International GCSE (9-1) Accounting Scheme of Work

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Scheme of Work

**Introduction**

This document provides a sample Scheme of Work for teaching Edexcel International GCSE (9-1) Accounting that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive.

This Scheme of Work matches the course planner and broadly follows the order in which the content is set out in the specification. The planner assumes 30 teaching weeks in each year to allow for time taken by other events. More recent topical events can be incorporated into the Scheme of Work and used as examples to illustrate the core content as appropriate. This document can be edited and updated over time to develop a resource bank.

The sample assessment materials can be used for question practice to enable students to build up the confidence and skills as part of their revision and exam practice.

**Why transferable skills?**

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject.  Further information on transferable skills is available on the website.  Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

The final two columns of this scheme of work indicate which transferable skills are explicitly assessed, and where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase the opportunities for skill development through teaching.

**Edexcel Subject Advisor – Bernadette Newport**

Bernadette Newport, the Accounting Subject Advisor, is available to help you with implementation of this specification and answer any questions you may have about the assessment.

Contact Bernie by emailing [TeachingAccounting@pearson.com](mailto:TeachingAccounting@pearson.com) or calling **+ 44 (0)20 7010 2138** or by visiting the [Edexcel Accounting and Finance Home Page](http://qualifications.pearson.com/en/subjects/finance-and-accounting.html).

**Resources**Below you will find suggested resources to support teaching this specification. These are suggestions of materials you may find useful. You are encouraged to use a wide range of resources that suit the needs of your students. The suggested resources at times are specific but they are intended to demonstrate the type of resources which can be found on the internet.  
  
Pearson has produced the following paid-for resources to support the delivery of this qualification:

**Edexcel International GCSE (9-1) Student Book**  
(ISBN 9780435189655) Written by James Haigh, Sheila Robinson and Frank Wood

[Download a free sample of the Pearson Edexcel GCSE (9-1) Accounting Student Book.](http://www.pearsonglobalschools.com/index.cfm?locator=PS31Be&PMDbSiteId=4941&PMDbSolutionId=35262&PMDbSubSolutionId=&PMDbCategoryId=35264&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=152521)  
  
Edexcel’s paid-for resources, as well as those endorsed by Edexcel, are not a pre-requisite for the delivery of Edexcel’s specifications.  
Pearson Edexcel International GCSE Accounting Student Book with ActiveBook CD-ROM  
(IBSN 9780435991296) Written by Sheila Robinson

Cambridge University Press: Cambridge IGCSE Accounting Student’s Book  
(IBSN 9781107625327) Written by Catherine Coucom  
  
Cambridge University Press: IGCSE Accounting Workbook  
(IBSN 9780415384209) Written by Catherine Coucom  
  
Oxford University Press: Complete Accounting for Cambridge 0 Level & IGCSE  
(IBSN 9780199138104) Written by Brian Titley, Iain Ward-Campbell and Christine Gilchrist  
  
Pearson Education Ltd: Book-Keeping and Accounts (Eighth Edition)  
(IBSN 9780273773061) Written by Frank Wood and Sheila Robinson  
  
Oxford University Press: Essential Accounting for Cambridge IGCSE  
(IBSN 9781408525531) Written by David Austen, Christine Gilchist and Peter Hailstone  
  
Osborne Accounting Books [www.osbornebooks.co.uk](http://www.osbornebooks.co.uk)  
- Bookkeeping transactions tutorial  
- Bookkeeping transactions workbook  
- Ethics for accountants tutorial

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Week | Content coverage | | Learning outcomes | Exemplar activities | **Resources** | **Which skills acquired in this lesson are explicitly assessed in examination?** | **Which skills could be delivered through teaching and delivery in this lesson?** |
| **Year 10** | | | | | | | |
| 1 - 2 | Course introduction  Introduce students to the types of business organisations and role of stakeholders | | * Introduction and overview to business entities, including public and private sector organisations, sole traders and partnerships. * Explanation of connection between stakeholders and a business. | * Ask students to give examples of each type of business and discuss the advantages and disadvantages. * Examples could be from local businesses that interest students. |  | Critical thinking  Empathy  Perspective taking | Team Work  Collaboration  Communication |
| 3 - 4 | To explain to students the fundamental accounting concepts | | * Students will be able to understand the significance of consistency, prudence, accruals, materiality, money measurement and business entity. | * Ask students to give examples of accounting concepts by reference to accounts extracted from textbooks or published accounts on the internet. |  | Critical Thinking | Team Work  Collaboration |
| 5 - 6 | To introduce students to the use of technology in accounting | | * Students can show how technology can be applied and (a) the benefits (b) security implications and (c) protection of data. | * Ask students to apply (a) to (c) to their own computers and consider the implications for them and businesses if computer security is neglected. |  | Reasoning  Analysis  Interpersonal Skills | Team Work  Workplace skills |
| 7 - 8 | To explain to students the fundamentals of professional ethics | | * Students will be able to apply the principles of professional ethics to business situations, including the concept of public interest. | * Students will be able to apply the principles of professional ethics to business situations, including the concept of public interest. |  | Personal and social responsibility | Team work  Collaboration  Workplace skills |
| 9 - 10 | To introduce students to business documents | | * Students will be able to explain and prepare business documents used to record accounting transactions. | * Create business document templates and ask students to prepare invoices using source data |  | Problem solving  Accuracy | Team work  Collaboration  Workplace skills |
| 11 - 12 | To introduce students to books of original entry | | * Students will be able to consolidate their knowledge of business documents and demonstrate they have understood the topic by completing books of original entry | * Using textbook examples ask students to complete books of original entry accurately. * Groups of students could each complete different records such as cash book, receivables and payables that are then checked for accuracy by the students themselves. |  |  |  |
| 13 - 14 | To introduce students to ledger accounting | | * Students will be able to demonstrate they have understood the topic by completing nominal, receivables and payables ledgers | * Using textbook examples, ask students to complete ledger accounts accurately. * Students who prepared receivables records in previous lessons could be asked to complete examples of payables ledgers in following lessons. |  | Problem solving  Accuracy | Interpersonal skills in the workplace |
| 15 - 16 | To introduce students to the principles of capital and revenue expenditure | | * Students will be able to demonstrate they can differentiate between capital and revenue expenditure | * Extract published accounts from the internet and ask students to label which are capital items and which are revenue expenditure. * Discuss with students when capital items might be revenue items in different industries. |  | Critical thinking | Team work  Collaboration |
| 17 - 18 | To introduce students to the principles of depreciation | | * Students will be able to understand the causes of depreciation and demonstrate how to calculate depreciation | * Ask students to select a fixed asset such as a motor vehicle and discuss which rate of depreciation should be used. Then take a vehicle of each student’s choice and ask them to calculate each year’s depreciation using both straight line and reducing balance methods. |  | Adaptive learning | Team work  Collaboration |
| 19 - 20 | To introduce students to irrecoverable debts | | * Students will be able to explain the reason and need to provide for debts no longer recoverable | * Ask students to complete examples from textbooks to practice the accounts treatment of accounting for irrecoverable debts. * Extract from the internet copies of published accounts and discuss the risks of irrecoverable debts of companies that have high levels of receivables compared with ones that mainly deal in cash. |  | Adaptive learning | Team work  Collaboration |
| 21 - 22 | To introduce students to other receivables and payables | | * Students are able to explain the necessity to account for other receivables and payables | * Extract published accounts from the internet and ask students to label other receivables and payables and discuss what these might include. |  | Adaptive learning | Team work  Collaboration |
| 23 - 24 | To introduce students to the trial balance | | * Students are able to prepare and agree a trial balance and understand the limitations of a trial balance. | * Prepare trial balances with deliberate errors and ask students in groups to locate the errors. |  | Analysis  Accuracy | Team work  Collaboration |
| 25 - 26 | To introduce students to control accounts | | * Students are able to prepare and agree trade receivables and trade payables control accounts | * Extract examples from textbooks and include deliberate errors that students have to locate or create examples in-house. |  | Analysis  Accuracy | Team work  Collaboration |
| 27 - 28 | To introduce students to the correction of errors | | * Students are able to locate and correct errors and prepare a suspense account | * Ask students to find and correct errors in say 5 examples extracted from textbooks or as prepared in house within a set time limit. |  | Analysis  Accuracy | Team work  Collaboration |
| 29 - 30 | To introduce students to bank reconciliation statements | | * Students will be able to demonstrate how to prepare a bank reconciliation statement and locate any differences | * Extract examples from textbooks or create in-house and ask students to complete say 5 examples within a set time limit. |  | Analysis  Accuracy | Team work  Collaboration  Workplace skills |
|  | | **Year 11** | | | | | |
| 1 - 3 | To introduce students to how financial statements are prepared for a sole trader | | * Students will be able to demonstrate how to prepare financial statements of a sole trader from source information | * Using extracts from text books prepare examples of sole traders trial balances in-house based on typical businesses locally and ask students to complete say 5 examples of financial statements. |  | Decision making | Team work  Collaboration  Workplace skills |
| 4 - 6 | To introduce students to how financial statements are prepared for a partnership | | * Students will be able to demonstrate how to prepare financial statements of a partnership from source information | * Using extracts from text books prepare examples of partnership trial balances in-house based on typical businesses locally and ask students to complete say 5 examples of financial statements (you could merge 2 sole traders used in earlier lesson} |  | Decision making | Team work  Collaboration  Workplace skills |
| 7 - 9 | To introduce students to incomplete records | | * Students will understand the principles of incomplete records and be able to complete financial statements from available information | * Using extracts from text books prepare examples of incomplete records based on typical businesses locally and ask students to complete say 5 examples of financial statements. * Ask local firms of accountants to come into the classroom to discuss how incomplete records are prepared in the workplace. |  | Decision making | Team work  Collaboration  Workplace skills |
| 10 - 12 | To introduce students to the calculation and interpretation of accounting ratios | | * Students will be able to demonstrate the ability to calculate accounting ratios and explain the implication of changes to each ratio | * Extract copies of published accounts from the internet and ask students to calculate the different accounting ratios including for the previous year. * Then ask students in groups to discuss what the figures mean for each company and which companies have the best profitability and liquidity. |  | Reasoning/argumentation | Team work  Collaboration |
| 13 - 15 | To introduce students to manufacturing accounts | | * Students will be able to prepare manufacturing accounts in the normal format and be able to identify the correct data to be included | * Extract examples from textbooks and adapt to reflect local manufacturing businesses. * Ask students to complete 5 examples and then discuss what would be raw materials, work-in-progress for each business. |  | Decision making | Team work  Collaboration |
| 16 - 18 | To introduce students to the application of accounting concepts | | * Students should be able explain each accounting concept and how they are applied to end of period adjustments | * Using published accounts extracted from the internet and go through each accounting concept and how it would have been applied in the published accounts. * Also discuss which accounting concepts are the most important for each company. |  | Interpretation | Team work  Collaboration |
| 19 - 21 | To introduce students to the fundamentals of depreciation | | * Students should be able to explain the fundamentals of depreciation and how these are applied to financial statements | * Consider extracting details of fixed assets that can be purchased locally, such as motor vehicles, scooters, bicycles, laptops, etc. and discuss with students the likely useful lives of each asset. * Then discuss the appropriate method of depreciation for each asset which the students have to calculate over the expected life of the asset, including the accounts treatment. * In addition, include examples of disposals of fixed assets and the accounts treatment of profit and losses, possibly based on the examples already used. |  | Adaptive learning | Team work  Collaboration |
| 22 - 23 | To introduce students to the accounting treatment of debts no longer recoverable | | * Students should understand the reasons for adjusting for irrecoverable debts in financial statements | * Obtain aged debtors reports either from accounting reference books listed separately or possibly from local companies using computer packages such as Sage and then discuss with students which debts may be irrecoverable and how the accounts should be adjusted for debts considered to be irrecoverable. * Also discuss with students whether there should be a general provision for irrecoverable debts and the likely percentage based on the general history of debts not being paid. |  | Adaptive learning | Team work  Collaboration |
| 24 - 25 | To introduce students to accounting for other receivables and payables | | * Students should be able to demonstrate the accounts treatment of other receivables and payables | * Consider using published accounts extracted from the internet and discuss with students the other receivables and payables that need to be recorded. In particular refer to the notes to the accounts that usually contain detailed explanations of other receivables and payables. * The companies selected could have interests in the local area and would be familiar to students. |  | Adaptive learning | Team work  Collaboration |
| 26-30 | Revision and final exams – Make use of Sample Assessment Material Papers and the Specimen Papers for revision. Emphasis on exam technique. | | | | | | |