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GRADE 10 ACCOUNTING CYCLE TEST TERM 2 MAY2013 80 marks 60 minutes QUESTION 1 TRANSACTION ANALYSIS (18 marks; 13 minutes) No. Journal Account Debit Account Credit A O L eg CPJ Water & Electricity Bank -560 - 560 0 2.1 CRJ Bank Sales +6200 + 6200 0

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Cost concepts LO2 Managerial accounting - AS2 Identify basic cost concepts QUESTION 3: 100 marks; 55 minutes The topic of the question is: The learning outcomes covered are: Financial statements and concepts LO1 Financial information - AS1 Explain accounting concepts - AS5 Prepare financial statements of sole traders

NATIONAL SENIOR CERTIFICATE GRADE 10

1. accounting grade 10 common controlled test september 2017 page 1 of 6 term 3 controlled test grade 10 subject : accounting code : accn task : common controlled test time : 1 hour marks : 100 this question paper consists of 6 pages 2. accounting grade 10 common controlled test september 2017 page 2 of 6 instructions and information 1.

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Accounting practice, whether in business or government, is more dynamic, more complex, and addresses a wider array of issues than it did as little as five years ago. Significant and rapid social, political, technological and economic changes are taking place in the world economy and it is increasingly recognised that accountants in all countries play a key role in the process of economic development. Accounting education is undergoing a thorough review on a worldwide basis and major developments are taking place to produce quality accounting education that can keep pace with dramatic world change.

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AAE publishes empirical and non-empirical research in Accounting Education. Volume 24 addresses five key themes: (1) research on student attitudes and behaviour, (2) cases and pedagogical approaches in tax, (3) financial reporting and introductory accounting, (4) research about the CPA exam, and (5) international perspectives.

Canadian Education: Governing Practices and Producing Subjects is an absolutely critical volume bridging a number of key areas in Canadian education – classroom politics, schools, teachers’ work, higher education, and much more – with the theoretical contributions of Michel Foucault. The result is illuminating, engaging, and critically provocative. The essays are carefully chosen and utilize Foucauldian concepts such as governmentality, discipline, subjectivity, and genealogy to excellent critical effect. With a skillfully crafted introduction that nicely brings the entire collection into sharp focus, the editors have provided a text that is a must read for critical scholars and students alike. Mona Gleason, Department of Educational Studies, University of British Columbia This excellent text presents a Foucauldian analysis of selected educational practices, contemporary reform initiatives, and current educational policy, in the Canadian context. The authors demonstrate how rich theoretical constructs such as bio-power, governmentality and disciplinary power can illuminate everyday practices and policies, making “the cultural unconscious apparent” (Fouacult, 1989, p. 71). Canadian Education: Governing Practices and Producing Subjects is essentially a hopeful book: it demonstrates the radicalizing role of theory as we try to understand and complicate educational structures and processes. This is an essential text for all those interested in Foucauldian analyses of education and a must read for undergraduate and graduate students in Canadian faculties of education. Anne M. Phelan, University of British Columbia This volume is most useful in the ways in which it achieves a close look and a wide sweep of education policy, its deployment and its effects, as these are embedded in schooling practices, educational strategies, and pedagogy. It offers the ground from which to consider the potential for education to be aimed at the development of a socially just citizenry while also helping to reveal the structures of power and processes of social control that operate within current neoliberal technologies of governmentality. It is against these that reform-minded educators and curriculum and policy developers can set themselves. While theoretically complex and original in its conceptual approach, this book is also practically informative and eminently readable, making it useful to teachers, school administrators, education policy developers, parents, students, and communities at all levels of the schooling spectrum.” Magda Lewis, PhD. Professor and Queen’s National Scholar, Queen’s University, Kingston. Magda Lewis, Ph.D. Professor and Queen’s National Scholar, Queen’s University, Kingston

Advances in Accounting Education: Teaching and Curriculum Innovations investigates how teaching methods or curricula/programs in accounting can be improved. Volume 16 examines intelligent online tutoring, information literacy in the accounting curriculum and the importance of the foreign corrupt practices act for accounting education.

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according to the Curriculum and Assessment Policy Statement (CAPS). The comprehensive Learner's Book includes: * case studies which deal with issues related to the real world, and move learners beyond the confines of the classroom * margin notes to assist learners with new concepts - especially GAAP flashes, that give learners guidance on General Accepted Accounting Practice * examples with solutions after the introduction of each new concept. The Teacher's File includes: * a daily teaching plan, divided into the four terms, that guides the teacher on what to teach per day and per week * moderation templates to assist teachers with assessment * solutions to all the activities in the Learner's Book. The CD-Rom with a PowerPoint presentation includes: * interactive examples to explain new concepts * links to all solutions to activities and assessments in the Learner's Book

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