



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**PRINCIPLES OF
ACCOUNTING
CLASSES IX-X**

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**Secondary School Certificate
Examination Syllabus**

**PRINCIPLES OF ACCOUNTING
CLASSES IX-X**

**This subject is examined in
May Examination session only**

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education began a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- The Syllabus is developed in conformity with the existing Principles of Accounting at HSSC level to provide a base for HSSC and higher level of learning in the field of Accounting.
- It will also facilitate students of Commerce group to embark upon accounting concepts at HSSC, where the major international accounting body for accountancy, the ACCA, gives course remission to our commerce candidates.
- This syllabus is offered for Humanities group students as an additional subject.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and, above all, experienced teachers in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not a prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the revised National Curriculum 2006.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning. This examination syllabus document is the foundation of such support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Rationale of the AKU-EB Examination Syllabus

1.1 General Rationale

1.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex A) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

1.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking skills” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

1.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

1.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.

1.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the

National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.

- 1.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

1.2 Specific Rationale of the AKU-EB Principles of Accounting Examination Syllabus

The course of Principles of Accounting will help the learner to become familiar with the theoretical foundations of organizing, managing and handling operations of a business firm and will help students to:

- i. appreciate the economic and social significance of business activities and the social cost and benefits arising therefrom.
- ii. be familiar with accounting as an information system.
- iii. acquaint themselves with the basic concepts of accounting and accounting standards.
- iv. develop the skills of using accounting equation in processing business transactions.
- v. develop an understanding about recording of business transactions and preparation of financial statements.
- vi. become familiar with accounting for reconstitution of partnership firms.
- vii. enable the students to understand and analyze financial statements.
- viii. be familiar with the fundamentals of computerised system of accounting.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class IX)

| Topic | Student Learning Outcomes | | Cognitive Level ¹ | | |
|---|--------------------------------------|--|------------------------------|---|---|
| | | | K | U | A |
| 1. Introduction to Accounting | Candidates should be able to: | | | | |
| 1.1 Introduction to Accounting and its Significance | 1.1.1 | define 'accounting'; | * | | |
| | 1.1.2 | state the need, objectives and functions of accounting; | * | | |
| | 1.1.3 | state the concept of book keeping and its objectives; | * | | |
| | 1.1.4 | differentiate between book keeping and accounting; | | * | |
| | 1.1.5 | list the users of accounting. | * | | |
| 1.2 Fundamental Terms | 1.2.1 | define the fundamental terms: asset, liability, capital, expense, revenue (income); | * | | |
| | 1.2.2 | elaborate the 'Accounting Equation'; | | * | |
| | 1.2.3 | derive and apply the accounting equation in different transactions; | | | * |
| | 1.2.4 | state the rules of debit and credit with respect to increase and decrease in assets, liabilities, capital, revenue and expenses. | * | | |
| 1.3 Business Transactions and Record Keeping (Book Keeping) | 1.3.1 | explain the business entity concept; | | * | |
| | 1.3.2 | explain the business transaction. | | * | |

¹K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Student Learning Outcomes and in Examination Questions).

| NOTES |
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| | | | | K | U | A |
|---------------------|----------------------|-------------------------------|---|---|---|---|
| 2. Accounting Cycle | | Candidates should be able to: | | | | |
| 2.1 | Accounting Process | 2.1.1 | state the objectives of preparing a general journal - recording the transaction in the general journal: journal entries and narrations. | * | | |
| 2.2 | Ledgers | 2.2.1 | explain the method of posting or rules (features) of Ledgering: i. T-Account ii. Running Balance. | | * | |
| 2.3 | Trial Balance | 2.3.1 | prepare trial balance by extracting the data from the ledgers. | | | * |
| 2.4 | Financial Statements | 2.4.1 | prepare financial statements. | | | * |
| 2.5 | Accounting Concepts | 2.5.1 | describe the accounting concepts and fundamental accounting assumptions: i. Business entity ii. Dual aspect iii. Money measurement iv. Going concern v. Consistency vi. Accruals Questions will not be set for any adjustments to financial statements (prepayments and accruals are excluded) | | * | |

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|-----------------------------------|--|-------------------------------|---|---|---|---|
| | | | | K | U | A |
| 3. Books of Prime/ Original Entry | | Candidates should be able to: | | | | |
| 3.1 | State the Uses of Books of Prime Entry | 3.1.1 | state the use of documents which are used for recording information in the books of original entries invoice, credit note and debit note; | * | | * |
| | | 3.1.2 | prepare the books of prime entry information by using the source documents: i. Sales day book / Sales Journal ii. Purchases day book / Purchases Journal iii. Sales return day book / Return Inwards Journal iv. Purchase return day book / Return Outwards Journal v. Cash book vi. Journal. | | | |
| 3.2 | Cash Book | 3.2.1 | prepare a cash book: • Two column cash book • Three column cash book. | | | * |
| 3.3 | Petty Cash Book | 3.3.1 | explain a petty cash book. | | * | |
| 4. Control Accounts | | Candidates should be able to: | | | | |
| 4.1 | State Control Accounts | 4.1.1 | state the purpose and uses of control accounts. | * | | |
| 4.2 | Sales Ledger Control Account | 4.2.1 | prepare sales ledger control account. Enter the credit sales, sales return, cash received from customers, bad debts, discount allowed, contra set-off, dishonoured cheques, opening and closing balances. | | | * |
| 4.3 | Purchases Ledger Control Account | 4.3.1 | prepare purchases ledger control account. Enter the credit purchases, purchases return, cash paid to suppliers, discount received, contra set-off, opening and closing balances. | | | * |

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| | | | | K | U | A |
|---|-------|---|--|---|---|---|
| 5. Depreciation and Bad Debts | | Candidates should be able to: | | | | |
| 5.1 Accounting for Depreciation | 5.1.1 | state the concept of depreciation; | | | * | |
| | 5.1.2 | define the terms ‘cost’, ‘accumulated / provision for depreciation’, ‘net book value’ and ‘scrap value’; | | | * | |
| | 5.1.3 | explain the following methods of depreciation: i. Straight line method ii. Reducing balance method; | | | | * |
| | 5.1.4 | calculate depreciation using: i. Straight line method ii. Reducing balance method. | | | | * |
| 5.2 Adjustment for Depreciation | 5.2.1 | prepare entry to record depreciation for the year. | | | | * |
| 5.3 Provision for Doubtful Debts | 5.3.1 | state the concept of provision for doubtful debts | | | * | |
| | 5.3.2 | explain provision for doubtful debts. | | | | * |
| 5.4 Bad Debts | 5.4.1 | explain bad debts written off. | | | | * |
| 5.5 Adjustment for Provision for Doubtful Debts | 5.5.1 | prepare entry to record increase/decrease in provision for doubtful debts. | | | | * |

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Part II (Class X)

| Topic | Student Learning Outcomes | | Cognitive Level ² | | |
|--|--------------------------------------|---|------------------------------|---|---|
| | | | K | U | A |
| 6. Depreciation and Bad Debts | Candidates should be able to: | | | | |
| 6.1 Depreciation | 6.1.1 | state the reason for charging depreciation on non-current assets. | * | | |
| 6.2 Capital and Revenue Expenditures | 6.2.1 | state the concept of capital and revenue expenditures; | * | * | |
| | 6.2.2 | distinguish between capital and revenue expenditure. | | | |
| 6.3 Computation | 6.3.1 | explain the cost price and depreciable cost of fixed tangible assets; | | * | * |
| | 6.3.2 | explain purchase price; | | * | |
| | 6.3.3 | calculate depreciation with the help of i. Straight line method ii. Reducing (Diminishing) Balance method iii. Hours method iv. Units method; | | | |
| | 6.3.4 | compute the loss or gain on disposal of non-current asset. | | | |
| 6.4 Bad Debts, Recovery of Bad Debt and Provision for Doubtful Debts | 6.4.1 | state the concept of bad debts and provision for doubtful debts; | * | * | * |
| | 6.4.2 | explain the reason for charging provision for doubtful debts. | | | |
| | 6.4.3 | prepare entries to record: i. Bad debts written off ii. Increase/ decrease in provision for doubtful debts iii. Bad debts recovered. | | | |
| | | | | | |

²K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Student Learning Outcomes and in Examination Questions).

| NOTES |
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| | | | | K | U | A |
|--------------------------------|--------------------------------------|---|---|---|---|---|
| 7. Financial Statements | Candidates should be able to: | | | | | |
| 7.1 Adjustments | 7.1.1 | define the term ‘adjusting entries’; | * | | | |
| | 7.1.2 | prepare adjustment for prepayments/ prepaid expenses; | | | | * |
| | 7.1.3 | prepare adjustment for accruals / accrued expenses; | | | | * |
| | 7.1.4 | prepare adjustment for provision for depreciation; | | | | * |
| | 7.1.5 | prepare adjustment for provision for doubtful debts. | | | | * |
| 7.2 Financial Statements | 7.2.1 | prepare Income Statement and Statement of Financial Position including adjustment. | | | | * |
| 7.3 Closing Entries | 7.3.1 | state entries to close the expenses and revenues for the period. | * | | | |
| 7.4 Accounting Concepts | 7.4.1 | describe the following accounting concepts and fundamental accounting assumptions: i. Business entity ii. Dual aspect iii. Money measurement iv. Going concern v. Consistency vi. Accruals vii. Historical Cost viii. Prudence ix. Objectivity x. Materiality | | * | | |

| NOTES |
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| | | | | K | U | A |
|-------------------------------------|--|-------------------------------|---|---|---|---|
| 8. Single Entry/ Incomplete Records | | Candidates should be able to: | | | | |
| 8.1 | Single Entry/Incomplete Records | 8.1.1 | define the concept of accounting systems - double entry system and single entry system. | * | | |
| 8.2 | Single and Double Entry Systems | 8.2.1 | differentiate between single entry and double entry. | | * | |
| 8.3 | Computation of Missing Figures | 8.3.1 | retrieve the missing figures e.g. cash / bank balance, credit sales and credit purchases; | | | * |
| | | 8.3.2 | compute total sales, total purchase, expenses, opening and closing capital; | | | * |
| | | 8.3.3 | compute the missing figure with the use of mark up and margin. | | | * |
| 9. Correction of Errors | | Candidates should be able to: | | | | |
| 9.1 | Errors and Suspense Account | 9.1.1 | state the errors not affecting trial balance: i. Error of Omission ii. Error of Commission iii. Error of Principle iv. Error of Complete reversal v. Error of Original Entry vi. Compensating Error | * | | |
| 9.2 | Correcting Entries | 9.2.1 | prepare correcting entries as and when the errors are discovered. | * | | * |
| | | 9.3.1 | state suspense account; | | | |
| 9.3 | Suspense Account | 9.3.2 | post necessary entries to close suspense account. | | | * |
| 9.4 | Effect of Errors on Gross and Net Profit | 9.4.1 | prepare correcting entries and make adjustments to gross profit and net profit to calculate the correct profit for the period. | | | * |

| NOTES |
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| | | | | K | U | A |
|--|--|-------------------------------|---|---|---|---|
| 10. Accounting for Non-Profit Organization (N.P.O) | | Candidates should be able to: | | | | |
| 10.1 | Concept of Non-Profit Organization | 10.1.1 | state the purpose of establishing a non-profit organization (N.P.O); | * | | |
| | | 10.1.2 | list types of N.P.O. | * | | |
| 10.2 | Terminologies | 10.2.1 | explain the different terminologies used by N.P.O compared to other forms of business such as accumulated fund, excess of income over expenditure, excess of expenditure over income, subscription in arrears, subscription in advance, ancillary activities etc. | | * | |
| 10.3 | Subscription Account and Receipt And Payment Account | 10.3.1 | prepare a subscription account, and a receipt and payment account. | | | * |
| 10.4 | Financial Statements | 10.4.1 | prepare financial statements: i. Statement of Affairs ii. Income and Expenditure Account iii. Balance Sheet (Statement of Financial position). (Questions will not be set on life membership fee) | | | * |

| NOTES |
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4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive level

| Topic No | Topic | No. of Sub Topics | SLOs | | | Total |
|----------|--------------------------------|-------------------|-----------|-----------|-----------|-----------|
| | | | K | U | A | |
| 1. | Introduction to Accounting | 3 | 6 | 4 | 1 | 11 |
| 2. | Accounting Cycle | 5 | 2 | 1 | 2 | 5 |
| 3. | Books of Prime /Original Entry | 3 | 1 | 1 | 2 | 4 |
| 4. | Control Accounts | 3 | 1 | - | 2 | 3 |
| 5. | Depreciation and Bad Debts | 5 | 3 | 3 | 3 | 9 |
| | Total | 19 | 13 | 9 | 10 | 32 |
| | Percentage | | 41 | 28 | 31 | |

Table 2: Allocation of Marks for the Multiple Choice Question and Constructed Response Questions

| Topic No | Topic | No. of Sub Topics | Marks | | |
|----------|--------------------------------|-------------------|---------------------------|--------------------------------|-----------|
| | | | Multiple Choice Questions | Constructed Response Questions | Total |
| 1. | Introduction to Accounting | 3 | 4 | 8 | 12 |
| 2. | Accounting Cycle | 5 | 7 | 12 | 19 |
| 3. | Books of Prime /Original Entry | 3 | 3 | 10 | 13 |
| 4. | Control Accounts | 3 | 4 | 8 | 12 |
| 5. | Depreciation and Bad Debts | 5 | 7 | 12 | 19 |
| | Total | 19 | 25 | 50 | 75 |

Table 3: Paper Specifications

| Topic No. | Topic | Marks Distribution | | Total Marks |
|------------------|--------------------------------|--|--------------------|--------------------|
| 1. | Introduction to Accounting | MCQs 4 @ 1 Mark CRQs 2 @ 4 Marks Each | | 12 |
| 2. | Accounting Cycle | MCQs 7 @ 1 Mark CRQs 2 @ 6 Marks Each | | 19 |
| 3. | Books of Prime /Original Entry | MCQs 3 @ 1 Mark CRQs 2 @ 5 Marks Each | | 13 |
| 4. | Control Accounts | MCQs 4 @ 1 Mark CRQs 2 @ 4 Marks Each | | 12 |
| 5. | Depreciation and Bad Debts | MCQs 7 @ 1 Mark CRQs 2 @ 6 Marks Each | | 19 |
| | Total | MCQs 25 | CRQs 50 | 75 |

Class X

Table 4: Number of Student Learning Outcomes by Cognitive level

| Topic No | Topic | No. of Sub Topics | SLOs | | | Total |
|----------|--|-------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 6. | Depreciation and Bad Debts | 5 | 3 | 4 | 3 | 10 |
| 7. | Financial Statements | 4 | 3 | - | 5 | 8 |
| 8. | Single Entry/Incomplete Records | 3 | 1 | 1 | 3 | 5 |
| 9. | Correction of Errors | 4 | 2 | 2 | 1 | 5 |
| 10. | Accounting for Non-Profit Organization | 4 | 2 | 1 | 2 | 5 |
| | Total | 20 | 11 | 8 | 14 | 33 |
| | Percentage | | 33 | 24 | 43 | 100 |

Table 5: Allocation of Marks for the Multiple Choice Question and Constructed Response Questions

| Topic No | Topic | No. of Sub Topics | Marks | | |
|----------|--|-------------------|---------------------------|--------------------------------|-----------|
| | | | Multiple Choice Questions | Constructed Response Questions | Total |
| 6. | Depreciation and Bad Debts | 5 | 6 | 10 | 16 |
| 7. | Financial Statements | 4 | 3 | 10 | 13 |
| 8. | Single Entry/Incomplete Records | 3 | 6 | 10 | 16 |
| 9. | Correction of Errors | 4 | 4 | 10 | 14 |
| 10. | Accounting for Non-Profit Organization | 4 | 6 | 10 | 16 |
| | Total | 20 | 25 | 50 | 75 |

Table 6: Paper Specifications

| Topic No | Topic | Marks Distribution | | Total Marks |
|-----------------|--|--|--------------------|--------------------|
| 6. | Depreciation and Bad Debts | MCQs 6 @ 1 Mark CRQs 2 @ 6 Marks Each | | 18 |
| 7. | Financial Statements | MCQs 5 @ 1 Mark CRQ 1 @ 10 Marks | | 15 |
| 8. | Single Entry/Incomplete Records | MCQs 4 @ 1 Mark CRQs 2 @ 4 Marks Each | | 12 |
| 9. | Correction of Errors | MCQs 5 @ 1 Mark CRQs 2 @ 5 Marks Each | | 15 |
| 10. | Accounting for Non-Profit Organization | MCQs 5 @ 1 Mark CRQ 1 @ 10 Marks | | 15 |
| | Total | MCQs 25 | CRQs 50 | 75 |

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes IX and X. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (28% and 24%), Application and higher order skills (31% and 43%) to discourage rote memorization. Tables 1 and 4 however do not translate directly into marks.
- 4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administrated within 3 hours.
- 4.4 Paper I theory will consist of 25 compulsory, multiple choice questions. These questions will involve four response options.
- 4.5 Paper II theory will carry 50 marks and consist of a number of compulsory, constructed response questions.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Suggested Classroom Activities

- 5.1 As the AKU-EB syllabus focuses on understanding and higher order thinking skills, teachers need to encourage activity and problem-based classroom practices.
- 5.2 The following strategies are recommended:
 - 5.2.1 The teacher should engage students in learning activities that foster skills like decision making, critical thinking and problem solving by posing open-ended questions.
 - 5.2.2 Newspapers, periodicals and magazines should be used as important sources of contemporary data and problems.
 - 5.2.3 Students' daily life experiences should be used to explore economic concepts such as supply, demand, desire, labour, production, and budget.
 - 5.2.4 Whenever appropriate tables and graphical representations of statistical data and budget equilibrium are constructed, these should be interpreted with special emphasis on representing change over time.
 - 5.2.5 A variety of teaching methods should be deployed to involve students as active learners such as:
 - (a) Group discussion
 - (b) Seminars
 - (c) Role play
 - (d) Speeches/Debates
 - (e) Case studies
 - (f) Study visits
 - (g) Brain storming
 - (h) Presentations
 - (i) Quiz
 - (j) Open book test
 - (k) Visit any nearby market to observe the proceedings and submit brief report
 - (l) Collection of statistical data from the head of family about spending of money on different items
 - (m) Preparation of family budget
 - (n) Bank visits and observation of their activities

6. Recommended Texts and Reference Materials

Recommended Books

1. Frank Wood & Alan Sangster - 1 Business Accounting (10th Edition) (Pearson Education)

Suggested teaching time for Grade IX syllabus = 100 Hours

Suggested teaching time for Grade X syllabus = 100 Hours

Reference Books

1. M. A. Ghani. (2007-08). *Part I and Part II for Intermediate: Principles of Accounting*. Lahore: Pak Imperial Book.
2. Principles of Accounting (2nd Edition) by Betsy Li, Tan Sai Kim & Goh Ling Chin (Oxford University Press)
3. Success in Principles of Accounting (2nd Edition) by Geoffrey Whitehead (John Murray)
4. Syed Ifthikhar Ahmed and Sardar M. Shafique Khan. (2005-06). *Part I and Part II for Intermediate: Principles of Basic of Financial Accounting*. Karachi: Petiwala Publications.
5. Punjab Textbook Board. (2005-06). *Part I and Part II for Intermediate: Financial Accounting*. Lahore: Punjab Textbook Board
6. Ian Harrison. (2007-2008). *Introducing Accounting for AS 1 and 2*. London: Hodder and Stoughton.
7. Harold Randol. (2007). *Accounting*. UK: Cambridge University Press.
8. Jawahar Lal and Seema Srivastava (2003). *Financial Accounting principles and practices*. India: S.Chand & Company 7361, Ramnagar, New delhi.

Reference reading Materials

1. Newspaper and magazine articles.
2. Booklets from banks, insurance companies, and other commercial institutions.
3. Business documents from commercial organizations such as retailers, wholesalers, banks, insurance companies.
4. Commercial information published by government and other public bodies such as the Department for Business Enterprise and Regulators Reform and the Offices of Trading.

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes and in Examination Papers

7.1 Definition of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, re-arrange, reconstruct/recreate, re-organize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge

Define (the term or terms): Only a formal statement or equivalent paraphrase is required. No examples need to be given. Specify meaning e.g. define the term: capital reserve.

List: Name item-by-item, usually in one or two words, precise information such as dates, characteristics, account heads and transactions.

State Name an item or amount e.g. State three benefits of preparing control accounts.

Understanding

| | |
|-------------------------------|--|
| Distinguish / Compare: | List the main characteristics of two entities clearly identifying similarities (and differences). Identify similarities and differences e.g. Compare the ratios for two business or compute the ratio between two amounts or account heads. |
| Differentiate: | Identify those characteristics which always or sometimes distinguish two categories or classification of different account heads or transactions. |
| Explain: | May imply reasoning or some reference to theory, depending on the context. Set out purpose or reasons e.g. explain how the concept of prudence is applied to the valuation of stock |
| Describe: | Requires Candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular financial phenomena. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the financial phenomena. |

Application

| | |
|--|--|
| Calculate / Compute : | Show workings to arrive at a numerical answer e.g. calculate the return on capital employed. |
| Prepare: | Construct an account e.g. prepare a profit and loss account. |
| Enter/ Make entries/ Post Complete: | Record transaction in ledger accounts e.g. Post the discounts to the general ledger accounts. |
| Retrieve: | To find the unknown or missing figures from the given information and data |
| Derive | To obtain or receive from a source or to arrive at by reasoning; deduce or infer: derive a conclusion from facts or figures. |

SSC Scheme of Studies³

AKU-EB as a national board offers qualifications for both English and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The Science and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination

SSC Part-I (Class IX) Science Group

| Subjects | Marks | | | Medium |
|--|-------------|-----------|-------------|---------------------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 75 | - | 75 | English |
| Urdu Compulsory-I OR **Urdu Aasan ^a OR **History and Geography of Pakistan-I ^b | 75 | - | 75 | Urdu Urdu English |
| Islamiyat-I OR Ethics-I ^c | *50 | - | *50 | English / Urdu |
| Pakistan Studies-I | *50 | - | *50 | English / Urdu |
| Mathematics-I | 75 | - | 75 | English / Urdu |
| Physics-I | 65 | 10 | 75 | English / Urdu |
| Chemistry-I | 65 | 10 | 75 | English / Urdu |
| Biology-I OR Computer Science-I | 65 | 10 | 75 | English / Urdu English |
| Total: | *495 | 30 | *525 | |

SSC Part-II (Class X) Science Group

| Subjects | Marks | | | Medium |
|--|-------------|-----------|-------------|---------------------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 75 | - | 75 | English |
| Urdu Compulsory-II OR **Sindhi ^a OR **History and Geography of Pakistan-II ^b | 75 | - | 75 | Urdu Sindhi English |
| Islamiyat-II OR Ethics-II ^c | *50 | - | *50 | English / Urdu |
| Pakistan Studies-II | *50 | - | *50 | English / Urdu |
| Mathematics-II | 75 | - | 75 | English / Urdu |
| Physics-II | 65 | 10 | 75 | English / Urdu |
| Chemistry-II | 65 | 10 | 75 | English / Urdu |
| Biology-II OR Computer Science-II | 65 | 10 | 75 | English / Urdu English |
| Total: | *495 | 30 | *525 | |

- Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
 - Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
 - For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2014 Examinations and onwards
SSC Part II 2015 Examinations and onwards

****These subjects are offered ONLY in the May examination.**

³ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

| Subjects | Marks | Medium |
|--|------------------|--|
| English Compulsory-I | 75 | English |
| Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b | 75 | Urdu Urdu English |
| Islamiyat-I OR Ethics-I ^c | *50 | English / Urdu |
| Pakistan Studies-I | *50 | English / Urdu |
| General Mathematics-I | 75 | English / Urdu |
| Any three of the following Elective Subjects | 225 (75 each) | English / Urdu English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English / Urdu English English English |
| 1. **Geography-I | | |
| 2. General Science-I | | |
| 3. Computer Science-I (65+10 practical) | | |
| 4. Economics-I | | |
| 5. Civics-I | | |
| 6. **History of Pakistan-I | | |
| 7. **Elements of Home Economics-I | | |
| 8. **Food and Nutrition-I (65+10 practical) | | |
| 9. **Art & Model Drawing-I | | |
| 10. **Business Studies-I | | |
| 11. **Environmental Studies-I | | |
| Total: | *525 | |

SSC Part-II (Class X) Humanities Group

| Subjects | Marks | Medium |
|--|------------------|--|
| English Compulsory-II | 75 | English |
| Urdu Compulsory-II OR Sindhi ^a History and Geography of Pakistan-II ^b OR | 75 | Urdu Sindhi English |
| Islamiyat-II OR Ethics-II ^c | *50 | English / Urdu |
| Pakistan Studies-II | *50 | English / Urdu |
| General Mathematics-II | 75 | English / Urdu |
| Any three of the following Elective Subjects | 225 (75 each) | English / Urdu English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English / Urdu English English English |
| 1. **Geography-II | | |
| 2. General Science-II | | |
| 3. Computer Science-II (65+10 practical) | | |
| 4. Economics-II | | |
| 5. Civics-II | | |
| 6. **History of Pakistan-II | | |
| 7. **Elements of Home Economics-II | | |
| 8. **Food and Nutrition-II (65+10 practical) | | |
| 9. **Art & Model Drawing-II | | |
| 10. **Business Studies-II | | |
| 11. **Environmental Studies-II | | |
| Total: | *525 | |

SSC Part-I and Part-II (Class IX-X) (Additional Subjects)

| SSC Part I | SSC Part II | Marks | Medium |
|--|---|---------|----------------|
| 1. **Literature in English-I ^d | 1. **Literature in English-II ^d | 75 each | English |
| 2. **Commercial Geography-I ^d | 2. **Commercial Geography-II ^d | | English / Urdu |
| 3. **Additional Mathematics-I ^d | 3. **Additional Mathematics-II ^d | | English |
| 4. **Principles of Accounting-I ^d | 4. **Principles of Accounting-II ^d | | English |

a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.

b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.

c. For non-Muslim candidates only.

d. Subject will be offered as Additional Subject.

* The above will be implemented in SSC Part I 2014 Examinations and onwards and SSC Part II 2015 Examinations and onwards

****These subjects are offered ONLY in the May examination.**