

**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

**General Business Syllabus Grade 12**

**2009**

## **Introduction**

Students at second cycle secondary education have already decided the broad stream of learning - social science/natural science – in which their future area of study to be.

The purposes of second cycle secondary education are enabling learners choose subjects/areas of training to be attended in higher education within the framework of their respective preparatory stream, and preparing students for the world of work. In pursuit of these purposes students of social science stream at preparatory (11 and 12) level are expected to study one of the specialized fields of social sciences, language, business and management and law faculties.

General business, as one of the offered subjects in social science stream of preparatory education, aims at providing learners with necessary foundations of knowledge, attitudes, and skills to manage future higher education academic carrier and world of work. This is possible by:-

- discerning nature of business, forms of business ownership to learners;
- enabling learners understand financial business organization, production, marketing communication, trade and business record keeping;
- facilitating conditions to create citizens who have the attitude of informed appreciation and understanding business as means of interdependence among people;
- fostering certain skills like business recording, planning and reporting business activities.

The provision of quality education has become the first line issue at present time of Ethiopia. Assessment and other feedback reports

demanded the improvement of curriculum materials. Besides, the curriculum revision made at lower education levels subsequently demanded revision of curriculum at this level.

In addressing these issues the current grades 11 and 12 general business curriculum is founded on out come based learning which is defined in the new curriculum framework and in line to the international standards. Thus, the present curriculum is organized in such a way that it is suitable to realize active learning methods and equate learner's performance with the specified competencies.

To enable users of this curriculum document understand it fully, it is made to contain:

- Profile of general business student at the end of grade 12 which reflects the contribution of attending general business lesson in
- bringing the desired general profile of learners at the end of second cycle secondary education.
- Minimum learning competencies for general business education of grades 11 and 12.
- Content flow chart of the cycle.
- Grade level learning outcomes of each grades (11 and 12) and
- The respective grade syllabuses.

The competencies and content flow charts are organized around eight themes – the nature of business, forms of business ownership, financing business organization, production, marketing, communication, trade, and business record keeping. Using these themes, the syllabuses of each of grades (11 and 12) have been arranged in units.

Thirty four weeks are allotted in a year to cover the lesson of each grade with four periods per week.

**Unit 1 : Marketing (20 periods)**

**Unit Learning outcomes**

At the end of this unit studies will be able to:

- Understand concept of marketing and market
- Appreciate and determine marketing function
- Recognize marketing mixes

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define marketing</li> <li>• Exemplify exchange and transaction</li> <li>• Differentiate products</li> <li>• Identify customer value</li> <li>• Estimate customer satisfaction</li> </ul> <ul style="list-style-type: none"> <li>• Define market</li> <li>• Explain the difference between market &amp; marketing</li> <li>• List and discuss major marketing function</li> <li>• List and explain the four marketing mixes namely:                             <ul style="list-style-type: none"> <li>▪ Product</li> <li>▪ Price</li> <li>▪ Place/dist.</li> <li>▪ Promotion</li> </ul> </li> <li>▪ Define product</li> <li>▪ List and explain types of product</li> </ul>	<p><b>- Marketing</b></p> <p><b>1.1 What is marketing</b></p> <ul style="list-style-type: none"> <li>▪ Needs &amp; wants</li> <li>▪ Exchange &amp; transaction</li> <li>▪ Product</li> <li>▪ Customer value</li> <li>▪ Customer satisfaction</li> </ul> <p><b>1.2 What is market</b></p> <ul style="list-style-type: none"> <li>▪ <b>Types of market</b></li> </ul> <p><b>1.3 Major marketing function</b></p> <p><b>1.4 The marketing mixes</b></p> <p>1.4.1 Product</p> <ul style="list-style-type: none"> <li>• Classification of product</li> <li>• Stages of product lifecycle                             <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Growth</li> <li>- Maturity</li> <li>- Decline</li> </ul> </li> </ul> <p>1.4.2 Price</p> <ul style="list-style-type: none"> <li>• The meaning and use of price</li> <li>• Price and non price competition</li> <li>• Pricing objectives</li> <li>• General approaches to</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to define the term marketing and let them further define sub terminologies that they use to define marketing like: needs &amp; wants, exchange and transaction, product, customer value &amp; customer satisfaction.</li>   <li>• Assist students to define market from their own experience and let them compare their definition with their classmates.</li> <li>• Let students list marketing function and discuss on it among their group.</li>   <li>• Let students discuss about four marketing mixes, their different natures and how they support marketing activities.</li> <li>• Help students discuss about product and arrange the class in groups to present different stages of product life cycle starting from introduction to declining stage.</li>   <li>• Brainstorming: ask students to tell about the meaning of price and the nature of competition in terms of price and non price.</li>   <li>• Let students introduce about the three types of pricing approaches.</li> </ul>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>▪ Demonstrate the product life cycle</li> <li>▪ Define price</li> <li>▪ Recognize price and non price competition</li> <li>▪ Determine pricing objectives</li>   <li>▪ List and define different pricing approaches</li> <li>▪ Calculate unit selling price using:               <ul style="list-style-type: none"> <li>- Cost plus pricing</li> <li>- Rate of return pricing</li> <li>- Calculate break even analysis</li> <li>- Calculate value based pricing</li> <li>- Compute competition based pricing</li> </ul> </li>   <li>▪ Define place/distribution</li> <li>▪ Demonstrate distribution channel of consumer goods and industrial goods</li>   <li>• Reason out points for selecting the right channel</li> <li>• Describe factors that influence channel decision</li> </ul>	<p style="text-align: center;">pricing</p> <ul style="list-style-type: none"> <li>- Cost based pricing</li> <li>- Cost plus pricing</li> <li>- Rate of return pricing</li> <li>- Break even analysis</li> <li>• Value based pricing</li> <li>• Competition based pricing</li> </ul> <p>1.4.3 Place/distribution</p> <ul style="list-style-type: none"> <li>• Distribution channel for consumer goods</li> <li>• Distribution channel for industrial goods</li> <li>• Channel decision</li> <li>• Factors for choice of channel decision</li> </ul> <p>1.4.3.1 Marketing Intermediaries</p> <p>1.4.3.1.1 Wholesalers</p> <ul style="list-style-type: none"> <li>• Reason to use wholesalers</li> <li>• Wholesalers service to manufacturers</li> <li>• Wholesalers service to retailers</li> <li>• Types of wholesalers</li> </ul> <p>1.4.3.1.2 Retailers</p> <ul style="list-style-type: none"> <li>• Classes of in store retailers</li> <li>• Retailers According to number of stores owned</li> <li>• Retailers according to control outlets</li> </ul>	<ul style="list-style-type: none"> <li>• Let students discuss on the two distribution channels and show it in picture.</li>   <li>• Motivate students to recall their grade 11 lessons about intermediaries. Then, let student discuss why manufacturers use wholesalers and; wholesales service to retailers and order to list types of wholesalers</li>   <li>• Let students define retailers</li> </ul>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Interpret marketing intermediaries</li> <li>• Describe reasons to use whole salers</li> <li>• Describe wholesalers service to manufacturers</li> <li>• Describe wholesalers service to retailers</li> <li>• List types of whole salers</li> <li>• Define retailers</li> <li>• Explain classes of in store retailers</li> <li>• Explain class of on store retailers</li> <li>• Define warehouse</li> <li>• List &amp; explain types of ware house</li> <li>• Explain modes of transportation</li> <li>• List &amp; explain the four promotional mixes namely:               <ul style="list-style-type: none"> <li>▪ Advertising</li> <li>▪ Sales promotion</li> <li>▪ Personal selling</li> <li>▪ Publicity</li> </ul> </li> <li>• Explain marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Retailers according to size and products</li> <li>• Retailers according to the service</li> <li>• Retailers classification by type to store cluster in different localities</li> <li>• Classes of non store retailers               <ul style="list-style-type: none"> <li>▪ Direct selling</li> <li>▪ Direct marketing</li> <li>▪ Automatic vending</li> <li>▪ E-commerce</li> </ul> </li> <li>1.4.3.2 Ware housing               <ul style="list-style-type: none"> <li>• Types of warehouse</li> </ul> </li> <li>1.4.3.3 Transportation</li> <li>1.4.4 Marketing Promotion               <ul style="list-style-type: none"> <li>1.4.4.1 Promotional mixes                   <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Sales Advantage .&amp; disadvantage of advertise</li> <li>• Media &amp; advantage &amp; disadvantage                       <ul style="list-style-type: none"> <li>- promotion</li> <li>- Personal selling</li> <li>- Publicity</li> </ul> </li> </ul> </li> </ul> </li> <li>1.4.5 Marketing management</li> </ul>	<ul style="list-style-type: none"> <li>• Let students differentiate between store and non store retails</li> <li>• Assist students to realize how to classify store retailers</li> <li>• Assist students to classify non store retailers</li> <li>• Motivate students to think and discuss about warehousing with its different types.</li> <li>• Let students list different modes of transportation</li> <li>• In groups, help students to list different types of promotional mixes with their advantages and disadvantages.</li> <li>• Assist students to express idea of management in general and specifically about marketing management</li> </ul>

## **ASSESSMENT**

Students' performance has to be assessed continuously over the whole unit. Comparing student's performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define marketing and market, explain the difference between market and marketing, list and discuss major marketing functions, list and explain the four marketing mixes, define product, list and explain types of product, demonstrate the product life cycle, differentiate products, define price, list and explain different pricing approaches, calculate unit selling price using, define place(distribution), explain two ways of distributing goods, describe reasons

why to use wholesales, define warehouse, list and explain types of warehouse, explain marketing management, explain modes of transportation, define promotion, and list and explain the four promotions mixes.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: exemplify exchange and transaction, estimate customers satisfaction, recognize price and non-price competition, determine pricing objective, differentiate distribution channel of consumer goods and industries goods, reason out points for selecting the right channel and interpret marketing intermediaries. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more.

**Unit 2 : Communications** (12 periods)

**Unit learning outcomes**

At the end of this lesson students will be able to:-

- Recognize concept of communication
- Differentiate the various methods of communication
- Prepare business letters

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define communication and business communication</li> <li>• Discuss importance of communication</li> <li>• Describe process of communication</li>   <li>• Identify the three methods of communication</li>   <li>• Identify the basic parts of business letters</li> <li>• Determine components of business letters</li> <li>• Differentiate business letter formats</li> <li>• Explain principles of business letter writing</li> <li>• Analyze parts of forms</li> <li>• Design office notes &amp; message forms</li> <li>• Develop memorandum</li> <li>• Prepare news release</li> </ul>	<p><b>2. Communication</b></p> <p><b>2.1 Definition of communication and business communication</b></p> <p>2.1.1 Importance of communication</p> <p>2.1.2 Process of communication</p> <p><b>2.2 Methods of communication</b></p> <p>2.2.1 Communication by media</p> <p>2.2.2 Communication by direction</p> <p>2.2.3 Communication by degree of formality</p> <p><b>2.3 Effective formats of business message</b></p> <p>2.3.1 Business letter's common components</p> <p>2.3.2 Business letter formats</p> <p>2.3.3 Principles of business letter writing</p> <p>2.3.4 Form letters</p> <p>2.3.5 Office notes and message forms</p> <p>2.3.6 Memorandum</p>	<ul style="list-style-type: none"> <li>• Let students forward their own concept about communication &amp; business communication, its importance and how the process takes places.</li>   <li>• Let students discuss about different methods of office communication in groups.</li>   <li>• Present formats of business letters and ask students to suggest their different purposes and application mechanism.</li> </ul>

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> <li>• Define business report</li> <li>• Distinguish main parts of report</li> <li>• List and explain other common reports and their headings</li> <li>• Prepare meeting report</li> <li>• Prepare progress report</li> <li>• Prepare trip report</li> <li>• Identify elements of curriculum vitae (CV)</li> <li>• Prepare CV</li> <li>• Design cover letter</li> <li>• Arrange interview</li> </ul>	<p>2.3.7 News release</p> <p><b>2.4 Business report writing and business reports</b></p> <p>2.4.1 Main parts of a report</p> <p><b>2.5 Other common reports and their heading</b></p> <p>2.5.1 Meeting report</p> <p>2.5.2 Progress report</p> <p>2.5.3 Trip report</p> <p><b>2.6 Writing curriculum vitae(CV)</b></p> <p>2.6.1 Writing CV</p> <p>2.6.2 Writing cover letter</p> <p><b>2.7 Preparing for interview</b></p>	<ul style="list-style-type: none"> <li>• Let students discuss about business report and business report writing mechanism.</li>   <li>• Assist students to mention differences among meeting, progress and trip report.</li>   <li>• Present a CV format and make students to explain about CV parts and to prepare their own CV</li> <li>• Help students to prepare an interview</li> </ul>

**ASSESSMENT**

Students’ performance has to be assessed continuously over the whole unit. Comparing students’ performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define communication and business communication, identify the three methods of communication, discuss importance of communication and describe process of communication. Identify the basic parts of business letter, define business report, list and explain other common reports and their headings

and identify elements included in CV. Distinguish main parts of report, prepare meeting report,

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to differentiate business letter formats, analyze parts of business letter forms, design office notes and message forms, develop memorandum, prepare news release, prepare progress report, prepare trip report, prepare CV, design cover letter and arrange interview. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more



**Unit 3: Trade (16 periods)**

**Unit learning outcomes:**

At the end of this lesson students will be able to:

- Understand the concept of trade
- Recognize the concept of foreign and domestic trade
- Realize the necessary conditions to act as a trader

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define trade</li> <li>• List and explain types of trade</li> <li>• Determine persons capable for trade</li> <li>• Recall the rights of traders</li> <li>• Mention facilitators of trade activity</li> <li>• Identify conditions for inland transaction</li> <li>• Explain the meaning &amp; importance of foreign trade in Ethiopia</li> <li>• Discuss reasons for trade restriction</li> <li>• Indicate short and long term effects of trade restrictions.</li> <li>• Explain the nature of foreign trade</li> <li>• Explain foreign trade &amp; its bases</li> <li>• Explain different documents that the importer must receive</li> </ul>	<ul style="list-style-type: none"> <li>• Trade</li> <li><b>3.1 Definition of trade</b></li> <li>3.1.1 Trade</li> <li>• Persons capable of carrying trade</li> <li>• Right to set as a trader</li> <li>• Aids to trade</li> <li>• In land transactions</li> <li><b>3.2 Foreign Trade</b></li> <li>3.2.1 Absolute and comparative advantage of foreign trade</li> <li>3.2.2 Trade restrictions</li> <li>• Reasons for trade restrictions</li> <li>• Reasons against trade restrictions</li> <li>3.3.3 Nature of foreign trade</li> <li>• Reasons for special procedure in foreign trade</li> <li>3.3.4 Documents and special terminologies</li> <li>3.3.5 Foreign enquiries and quotation                             <ul style="list-style-type: none"> <li>- Price terms</li> </ul> </li> <li>3.3.6 Foreign terms of payment</li> <li>3.3.6.1 Payment on collection</li> <li>• Bill of exchange</li> <li>• Sight draft collection</li> <li>• Time draft collection</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate students to define the relationship between trade and people. Then, facilitate conditions so that participants simulate to act as a trader.</li> <li>• Let students describe about foreign trade and its absolute and comparative advantage.</li> <li>• Let students mention reasons for trade restriction</li> <li>• In groups, make students mention reasons for foreign trade procedures</li> <li>• .Assist students to mention special terminologies and necessary documents</li> <li>• Arrange group discussion to mention foreign enquires and quotation.</li> </ul>

Competencies	Contents	Suggested activities
<p>from the exporter before the ship arrives</p> <ul style="list-style-type: none"> <li>• Discuss the meaning and functions of foreign enquires and quotations</li> <li>• List and discuss foreign terms of payment.</li> </ul> <ul style="list-style-type: none"> <li>- Discuss customs duty estimation procedure in Ethiopia.</li> <li>- Identify the different methods of entering international trade</li> </ul>	<p>3.3.7 A note on customs duty estimation procedure in Ethiopia</p> <ul style="list-style-type: none"> <li>- Consignment sales</li> </ul> <p>3.3.8 Methods of entering international trade</p>	<ul style="list-style-type: none"> <li>• Let students discuss in group about bill of exchange, sight of collection and time draft collection.</li>   <li>• Facilitate conditions to discuss about custom duty and about international trade</li> </ul>

**ASSESSMENT**

Students’ performance has to be assessed continuously over the whole unit. Comparing students’ performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define trade, list and explain types of trade, identify conditions for inland transaction, explain the meaning and importance of foreign trade in Ethiopia, explain the nature of foreign trade, explain foreign trade and its bases, discuss

reasons for trade restriction, explain different documents, that the importer must receive from the exporter before the ship arrives, discuss the meaning and functions of foreign of enquiries and quotations, list and discuss foreign terms of payment, discuss customs duty estimation procedure in Ethiopia and identify the different methods of entering international trade.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to determine persons capable for trade, recall the right of traders, mention facilitator of trade activity, indicate short and long term effects of trade restriction and identify the

different methods of entering international trade. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more.

**Unit 4: Accounting ( 20 Periods)**

**Unit learning outcomes:**

At the end of this lesson students will be able to:

- Recognize accounting principles and prepare balance sheet
- Record transactions in two column general journal and make posting on general journal &
- Prepare six column worksheet and financial statements like income statement, capital statement & balance sheet

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define accounting</li> <li>• State reasons for keeping good records</li> <li>• Discuss importance of accounting</li> <li>• Prepare beginning balance sheet</li> <li>• Explain asset, liability &amp; capital as elements of balance sheet</li> <li>• Calculate accounting equation</li> <li>• Record the opening entry in the general journal</li> <li>• Identify the source of a journal entry</li> <li>• Lists and explain the two types of journal</li> <li>• Identify the source document for the opening entry                             <ul style="list-style-type: none"> <li>▪ State parts of a journal entry</li> <li>▪ Show the steps in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Business record keeping and financial records</li> <li><b>4.1 What is accounting</b> <ul style="list-style-type: none"> <li>• Definition of accounting</li> <li>• Why kept good records</li> </ul> </li> <li><b>4.2 Importance of accounting</b></li> <li><b>4.3 Beginning Balance Sheet</b> <ul style="list-style-type: none"> <li>• Asset</li> <li>• Liability</li> <li>• Capital</li> <li>• Accounting equation</li> <li>• Body of the balance sheet</li> </ul> </li> <li><b>4.4. Recording opening entry in the general journal</b> <ul style="list-style-type: none"> <li>4.4.1. The source of a journal entry</li> <li>4.4.2. Types of journal                             <ul style="list-style-type: none"> <li>• The general journal</li> <li>• Two column general journal</li> </ul> </li> <li>4.4.3 The source document for the opening entry</li> <li>4.4.4 Parts of a journal entry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to explain about the concept of accounting and purpose of keeping records.</li> <li>• Facilitate conditions to discuss importance of accounting</li> <li>• Motivate students to mention elements of balance sheet.</li> <li>• Guide students so that they can calculate accounting equation and prepare balance sheet.</li> <li>• Demonstrate journal entry based on record opening entry and let students differentiate types of journal and source documents for opening entry and steps in record opening entry.</li> </ul>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>recording the opening entry</p> <ul style="list-style-type: none"> <li>▪ Post the opening entry in the ledger</li> <li>▪ Draw standard form of account</li> <li>▪ Show the steps in posting the opening entry</li> <li>▪ Analyze business transactions</li> <li>▪ Record business transaction</li> <li>▪ Sort business transaction through posting</li> <li>▪ Use income and expense accounts as contra capital account</li> <li>▪ Analyze income transaction</li> <li>▪ Posting income transaction</li> <li>▪ Analyze expense transaction</li> <li>▪ Post expense transaction</li> <li>▪ Prepare a six column</li> </ul>	<p>4.4.5 Steps in recoding the opening entry</p> <p><b>4.5 Posting the opening entry</b></p> <p>4.5.1 Standard form of an account</p> <p>4.5.2 Chart of accounts</p> <p>4.5.3 Posting the opening entry to the ledger</p> <ul style="list-style-type: none"> <li>▪ Steps in posting the opening entry</li> </ul> <p><b>4.6 Business transactions</b></p> <ul style="list-style-type: none"> <li>• Analysis of business transactions</li> <li>• Recording business transactions</li> <li>• Posting business transactions</li> </ul> <p><b>4.7 Income and expense accounts</b></p> <p>4.7.1 Income transactions</p> <p>4.7.1.1 Analysis of income transactions</p> <p>4.7.1.2 Posting income transaction</p> <p>4.7.2 Expense transaction</p> <p>4.7.2.1 Analysis of expense transaction</p> <p>4.7.2.2 Posting expense transaction to the ledger</p>	<ul style="list-style-type: none"> <li>• Guide students to enable them posting the opening entry for standard form of account and to prepare ledger.</li> <li>• Motivate students to prepare business transaction</li> <li>• Demonstrate income and expense accounts based on accounts and let students differentiate income and expense accounts analysis.</li> </ul>

Competencies	Contents	Suggested activities
<p>worksheet</p> <ul style="list-style-type: none"> <li>▪ Show the steps in preparing a six column worksheet</li> <li>▪ Prepare income statement</li> <li>▪ Prepare capital statement</li> <li>▪ Prepare balance sheet</li> </ul>	<p><b>4.8 Six column worksheet</b></p> <p>4.8.1 Steps in preparing a six column worksheet</p> <p><b>4.9 The financial statement</b></p> <p>4.9.1 The income statement</p> <p>4.9.2 Preparing capital statement</p> <p>4.9.3 Preparing balance sheet</p>	<ul style="list-style-type: none"> <li>• Motivate students to prepare six-column worksheet with the necessary steps by arranging them in groups.</li> <li>• Help student to prepare different types of statements, under financial statement.</li> </ul>

## ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define accounting, state reasons for keeping good records, discuss importance of accounting, prepare beginning balance sheet, list and explain the two types of journal record the opening entry in the general journal, post the opening entry in the ledger, analyze business transaction, record business transaction, short business transaction through posting, use income and expense accounts as contra capital account, analyze income and expense transaction, prepare six column worksheet, prepare income statement and prepare balance sheet.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to state fundamental difference of asset, liability and capital as element of balance sheet, calculate

accounting equation, identify the source of a journal entry. Identify the source document for the opening entry, show the steps in recording the opening entry, show the steps in posting the opening entry and show the steps in preparing a six-column work sheet. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more.

