



MINISTRY OF EDUCATION
AND TRAINING LESOTHO

GRADE 10 AND 11 ACCOUNTING SYLLABUS



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GRADE 10 ACCOUNTING SYLLABUS OVERVIEW.

Learning Outcomes: at the end of Grade 11 , learners should be able to:

1. Payroll accounting.
2. Accounting principles and policies.
3. Capital and revenue expenditures and receipts.
4. Adjustments to ledger accounts: Other payables and receivables
Bad debts and the provision (allowance) for doubtful debts.
5. Accounting for depreciation and disposal of non-current assets.
6. Preparation of financial statements: sole traders
Partnerships.
7. Principles of financial statements.
8. Trial balances.
9. Correction of errors.
10. Control accounts.
11. Bank reconciliation statement

GRADE 10 ACCOUNTING SYLLABUS ACTIVITY PLAN.

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
1. explain payroll accounting concepts; calculate and record wages and salaries and deductions.	<p>Concepts: Gross pay. Overtime. Net pay. Deduction.</p> <p>Documents used in payroll accounting: Clock card; Time sheet; and Payroll register. wages sheet Payslip.</p> <p>Skills Accuracy. Effective. Communication. Analysis.</p> <p>Values and attitudes</p>	<ul style="list-style-type: none"> • Teacher introduces learners to payroll accounting. • Teacher and learners brainstorm on the uses of documents used in payroll. • Teacher and learners explain and calculate pay using time and piece work basis. • Teacher and learners explain and calculate overtime. • Teacher and learners explain statutory deductions (pay as you earn-PAYE and pension fund). • Teacher and learners explain voluntary deductions for pension contributions, 	<p>differentiate between gross pay and net pay.</p> <p>classify deductions into statutory and voluntary deductions.</p> <p>explain payroll documents and their uses.</p> <p>calculate and record wages and salaries and deductions in journal and ledger.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

	honesty. Appreciation. Trust.	subscriptions, and charitable donations. <ul style="list-style-type: none">• Teacher and learners identify and implement payroll concepts and calculate gross and net pay.		
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Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>2. explain accounting principles and policies.</p>	<p>Concepts: Business entity Going concerns Historical concepts Money measurements Accounting period Matching/accruals Prudence Materiality Consistency Dual aspect.</p> <p>To improve: comparability relevance reliability understandability.</p> <p>Skills Effective communication.</p> <p>Values and attitudes Honesty.</p>	<ul style="list-style-type: none"> • Teacher describes accounting principles and policies. • Teacher explains importance of international accounting standards. 	<p>identify and explain accounting principles and policies.</p> <p>explain importance of international accounting standards.</p>	<p>Textbooks. Internet.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>3. calculate and comment on the effect of incorrect treatment of expenditures and receipts on profit.</p>	<p>Concepts Capital expenditure and receipts. Revenue expenditure and receipts.</p> <p>Skills Calculate. Critical thinking. Application. Analysis. Effective communication.</p> <p>Values and attitudes Observation. Decision making.</p>	<ul style="list-style-type: none"> • Teacher and learners calculate the correct amount of capital and revenue expenditure. • Teacher and learners calculate the correct amount of capital and revenue receipts. • Teacher and learners discuss the effect of incorrect treatment on profit and asset valuation. 	<p>comment on the effect of incorrect treatment of capital and revenue expenditure.</p> <p>comment on the effect of incorrect treatment of capital and revenue receipts.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
4. identify and record adjustments to ledger accounts.	<p>Concepts Other payables and receivables. Bad debts, Bad debts recovered and Provision (allowance) for doubtful debts.</p> <p>Skills Analysis. Recording. Decision making.</p> <p>Values and attitudes Observation. Decision making.</p>	<ul style="list-style-type: none"> • Teacher and learners identify opening and closing balances of other payables and receivables and record them accordingly. • Teacher and learners record receipts and payments of expenses and income. • Teacher and learners calculate correct amounts of expenses and incomes to be transferred to the income statements and statement of financial position. • Teacher explains the importance of accounting for bad debts. • Teacher and learners explain and differentiate between bad debts and bad debts recovered. • Teacher and learners differentiate between bad 	<p>identify and record opening and closing balances, receipts and payments of other payables and receivables.</p> <p>identify and record opening and closing balances, receipts and payments of other payables and receivables.</p> <p>interpret the closing balance of other payables or receivables in order to determine whether they are current assets or liabilities.</p> <p>explain the importance of accounting for bad debts.</p> <p>distinguish between bad debts and bad debts recovered.</p>	Textbooks. Internet.

<p>CONT.</p>		<p>debts and provision for doubtful debts.</p> <ul style="list-style-type: none"> • Teacher demonstrates how bad debts written off and bad debts recovered are recorded. • Teacher and learners discuss the importance of maintaining provision for doubtful debts. • Teacher explains how provision for bad debts is adjusted and demonstrates how it is recorded. 	<p>distinguish between bad debts and provision for doubtful debts.</p> <p>record bad debts written off and bad debts recovered.</p> <p>record provision for doubtful debts.</p>	
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Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>5. explain and record depreciation, provision of depreciation and disposal of non-current assets.</p>	<p>Concepts Depreciation Methods for calculating depreciation: - straight line - reducing balance - revaluation provision for depreciation disposal of non-current assets</p> <p>Skills Interpretation. Recording. Calculation. Analysis.</p> <p>Values and attitudes Financial self-restrained.</p>	<ul style="list-style-type: none"> • Teacher explains reasons for accounting for depreciation. • Teacher describes and demonstrates different methods of calculating depreciation. • Teacher explains and demonstrates how provision for depreciation is recorded. • Teacher explains and demonstrates how to record disposal of non-current assets to determine profit or loss. 	<p>explain reasons for accounting for depreciation.</p> <p>explain different methods of calculating depreciation.</p> <p>record provision of depreciation and disposal of non-current assets.</p> <p>calculate the profit or loss made on disposal of non-current assets.</p>	<p>Textbook. Internet.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>6. apply accounting principles in calculating profit or loss for a specific period.</p>	<p>Concepts Gross profit/loss Profit/loss for the Year Current assets Non-current assets Intangible assets (goodwill) Current liabilities Non-current liabilities Working capital Capital employed Capital owned Equity Inventory valuation</p> <p>Skills Calculations Analysis. Critical thinking. Interpretation.</p> <p>Values and attitudes Financial self-restrained. Honesty.</p>	<ul style="list-style-type: none"> • Teacher calculates the profit or loss and demonstrates their effects on the value of assets. • Teacher calculates and demonstrates different capitals. • Teacher explains how inventory is valued. 	<p>calculate gross profit and profit/loss for the year.</p> <p>calculates different types of capitals.</p> <p>state how inventory is valued.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

	Trustworthiness. Positive work ethic.			
Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
7. differentiate between trading and service businesses and prepare their financial statements.	<p>Concepts Income statement: -trading business -service business Statement of financial position Drawings.</p> <p>Skills Interpretation. Recording. Calculation. Analysis.</p> <p>Values and attitudes Accuracy. Financial self-restrained.</p>	<ul style="list-style-type: none"> • Teacher explains the difference between trading and service business. • Teacher demonstrates the preparation of financial statements for both trading and service businesses considering accounting concepts when making adjustments. 	<p>distinguish between trading and service businesses.</p> <p>prepare financial statement of a trading business.</p> <p>prepare financial statement of a service business.</p>	<p>Textbook.</p> <p>Internet.</p> <p>Other resources.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>8. identify and explain errors which do not affect the trial balance.</p>	<p>Concepts: Trial balance.</p> <p>Error of: commission; compensating; complete reversal; duplication; omission; original entry; and principle.</p> <p>Skills effective communication analysis interpretation decision making observation application</p> <p>Values and attitudes Honesty. Decision making. Appreciation.</p>	<ul style="list-style-type: none"> Teacher identifies and explains the errors. 	<p>teacher and learners identify and explain different types of the errors.</p> <p>teacher and learners amend and prepare trial balance.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>9. identify and correct errors in accounting records.</p>	<p>Concepts: Errors which do not affect the closure of trial balance Suspense account. Corrected profit/loss.</p> <p>Skills Decision making. Critical thinking. Analysis. Interpretation. Calculation.</p> <p>Values and attitudes Honesty. Reliability. Financial self-restrained.</p>	<ul style="list-style-type: none"> • Teacher explains the casting errors and partial errors. • Teacher explains suspense account. • Teacher demonstrates how to record the correction of errors in the journal and posting to the ledger. • Teacher demonstrates how the profit or loss is adjusted after the correction of errors. • Teacher demonstrates the preparation of statement of financial position or (extract) after the correction of errors. 	<p>prepare the journal entries to correct the identified errors.</p> <p>prepare the suspense account.</p> <p>prepare the statement of corrected profit/loss.</p> <p>prepare the statement of financial position (extract) as at the date after the correction of errors.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
10. prepare sales and purchases ledger control accounts.	<p>Concepts: Sales ledger control and Purchases ledger control.</p> <p>Items used to prepare control accounts: Credit sales and credit purchases Receipts and payments Discounts Returns Bad debts Dishonoured cheques Interest on overdue accounts Contra entries Refunds Opening and closing balances</p> <p>Skills Recording. Calculation. Analysis.</p>	<ul style="list-style-type: none"> • Teacher explains sales and purchases ledgers. • Teacher explains uses of sales and purchases ledger control accounts. • Teacher identifies sources of information for control accounts entries. • Teacher demonstrates the preparation of control accounts and interprets the balances of each. • Learners demonstrate the preparation of control accounts. 	<p>explain importance of sales ledger and purchases ledger control accounts.</p> <p>prepare sales ledger and purchases ledger control accounts.</p> <p>explain the balances of control accounts.</p> <p>calculates credit sales and credit purchases.</p> <p>calculates closing balances for trade payables and trade receivables.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

	<p>Interpretation. Values and attitudes Honesty. Decision making. Accuracy. Trust. Financial self- restrained.</p>			
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Learning outcomes: at the end of Grade 11, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>11. prepare updated cash book and bank reconciliation statement.</p>	<p>Concepts: bank statement updated cash book reconciliation statement.</p> <p>items used to prepare updated cash book and reconciliation statement: credit transfer bank charges interest paid and received errors direct debits dishonoured cheques dividends standing orders overdraft.</p> <p>Skills Decision making. Accuracy. Interpretation.</p>	<ul style="list-style-type: none"> • Teacher explains bank statement and its uses. • Teacher explains updated cash book and its uses. • Teacher identifies and explains information to be recorded in updated cash book and demonstrate it. • Teacher explains reconciliation statement and demonstrates it. • Learners identify and select items to use in preparing both updated cash book and reconciliation statement. 	<p>explain the purpose of bank statement.</p> <p>prepare the updated cash book.</p> <p>prepare the statement to bring the balances in bank statement and cash book in agreement.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Other resources.</p>

	Critical thinking. Calculation. values and attitudes Honesty. Trust. Decision making. Assertiveness. Accountability. Financial self- restrained.			
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GRADE 10 & 11 ACCOUNTING TEACHERS' GUIDE.

Learning outcomes: at the end of Grade 11, learners should be able to:	Advice and Additional information for teachers.
L.O. 1: Payroll accounting.	<ul style="list-style-type: none"> - Teacher brings and show students the documents. - Teacher encourages learners to suggest items that should be deducted from the taxable income before calculation of tax. - Teacher should encourage learners to suggest factors to be taken into consideration when deciding on how to remunerate an employee; simple life scenarios can be provided.
L.O. 2: Accounting principles and policies.	<ul style="list-style-type: none"> - Teacher should relate the concept to the topic that he will be treating at any time.
L.O. 3: Capital and revenue expenditures and receipts.	<ul style="list-style-type: none"> - Teacher should use varied practical examples to illustrate the difference between capital and revenue expenditure and receipts.
L.O. 4: Adjustments to ledger accounts: Other payables and receivables.	<ul style="list-style-type: none"> - Bad debts and the provision (allowance) for doubtful debts. - Special attention should be paid to help learners to differentiate between opening and closing balances of other receivables and payables. - More emphasis should be given on the treatment of income owing and prepaid as it the case with other payables and

	<p>receivables of expenses.</p> <ul style="list-style-type: none"> - Teacher has to show the applicability of the accounting concepts when treating adjustments.
L.O. 5: Accounting for depreciation and disposal of non-current assets.	<ul style="list-style-type: none"> - Teacher should emphasise the applicability of the accounting concepts. - Teacher should emphasise that non-current asset can be disposed at a profit or a loss or break-even. - Teacher should consider the business policies when providing for depreciation.
L.O. 6: Preparation of financial statements: sole traders Partnerships.	<ul style="list-style-type: none"> - Teacher should consider transfers from the treatment of adjustments from ledger.
L.O. 7: Principles of financial statements.	<ul style="list-style-type: none"> - Teacher should consider transfers from the treatment of adjustments from ledger.
L.O. 8: Trial balances.	<ul style="list-style-type: none"> - Teacher should emphasise that errors can also occur in the trial balance.
L.O. 9: Correction of errors.	<ul style="list-style-type: none"> - Teacher should ensure that learners master double entry before correcting errors.
L.O. 10: Control accounts.	<ul style="list-style-type: none"> - Teacher should emphasise that control account can be used as a means of checking correctness and accuracy of double entry in all books that affect trade receivables and trade payables. - Teacher should draw learners' attention to the possibility of having a credit balance in a trade receivable account.
L.O. 11: Bank reconciliation statement.	<ul style="list-style-type: none"> - Teacher should draw learners' attention that a positive balance can end up being a negative balance and vice versa.

