

ICT IN ACCOUNTING

ACCOUNTING OPTION

Senior

6

Teacher Guide

Experimental Version

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FOREWORD

Dear Teachers,

Rwanda Basic Education Board is honored to present the teacher's guide for ICT in Accounting in the Accounting Profession Option. This book serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the ICT in Accounting Subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

Specifically, the curriculum for Accounting Profession Option was reviewed to train quality Accountant Technicians who are qualified, confident and efficient for job opportunities and further studies in Higher Education in different programs under accounting career advancement.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what students learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials.

High Quality Technician Accounting program is an important component of Finance and Economic development of the Rwanda Vision 2050, "**The Rwanda We Want**" that aims at transforming the country's socioeconomic status. The qualified Technicians accountant will significantly play a major role in the mentioned socioeconomic transformation journey. ICT in Accounting textbooks and teacher's guide were elaborated to provide the technical knowledge of different ICT tools used in accounting profession in order to train a Technician Accountant capable of successfully performing his/her duties.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum.

ICT in Accounting teacher's guide provides active teaching and learning techniques that engage students to develop competences. **In view of this, your role as ICT in Accounting teacher is to:**

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for students considering the importance of social constructivism suggesting that learning occurs more effectively

when the students work collaboratively with more knowledgeable and experienced people.

- Engage students through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- Provide supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing students' contributions in the class activities.
- Guide students towards the harmonization of their findings.
- Encourage individual, pair and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this book is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part I explains the structure of this book and gives you the methodological guidance;

The part II gives a sample lesson plan;

The part III details the teaching guidance for each concept given in the student book.

Even though this Teacher's guide contains the guidance on solutions for all activities given in the student's book, you are requested to work through each question before judging student's findings.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly, REB staff, RRA officers, UR Lecturers, Teachers from General Education and experts from different Education partners for their technical support. A word of gratitude goes also to the administration of Universities and Head Teachers availed their staff for various activities.

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PART I. GENERAL INTRODUCTION

1.1 The structure of the guide

The teacher’s guide of ICT in Accounting is composed of three parts:

The Part I concerns general introduction that discusses methodological guidance on how best to teach and learn ICT in Accounting, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and Guidance on assessment.

Part II presents a sample lesson plan. This lesson plan serves to guide the teacher on how to prepare a lesson in ICT in Accounting.

The Part III is about the structure of a unit and the structure of a lesson. This includes information related to the different components of the unit and these components are the same for all units. This part provides information and guidelines on how to facilitate students while working on learning activities. More other, all application activities from the textbook have answers in this part.

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary, secondary education and recently the curriculum for profession options such as TTC, Associate Nurse and Accounting programs. This called for changing the way of learning by shifting from teacher centered to a student-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering students’ learning achievement and creating safe and supportive learning environment. It implies also that students have to demonstrate what they are able to transfer the acquired knowledge, skills, values and attitude to new situations. The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what student can do rather than what student knows. Students develop competences through subject unit with specific learning objectives broken down into knowledge, skills and attitudes/ values through learning activities.

In addition to the competences related to ICT in Accounting, students also develop generic competences which should promote the development of the higher order thinking skills and professional skills in ICT in Accounting.

Generic competences are developed throughout all units of ICT in Accounting as follows:

Generic competences	Ways of developing generic competences
Critical thinking	All activities that require students to calculate, convert, interpret, analyse, compare and contrast, etc. have a common factor of developing critical thinking into students
Creativity and innovation	All activities that require students to plot a graph of a given algebraic data, to organize and interpret statistical data collected and to apply skills in solving problems of production/ finance/ economic have a common character of developing creativity into students
Research and problem solving	All activities that require students to make research and apply their knowledge to solve problems from the real-life situation have a character of developing research and problem solving into students.
Communication	During ICT in Accounting class, all activities that require students to discuss either in groups or in the whole class, present findings, debate have a common character of developing communication skills into students.
Co-operation, interpersonal relations and life skills	All activities that require students to work in pairs or in groups have character of developing cooperation and life skills among students.
Lifelong learning	All activities that are connected with research have a common character of developing into students a curiosity of applying the knowledge learnt in a range of situations. The purpose of such kind of activities is for enabling students to become life-long students who can adapt to the fast-changing world and the uncertain future by taking initiative to update knowledge and skills with minimum external support.
Professional skills	Specific instructional activities and procedures that a teacher may use in the class room to facilitate, directly or indirectly, students to be engaged in learning activities. These include a range of teaching skills: the skill of questioning, reinforcement, probing, explaining, stimulus variation, introducing a lesson; illustrating with examples, using blackboard, silence and non-verbal cues, using audio – visual aids, recognizing attending behavior and the skill of achieving closure.

The generic competences help students deepen their understanding of ICT in Accounting and apply their knowledge in a range of situations. As students develop generic competences, they also acquire the set of skills that employers look for in their employees, and so the generic competences prepare students for the world of work.

1.2.2 Addressing cross cutting issues

Among the changes brought by the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: Comprehensive Sexuality Education, Environment and Sustainability, Financial Education, Genocide studies, Gender, Inclusive Education, Peace and Values Education, and Standardization Culture.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the teacher need to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
<p>Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behavior.</p>	<p>Using different charts and their interpretation, ICT in Accounting teacher should lead students to discuss the following situations: “Alcohol abuse and unwanted pregnancies” and advise students on how they can fight against them.</p> <p>Some examples can be given when learning statistics, powers, logarithms and the related graphical interpretation.</p>

<p>Environment and Sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Students need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.</p>	<p>Using Real life models or students' experience, ICT in Accounting Teachers should lead students to illustrate the situation of "population growth" and discuss its effects on the environment and sustainability.</p>
<p>Financial Education:</p> <p>The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life.</p>	<p>Through different examples and calculations on interest (simple and compound interests), interest rate problems, total revenue functions and total cost functions, supply and demand functions, ICT in Accounting Teachers can lead students to discuss how to make appropriate financial decisions.</p>
<p>Gender: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.</p>	<p>ICT in Accounting Teachers should address gender as cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoid any gender stereotype in the whole teaching and learning process.</p>

<p>Inclusive Education: Inclusion is based on the right of all students to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.</p>	<p>Firstly, ICT in Accounting Teachers need to identify/recognize students with special needs. Then by using adapted teaching and learning resources while conducting a lesson and setting appropriate tasks to the level of students, they can cater for students with special education needs. They must create opportunity where students can discuss how to cater for students with special educational needs.</p>
<p>Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.</p>	<p>Through a given lesson, a teacher should:</p> <ul style="list-style-type: none"> Set a learning objective which is addressing positive attitudes and values, Encourage students to develop the culture of tolerance during discussion and to be able to instill it in colleagues and cohabitants; Encourage students to respect ideas from others.
<p>Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.</p>	<p>With different word problems related to the effective implementation of Standardization, Quality Assurance, Metrology and Testing, students can be motivated to be aware of health improvement, economic growth, industrialization, trade and general welfare of the people.</p>

1.2.3 Guidance on how to help students with special education needs in classroom

In the classroom, students learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also, teachers need to understand that student with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending to the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

- Remember that students learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities);
- Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily;
- Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others;
- Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts;
- Make full use of facial expressions, gestures and body language;
- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the one with disability. Both students will benefit from this strategy;
- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.
- Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment:

- Use simple words and sentences when giving instructions;
- Use real objects that students can feel and handle. Rather than just working abstractly with pen and paper;
- Break a task down into small steps or learning objectives. The student should start with an activity that she/he can do already before moving on to something that is more difficult;
- Gradually give the student less help;
- Let the student with disability work in the same group with those without disability.

Strategy to help students with visual impairment:

- Help students to use their other senses (hearing, touch, smell and taste) and carry out activities that will promote their learning and development;
- Use simple, clear and consistent language;
- Use tactile objects to help explain a concept;
- If the student has some sight, ask him/her what he/she can see;
- Make sure the student has a group of friends who are helpful and who allow him/her to be as independent as possible;
- Plan activities so that students work in pairs or groups whenever possible;

Strategy to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak;
- Encourage the student to look at your face;
- Use gestures, body language and facial expressions;
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help students with physical disabilities or mobility difficulties:

- Adapt activities so that students who use wheelchairs or other mobility aids, can participate.
- Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under;
- Encourage peer support when needed;
- Get advice from parents or a health professional about assistive devices if the student has one.

Adaptation of assessment strategies:

At the end of each unit, the teacher is advised to provide additional activities to help students achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of students; slow, average and gifted students respectively. Therefore, the teacher is expected to do assessment that fits individual students.

Remedial activities	After evaluation, slow students are provided with lower order thinking activities related to the concepts learnt to facilitate them in their learning. These activities can also be given to assist deepening knowledge acquired through the learning activities for slow students.
Consolidation activities	After introduction of any concept, a range number of activities can be provided to all students to enhance/ reinforce learning.
Extended activities	After evaluation, gifted and talented students can be provided with high order thinking activities related to the concepts learnt to make them think deeply and critically. These activities can be assigned to gifted and talented students to keep them working while other students are getting up to required level of knowledge through the learning activity.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement of learning outcomes. Assessment for learning/ Continuous/ formative assessment intends to improve students' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an on-going process that arises during the teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, pair and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Formative assessment is used to:

- Determine the extent to which learning objectives are being achieved and competences are being acquired and to identify which students need remedial interventions, reinforcement as well as extended activities. The application activities are developed in the student book and they are designed to be given as remedial, reinforcement, end lesson assessment, homework or assignment.
- Motivate students to learn and succeed by encouraging students to read, or learn more, revise, etc.
- Check effectiveness of teaching methods in terms of variety, appropriateness, relevance, or need for new approaches and strategies. ICT in Accounting teachers need to consider various aspects of the instructional process including appropriate language levels, meaningful examples, suitable methods and teaching aids/ materials, etc.
- Help students to take control of their own learning.

In teaching ICT in Accounting, formative or continuous assessment should compare performance against instructional objectives. Formative assessment should measure the student's ability with respect to a criterion or standard. For this reason, it is used to determine what students can do, rather than how much they know.

Summative assessment

The assessment can serve as summative and informative depending to its purpose. The end unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

When carrying out assessment?

Assessment should be clearly visible in lesson, unit, term and yearly plans.

- **Before learning (diagnostic):** At the beginning of a new unit or a section of work; assessment can be organized to find out what students already know / can do, and to check whether the students are at the same level.

- **During learning (formative/continuous):** When students appear to be having difficulty with some of the work, by using on-going assessment (continuous). The assessment aims at giving students support and feedback.
- **After learning (summative):** At the end of a section of work or a learning unit, the ICT in Accounting Teacher has to assess after the learning. This is also known as Assessment of Learning to establish and record overall progress of students towards full achievement. Summative assessment in Rwandan schools mainly takes the form of written tests at the end of a learning unit or end of the month, and examinations at the end of a term, school year or cycle.

Instruments used in assessment

- **Observation:** This is where the ICT in Accounting teacher gathers information by watching students interacting, conversing, working, playing, etc. A teacher can use observations to collect data on behaviours that are difficult to assess by other methods such as attitudes, values, and generic competences and intellectual skills. It is very important because it is used before the lesson begins and throughout the lesson since the teacher has to continue observing each and every activity.
- **Questioning**
 - a) Oral questioning: a process which requires a student to respond verbally to questions.
 - b) Class activities/ exercise: tasks that are given during the learning/ teaching process
 - c) Short and informal questions usually asked during a lesson
 - d) Homework and assignments: tasks assigned to students by their teachers to be completed outside of class.

Homework assignments, portfolio, project work, interview, debate, science fair, ICT in Accounting projects and ICT in Accounting competitions are also the different forms/instruments of assessment.

1.2.5. Teaching methods and techniques that promote active learning

The different learning styles for students can be catered for, if the teacher uses active learning whereby students are really engaged in the learning process.

The main teaching methods used in ICT in Accounting are the following:

- **Dogmatic method** (the teacher tells the students what to do, what to observe, how to attempt, how to conclude).
- **Inductive-deductive method:** Inductive method is to move from specific examples to generalization and deductive method is to move from generalization to specific examples.
- **Analytic-synthetic method:** Analytic method proceeds from unknown to known, 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. Synthetic method is the opposite of the analytic method. Here one proceeds from known to unknown.
- **Skills lab method:** Skills lab method is based on the maxim "learning by doing." It is a procedure for stimulating the activities of the students and to encourage them to make discoveries through practical activities.
- **Problem solving method, Project method and Seminar Method.**

The following are some active techniques to be used in ICT in Accounting:

- Group work
- Research
- Probing questions
- Practical activities (drawing, plotting, interpreting graphs)
- Modelling
- Brainstorming
- Quiz Technique
- Discussion Technique
- Scenario building Technique

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. Students play the key role in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. Thus, in active learning, students are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning	The role of students in active learning
<ul style="list-style-type: none"> - The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities. - He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. - He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation. - Teacher supports and facilitates the learning process by valuing students' contributions in the class activities. 	<ul style="list-style-type: none"> - A student engaged in active learning: - Communicates and shares relevant information with fellow students through presentations, discussions, group work and other student-centered activities (role play, case studies, project work, research and investigation); - Actively participates and takes responsibility for his/her own learning; - Develops knowledge and skills in active ways; - Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings; - Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking - Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that students are involved in the learning process.

Below are those main part and their small steps:

1. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage students to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of students' findings, exploitation, synthesis/summary and exercises/application activities.

▪ Discovery activity

Step 1:

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to prompt /instigate collaborative learning, to discover knowledge to be learned).

Step 2:

- The teacher let students work collaboratively on the task;
- During this period the teacher refrains to intervene directly on the knowledge;
- He/she then monitors how the students are progressing towards the knowledge to be learned and boosts those who are still behind (but without communicating to them the knowledge).
- **Presentation of students' findings/productions.**
 - In this part, the teacher invites representatives of groups to present their productions/findings.
 - After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of students' productions.
- **Exploitation of students' findings/ productions.**
 - The teacher asks students to evaluate the productions: which ones are correct, incomplete or false.

- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.
- **Institutionalization or harmonization (summary/conclusion/ and examples).**
 - The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.
- **Application activities**
 - Exercises of applying processes and products/objects related to learned unit/sub-unit
 - Exercises in real life contexts
 - Teacher guides students to make the connection of what they learnt to real life situations.
 - At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, students work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework/ assignment. Doing this will allow students to relay their understanding on the concepts covered that day. Teacher leads them not to wait until the last minute for doing the homework as this often results in an incomplete homework set and/or an incomplete understanding of the concept.

PART II: SAMPLE LESSON PLANS

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	22 /09/ 2022	ICT in Accounting	Year 6	1	2 of 3	40 Min	35
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				To help the learners who don't see well at the blackboard to sit in appropriate place. Three students with visual impairment			
Unit title		INTRODUCTION TO QUICKBOOKS					
Key Unit Competence:		Create company profile in QUICKBOOKS software					
Title of the lesson		Installation of QUICKBOOKS software					
Instructional Objective		Given a written scenario of businesses, student will be able to Explain and compute the input and output vat according to the businesses. The teacher will read for the students with visual impairment and allow them to answer verbally or use Braille documents.					
Plan for this Class (location: in / outside)		Inside the classroom in a U shape arrangement or outside the classroom					
Learning Materials (for all learners)		The learning material will depend on what is available (example: scenario, field visit, etc.)					
References		Create company profile in QUICKBOOKS software year 6					
Timing for each step		Description of teaching and learning activity				Generic competences and cross cutting issues to be addressed + a short explanation	
Think-pair-share; small group discussion on installing QuickBooks		Explain the steps used for					
		Teacher activities		Learner activities			
1. Introduction minutes		Revision on the previous lesson on the QuickBooks over view Explain how to fix a software in the computer Handle any homework or assignments, Ensure a conducive learning environment. Show learners the relationship between the previous lesson and new lesson		Answer the questions on the QuickBooks over view Correct homework with the teacher Discover the title of today's lesson: QuickBooks Installation		Communication: Through answering questions and peer discussion.	

	<p>Guide students to discover the lesson of the day.</p> <p>Share the objectives of the lesson with the learners</p> <p>Ask students to show the link between learning objective and Key unit competence</p>		
2. Development of the lesson : 105min			
<p>a) Discovery activity</p> <p>35 Minutes</p>	<p>Ask student to list the steps of installing QuickBooks and install it: Put students into groups & have them sit together.</p> <p>Ask student to look in student book year 6 in ICT in Accounting unit 6.</p> <p>This activity will be done first individually, shared in pairs then in a big group according to students sitting arrangement</p>	<p>Listen carefully to instructions</p> <p>Forming groups:</p> <ul style="list-style-type: none"> – Students arrange themselves in teams and sit together. – Work individually or in pairs to discuss about QuickBooks installation – In their groups, they share and agree the steps used for QuickBooks installation 	<p>Cooperation, interpersonal management and life</p> <p>Skills: Students share ideas in pairs and in groups.</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> – Student analyse situation of business in their community and come up with taxes can be paid by the businesses. <p>Communication:</p> <ul style="list-style-type: none"> - Students discuss in groups and answer questions. <p>Research and problem solving:</p> <p>Through discussion and research, students explain and compute input and output vat practiced in the country</p>

	<p>Tell students that this activity will be done in 35 minutes and the presentation will be done using gallery work.</p> <p>Teacher moves around in groups to guide them as they attempt to answer the questions.</p> <p>The teacher pays a special attention to students with disabilities</p>		<p>Peace and values education: Trough games and group discussions, students socialize and develop some values like sharing, honesty, cooperation, respect, team work, etc.</p>
<p>b) Presentation and exploitation of learner's productions</p> <p>40 Minutes</p>	<ul style="list-style-type: none"> – Invite the student to project their activity. – Allow students to do gallery work – To ask other groups if they agree on what other groups have presented and comment on each presentation. – Invite the representative of each group to come and show the steps used while installing a software 	<p>Groups show QuickBooks Installation</p> <ul style="list-style-type: none"> – Each team hangs (save soft research into computer connected to the projector) its answers on Present Board. – Each team moves around to read presentations of other teams while taking notes and asking for clarification where they do not understand. <p>Harmonize their findings and come up with skills of QuickBooks Installation.</p>	<p>Inclusive Education:</p> <p>Taking into account students with visual impairment during gallery walk and also read for them.</p> <p>Communication:</p> <ul style="list-style-type: none"> – Student discusses and communicates verbally while presenting their work and commenting on other groups work. <p>Critical thinking:</p> <ul style="list-style-type: none"> – Learners use critical thinking in answering questions.

<p>c) Summary/ conclusion</p> <p>10 Minutes</p>	<p>- Help the students to come up with a summary on QuickBooks Installation.</p> <p>– Read the summary loudly for the two students with visual impairment to allow them to take notes.</p>	<p>QuickBooks installation</p> <p>Installation (or setup) of software is the act of making the program ready for execution. Installation refers to the particular configuration of a software or hardware with a view to making it usable with the computer</p>	<p>Inclusive Education:</p> <p>Taking into account of students with visual impairment by reading for them note written onboard and giving more time to take note.</p>
<p>3. Assessment</p> <p>20 Minutes</p>	<p>List common operation used while installing QuickBooks</p>	<p>Answer</p> <p>Making sure that necessary system requirements are met</p> <p>Checking for existing versions of the software</p> <p>Creating or updating program files and folders</p> <p>Adding configuration data such as configuration files, Windows registry entries or environment variables</p> <p>Making the software accessible to the user, for instance by creating links, shortcuts or bookmarks</p> <p>Configuring components that run automatically, such as Windows services</p> <p>Performing product activation</p> <p>Updating the software versions</p>	<p>Critical thinking:</p> <p>Students develop critical thinking and reasoning skills while answering questions from other groups.</p> <p>Research and problem solving</p> <p>Imagination and application of this lesson to real business world.</p>
<p>Teacher self-evaluation</p>	<p>For example: 3 students need remedial activities (they are given)</p>		

UNIT 1

INTRODUCTION TO QUICKBOOKS

1.1. Key Unit competence:

Create company profile in QUICKBOOKS software

1.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

1.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** You need to emphasize to learners the need to live in peace and harmony with others. Students need to Appreciate the use of QUICKBOOKS in accounting for promoting peace and patriotism in the community in order to save the time.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Inclusive Education:** Learners with and without disabilities participate together in the same classes during teaching and learning process.

1.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups
- The teacher invites representatives of groups to present their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations
- The teacher tells the students that in the coming lessons they will have complete answers.

1.5. List of lessons

#	Lesson title	Learning objective	Number of periods
1	General over view on QuickBooks	Describe QUICKBOOKS features	3
2	Installation of QUICKBOOKS software	Install QUICKBOOKS using its setup	3
3	Creation of company profile in QuickBooks Overview of general accounting	Demonstrate the company profile in QUICK BOOKS software	2
4	Customization of company profile	Demonstrate the company profile in QUICK BOOKS software	3
End Unit Assessment			1

LESSON 1: General over view on QuickBooks

a) Learning objective

Describe QUICKBOOKS features.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, Projector for projecting what they discussed about the General over view on **QuickBooks**, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 1: sage in S5 in Accounting, they can therefore apply the same reasoning on General over view on **QuickBooks** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 1.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students discover the concept of QuickBooks over view and QuickBooks usage.
- Students give examples of **QuickBooks versions ex: QuickBooks 2010, 2018.**
- Individually and under the guidance of the teacher, students discuss about the role of **QuickBooks** usage.
- Students do the questions in the learning activity 1.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 1.1.

Answer to learning Activity 1.1.

- a) I can advise him to use QuickBooks because provides a number of ready to use templates business owners can use to create invoices, spreadsheets, charts and business plan and it makes it easy to customize the look and feel of those documents. QuickBooks allows the user to look at and manage purchases, sales, and expenses in one spot.

Additionally, it helps businesses in the following ways:

- QuickBooks like other accounting is important in digitalization of accounting data. It helps in the following:
- Attempt to simplify and automate data entry (e.g., a point-of-sale terminal may actually become a data entry device so that sales are automatically “booked” into the accounting system as they occur
- Frequently divide the accounting process into modules related to functional areas such as sales/collection, purchasing/payment, and others.
- Attempt to be “user-friendly” by providing data entry blanks that are easily understood in relation to the underlying transactions.

- Attempt to minimize key-strokes by using “pick lists,” automatic call-up functions, and auto-complete type technology.
- Are built on data-base logic, allowing transaction data to be sorted and processed based on any query structure (e.g., produce an income statement for July; provide a listing of sales to Customer).
- Provide up-to-date data that may be accessed by key business decision makers.

b) Difference between a paper-based database and a computerized database.

Computerized	Paper-Based
Can hold a vast amount of data	Limited by physical storage space available
Very fast to find a specific record	Can take a while to manually search through all of the records
Can easily search for a specific criteria e.g. «all of the people who live in Warwick»	Difficult to search for a specific criteria; every record would have to be manually looked at.
Can be used to analyze the data e.g. ‘most popular selling item’	Very difficult to analyze the data
Data can be sorted into ascending or descending order on multiple criteria	Difficult to sort data on more than one criteria.
Can easily update or amend a record e.g. customer’s address after moving house	Changes have to be done manually. Records can look messy if scribbled out.
Records are stored safely, they are available when needed	Records can be lost or misfiled making it hard to find them
The database can be kept secure by use of passwords	The only security would be locking up the records.
Easy to make a back-up in case of data loss	Difficult to make a backup because every page/card would have to be re-written or photocopied. This means extra storage space is needed.

Are capable of producing numerous specialized reports in addition to the key financial statements.

e) Application activities 1.1

Answers:

Refer to the contents of student book unit 1

LESSON 2: Installation of QUICKBOOKS software

a) Learning objective

Install QUICKBOOKS using its setup.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about **Installation of QUICKBOOKS software**, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 2: sage in S5 in Accounting, they can therefore apply the same reasoning on **Installation of QUICKBOOKS software** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 1.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students understand how to **Install QUICKBOOKS software**.
- Students give examples of **QUICKBOOKS software** installation steps.
- Students do the questions in the learning activity 1.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 1.2.

Answers for Learning activity 1.2

e) Application activities 1.2

1. Refer to Unit 1.2.
2. A teacher will ensure that a student installed QuickBooks in computer as the student knows exactly the steps followed in installation of software.

LESSON 3: Creating company profile in QuickBooks

a) Learning objective

Demonstrate the company profile in QUICK BOOKS software.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, Projector for projecting what they discussed about **Creation of company profile in QuickBooks**, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 1: sage in S5 in Accounting, they can therefore apply the same reasoning on **Creation of company profile in QuickBooks** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 1.3. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students discover that QuickBooks Profile **is** where the user stores company financial records.
- Students give examples of steps used while Creating company profile in QuickBooks
 - Individually and under the guidance of the teacher, students discuss about Creation of company profile in QuickBooks
- Students do the questions in the learning activity 1.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 1.3

Answers for learning activity 1.3

Teacher lists the steps used for creating company profile

1. The main components of company profile are:

a) Company information

EasyStep Interview

Get answers

Enter your company information

QuickBooks uses this information on your tax forms and forms you use to communicate with your customers and vendors.

* Company name

Legal name
The name you use on your tax and legal forms. Unless you use a DBA name, this will probably be the same as the company name. Explain

Tax ID
Your Federal Employer Identification Number (EIN) or Social Security Number. Used only on tax forms.

Street address

City State Zip

Country

Phone Fax
Use the format you would like displayed on your forms, e.g. (555) 555-1212

E-mail address

Web site

* required field What if I have more than one business?

EasyStep Interview

Interview Progress

Need help setting up?

Find A Local QuickBooks Expert (fees may apply)

intuit Certified Professional Accountant

b) Industry in which the company is operating

EasyStep Interview

Get answers

Select your industry

Tell us your industry and we'll customize QuickBooks to work best for you.

You will be able to review our recommendations and change them in this interview. And, you can always change each of these settings later. Explain

Note: Don't see your industry? Choose an industry that is similar to yours. Examples

Select an industry from the list

INDUSTRY
Accounting or Bookkeeping
Advertising or Public Relations
Agriculture, Ranching, or Farming
Art, Writing, or Photography
Automotive Sales or Repair
Church or Religious Organization
Construction General Contractor
Construction Trades (Plumber, Electrician, HVAC, etc.)
Design, Architecture, or Engineering

How does QuickBooks use my industry selection?

EasyStep Interview

Interview Progress

Need help setting up?

Find A Local QuickBooks Expert (fees may apply)

intuit Certified Professional Accountant

c) Opening period

The screenshot shows the 'EasyStep Interview' window. On the left, there is a sidebar with 'EasyStep Interview' and 'Interview Progress' (a progress bar). Below the sidebar, it says 'Need help setting up?' with links for 'Find A Local QuickBooks Expert (fees may apply)' and the Intuit Certified Professional logo. The main content area is titled 'Select the first month of your fiscal year' and includes a 'Get answers' link. Below the title, it states 'Your fiscal year is typically the same as your income tax year. Explain' and 'My fiscal year starts in' with a dropdown menu set to 'January'. At the bottom, there are 'Leave...', '< Back', and 'Next >' buttons.

d) Administrator password

The screenshot shows the 'EasyStep Interview' window. On the left, there is a sidebar with 'EasyStep Interview' and 'Interview Progress' (a progress bar). Below the sidebar, it says 'Need help setting up?' with links for 'Find A Local QuickBooks Expert (fees may apply)' and the Intuit Certified Professional logo. The main content area is titled 'Set up your administrator password (optional)' and includes a 'Get answers' link. Below the title, it states 'We recommend you set up a password to protect your company file. You will be prompted for this password whenever you open this file. It is optional to set up a password.' Below this, there are two password input fields: 'Administrator password' and 'Retype password', both with masked characters. A note below the fields says 'Your password is case-sensitive.' Below the fields, there is a paragraph explaining what an 'administrator' is: 'What is an "administrator"? Entering a password here sets up the administrator user, who has full access to all activities and information in QuickBooks. When you are ready, you can set up other users with more limited privileges.' Below this, there is a note: 'Note: You can also set up or change your administrator password later.' At the bottom, there are 'Leave...', '< Back', and 'Next >' buttons.

e) What the company sells

EasyStep Interview

Get answers

EasyStep Interview

Interview Progress

What do you sell?

- Services only**
Such as consulting, rentals, gym memberships, hair styling services, event services, construction and labor.
- Products only**
Such as lamps, fertilizer, books, hardware, tickets, insurance policies. Manufacturers and distributors should also select this option.
- Both services and products**
Such as a bicycle repair shop that sells bikes, a carpet installation company that sells carpet.

Need help setting up?
Find A Local
QuickBooks Expert
(fees may apply)

intuit
Certified Professional
Accountant

Leave...

< Back

Next >

f) Taxation policy

EasyStep Interview

Get answers

EasyStep Interview

Interview Progress

Do you charge sales tax?

- Yes** (recommended for your business)
- No

Need help setting up?
Find A Local
QuickBooks Expert
(fees may apply)

intuit
Certified Professional
Accountant

Leave...

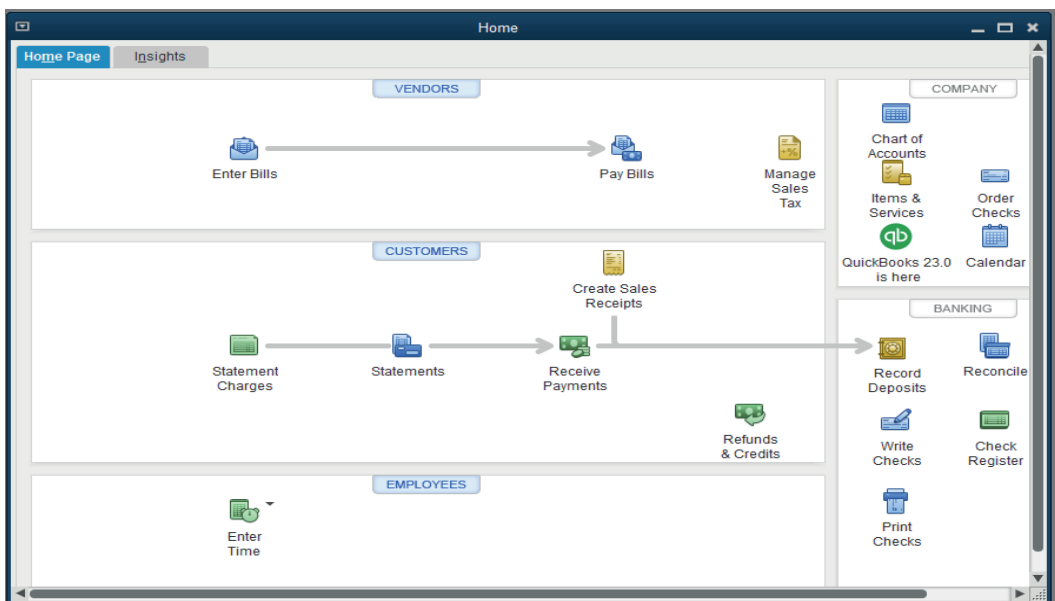
< Back

Next >

The followings also are included in company profile:

- Estimates
- Customer orders
- Statements

- Customer invoices
 - Bills
 - Inventory
 - Employees
 - Opening date
2. A teacher will ensure that a student created a complete company profile in computer as the student knows exactly the components of company profile. The teacher will check that the QuickBooks Home page appears at the end of company profile creation.



e) Application activities 1.3

Answers:

Refer to answer of Learning activity 1.3 by using data given in Application activity 1.3

LESSON 4: Customization of company preference

a) Learning objective

Demonstrate the company profile in QUICK BOOKS software.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, Projector for projecting what they discussed about Customization of company preference, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 1 : sage in S5 in Accounting, they can therefore apply the same reasoning on Customization of company preference now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

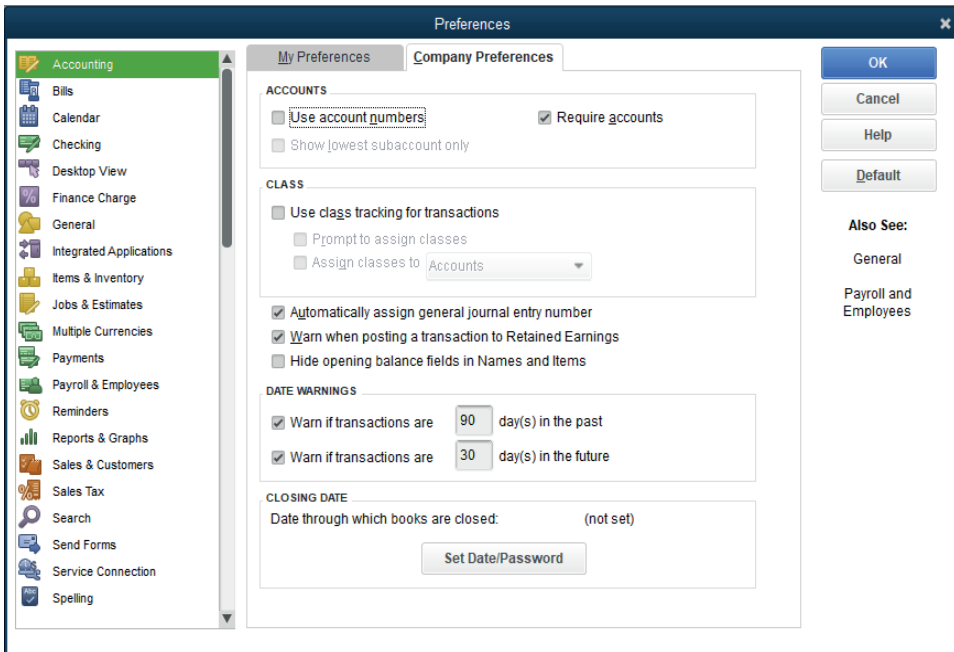
- The lesson starts by analyzing questions in the learning activity 1.4. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students discover that how to customize a company Profile.
- Students give examples of steps used while Customizing a company preference.
- Individually and under the guidance of the teacher, students discuss about Customization of company preference.
- Students do the questions in the learning activity 1.4 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 1.4

Answers for learning activity 1.4

Teacher lists the steps used for creating company profile.

Answer to learning activity:

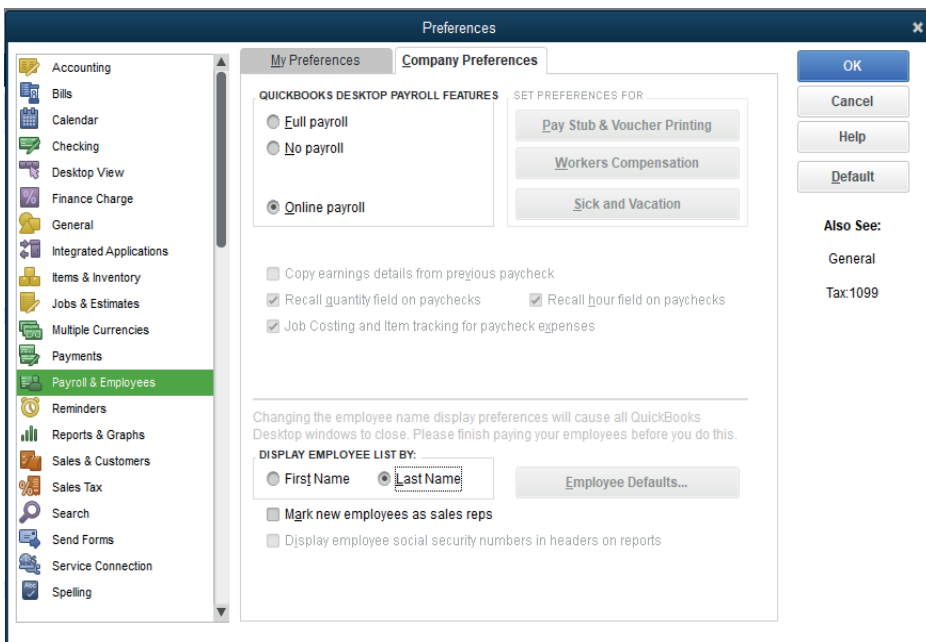
1. Examples of preferences that the user can customize:



e) Application activities 1.4

Answers:

1. Refer to Unit 1.4.
2. Refer to Unit 1.4.



1.6. Answer to end unit assessment

1. Define the Installation of software

Installation (or setup) of software is the act of making the program ready for execution. Installation refers to the particular configuration of a software or hardware with a view to making it usable with the computer. A soft or digital copy of the piece of software (program) is needed to install it. There are different processes of installing a piece of software (program).

2. List the common operations performed during QuickBooks software installation

Common operations performed during QuickBooks software installation include:

- Making sure that necessary system requirements are met
 - Checking for existing versions of the software
 - Creating or updating program files and folders
 - Adding configuration data such as configuration files, Windows registry entries or environment variables
 - Making the software accessible to the user, for instance by creating links, shortcuts or bookmarks
 - Configuring components that run automatically, such as Windows services
 - Performing product activation
 - Updating the software versions
3. MUTARA ENTERPRISE is a small sole trade business for manufacturing of furniture items. It is located in KAGEYO Sector, Gatsibo District in Eastern Province (Tel +250788567012-722567012; P.O Box 1123 Gatsibo). MUTARA ENTERPRISE Shop is well known for its services performed in Society that attracts customers.

i) Use the information above to create a company profile.

Glad you're here!

Tell us about your business so we can give you the right tools for what you do.

* Business Name

* Industry [Help me choose](#)

* Business Type [Help me choose](#)

Employer Identification Number (EIN) [?](#)

Business Address

City

State ZIP

Country

Phone

* Required
[Inbuilt's Privacy Statement](#)

ii) Customize the charts of accounts so that they appear with relevant codes numbers

Chart of Accounts

Look for account name or number

NAME	TYPE	BALANCE TOTAL	ATTACH
15000 - Furniture and Equipment	Fixed Asset	0.00	
17000 - Accumulated Depreciation	Fixed Asset	0.00	
24000 - Payroll Liabilities	Other Current Liability	0.00	
30000 - Opening Balance Equity	Equity	0.00	
30800 - Owners Draw	Equity	0.00	
32000 - Owners Equity	Equity		
47900 - Sales	Income		
48900 - Shipping and Delivery Income	Income		
51100 - Freight and Shipping Costs	Cost of Goods Sold		
60200 - Automobile Expense	Expense		
60400 - Bank Service Charges	Expense		
61700 - Computer and Internet Expenses	Expense		

Include inactive

1.7. Additional Activities

1.7.1. Remedial activities and answers

1. List the components of company profile

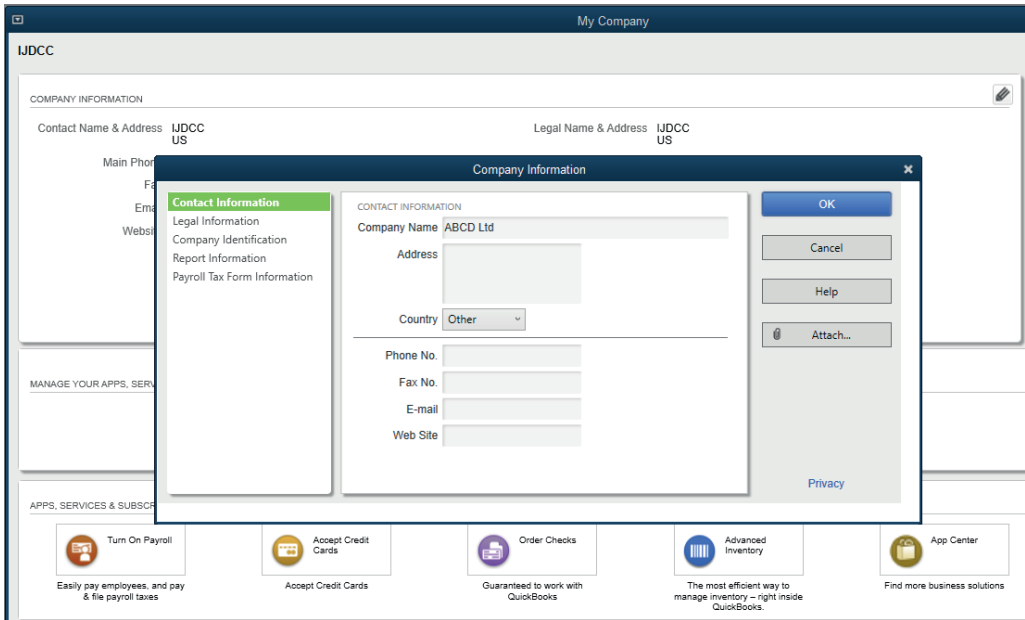
The followings also are included in company profile:

- Estimates
- Customer orders
- Statements
- Customer invoices
- Bills
- Inventory
- Employees
- Opening date

2. What are the services offered by QuickBooks?

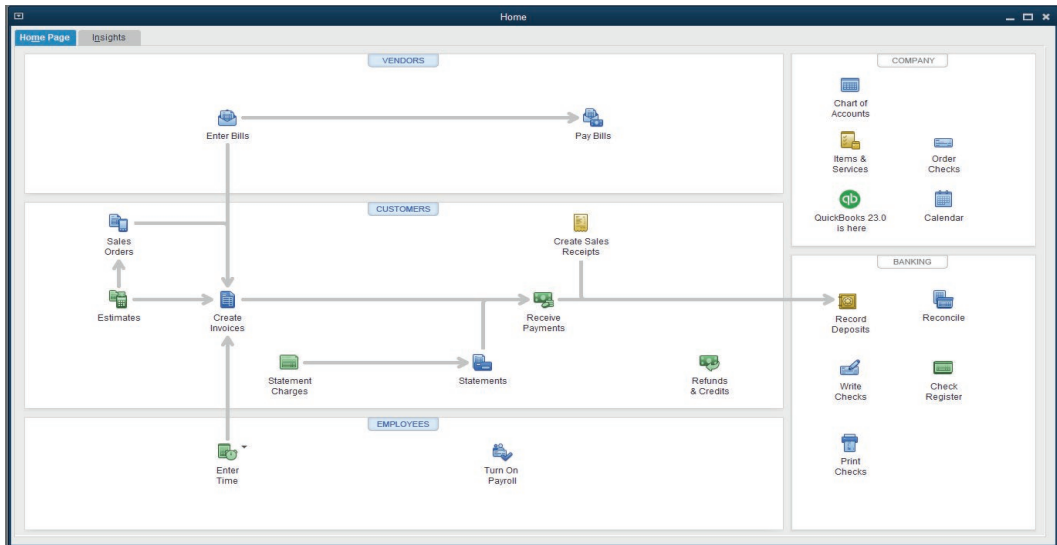
The services offered by QuickBooks are:

- **Elaborate Payroll:** Available as a self-service or full-service solution, it allows businesses to pay up to 50 employees via cheque or direct deposit.
 - **Used in Commerce:** It brings all of your orders and inventory onto a central dashboard, giving you the real-time status of every order.
 - **Used Online:** You can keep your accounting books in the cloud, accessible from anywhere any time, using QuickBooks Online.
 - **used Live:** Using QuickBooks Live you can partner with an expert bookkeeper to help with all your bookkeeping needs.
 - **Used in Payments:** QuickBooks payments allow you to generate pay enabled invoices, set up recurring invoices and get paid on the go digitally. Your customers can pay digitally using a method they want.
 - **Used to save Time:** Track billable hours for your employees or clients or projects using QuickBooks Time. The time you track is easy with QuickBooks Payroll as well as payments.
3. Display a QuickBooks window that can allow to change the company identification and address.



1.7.2. Consolidation activities and answers

1. Create a QuickBooks company profile and show only the QuickBooks Home Page interface.



UNIT 2

CREATION OF ACCOUNTS

2.1 Key unit competence

Create charts of accounts in QUICKBOOKS

2.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in Senior Five on SAGE software.

2.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** student must be aware of important of create account in accounting software and student will be aware of friendship developed through account well designed with peace terms.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Inclusive Education:** Learners with and without disabilities participate together in the same classes during teaching and learning process.

2.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations
- The teacher tells the students that in the coming lessons they will have complete answers.

2.5. List of lessons

#	Lesson title	Learning objective	Number of periods
1	Creating Charts of Account names	Identify different techniques and strategies for customizing the charts of accounts and adjusting entry	2
2	Changing the account names	Use the appropriate technics to customize the charts of accounts	1
3	Deleting and making inactive unnecessary accounts Overview of general accounting	Adjust the entries.	2
4	Adjustment of account	Adjust the depreciation of an asset, the prepaid expenses.	2
5	Owner withdrawals and investments	Apply Owner withdrawals and investments	2
6	Transfer of net Income to the owner's capital account.	Apply Owner withdrawals and investments	2
End Unit Assessment			1

LESSON 1: CREATING CHARTS OF ACCOUNT NAMES

a) Learning objective

Identify different techniques and strategies for customizing the charts of accounts and adjusting entry.

b) Teaching resources:

Students need to use computers in the computer laboratory, Projector for projecting what they discussed about the Charts of Account names creation, textbooks and internet connectivity to facilitate research

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 2: sage in S5 in Accounting, they can therefore apply the same reasoning on **chart of account creation** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 2.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students discover how to create and change **chart of account creation**
- Individually and under the guidance of the teacher, students discuss about **chart of account creation**.
- Students do the questions in the learning activity 2.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 2.1

Answers for learning activity 2.1

1. Match the accounts with its corresponding account types

Account	Account type
Vehicle	Assets
4 years loan	Liability
Stationary	Expense
Drawings	Equity

Chart of Accounts

Look for account name or number

Search Reset

NAME	TYPE	BALANCE TOTAL	ATTACH
◊ CASH	Other Current Asset	0.00	
◊ OFFICE EQUIPMENT	Fixed Asset	0.00	
◊ DEBTORS	Other Current Liability	0.00	
◊ AKALIZA Queen	Other Current Liability	0.00	
◊ CAPITAL	Equity	0.00	
◊ SALES	Income		
◊ PURCHASE	Cost of Goods Sold		

Account Activities Reports Attach Include inactive

2.

e) Application activities 2.1

Answers:

1. a=4, b=3, c=2, d=1
2. Refer to the student book content

LESSON 2: Changing the account names

a) Learning objective

Use the appropriate technics to customize the charts of accounts.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, Projector for projecting what they discussed about Changing the account names, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 2: sage in S5 in Accounting, they can therefore apply the same reasoning on Changing the account names now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the Learning activity 2.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.

- By the guidance of the teacher students discover that changing the account names, modify completely the created account name.
- Individually and under the guidance of the teacher, students discuss about how to Change the account names.
- Students do the questions in the Learning activity 2.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 2.2.

Answers for learning activity 2.2

1. If I am a QuickBooks user and I find a situation where some of the accounts created seem to be not necessary or are duplicated, I can delete the duplicated ones, remain with only the ones I need. Unnecessary accounts can be also deleted. If there are difficulties to delete them, I can make the inactive.
2. The dangers of keeping the unnecessary accounts in the business file is that they may cause the wrong posting, false and unfair presentation of business financial statements.

e) Application activities 2.2

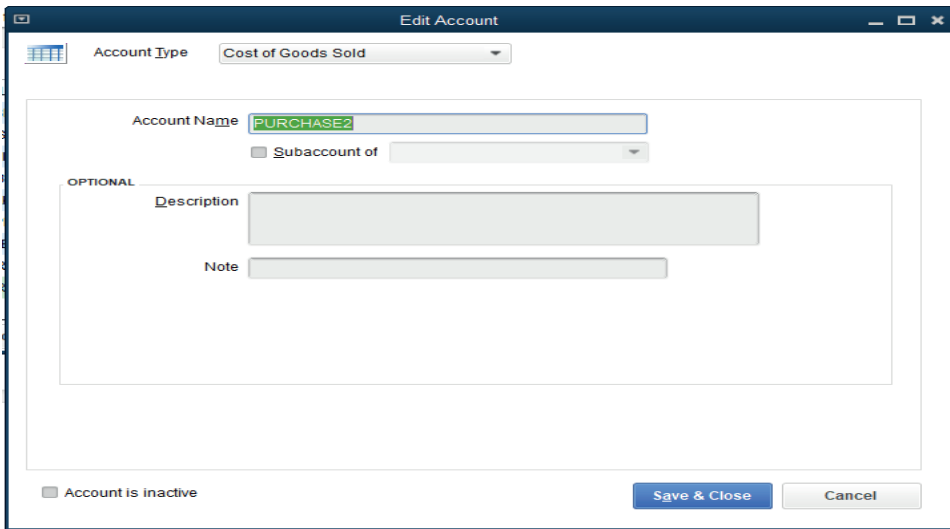
Answers:

The account created including duplicated (Purchase) and unnecessary ones (William) are the following:

NAME	TYPE	BALANCE TOTAL	ATTACH
♦ WILLIAM	Accounts Receivable	0.00	
♦ CASH	Other Current Asset	0.00	
♦ CUSTOMER	Other Current Asset	0.00	
♦ OFFICE EQUIPMENT	Fixed Asset	0.00	
♦ DEBTORS	Other Current Liability	0.00	
♦ AKALIZA Queen	Other Current Liability	0.00	
♦ CAPITAL	Equity	0.00	
♦ SALES	Income		
♦ PURCHASE	Cost of Goods Sold		
♦ PURCHASE2	Cost of Goods Sold		

To replace Purchase by wages,

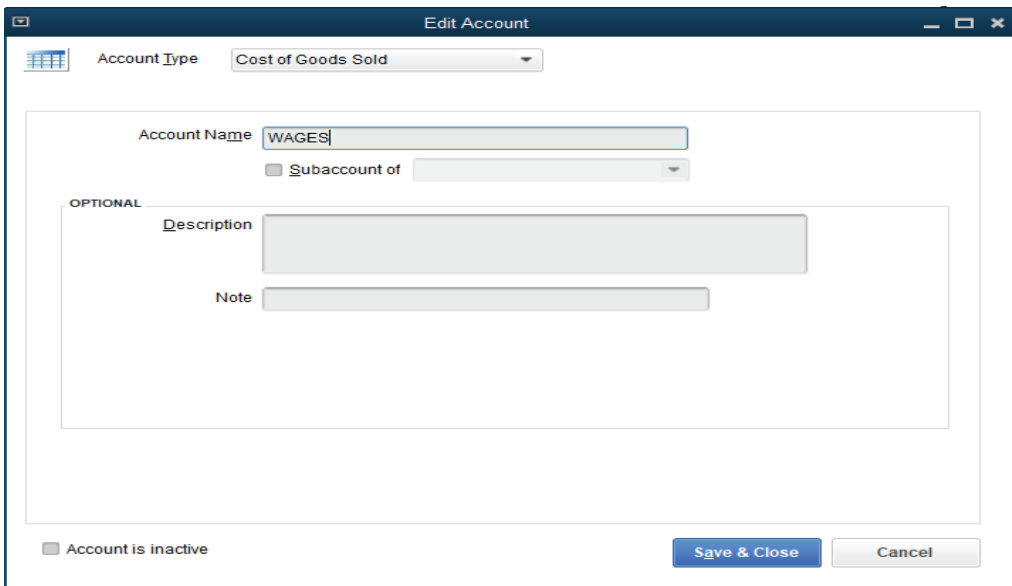
- Right click on purchase account and edit then get the following window



The screenshot shows the 'Edit Account' window with the following details:

- Account Type: Cost of Goods Sold
- Account Name: PURCHASE2
- Subaccount of: (empty dropdown)
- OPTIONAL fields: Description and Note (both empty text boxes)
- Account is inactive: (unchecked checkbox)
- Buttons: Save & Close, Cancel

- Delete PURCHASE 2 account and fill WAGES account, then Click and Save.



The screenshot shows the 'Edit Account' window with the following details:

- Account Type: Cost of Goods Sold
- Account Name: WAGES
- Subaccount of: (empty dropdown)
- OPTIONAL fields: Description and Note (both empty text boxes)
- Account is inactive: (unchecked checkbox)
- Buttons: Save & Close, Cancel

The same process is followed to change WILLIAM in to WILLY

- The correct chart of account will appear as following

NAME	TYPE	BALANCE TOTAL	ATTACH
WILLY	Accounts Receivable	0.00	
CASH	Other Current Asset	0.00	
CUSTOMER	Other Current Asset	0.00	
OFFICE EQUIPMENT	Fixed Asset	0.00	
DEBTORS	Other Current Liability	0.00	
AKALIZA Queen	Other Current Liability	0.00	
CAPITAL	Equity	0.00	
SALES	Income		
PURCHASE	Cost of Goods Sold		
STOCK	Cost of Goods Sold		
WAGES	Cost of Goods Sold		
RENT	Expense		

LESSON 3: Deleting and making inactive unnecessary accounts

a) Learning objective

Adjust the entries.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, Projector for projecting what they discussed about deleting **and making inactive unnecessary account**, textbooks and internet connectivity to facilitate research

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 2: sage in S5 in Accounting, they can therefore apply the same reasoning on deleting and making inactive unnecessary account now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the Learning activity 2.3. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- Individually and under the guidance of the teacher, students discuss about deletion and making inactive of account.
- Students do the questions in the Learning activity 2.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do learning activity 2.3

Answers for learning activity 2.3

All accounts are not necessary.

The following account are not necessary

- Purchase salary expenses
- Bank overdraft
- Drawings account

e) Application activities 2.3

Answers:

- a) Refer to the contents of student book unit 1

LESSON 4: Adjustment of account

a) Learning objective

Adjust the depreciation of an asset, the prepaid expenses.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Adjustment of account, textbooks and internet connectivity to facilitate research

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in Unit 2: sage in S5 in Accounting, they can therefore apply the same reasoning on **Account Adjustment** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 2.4. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to Adjust Account
- Students do the questions in the learning activity 2.4 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 2.4

Answers for learning activity 2.4

The business account to be adjusted before preparing end of period reports are:

- Asset
- Accrued and prepaid expense
- Accrued and prepaid income

e) Application activities 2.4

1. True or false
 - a) Prepaid expense is a current liability account. **False**
 - b) Accrued income should be shown in the balance sheet as a current liability. **False**
 - c) A prepaid income should report in the period it relates to as a current liability. **True**
2. The adjusting entry that reduces the balance in prepaid insurance will also include which of the following:
 - a) A credit to cash
 - b) A credit to insurance expense
 - c) A debit to insurance expense
2. Refer to unit 2.2.

LESSON 5 Owners investments

a) Learning objective

Apply Owner withdrawals and investments

b) Teaching resources:

Computers in the computer laboratory and preferably one for each learner, Projector, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on **Owners investments** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 2.5. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to apply Owner's investments.
- Students do the questions in the activity 2.5 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 2.5.

Answers for learning activity 2.5

1. An advice on the chart of account she can create for recording the transactions in quick books is to create the following charts of account: Capital, Bank and Drawings.
2. Refers to unit 2.2.

e) Application activities 2.5

1. Refer to Unit 2.5.
2. Debit Drawings account, Credit Stock

LESSON 6 Transfer of net income to the owner's capital account

a) Learning objective

Apply Owner withdrawals and investments.

Transfer of net Income to the owner's capital account.

b) Teaching resources:

Computers in the computer laboratory and preferably one for each learner, Projector, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on **Transfer of net income to the owner's capital account** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 2.6. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to apply **Transfer of net income to the owner's capital account**.
- Students do the questions in the learning activity 2.6 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 2.6.

Answers for learning activity 2.6

1. Refer to unit 2.6.
2. If I am BIGIRIMANA, I can either transfer this net income on my equity section or make a drawing of a part or whole net profit depending on the business policy.

e) Application activities 2.6

1. Refer to the student book contents

2.6. Answer to end unit assessment

1. MUGENI has the following items in her balance sheet as on 30 June 2021. Capital FRW 41,800, Creditors FRW 3,200, Fixtures FRW 7,000, Motor Vehicles FRW 8,400, Stock of goods FRW 9,900, Debtors FRW 6,560, Cash at bank FRW 12,900 and Cash in hand FRW 240

During the first week of July 2021 the below transactions took place:

- a) He bought extra stock of goods FRW 1,540 on credit.
- b) One of the debtors paid him FRW 560 in cash.
- c) He bought extra fixture by cheque FRW 2,000.

Prepare the charts of account

NAME	BALANCE TOTAL	ATTACH
ACCOUNT RECEIVABLE	Ot... 0.00	
DEBTORS	Ot... 0.00	
BANK	Ot... 0.00	
STOCK	Ot... 0.00	
CASH - CASH	Ot... 0.00	
FIXTUERES	Fi... 0.00	
MOTOVEHICLES	Fi... 0.00	
ACCOUNT PAYABLE	Ot... 0.00	
CREDITORS	Ot... 0.00	
CAPITAL	E... 0.00	

2.7. Additional activities

2.7.1. Remedial activities and answers

1. The adjusting entry that reduces the balance in Prepaid Insurance will also include which of the following?
 - A Credit To Cash
 - A Credit To Insurance Expense
 - A Debit To Insurance Expense

A Credit to Cash

2. Explain the following concepts:

- a) Depreciation of an asset
- b) The prepaid expenses.

Depreciation of an asset is the loss of value of an asset through the years due to different reasons. While,

A prepaid expense is an expense that is not payable but cash has already been paid. A prepaid expense should not be charged in the P&L a/c but should be carried forward to the next financial period and should be shown in the balance sheet as a current asset.

2.7.2. Consolidation activities and answers

1. Change the charts of accounts above by specifying the Debtor into KANEZA and creditor into MUNYENTWARI

NAME	BALANCE TOTAL	ATTACH
ACCOUNT RECEIVABLE	Ot... 0.00	
KANEZA	Ot... 0.00	
BANK	Ot... 0.00	
STOCK	Ot... 0.00	
CASH - CASH	Ot... 0.00	
FIXTUERES	Fi... 0.00	
MOTOVEHICLES	Fi... 0.00	
ACCOUNT PAYABLE	Ot... 0.00	
MUNYENTWARI	Ot... 0.00	
CAPITAL	E... 0.00	

UNIT 3

RECEIVING ITEMS AND ENTERING THE BILL

3.1 key unit competence

Prepare the bill by entering all goods / services received on the appropriate date using QuickBooks.

3.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in Senior Five on SAGE software.

3.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** While presenting about Receiving items and Entering the bills, students must have the culture of not using terms, words, pictures and gestures that are against the Rwandan culture.
- **Gender education:** All students must get involved in class activities regardless of gender.
- **Inclusive Education:** Learners with and without disabilities participate together in the same classes during teaching and learning process.

3.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

Refer to unit 3 in the Student Book

3.5. List of lessons

#	Lesson title	Learning objective	Number of periods
1	Receiving the items	Identify the received goods and service on different date.	2
2	Enter bill for received Items.	Identify the received goods and service on different date.	3
End Unit Assessment			1

LESSON 1. RECEIVING ITEMS

a) Learning objective

Identify the received goods and service on different date.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Receiving items, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on **Receiving Items** now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 3.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to apply **Receiving Items**.
- Students do the questions in the learning activity 3.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 3.1

Answers for learning activity 3.1

a) Refer to the student book UNIT 3.1

e) Application activities 3.1

Items received from UMULISA BUSINESS CENTER

NAME	DESCRIPTION	TYPE	ACCOUNT	ON SA...	PRICE	ATTACH
♦ 01	JUICE	Non-inven...	STOCK		2,340.00	
♦ 02	DRINK WATER	Non-inven...	STOCK		500.00	

Items received from INEZA Co. Ltd

NAME	DESCRIPTION	TYPE	ACCOUNT	ON SA...	PRICE	ATTACH
♦ 03	SHOES	Non-inven...	STOCK		25,000.00	
♦ 04	CLOTHES	Non-inven...	STOCK		5,000.00	
♦ 05	TENTS	Non-inven...	STOCK		2,000.00...	

LESSON 2. Enter bill

a) Learning objective

Use the appropriate technics to record the items received.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Entering bill, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Entering bill now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 3.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to Enter bill.
- Students do the questions in the learning activity 3.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 3.2

Answers for learning activity 3.2

Bill from MALACIA:

The screenshot shows the 'Enter Bills' window in Sage Accounting Software. The window title is 'Enter Bills'. The main area is titled 'Bill' and contains the following fields:

- VENDOR: MALACIA
- DATE: 02/09/2023
- ADDRESS: ABCD
- REF NO.: (empty)
- AMOUNT DUE: 25,000.00
- TERMS: (empty)
- BILL DUE: 02/19/2023
- MEMO: (empty)

Below the main form is a table with columns: ITEM, DESCR..., QTY, COST, AMOUNT, CUSTOMER-JOB, and BILLABLE?. The table contains one row:

ITEM	DESCR...	QTY	COST	AMOUNT	CUSTOMER-JOB	BILLABLE?
b3	SHOES		25,000.00	25,000.00		

At the bottom of the table, there are buttons: 'Save & Close', 'Save & New', and 'Clear'. On the right side of the window, there is a sidebar for 'MALACIA' with sections: 'Vendor', 'Transaction', 'SUMMARY', 'RECENT TRANSACTION', and 'NOTES'. The 'SUMMARY' section shows 'Open balance 53,750.00'. The 'RECENT TRANSACTION' section shows two entries: '02/09/23 Item Receipt 25,000.00' and '02/09/23 Item Receipt 28,750.00'.

This information is to be recorded in the general journal after the payment.

Debiting MALACIA account

Crediting Cash or bank account

e) Application activities 3.2

1. Refer to answer of learning activity 3.2.

ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLABL...
MALICIA	28,750.00			MALACIA.	
CASH		28,750.00			
Totals	28,750.00	28,750.00			

DATE	ENTRY. NO.	ADJ	ACCOUNT	MEMO	DEBIT/CREDIT(+/-)

3.6. Answer to end unit assessment

1. Differentiate:

a) Vendor from a customer

In the context of accounts payable, a vendor is a person or business that supplies goods or services to the company. Another term for vendor is supplier. The term vendor can also be used to mean any seller of goods while a customer is a person or business that purchases goods or services from the company.

b) Order from invoice

An order is a document that the buyer sends to the seller that details goods or services he /she wants to be supplied. The invoice designates an accounting document that outlines the amount a customer has to pay for a product or service that is purchased. It is also considered as a payment reminder. An invoice/bill is issued before the payment is sent, and it is used one-time and immediately.

A bill is an invoice that one of business suppliers will give to the business, and which, sooner or later, business will have to pay. It might also hear as a 'purchase invoice' or a 'supplier invoice'.

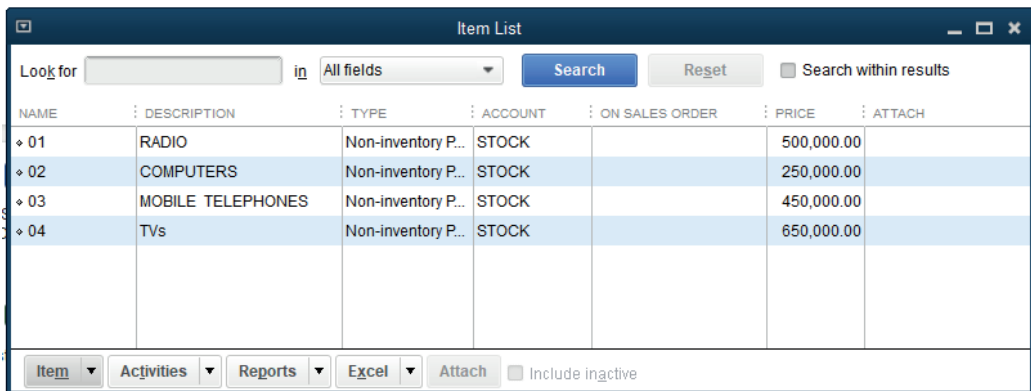
2. Mrs. Alex, the owner of BEST ELECTRONIC Ltd stated the business in January 2020. He purchases the items bellow:

Items	Price per unit(FRW)	Quantity
Computer	250,000	10
Mobile Telephones	450,000	50
Radios	500,000	100
TVs	650,000	120

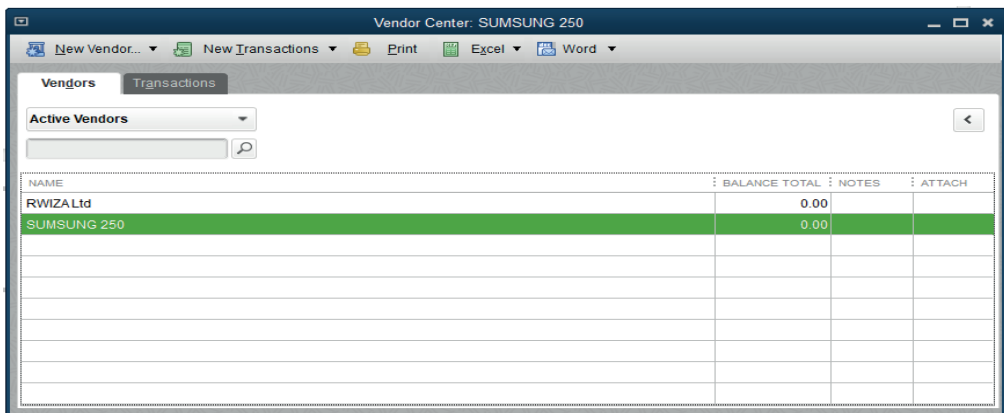
SAMSUNG 250 is Alexis' supplier of computer and telephones while RWIZA Ltd supplies radios and TVs. Vision 2050 is a customer of both Radios and TVs. You are hired as an accountant of BEST ALECTRONCS and the company uses QuickBooks in preparation of its reports.

Required:

1. Create the list of items



2. Enter the vendors



3. Prepare the bills for received items

Bill from SAMSUNG

Enter Bills

Main Reports Search

Find New Save Delete Create a Copy Memorize Print Attach File Enter Time Clear Splits Recalculate Pay Bill

Bill Credit Bill Received

Bill

VENDOR: SAMSUNG 250 DATE: 03/17/2023

ADDRESS: SAMSUNG 250 REF. NO.:

AMOUNT DUE: 265,000,000.00

TERMS: BILL DUE: 03/27/2023

MEMO:

Expenses \$0.00 Items

ITEM	DESCRIPTION	QTY	COST	AMOUNT	CUSTO...	BILLABLE?
02	COMPUTERS	250	250,000.00	62,500,000.00		
03	MOBILE TELEPHONES	450	450,000.00	202,500,000.00		

Save & Close Save & New Clear

Bill from RWIZA Ltd

Enter Bills

Main Reports Search

Find New Save Delete Create a Copy Memorize Print Attach File Enter Time Clear Splits Recalculate Pay Bill

Bill Credit Bill Received

Bill

VENDOR: RWIZALtd DATE: 03/17/2023

ADDRESS: RWIZALtd REF. NO.:

AMOUNT DUE: 128,000,000.00

TERMS: BILL DUE: 03/27/2023

MEMO:

Expenses \$0.00 Items

ITEM	DESCRIPTION	QTY	COST	AMOUNT	CUSTO...	BILLABLE?
01	RADIO	100	500,000.00	50,000,000.00		
04	TVs	120	650,000.00	78,000,000.00		

Save & Close Save & New Clear

Payment to SUMSUNG

Payment Summary ✕

PAYMENT DETAILS

Payment Date	03/17/2023
Payment Account	BK
Payment Method	Check

Payment has been successfully recorded for the following bill:

DATE DUE	VENDOR	AMOUNT PAID
03/27/2023	SUMSUNG 250	265,000,000.00
	Total	265,000,000.00

[How do I find and change a bill payment?](#)

You can print checks now or print them later from Print Forms on the File menu.

Pay More BillsPrint ChecksDone

Payment to RWIZA Ltd

Payment Summary ✕

PAYMENT DETAILS

Payment Date	03/17/2023
Payment Account	BK
Payment Method	Check

Payment has been successfully recorded for the following bill:

DATE DUE	VENDOR	AMOUNT PAID
03/27/2023	RWIZA Ltd	128,000,000.00
	Total	128,000,000.00

[How do I find and change a bill payment?](#)

You can print checks now or print them later from Print Forms on the File menu.

Pay More BillsPrint ChecksDone

4. Record the payments to the vendors

Payment to SAMSUNG 250

Dr: SAMSUNG 250

Cr: Bank (BK)

The screenshot shows the 'Make General Journal Entries' window with the following details:

- DATE: 03/17/2023
- ENTRY NO.: 1
- ADJUSTING ENTRY:

ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLABLE?
ACCOUNT PAYABLE:SAMSUNG	265,000,000....				
BK		265,000,000....			
Totals		265,000,000....	265,000,000....		

Buttons at the bottom: Save & Close, Save & New, Revert

Payment to RWIZA Ltd

Dr: RWIIZA Ltd

Cr: Bank (BK)

The screenshot shows the 'Make General Journal Entries' window with the following details:

- DATE: 03/17/2023
- ENTRY NO.: 2
- ADJUSTING ENTRY:

ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLABLE?
ACCOUNT PAYABLE:RWIZALtd	128,000,000....				
BK		128,000,000....			
Totals		128,000,000....	128,000,000....		

Buttons at the bottom: Save & Close, Save & New, Revert

3.7. Additional activities

3.7.1. Remedial activities and answers

NYIRAMAN. A seller of mangoes, oranges, pinaples and yellow banana in KIMISAGARA market purchased the above items from her supplier Deborah.

1. You are required to enter these items in QuickBooks.

NAME	DESCRIPTION	TYPE	ACCOUNT	O...	PRICE	ATTACH
01	MANGOES	Non-invento...	STOCK		0.00	
02	ORANGES	Non-invento...	STOCK		0.00	
03	PINEAPPLE	Non-invento...	STOCK		0.00	
04	YELLOW BANANA	Non-invento...	STOCK		0.00	

2. Enter the bill for received items consider the following information:

Mangoes 47,800 FRW

Oranges 5,785 FRW

Pinaples 23,830 FRW

Yellow banana 66,320 FRW

ITEM	DESCRIPTION	QTY	COST	AMOUNT	CUSTOMER	BILLABLE?
01	MANGOES		47,800.00	47,800.00		
02	ORANGES		5,785.00	5,785.00		
03	PINEAPPLE		23,830.00	23,830.00		
04	YELLOW BANANA		66,320.00	66,320.00		

3. Pay the bill for received items on behalf of NYIRAMANA

SELECT BILLS TO BE PAID

Show bills: Due on or before 04/01/2023 Show all bills

Filter By: [Dropdown] Sort By: Due Date

<input checked="" type="checkbox"/>	DATE DUE	VENDOR	REF. NO.	DISC. DATE	AMT. DUE	DISC. USED	CREDITS USED	AMT. TO PAY
<input checked="" type="checkbox"/>	04/01/2023	DEBORAH			143,735.00	0.00	0.00	143,735.00
Totals					143,735.00	0.00	0.00	143,735.00

Clear Selections

DISCOUNT & CREDIT INFORMATION FOR HIGHLIGHTED BILL

Vendor: **DEBORAH** Terms: [Dropdown] Number of Credits: **0**

Bill Ref. No. Sugg. Discount: **0.00** Total Credits Available: **0.00**

Go to Bill Set Discount Set Credits

PAYMENT

Date: 03/22/2023 Method: Check To be printed Assign check number Account: BANK

Ending Balance: -143,735.00

Pay Selected Bills Cancel

3.7.2. Consolidation activities and answers

1. Explain the process of recording the bill payment from the vendor

The payment to the vendor should be done either by cash, bank or cards. To record the payment, the general journal is used by debiting the vendor's account and crediting the source of payment. (Cash, card or bank account.).

UNIT 4

SALES AND RECEIVABLES

4.1 key unit competence

Apply the rules of cash, Cheques, Credit sales and account receivable transaction QuickBooks.

4.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

4.3. Cross-cutting issues to be addressed:

Gender education: Students should be informed that Accounting Software (QuickBooks) are all used by male and female.

Financial Education: Is covered when students discuss the sales and receivables involved in financial benefits of accounting software.

Environment and sustainability: Student develop the habit of well keeping their environment by using softcopy without throwing anywhere the piece of papers.

4.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings.
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer to the Introductory Activity

Answer: Refer to unit 4 in the Student Book

4.5. List of lessons

#	Lesson title	Learning objective	Number of periods
1	Credit sales transaction	Identify different techniques and strategies for recording sales of goods /service	2
2	Cash/ cheque sales transactions	Interpret the information on source documents related to sales	3
End Unit Assessment			1

LESSON 1 CREDIT SALES TRANSACTIONS

a) Learning objective

Identify different techniques and strategies for recording sales of goods /service.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Credit sales transactions, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Credit sales transactions now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 4.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to apply Credit sales transactions.
- Students do the questions in the learning activity 4.1 that were not answered at the beginning of the lesson.

- The teacher gives guidance on how to do application activity 4.1

Answers for learning activity 4.1

Refer to the student book Unit 4.1

e) Application activities 4.1

1. Refer to unit 4.1.
2. Refer to unit 4.1.
- 3.

The screenshot displays the 'Create Invoices' interface in QuickBooks. The customer is 'KAREMERA' and the invoice is for 'XYZ Ltd' dated 02/09/2023. The invoice number is 1. The item is 'CABBAGES' with a quantity of 40 and a price each of 1,000.00, resulting in a total amount of 40,000.00. The summary section shows an open balance of 0.00 and active estimates of 0. The recent transaction section is empty. The notes section is also empty. The window includes a menu bar with options like Main, Formatting, Send/Ship, Reports, and Search, and a toolbar with icons for Find, New, Save, Delete, and Print.

LESSON 2. Cash/ cheque sales transactions

a) Learning objective

Interpret the information on source documents related to sales.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Cash/ cheque sales transactions, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Cash/ cheque sales transactions now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 4.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to apply Cash/cheque sales transactions
- Students do the questions in the learning activity 4.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 4.2

Answers for learning activity 4.2

Refer to the student's book UNIT 4.2

e) Application activities 4.2

1. Refer to unity 4.2.
- 2.

The screenshot displays the 'Enter Sales Receipts' software interface. The main window shows a 'Sales Receipt' form for customer 'TEDDY'. The date is 02/09/2023, and the sale number is 1. The item is 'OTHER GOODS' with a quantity of 1 and a rate of 45,740.00, resulting in a total amount of 45,740.00. The customer message is 'It's been a pleasure working with you!'. The interface includes a menu bar with options like Main, Formatting, Send/Ship, Reports, Payments, and Search. A right-hand pane shows a 'SUMMARY' section with 'Open balance 0.00', 'Active estimates 0', and 'Sales Orders to be invoiced 0'. There are also buttons for 'Save & Close', 'Save & New', and 'Clear'.

The sales receipts to Moises and Allen will be processed in the same way.

4.6. Answer to end unit assessment

- Mrs. MUNYEMENA, the owner of VISION 2050 Ltd stated the business in January 2020. He sold the items below:

Items	Price per unit(FRW)	Quantity
A	350,000	10
B	550,000	50
Y	650,000	100
X	600,000	120

JJD Ltd is MUNYEMANA' customer items A and B while MNH Ltd is a customer of items C and D. You are hired as an accountant of VISION 2050 Ltd and the company uses QuickBooks in preparation of its reports.

Required:

- Create the list of items

NAME	DESCRIPTION	TYPE	ACCOUNT	ON SALES...	PRICE	ATTACH
♦ A	A	Non-inventor...	STOCK		350,000.00	
♦ B	B	Non-inventor...	STOCK		550,000.00	
♦ C	C	Non-inventor...	STOCK		600,000.00	
♦ D	D	Non-inventor...	STOCK		750,000.00	

- Enter the customers list

NAME	BALANCE TOTAL	ATTACH
♦ JJD Ltd	0.00	
♦ MNH Ltd	0.00	

iii) Create the invoice to the customers

Invoice to JJD Ltd

Customer: JJD Ltd

DATE: 03/17/2023

BILL TO: JJD Ltd

INVOICE #: 1

SHIP TO:

SHIP DATE: 03/17/2023

QUANTITY	ITEM CODE	DESCRIPTION	PRICE EACH	AMOUNT
10	01	A	350,000.00	3,500,000.00
50	02	B	550,000.00	27,500,000.00

TOTAL: 31,000,000.00

PAYMENTS APPLIED: 0.00

BALANCE DUE: 31,000,000.00

CUSTOMER MESSAGE: It's been a pleasure working with you!

Buttons: Save & Close, Save & New, Clear

Summary Panel:

- Preferred delivery method: E-mail
- Open balance: 0.00
- Active estimates: 0
- Sales Orders to be invoiced: 0

Invoice to MNHLtd

Customer: MNH Ltd

DATE: 03/17/2023

BILL TO: MNH Ltd

INVOICE #: 2

SHIP TO:

SHIP DATE: 03/17/2023

QUANTITY	ITEM CODE	DESCRIPTION	PRICE EACH	AMOUNT
100	05	Y	650,000.00	65,000,000.00
120	06	X	600,000.00	72,000,000.00

TOTAL: 137,000,000.00

PAYMENTS APPLIED: 0.00

BALANCE DUE: 137,000,000.00

CUSTOMER MESSAGE:

Buttons: Save & Close, Save & New, Clear

Summary Panel:

- Preferred delivery method: E-mail
- Open balance: 0.00
- Active estimates: 0
- Sales Orders to be invoiced: 0

iv) The receipts from the customers

Payments to Deposit

SELECT VIEW
View payment method type: All types
Sort payments by: Payment Method

SELECT PAYMENTS TO DEPOSIT

DATE	TIME	TYPE	NO.	PAYMENT METHOD	NAME	AMOUNT
03/17/2023		PMT		JJD Ltd		31,000,000.00
03/17/2023		PMT		MNH Ltd		137,000,000.00
2 of 2 payments selected for deposit						Payments Subtotal: 168,000,000.00

Select All Select None

OK Cancel Help

Record of the receipts from the customers

Make Deposits

Previous Next Save Print Payments History Journal Attach

Deposit To: BK Date: 03/17/2023 Memo: Deposit

Click Payments to select customer payments that you have received. List any other amounts to deposit below.

RECEIVED FROM	FROM ACCOUNT	MEMO	CHK NO.	PMT METH.	AMOUNT
JJD Ltd	12000 · Undeposited F...				31,000,000.00
MNH Ltd	12000 · Undeposited F...				137,000,000.00
Deposit Subtotal					168,000,000.00

To get cash back from this deposit, enter the amount below. Indicate the account where you want this money to go, such as your Petty Cash account.

Cash back goes to: BANK
Cash back memo:
Cash back amount: 168000000

Deposit Total: 168,000,000.00

Save & Close Save & New Clear

4.7. Additional activities

4.7.1. Remedial activities and answers

1. My KITCHENWARE Ltd, a seller of kitchen material needs to order the following items from the wholesaler MUSONERA:

ITEMS	QUANTITY	P.U
PLATES	20	2,500
CUPS	12	1,500
SAUCE PANS	8	4,500
FORKS	11	500

You are required to make a purchase order as an accountant of My KITCHENWARE Ltd using QuickBooks

The screenshot shows the 'Create Purchase Orders' window in QuickBooks. The vendor is set to 'MUSONERA'. The date is '03/22/2023' and the P.O. NO. is '1'. The purchase order table is as follows:

ITEM	DESCRIPTION	QTY	RATE	CUSTOMER	AMOUNT	RCV'D	CLSD
1PLATES	PLATES	20	2,500.00		50,000.00	0	
2CUPS	CUPS	12	1,500.00		18,000.00	0	
4SAUCE PAN	SAUCE PAN	8	4,500.00		36,000.00	0	
4FORKS	FORKS	11	500.00		5,500.00	0	

The total amount is 109,500.00. The vendor message is 'PLEASE SUPPLY THESE ITEMS'. The window includes buttons for 'Save & Close', 'Save & New', and 'Revert'.

4.7.2. Consolidation activities and answers

Make a clear difference between the purchase invoice and sales invoice.

A sales invoice signals to the customer that payment is now due for services or products provided. A purchase invoice is the reverse. It is a document issued to the seller detailing the products and services ordered, so the sale has yet to take place. A document that a person or company receives when they buy something, giving details of price, payment conditions, etc.

UNIT 5

PURCHASE AND PAYABLES

5.1 Key unit competence

Apply the rules of Cash, cheques, credit sales and account receivables transaction in QuickBooks.

5.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

5.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** student must be aware of purchasing and payables while doing the different transaction, and student will be aware of friendship developed through transaction done within technology.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Standardization culture:** Students must have the culture of not taking from and keeping pictures on their website that are against Rwandan culture.

5.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.

- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

Refer to student book, UNIT 5

5.5 List of lessons

No	Lesson title	Learning objective	Number of Periods
1	Credit purchase transactions: Record a credit purchase. Purchase invoice	Identify different techniques and strategies for recording purchase of goods /service	3
2	Cash/ Cheque purchase transactions: Record a cash purchase, Paying the bill	Identify different techniques and strategies for recording cash	3
3	Cash/ Cheque purchase transactions: Recording the payment, Payment receipt	Identify different techniques and strategies for recording cash	2
4	End unit assessment		2

LESSON 1 Credit purchase transactions

a) Learning objective

Identify different techniques and strategies for recording purchase of goods / service.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Credit purchase transactions, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Credit purchase transactions now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 5.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to apply Credit purchase transactions
- Students do the questions in the learning activity 5.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 5.1

Answers for learning activity 5.1

Refer to the student Book UNIT 5

e) Application activities 5.1

Refer to the student book unit 5

Lesson 2. Cash/ Cheques purchase transactions.

a) Learning objective

Identify cash/ cheques purchase transactions.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Credit purchase transactions, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Credit purchase transactions now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 5.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to apply Credit purchase transactions
- Students do the questions in the learning activity 5.2. that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 5.2.

Answers for learning activity 5.2.

Refer to the student Book UNIT 5

e) Application activities 5.2.

Refer to the student book UNIT 5

Lesson 3. Cash/ Cheque purchase transactions and process payment

a) Learning objective

Identify Cash/Cheque purchase transactions and process payment.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Credit purchase transactions, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Credit purchase transactions now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 5.3 If answers can't be found, students are told that by the end of the lesson they will be able to answer them.

- By the guidance of the teacher students explain how to apply Credit purchase transactions
- Students do the questions in the learning activity 5.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 5.3

Answers for learning activity 5.3

Refer to the student Book UNIT 5

e) Application activities 5.3

Refer to the student book unit 5

Answer to end unit assessment

1. Make a clear difference between credit purchase and cash purchase transactions

Refer to UNIT 5

2. During the month of December 2022, B2C Co. Ltd concluded the following Purchase transactions:

Purchase on credit from: Meddy: FRW 74,450 Modeste: FRW 645,000, Arsene: FRW 245,000

Cash purchase: 357,450

Required:

- Record these transactions in the journal of B2C Co. Ltd

The screenshot shows a software window titled "Make General Journal Entries". The interface includes a menu bar with "Main" and "Reports", and a toolbar with icons for "Find", "New", "Save", "Delete", "Create a Copy", "Memorize", "Reverse", "Print", "Attach File", "Show List", and "Send GJEs". Below the toolbar, the "DATE" is set to "03/18/2023", "ENTRY NO." is "1", and the "ADJUSTING ENTRY" checkbox is checked. The main area is a table with columns for ACCOUNT, DEBIT, CREDIT, MEMO, NAME, and BILLABL... The table contains the following entries:

ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLABL...
Purchase	74,450.00				
CREDITORS:Meddy		74,450.00		Meddy	
Purchase	645,000.00				
CREDITORS:Modeste		645,000.00		Modeste	
Purchase	245,000.00				
CREDITORS:Arsene		245,000.00		Arsene	
Purchase	357,450.00				
Cash		357,450.00			
Totals	1,321,900.00	1,321,900.00			

At the bottom of the window, there are three buttons: "Save & Close", "Save & New", and "Clear".

- Prepare the purchase invoice.

Invoice from Meddy

Bill

VENDOR: Meddy DATE: 03/18/2023
 ADDRESS: REF. NO.:
 TERMS: AMOUNT DUE: 74,450.00
 MEMO: BILL DUE: 03/28/2023

ITEM	DESCR...	QTY	COST	AMOUNT	CUSTOMER-JOB	BILLABLE?
K	A		74,450.00	74,450.00		

Expenses: \$0.00 Items: \$74,450.00

RECENT TRANSACTION: 03/18/23 Bill 74,450.00

Invoice/ Bill from Modeste

Bill

VENDOR: Modeste DATE: 03/18/2023
 ADDRESS: REF. NO.:
 TERMS: AMOUNT DUE: 645,000.00
 MEMO: BILL DUE: 03/28/2023

ITEM	DESCR...	QTY	COST	AMOUNT	CUSTOMER-JOB	BILLABLE?
V	B		645,000.00	645,000.00		

Expenses: \$0.00 Items: \$645,000.00

RECENT TRANSACTION:

Invoice/ Bill from Modeste

Bill

VENDOR: Arsene DATE: 03/18/2023
 ADDRESS: REF. NO.:
 TERMS: AMOUNT DUE: 245,000.00
 MEMO: BILL DUE: 03/28/2023

ITEM	DESCR...	QTY	COST	AMOUNT	CUSTOMER-JOB	BILLABLE?
B	Z		245,000.00	245,000.00		

Expenses: \$0.00 Items: \$245,000.00

RECENT TRANSACTION:

5.6. Additional activities

5.6.1. Remedial activities and answers

1. List the payment method or facilities that QuickBooks offers.

The following are payment method or facilities that QuickBooks offers:

- **Check** Select **Assign check number** if you plan to manually write the check. Select **To be Printed** to print the check or add it to the list of checks to print.
- **Credit Card:** You can use credit cards to pay bills, then print a payment stub.
- **Online Bill Payment:** You can directly **pay your vendor bills** in QuickBooks. It also records your payment automatically so your reports are accurate.
- **Online Bank Payment:** The payment processor will print and mail a check to the employee. You can select **Include reference number** if you want the bill or credit reference number to be sent along with your name and account number.
- **Cash, Debit or ATM card, Pay pal, or EFT:** You can select **Check**, then **Assign check number** even when you're not paying with an actual check. Enter the type of payment in the check number field or leave it blank.

5.6.2. Consolidation activities and answers

1. List the steps followed to record a cash purchase transaction in QuickBooks.

Answer: Refer to unit 5

UNIT 6

FINDING AND CORRECTING OMISSION AND MISSTATEMENTS

6.1 Key unit competence

Correct errors in the account balances using QuickBooks.

6.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

6.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** student must be aware of benefits that are committed using accounting software while using them in the different activities, and student will be aware of friendship developed through accounting software.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Standardization culture:** Students must have the culture of not taking from and keeping pictures on their software interface that are against Rwandan culture.

6.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

Refer to student book, unit 6

6.5. List of lessons

No	Lesson Title	Learning objective	Number of periods
1	The errors that do not affect the trial balance: Omission, Commission, Principle error	Identify the errors caused by omission, commission and principle error and correct them	3
2	The errors that do not affect the trial balance: Complete reversal, Original entry, Compensating error	Identify the errors caused by Complete reversal, Original entry Compensating error and correct them	3
3	The error that affect the trial balance: <ul style="list-style-type: none">– Understanding the errors that do not affect the trial balance– Correction of errors that affect trial balance	Describe the methods to correct errors and misstatements	3
	End of unit assessment		1

LESSON 1. The errors that do not affect the trial balance: Omission, Commission, Principle error

a) Learning objective

Identify the errors caused by omission, commission and principle error and correct them.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about The errors that do not affect the trial balance, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on the errors that do not affect the trial balance now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 6.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to know the errors that do not affect the trial balance.
- Students do the questions in the learning activity 6.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 6.2

Answer to Learning activity6.1.

I disagree. The debit side of trial balance should be equal to the credit side of trial balance, and there are error committed in posting transactions. This is due to the fact that some errors cannot affect the trial balance. The totals of the list of account balances equal each other. However, on taking a close check on the balances and transactions posted, errors may have been made and therefore the balances shown on the list of account balances may be incorrect.

e) Application activities 6.1

To record the corrections of the errors, the following entries are to be made

ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLABL...
CAPITAL		10,000.00	To correct the error of principle		
SALES	10,000.00		To correct the error of principle		
DRAWINGS	700.00		To correct the error of principle		
GENERAL EXPENSES		700.00	To correct the error of principle		
INSURANCE	89.00		To correct the error of principle		
DRAWINGS		89.00	To correct the error of principle		
PURCHASE	270.00		To correct the error transposition/original entry		
C.KELLY		270.00	To correct the error transposition/original entry		
J Charlton		168.00	To correct the error OF COMMISSION		
M McCarthy	168.00		To correct the error OF COMMISSION		
MOTO EXPENSES	1,000.00		To correct the error of principle		
MOTO VAN		1,000.00	To correct the error of principle		
Totals	12,227.00	12,227.00			

LESSON 2. The errors that do not affect the trial balance: Complete reversal, Original entry, Compensating error

a) Learning objective

Identify the errors caused by Complete reversal, Original entry, Compensating error and correct them.

b) Teaching resources:

For this lesson, students will use computers in which QuickBooks is installed, a projector to facilitate demonstrations by the teachers and fellow learners, student book for Senior Six.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. They have already learnt the errors that do not affect the trial balance namely Omission, Commission, Principle error. They will however find it easy to transfer this knowledge to the other types of errors namely Complete reversal, Original entry, Compensating error.

d) Learning activities:

Guidance:

- The lesson starts by doing a revision on the 3 types of errors that do not affect the trial balance that they learned in the previous lesson
- The teacher help students recall the characteristics of those errors that do not affect the trial balance.
- Students identify other errors that may not affect the trial balance, therefore starting the new lesson.
- Students give answers to the question in the learning activity 6.2.
- The teacher gives guidance on how to do application activity 6.2.

Answer to Learning activity 6.2

Students give the other errors that do not affect the trial balance. Those errors must include: Complete reversal, Original entry, Compensating error.

e) Application activities 6.2 answers

Students give answers to the questions by giving the journal entries needed to record the corrections for different errors shown. The teacher guides them where necessary.

LESSON 3 Errors that affect the trial balance

a) Learning objective

Describe the methods to correct errors and misstatements.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Errors that affect the trial balance, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Errors that affect the trial balance now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 6.3. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how Errors that affect the trial balance.
- Students do the questions in the learning activity 6.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 6.3

Answers for learning activity 6.3

In case the credit side of trial balance totals does not match with the debit side total of credit balance, the accountant has to check the transactions which have been posted in wrong way, then correct it. It means, see the account which was to be debited and debit it and credit the transaction to be credited. If the transaction has an effect on only one account, it has to be debited or credited depending on the nature of transaction and the suspense account is created for completing double entry.

e) Application activities 6.3

1. Refer to the student book contents unit 6

6.6. Answer to end unit assessment

1. When posting an invoice for car repairs, FRW 870,000 was entered on the correct side of the motor expenses account. The invoice was for FRW 780,000. What correction should be made to the motor expenses account?
 - i) Debit FRW 90,000
 - ii) Credit FRW 90,000
 - iii) Debit FRW 1,650,000
 - iv) Credit FRW 1,650,000

Credit FRW 90,000

2. The following transactions have been extracted from the books of TBB Ltd on 31 December 2020 that failed to agree.

In January 2021 the following errors made in 2020 were found:

- Cash banked FRw. 390 had been credited to the bank column and debited to the cash column in the cashbook.
- Sales of Frw 2,500 to J Church had been debited in error to J Chane account.
- Returns inwards FRw. 168 from M McCarthy had been entered in error in J Charlton's account.
- Discounts received account had been under cast by Frw 3,000.
- The sale of a motor vehicle at book value had been credited in error to Sales account Frw 3,600.

You are required to show the journal entries necessary to correct the errors

The journal entries necessary to correct the errors in the books of TBB Ltd

DATE	ENTRY NO.	ACCOUNT	DEBIT	CREDIT	MEMO	NAME	BILLAB...
03/18/2023	1	Bank	780.00		To correct the compensating error		
		Cash		780.00	To correct the compensating error		
		DEBTORS:J. Church	250.00		To correct the error of commission		
		DEBTORS:J. Chane		250.00	To correct the error of commission		
		Suspense	3,000.00		To correct the undercast in account		
		Discount received		3,000.00	To correct the undercast in account		
		Sales	3,600.00		To correct the error of principle		
		Disposal		3,600.00	To correct the error of principle		
		Returns in wards	168.00		To correct the error of commission		
		DEBTORS:J. Charton		168.00	To correct the error of commission		
		Totals	7,798.00	7,798.00			

6.7. Additional activities

6.7.1. Remedial activities and answers

True or false

- Error of Original entry: These are errors that have the effect that tend to cancel out each other in amounts

- b) Compensating Errors: Here a transaction is posted to the correct accounts but the amount posted is not correct.
- c) Complete reversal of entries: A transaction is posted to the correct accounts but to the wrong sides of the accounts.
- d) Error of principle: This type of error occurs when a transaction is posted to the wrong class of account

Answer: Refer to unit 6

6.7.2. Consolidation activities and answers

1. Which of the following are not errors of principle?
 - a) Motor expenses entered in Motor Vehicles account
 - b) Purchases of machinery entered in Purchases account
 - c) Sale of £250 to C Phillips completely omitted from books
 - d) Sale to A Henrique entered in A Henry's account.
 - a) (ii) and (iii)
 - b) (i) and (ii)
 - c) (iii) and (iv)
 - d) (i) and (iv).

2. Errors are corrected via the Journal because:
 - a) It saves the bookkeeper's time
 - b) It saves entering them in the ledger
 - c) It is much easier to do
 - d) It provides a good record explaining the double entry records.

3. If a trial balance totals do not agree, the difference must be entered in:
 - a) The Profit and Loss Account
 - b) A Suspense Account
 - c) A Nominal Account
 - d) The Capital Account.

UNIT 7

ACCOUNTING METHODS

7.1 Key unit competence

Operate using either Cash or Accrual methods of accounting in QuickBooks.

7.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior Five** on **SAGE** software.

7.3. Cross-cutting issues to be addressed:

- **Financial Education:** Students must be aware of cost related to website design and implementation while choosing web server to host a web site.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Standardization culture:** Students must have the culture of not taking from and keeping pictures on their software that are against Rwandan culture.

7.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

7.5. List of lessons

No	Lesson title	Learning objective	Number of periods
1	Accrual basis accounting	Identify the advantages and disadvantages of Accrual method of accounting	3
2	Use accrual methods to Display statements	Apply the accrual method	2
3	Cash method	Identify the advantages and disadvantages of Cash method of accounting	3
End of unit assessment			1

LESSON 1. Accrual basis accounting

a) Learning objective

Identify the accrual and pre-payment methods of accounting

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Accrual basis accounting, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Accrual basis accounting now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 7.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain work with Accrual basis accounting.

- Students do the questions in the learning activity 7.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 7.1

Answers for learning activity 7.1

Refer to the student activity unit 7

e) Application activities 7.1

1. BERWA LTD Balance sheet and income statement displayed using accrual method.
2. Income statement (Accrual method)

The screenshot shows a Profit & Loss report for BERWA LTD for the period February 1 - 10, 2023. The report is generated on an accrual basis. The data is as follows:

	Feb 1 - 10, 23
Ordinary Income/Expense	
Cost of Goods Sold	
STOCK	25,000.00
Total COGS	25,000.00
Gross Profit	-25,000.00
Net Ordinary Income	-25,000.00
Net Income	-25,000.00

3. Balance sheet (Accrual method)

LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	53,750.00
Total Accounts Payable	53,750.00
Other Current Liabilities	
CREDITORS	
EQUIPMENT SUPPLIERS	500,000.00
TOYOTA RWANDA	15,000,000.00
Total CREDITORS	15,500,000.00
Total Other Current Liabilities	15,500,000.00
Total Current Liabilities	15,553,750.00
Long Term Liabilities	
LOAN	8,000,000.00
Total Long Term Liabilities	8,000,000.00
Total Liabilities	23,553,750.00
Equity	
CAPITAL	20,000,000.00
Net Income	-25,000.00
Total Equity	19,975,000.00
TOTAL LIABILITIES & EQUITY	43,528,750.00

4. Balance sheet (Accrual method)

The screenshot shows a software-generated balance sheet for BERWALTD as of February 10, 2023. The report is titled 'Balance Sheet' and includes a navigation bar with options like 'Customize Report', 'Commegnt on Report', 'Share Template', 'Memorize', 'Print', 'E-mail', 'Excel', 'Hide Header', 'Collapse', and 'Refresh'. The report basis is set to 'Accrual'. The assets are categorized into Current Assets and Fixed Assets. The total assets are 43,628,750.00.

BERWALTD		Feb 10, 23
Balance Sheet		
As of February 10, 2023		
ASSETS		
Current Assets		
Checking/Savings		
BANK		6,454,280.00
Total Checking/Savings		6,454,280.00
Other Current Assets		
CASH		17,000,000.00
SHOES		28,750.00
Undeposited Funds		45,740.00
Total Other Current Assets		17,074,490.00
Total Current Assets		23,528,750.00
Fixed Assets		
LAND		3,000,000.00
OFFICE EQUIPMENT		2,000,000.00
VEHICLE		15,000,000.00
Total Fixed Assets		20,000,000.00
TOTAL ASSETS		43,628,750.00

LESSON 2. Use accrual methods to Display statements

a) Learning objective

Apply the accrual method

b) Teaching resources:

For teaching and learning this lesson there is a need of computers with QUICKBOOKS installed and with internet connectivity to facilitate research, Textbooks for ICT in Accounting S6, projector to facilitate demonstration by the teacher or fellow students.

c) Prerequisites

Students are familiar with accounting software SAGE and QUICKBOOKS. With QUICKBOOKS, they are familiar with the Accrual Basis Accounting that they studied in lesson One. Also, in other subjects like Financial Accounting, they got the content related to different accounting methods that can be done manually. With this theoretical content, it is easy for learners to practice using QuickBooks.

d) Learning activities:

Guidance:

- By the help of the teacher, students analyse the question in learning activity 7.2 and give answers to the question.
- The teacher goes through the lesson content by first letting learners discover what to do and its meaning then completing their answers where necessary.

- If the question in the learning activity was not properly answered, the teacher comes back to it at the end of the lesson to get now an answer from informed learners.
- The teacher gives guidance on how to do application activity 7.2.

Answers for learning activity 7.2

The advice from students can vary. For more guidance, refer to the student activity unit 7 specially the section 7.2

e) Application activities 7.2

Referring to the transactions for BERWA LTD for the month of October 2021, students present its balance sheet and income statement by using accrual method. Refer to the content of Unit 7 section 7.2 on how to do it.

LESSON 3. Cash method

a) Learning objective

Identify the advantages and disadvantages of Cash method of accounting.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Cash method, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Cash method now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 7.3. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Cash method.
- Students do the questions in the learning activity 7.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 7.3.

Answers for learning activity 7.3

a) Refer to the student Book unit 7.3.

e) Application activities 7.3

1. Refer to the student book contents.

7.6. Answer to end unit assessment

End unit assessment

1. Differentiate between cash and accrual method of accounting.

Answer: Refer to unit 7

2. Complete the table below:

Accounting method	Advantages	Disadvantages
Accrual	-	-
	-	-
Cash	-	-
	-	-

Answer: Refer to unit 7

3. The following transactions have been extracted from the book of MANEMATALE Ltd.

a) Starting the business with

i) Cash: 12,000,000

ii) Bank: 8,000,000

b) Getting a loan from BK 4,000,000

c) Bought goods on credit from Anna valued at 8,000,000

d) Sales of goods on credit to worth 2,000,000 to Ruth

e) Returning goods of 2,000,000 to Anna

f) Payment of the total amount due to Anna by cheque

g) Ruth returned goods to us valued at 1,000,000

h) Cash payment from Ruth for the total amount due from her.

Required:

a) Present the income statement using:

- Cash method of accounting
- Accrual method

MANEMATALE Ltd income statement (cash method)

Profit & Loss

Customize Report | Comment on Report | Share Template | Memorize | Print | E-mail | Excel | Hide Header | Collapse | Refresh

Dates: This Month-to-date | From: 03/01/2023 | To: 03/19/2023 | Show Columns: Total only | Sort By: Default

Report Basis: Accrual Cash | Show Filters

9:04 AM
03/19/23
Cash Basis

MANEMATALE Ltd
Profit & Loss
March 1 - 19, 2023

		Mar 1 - 19, 23
Ordinary Income/Expense		
Income		
Retuns inwards	-1,000,000.00	
Sales	12,000,000.00	
Total Income	11,000,000.00	
Cost of Goods Sold		
Purchase	8,000,000.00	
Return outwards	-2,000,000.00	
Total COGS	6,000,000.00	
Gross Profit	5,000,000.00	
Net Ordinary Income	5,000,000.00	
Net Income	5,000,000.00	

MANEMATALE Ltd income statement (Accrual method).

Profit & Loss

Customize Report | Comment on Report | Share Template | Memorize | Print | E-mail | Excel | Hide Header | Collapse | Refresh

Dates: This Month-to-date | From: 03/01/2023 | To: 03/19/2023 | Show Columns: Total only | Sort By: Default

Report Basis: Accrual Cash | Show Filters

9:02 AM
03/19/23
Accrual Basis

MANEMATALE Ltd
Profit & Loss
March 1 - 19, 2023

		Mar 1 - 19, 23
Ordinary Income/Expense		
Income		
Retuns inwards	-1,000,000.00	
Sales	12,000,000.00	
Total Income	11,000,000.00	
Cost of Goods Sold		
Purchase	8,000,000.00	
Return outwards	-2,000,000.00	
Total COGS	6,000,000.00	
Gross Profit	5,000,000.00	
Net Ordinary Income	5,000,000.00	
Net Income	5,000,000.00	

7.7. Additional activities

7.7.1. Remedial activities and answers

1. Differentiate cash accounting method from Accrual accounting method.

Answer: Refer to unit 7

2. Give 4 advantages and disadvantages of accrual method

Answer: Refer to unit 7

7.7.2. Consolidation activities and answers

1. The following transactions have been extracted from the book of MATELA DODOMA Ltd.

a) Starting the business with.

Cash: 18,000,000 FRW

Bank: 7,000,000 FRW

b) Bought goods on cash valued at 8,000,000 FRW.

c) Sales of goods on credit worth 2,000,000 FRW to Ruth.

d) Bought office equipment of 5,000,000 FRW by cash.

e) Credit sales to MUHIRWA valued at 5,000,000 FRW.

f) Drawings by cheque of 200,000FRW.

g) Credit purchase: 5,900,000 FRW.

h) Cash sales 11,000,000FRw.

Required: Present the balance sheet using accrual method.

MATELA DODODOMA Ltd balance sheet using accrual method.

MATELA DODODOMA Ltd		Mar 23, 23
Balance Sheet		
As of March 23, 2023		
ASSETS		
Current Assets		
Checking/Savings		
BANK		6,856,285.00
Total Checking/Savings		6,856,285.00
Other Current Assets		
CASH		16,000,000.00
Debtor		
MUHIRWA		5,000,000.00
Ruth		2,000,000.00
Total Debtor		7,000,000.00
STOCK		143,735.00
Total Other Current Assets		23,143,735.00
Total Current Assets		30,000,000.00
Fixed Assets		
OFFICE EQUIPMENT		5,000,000.00
Total Fixed Assets		5,000,000.00
TOTAL ASSETS		35,000,000.00
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
CREDITOR		5,900,000.00
Total Other Current Liabilities		5,900,000.00
Total Current Liabilities		5,900,000.00
Total Liabilities		5,900,000.00
Equity		
CAPITAL		25,020,000.00
DRAWINGS		-20,000.00
Net Income		4,100,000.00
Total Equity		29,100,000.00
TOTAL LIABILITIES & EQUITY		35,000,000.00

UNIT 8

BANK RECONCILIATION

8.1 key unit competence

Prepare the bank reconciliation using QuickBooks.

8.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

8.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** Students must be aware of cost related to bank reconciliation and summary of banking and business activity that reconciles an entity's bank account with its financial records
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Inclusive Education:** All students (those with and with no disabilities) are involved in the same class during teaching and learning process.

8.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

8.5. List of lessons

No	Lesson title	Learning objective	Number of periods
1	Meaning of Bank reconciliation	Explain clearly the term Bank reconciliation	3
2	The Purposes and causes of a bank reconciliation statement	Describe the purpose of preparing the bank reconciliation statements.	3
3	Steps of reconciliation in QuickBooks	Describe the causes of preparing the bank reconciliation statements.	3
End unit assessment			2

LESSON 1: Meaning of Bank reconciliation

a) Learning objective

Explain clearly the term Bank reconciliation.

b) Teaching resources:

For teaching and learning this lesson, student and teachers will have computers with internet connectivity to do research and the student book for Senior Six.

c) Prerequisites

Students have already learned bank reconciliation in other subjects namely Financial Accounting and this word is common in their language. It is now time to apply what they know in theory and apply it in practice.

d) Learning activities:

Guidance:

- The teacher introduces the lesson by making learners answer the question in the learning activity 8.1.
- Under the guidance of the teacher, students give other examples of cases where bank reconciliation is needed.
- The teacher gives guidance on how to do the questions of the application activity 8.1.

Answers for learning activity 8.1

Refer the student book in the section 8.1.

e) Application activities 8.1

The teacher helps learners give the proper definition of bank statement. He also helps them list two documents involved in preparation of bank reconciliation statement.

LESSON 2: The Purposes and causes of a bank reconciliation statement

a) Learning objective

Describe the process of preparing the bank reconciliation statements.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about The Purposes and causes of a bank reconciliation statement, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on The Purposes and causes of a bank reconciliation statement now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 8.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them
- By the guidance of the teacher students explain how to work with The Purposes and causes of a bank reconciliation statement.
- Students do the questions in the learning activity 8.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 8.2

Answers for learning activity 8.2

1. Refer to section 8.2.
2. The errors that cause the differences should be committed by either the QuickBooks user in recording bank related transactions or the bank on the bank statement.

e) Application activities 8.2

1. Refer to section 8.2
2. Complete the following sentences:
 - a) Unpresented cheques are cheques issued by the firm for payment to the creditors or to other supplies but have not been presented to the firm's bank for payment.
 - b) The cheques received from customers and other sources for which the firm has banked but the bank has not yet availed the funds by crediting the firm's account are called **Uncredited cheques**.
3. The bank may dishonor the cheque in the following cases:
 - a) Insufficient funds- In case the account of the payer doesn't have sufficient funds.
 - b) Material Alterations- any alterations on it like overwriting, corrections, missing of relevant details etc.
 - c) Irregular Signature- drawer's signature on the cheque is different than that of the specimen signature available with the bank.
 - d) Post-dated cheque- date mentioned on the cheque is yet to come then.
 - e) State cheque- the cheque is presented to the bank for payment after three months from the date mentioned on it.
 - f) 'Stop payment instructions'- drawer has asked the bank to stop payment and not to pay for the cheque which is already issued.
 - g) Frozen account- the court or the government has ordered that a person's account has to be frozen.
 - h) Account closed- drawer has closed the account before the cheque is presented.
4. Mistakes that can be done by the banks;
 - Over/ understatement in recording amount
 - Wrong entries
 - Confusion in customers account
 - Omission to make an entry

Delay in making an entry

LESSON 3: Steps of reconciliation in QuickBooks

a) Learning objective

Describe the process of preparing the bank reconciliation statements.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Steps of reconciliation in QuickBooks, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Steps of reconciliation in QuickBooks now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 8.3. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Steps of reconciliation in QuickBooks.
- Students do the questions in the learning activity 8.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 8.3.

Answers for learning activity 8.3

Refer to learning activity 8.3.

e) Application activities 8.3

Reconcile - BANK

For period: 01/31/2023 Hide transactions after the statement's end date

Checks and Payments				Deposits and Other Credits						
✓	DATE	CHK #	PAYEE	AMOUNT	✓	DATE	CHK #	MEMO	TYPE	AMOUNT
	02/01/2023	4		1,170.00		02/01/2023	6		GENJRNL	1,500.00
✓	02/01/2023	5		3,300.00		02/01/2023	7		GENJRNL	2,193.00

Highlight Marked

Beginning Balance	9,000.00	<input type="button" value="Modify"/>	Service Charge	-267.00
Items you have marked cleared			Interest Earned	0.00
1 Deposits and Other Credits	1,500.00		Ending Balance	6,933.00
1 Checks and Payments	3,300.00		Cleared Balance	6,933.00
			Difference	0.00

Select Reconciliation Report

Congratulations! Your account is balanced. All marked items have been cleared in the account register.

Select the type of reconciliation report you'd like to see.

Summary
 Detail
 Both

To view this report at a later time, select the Report menu, display Banking and then Previous Reconciliation.

8.6. Answer to end unit assessment

1. What is meant by a Bank Reconciliation statement?

Answer: Refer to unit 8

2. What is the need of preparing Bank Reconciliation statement?

Answer: Refer to unit 8

3. Enumerate the causes of difference in the balance of cash book and bank statement.

Answer: Refer to unit 8

4. From the following particulars extracted in the books of MS Ltd, prepare Bank Reconciliation statement as on December 31, 2022.

Opening bank balance: FRW 42,000

Ending balance:

The ending balance is a result of the transactions below:

- i) Starting business with FRW 1,000,000 at bank
- ii) Purchase of goods by cheque: FRW 550,000 FRW
- iii) Sales by cheque: FRW 765,000
- iv) Interest earned: FRW 90,150
- v) Commission paid: FRW 12,490
- vi) Interest charges: FRW 4,215

MS Ltd Bank Reconciliation statement as on December 31, 2022.

Reconciliation Summary

11:05 AM
03/19/23

MS Ltd
Reconciliation Summary
Bank, Period Ending 12/31/2022

	Dec 31, 22
Beginning Balance	0.00
Cleared Transactions	
Checks and Payments - 4 items	-656,850.00
Deposits and Credits - 4 items	1,945,300.00
Total Cleared Transactions	1,288,450.00
Cleared Balance	1,288,450.00
Register Balance as of 12/31/2022	1,288,450.00
Ending Balance	1,288,450.00

8.7. Additional activities

8.7.1. Remedial activities and answers

1. The following are the causes of imbalance between cash book and bank statement except:
 - a) Payments over/understated
 - b) Deposits over/understated
 - c) Contra
 - d) Deposits and payments miss posted
 - e) Overcasting and under casting the Bal c/d in the cashbook.

Answer: c

2. True or false

The items that appear in bank statement but not reflected in cash book are:

1. Bank charges: These charges include service, commission or cheques.
2. Interest charges on overdrafts.
3. Direct Debits (standing orders)
4. Dishonored cheques

Answer:

1. True
2. True
3. True
4. True

8.8.2. Consolidation activities and answers

1. How to prepare a bank reconciliation statement after updating the Cash Book with items omitted from it that are shown on the bank statement.

Answer: Refer to student book unit 8

2. How to prepare a bank reconciliation statement before updating the Cash Book with items omitted from it that are shown on the bank statement.

Answer: Refer to student book unit 8

3. Why cheques may be dishonored and what the effect is upon the bank balance.

Answer: Refer to student book unit 8

4. How to make the appropriate entries to the accounts when a cheque is dishonored.

Answer: Refer to student book unit 8

UNIT 9

FINAL REPORTS

9.1 key unit competence

Prepare the final reports after making the required adjustment using QuickBooks

9.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior Five** on **SAGE** software.

9.3. Cross-cutting issues to be addressed:

- **Financial Education:** Students must be aware of cost related to the financial software and their implementation while the software is being used.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Inclusive Education:** All students (those with and with no disabilities) are involved in the same class during teaching and learning process.

9.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

Answer Introductory Activity

9.5 List of lessons

#	Lesson title	Learning objective	Number of periods
1	Statement of Cash Flows	Describe trial balance	3
2	Statement of profit & loss	Explain the process of preparing profit and loss account	3
3	Transfer the results to the balance sheet.	Explain the process of preparing profit and loss account	3
4	Statement of financial position	Apply all the required technics to process and present final reports using quick books software.	3
6	End Unit Assessment		2

LESSON 1. Statement of Cash Flows

a) Learning objective

Describe trial balance

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Statement of Cash Flows, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Statement of Cash Flows now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

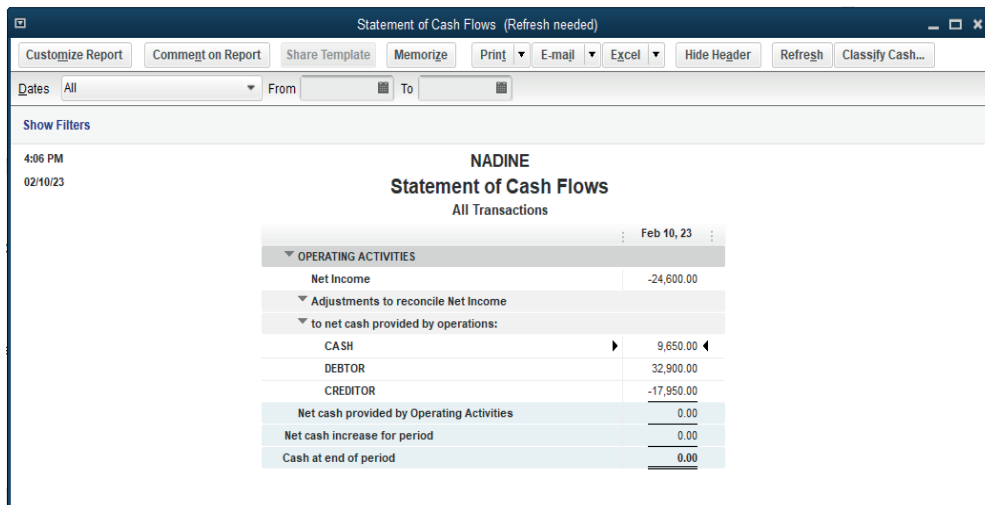
- The lesson starts by analyzing questions in the learning activity 9.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Statement of Cash Flows
- Students do the questions in the learning activity 9.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 9.1

Answers for learning activity 9.1

Refer to the student book contents unit 9.1

e) Application activities 9.1

1. Refer to unit 9.1.
2. Refer to unit 9.1.
- 3.



Statement of Cash Flows (Refresh needed)

Customize Report Comment on Report Share Template Memorize Print E-mail Excel Hide Header Refresh Classify Cash...

Dates All From To

Show Filters

4:06 PM
02/10/23

NADINE
Statement of Cash Flows
All Transactions

Feb 10, 23

OPERATING ACTIVITIES	
Net Income	-24,600.00
Adjustments to reconcile Net Income	
to net cash provided by operations:	
CASH	9,650.00
DEBTOR	32,900.00
CREDITOR	-17,950.00
Net cash provided by Operating Activities	0.00
Net cash increase for period	0.00
Cash at end of period	0.00

LESSON 2. Statement of profit & loss

a) Learning objective

Explain the process of preparing profit and loss account.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Statement of profit & loss, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Statement of profit & loss now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 9.2 If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Statement of profit & loss.
- Students do the questions in the learning activity 9.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 9.2.

Answers for learning activity 9.2

a) Refer to the student book unit 9.2

e) Application activities 9.2

1. Refer to the student book contents Refer to unit 9.2.
2. Refer to the student book contents Refer to unit 9.2
- 3.

ANTONY Ltd	
Profit & Loss	
February 1 - 10, 2023	
	Feb 1 - 10, 23
Income	
Other income	
RENT RECEIVED	
RENT RECEIVED	2,450.00
Total RENT RECEIVED	2,450.00
Total Other income	2,450.00
RIW	-500.00
SALES	36,830.00
Total Income	38,780.00
Cost of Goods Sold	
PURCHASE	2,300.00
ROW	-500.00
Total COGS	1,800.00
Gross Profit	36,980.00
Expense	
SALARY	2,230.00
Total Expense	2,230.00
Net Income	34,750.00

LESSON 3. Transfer the results to the balance sheet

a) Learning objective

Explain the process of preparing profit and loss account.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Transfer the results to the balance sheet, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Transfer the results to the balance sheet now to be learned in S6 Accounting.

d) Learning activities: Guidance:

- The lesson starts by analyzing questions in the learning activity 9.3 If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Transfer the results to the balance sheet.
- Students do the questions in the learning activity 9.3 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 9.3.

Answers for learning activity 9.3

1. Refer to unit 9.3
2. Refer to unit 9.3

e) Application activities 9.3

1. Refer to unit 9.3.
2. Refer to unit 9.3.
3. Refer to unit 9.3.
- 4.

ANTONY Ltd		Feb 10, 23
Balance Sheet		
As of February 10, 2023		
ASSETS		
Current Assets		
Checking/Savings		
BANK		400,550.00
Total Checking/Savings		400,550.00
Other Current Assets		
CASH		21,000.00
DEBTOR		34,200.00
Total Other Current Assets		55,200.00
Total Current Assets		455,750.00
Fixed Assets		
OFFICE EQUIPMENT		500,000.00
Total Fixed Assets		500,000.00
TOTAL ASSETS		955,750.00
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
CREDITOR		34,940.00
Total Other Current Liabilities		34,940.00
Total Current Liabilities		34,940.00
Long Term Liabilities		
LOAN		900,550.00
Total Long Term Liabilities		900,550.00
Total Liabilities		935,490.00
Equity		
CAPITAL		23,000.00
DRAWINGS		-2,000.00
Net Income		-740.00
Total Equity		20,260.00
TOTAL LIABILITIES & EQUITY		955,750.00

9.6. Answer to end unit assessment

1. Define the balance sheet

Answer: Refer to unit 9

2. What are the parts of balance sheet?

Answer: Refer to unit 9

3. Enumerate the importance of Balance sheet?

Answer: Refer to unit 9

4. The following transactions have been extracted from the books of ASIFIWE Trading Company:

On 1st February, 2022 Starting business with RWF 60,000,000 cash

2nd February, 2022 Receiving a loan from KCB of RWF 20,000,000

8th February, 2022 Buying premises for RWF 1,100,000 by cheque

10th February, 2022 purchasing goods on credit from Peter for RWF 4,500,000

11th February, 2022 Selling goods on credit to KALISA for RWF 6,500,000

12th February, 2022 receiving cash from KALISA (full payment of his debt)

Required: Prepare the statement of financial position of the business.

ASIFIWE Trading Company balance sheet

ASSETS	
Current Assets	
Checking/Savings	
Bank	18,990,150.00
Total Checking/Savings	18,990,150.00
Total Current Assets	18,990,150.00
Fixed Assets	
Premises	1,100,000.00
Total Fixed Assets	1,100,000.00
TOTAL ASSETS	20,090,150.00
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Loan	20,000,000.00
Peter	450,000,000.00
Total Other Current Liabilities	470,000,000.00
Total Current Liabilities	470,000,000.00
Total Liabilities	470,000,000.00
Equity	
Capital	60,000,000.00
Retained Earnings	-509,909,850.00
Total Equity	-449,909,850.00
TOTAL LIABILITIES & EQUITY	20,090,150.00

9.7. Additional activities

9.7.1. Remedial activities and answers

1. Define the following:
 - a) Cash flow statement
 - b) Cash flow statement
 - c) Income statement
 - d) Balance sheet

Answer: Refer to unit 9

9.7.2. Consolidation activities and answers

- The trial balance below has been extracted from the books of KKB Ltd. Present the income statement

KKB Ltd Trial Balance All Transactions		
	Mar 22, 23	
	Debit	Credit
BANK	6,856,265.00	
CASH	16,000,000.00	
Debtor:MUHIRWA	5,000,000.00	
Debtor:Ruth	2,000,000.00	
STOCK	143,735.00	
OFFICE EQUIPMENT	5,000,000.00	
Accounts Payable	0.00	
CREDITOR		5,900,000.00
CAPITAL		25,020,000.00
DRAWINGS	20,000.00	
SALES		18,000,000.00
PURCHASE	13,900,000.00	
TOTAL	48,920,000.00	48,920,000.00

KKB Ltd cash flow statement

KKB Ltd Statement of Cash Flows January 1 through March 23, 2023	
	Jan 1 - Mar 23, 23
OPERATING ACTIVITIES	
Net Income	4,100,000.00
Adjustments to reconcile Net Income to net cash provided by operations:	
CASH	-16,000,000.00
Debtor:MUHIRWA	-5,000,000.00
Debtor:Ruth	-2,000,000.00
STOCK	-143,735.00
CREDITOR	5,900,000.00
Net cash provided by Operating Activities	-13,143,735.00
INVESTING ACTIVITIES	
OFFICE EQUIPMENT	-5,000,000.00
Net cash provided by Investing Activities	-5,000,000.00
FINANCING ACTIVITIES	
CAPITAL	25,020,000.00
DRAWINGS	-20,000.00
Net cash provided by Financing Activities	25,000,000.00
Net cash increase for period	6,856,265.00
Cash at end of period	6,856,265.00

UNIT 10

IMPORT AND EXPORT DATA TO / FROM OTHER SYSTEMS AND SOFTWARE

10.1 key unit competence

Import and Export data to from other system and software.

10.2. Prerequisite knowledge and skills:

Students should have knowledge and skills related to the accounting software learnt in **Senior five** on **sage** software.

10.3. Cross-cutting issues to be addressed:

- **Peace and values Education:** Students must be aware of bank reconciliation peaceful and summary of banking and business activity that reconciles an entity's bank account with its financial records.
- **Gender education:** student should be informed that Accounting Software (QuickBooks) are all used by male and female.
- **Inclusive Education:** All students (those with and with no disabilities) are involved in the same class during teaching and learning process.

10.4. Guidance on the introductory activity

- The teacher organizes students into groups of 4 students.
- The teacher asks students to do the introductory activity in their respective groups.
- The teacher moves around to see how students are working and provides guidance to needy groups.
- The teacher invites representatives of groups to presents their findings
- At the end of each presentation, students give inputs and the teacher help them by making sure that the overall help comes at the end of all the presentations.
- The teacher tells the students that in the coming lessons they will have complete answers.

10.5. List of lessons

No	Lesson title	Learning objective	Number of periods
1	Data import Meaning Transactions to be imported	Explain the data import and data export	3
2	Process to import and export: Importing a list of vendors Data Export	Explain the difference between data import and data export and do it in Quickbooks	3
3	End of unit assessment		1

LESSON 1. Data import

a) Learning objective

Explain the difference between data import and data export.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Data import, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Data import now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 10.1. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Data import.
- Students do the questions in the learning activity 10.1 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 10.1

Answers for learning activity 10.1

Refer to the student book unit 10.1

e) Application activities 10.1

1. Refer to the student book contents

LESSON 2. Data Export

a) Learning objective

Explain the difference between data import and data export and do it in QuickBooks.

b) Teaching resources:

Students need to use computers in the computer laboratory for practicing, QuickBooks Program, Projector for projecting what they discussed about Data Export, textbooks and internet connectivity to facilitate research.

c) Prerequisites

Students are now familiar with accounting Software/Program installed in computers. As they learnt in S5 in Sage Accounting Software, they can therefore apply the same reasoning on Data Export now to be learned in S6 Accounting.

d) Learning activities:

Guidance:

- The lesson starts by analyzing questions in the learning activity 10.2. If answers can't be found, students are told that by the end of the lesson they will be able to answer them.
- By the guidance of the teacher students explain how to work with Data Export.
- Students do the questions in the learning activity 10.2 that were not answered at the beginning of the lesson.
- The teacher gives guidance on how to do application activity 10.2.

Answers for learning activity 10.2

Refer to the student book unit 10.2

e) Application activities 10.2

Refer to the student book unit 10.2

10.6. End unit assessment

1. Define the following concepts:
 - Data
 - Import
 - Export
2. Discuss the advantage of importing or exporting data from and to QuickBooks and excel file.
3. GOOD LUCK Shop is a small sole trade business of purchasing and selling of Eggplants. It is located in MUGANZA Sector, RUSIZI District in Western Province (Tel +250788373939).

GOOD LUCK Shop is well known for its services in Society and this attracts clients. Now days GOOD LUCK shop is facing serious problems related to the use of manual accounting, lack of tool which helps to analyze the financial prospects in advance, financial projection and the challenge of performing an effective payroll system.

Therefore the Manager wants to solve the above said problems by using accounting software QuickBooks to record financial transactions and Ms Office excel for effectiveness of the business. The decision is made to hire you knowing that you are skilled and able to help the business to perform well. **Below are transactions occurred during February?**

- a) On 1st **February, 2022** Starting business with RWF 25,000,000 (from the business owner)
- b) 2nd **February, 2022** Receiving a loan from KCB of RWF 5,000,000
- c) 8th **February,2022** Buying premises for RWF 500,000 and paying rent for RWF 250,000 (both by cheque)
- d) d. 10th **February, 2022** Purchasing goods on credit from GASANA for RWF 2,000,000

Record the information in QuickBooks and export the trial balance and general ledger of GOOD LUCK SHOP in excel file.

GOOD LUCK SHOP Trial balance in exported excel file.

16		X		✓		fx	
A	B	C	D	E	F		
		Dec 29, 22					
		Debit		Credit			
	Bank	4,340,150.00					
	Premises	500,000.00					
	GASANA			2,000,000.00			
	Loan KCB			5,000,000.00			
	Capital			25,000,000.00			
	Purchase	2,000,000.00					
	Rent	250,000.00					
	Cash	24,909,850.00					
	TOTAL	32,000,000.00		32,000,000.00			

10.6. Additional activities

10.6.1. Remedial activities and answers

The prof and loss below has been extracted from the QuickBooks file of UTVLO Ltd. Export it to EXCEL sheet file.

UTLO Ltd		March 1 - 23, 2023	
Income			
RW			-50,000.00
SALES			18,000,000.00
Total Income			17,950,000.00
Cost of Goods Sold			
PURCHASE			13,900,000.00
Total COGS			13,900,000.00
Gross Profit			4,050,000.00
Expense			
SALARIES			230,000.00
Total Expense			230,000.00
Net Income			3,820,000.00

UTVLO Ltd showing Income statement in Excel sheet file

			Mar 22, 23
		Income	
		RIW	-50,000.00
		SALES	18,000,000.00
		Total Income	17,950,000.00
		Cost of Goods Sold	
		PURCHASE	13,900,000.00
		Total COGS	13,900,000.00
		Gross Profit	4,050,000.00
		Expense	
		SALARIES	230,000.00
		Total Expense	230,000.00
		Net Income	3,820,000.00

10.6.2. Consolidation activities and answers

The following is a list of new customers in the SDPQ Ltd.

LIST OF NEW CUSTOMERS (2023)	
PARRAIN	
ANASTASE	
SHYAKA	
PATRICK	
FISTON	
ANICET	
DONAT	
FELICIEN	
BOSCO	
BERNARD	
FRANCINE	

Import the above list in QuickBooks software

The screenshot displays the QuickBooks Enterprise Solutions interface. The main window is titled "Customer Information" and shows fields for "Company Name", "Full Name", and "Bill To". Below this, there is a "Transactions" section with a table showing a list of active customers and their balance totals.

NAME	BALANCE TOTAL	ATTACH
ANASTASE	0.00	
ANICET	0.00	
BERNARD	0.00	
BOSCO	0.00	
DONAT	0.00	
FELICIEN	0.00	
FISTON	0.00	
FRANCINE	0.00	
PARRAIN	0.00	
PATRICK	0.00	
SHYAKA	0.00	

Below the table, there is a "Transactions" section with a message: "There are no transactions of type 'All Transactions', filtered by 'All', in date range 'This Fisc...'".

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