Centres use this terminology in their teaching and learning materials, however, candidates will not lose marks for using different terms.

International usage	Previous Cambridge/UK usage
Statement of financial position (balance sheet)	<i>Balance sheet</i>
Bank (and other) loans Interest bearing loans and borrowing	<i>Loans repayable after 12 months</i>
Bank overdrafts and loans Interest bearing loans and borrowing	<i>Loans repayable within 12 months</i>
Capital or equity/shareholders' equity	<i>Capital</i>
Cash (and cash equivalents)	<i>Bank and cash</i>
Cost of sales	<i>Cost of goods sold</i>
Current assets	<i>Current assets</i>
Current liabilities	<i>Current liabilities</i> <i>Creditors: amounts due within 12 months</i>
Finance costs	<i>Interest payable</i>
Finance income/investment revenues	<i>Interest receivable</i>
Financial statements	<i>Final accounts</i>
Gross profit	<i>Gross profit</i>
Income statement	<i>Trading and profit &amp; loss account</i>
Intangible assets	<i>Goodwill, etc.</i>
Inventory/inventories (of raw materials and finished goods)	<i>Stock</i>

Investment property	<i>Investments</i>
Non-current assets	<i>Fixed assets</i>
Non-current liabilities	<i>Long-term liabilities</i> <i>Creditors: amounts falling due after more than one year</i>
Other operating expenses	<i>Sundry expenses (administration and distribution)</i>
Other operating income	<i>Sundry income</i>
Other payables	<i>Accruals</i>
Other receivables	<i>Prepayments</i>
Plant and equipment	<i>Plant and equipment</i>
Profit (before tax) for the year	<i>Net Profit</i>
Property	<i>Land and buildings</i>
Raw materials Ordinary goods purchased	<i>Purchases</i>
Revenue	<i>Sales</i>
Share capital	<i>Share capital</i>
Trade payables	<i>Creditors</i>
Trade receivables	<i>Debtors</i>
Work in progress	<i>Work in progress</i>

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## 8. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk](http://www.cie.org.uk)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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