



Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™ Accounting 0452

Use this syllabus for exams in 2026.

Exams are available in the June and November series.

Exams are also available in the March series in India.





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International Education

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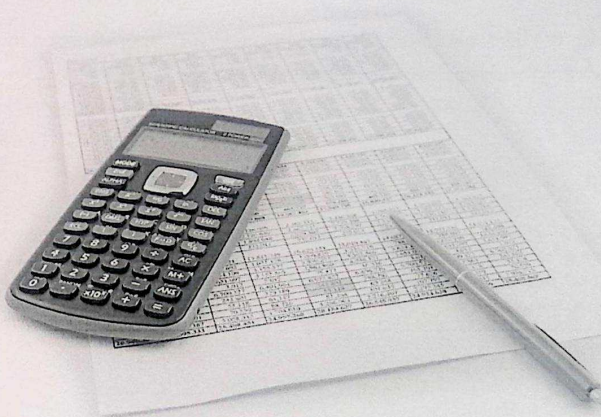
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Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge
Pathway 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources. Learn more about our research at www.cambridgeassessment.org.uk/our-research/

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



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Important: Changes to this syllabus



For information about changes to this syllabus for 2026, go to page 27.

The latest syllabus is version 1, published September 2023. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

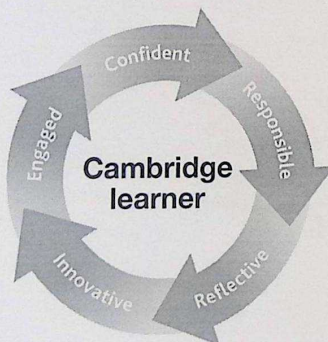
Cambridge IGCSE Accounting is accepted by universities and employers as proof of an understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts.

Learners focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession.

The syllabus is structured so that learners attain both practical skills and theoretical knowledge.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Accounting gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Accounting.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation - Syllabuses - Schemes of work - Specimen Question Papers and Mark Schemes - Teacher guides	Teaching and assessment - Endorsed resources - Online forums	Learning and revision - Example candidate responses - Past papers and mark schemes - Specimen paper answers	Results - Candidate Results Service - Principal examiner reports for teachers - Results Analysis

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organisations and society as a whole
- an understanding of accounting concepts, principles, policies, techniques, procedures and terminology
- improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation
- improved accuracy, orderliness and the ability to think logically
- an excellent foundation for advanced study.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

1 The fundamentals of accounting

This section introduces the subject by explaining the difference between book-keeping and accounting. The role of accounting in providing information and the purposes of measuring business profit and loss are also explored. Basic accounting terms and the accounting equation are introduced.

2 Sources and recording of data

The core topic of this section is the double entry system of book-keeping and how this is applied in the preparation of ledger accounts. The division of the ledger is considered. Business documents and their use as sources of information are also included. Consideration is given to the procedures for processing information in books of prime entry.

3 Verification of accounting records

This section concentrates on the use of trial balances, bank reconciliation statements and control accounts as means of verifying accounting records. The procedures for the correction of errors are also covered.

4 Accounting procedures

Within this section, consideration is given to the importance of distinguishing between capital and revenue expenditure and receipts. Non-current assets are further explored in terms of accounting for depreciation and disposals. Procedures to record adjustments for accruals and prepayments, irrecoverable debts, provision of doubtful debts and the recovery of debts written off are included. Inventory valuation, and its impact on financial statements, is also covered.

5 Preparation of financial statements

The focus of this section is the preparation of financial statements, including year-end adjustments, for different types of businesses (sole traders, partnerships and limited companies). Consideration is also given to the financial statements of clubs and societies and manufacturing businesses. The procedures employed when only incomplete records are available are also covered.

6 Analysis and interpretation

This section introduces the calculation and the interpretation of the main accounting ratios. The use of ratios in inter-firm comparison is also included. Consideration is also given to the uses of accounting information by interested parties. The limitations of accounting statements are also explored.

7 Accounting principles and policies

The main accounting principles are introduced together with how they are applied in accounting records and statements. Consideration is also given to the influence of international accounting standards and the selection of accounting policies.

Appendix Accounting ratios

The accounting ratios are given in full.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1	1 hour 15 minutes
Multiple Choice	30%
35 marks	
Multiple-choice questions	
Questions will be based on all syllabus content	
Externally assessed	

and:

Paper 2	1 hour 45 minutes
Structured Written Paper	70%
100 marks	
Questions will be based on all syllabus content	
Externally assessed	

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Candidates should be able to:

- demonstrate knowledge and understanding of facts, terms, principles, policies, procedures and techniques that are in the syllabus
- demonstrate understanding of knowledge through numeracy, literacy, presentation and interpretation and apply this knowledge and understanding in various accounting situations and problems.

AO2 Analysis

Candidates should be able to:

- select data which is relevant to identified needs of business
- order, analyse and present information in an appropriate accounting form.

AO3 Evaluation

Candidates should be able to:

- interpret and evaluate accounting information and draw reasoned conclusions.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding	65
AO2 Analysis	25
AO3 Evaluation	10
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	80	60
AO2 Analysis	20	25
AO3 Evaluation	0	15
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

In all of the following, candidates are required to apply their understanding to a variety of accounting scenarios. Candidates should be able to make simple decisions based upon the analysis and evaluation of information provided.

Candidates should be able to do the following.

1 The fundamentals of accounting

1.1 The purpose of accounting

- understand and explain the difference between book-keeping and accounting
- state the purposes of measuring business profit and loss
- explain the role of accounting in providing information for monitoring progress and decision-making.

1.2 The accounting equation

- explain the meaning of assets, liabilities and owner's equity
- explain and apply the accounting equation.

2 Sources and recording of data

2.1 The double entry system of book-keeping

- outline the double entry system of book-keeping
- process accounting data using the double entry system
- prepare ledger accounts
- post transactions to the ledger accounts
- balance ledger accounts as required and make transfers to financial statements
- interpret ledger accounts and their balances
- recognise the division of the ledger into the sales ledger, the purchases ledger and the nominal (general) ledger.

Candidates do not need to explain or use folio columns.

Candidates do not need to explain or use three-column running-balance accounts.

2 Sources and recording of data continued

2.2 Business documents

- recognise and understand the following business documents: invoice, debit note, credit note, statement of account, cheque, receipt
- complete pro-forma business documents
- understand the use of business documents as sources of information: invoice, credit note, cheque counterfoil, paying-in slip, receipt, bank statement.

2.3 Books of prime entry

- explain the advantage of using various books of prime entry
- explain the use of and process accounting data in the books of prime entry: cash book, petty cash book, sales journal, purchases journal, sales returns journal, purchases returns journal and the general journal
- post the ledger entries from the books of prime entry
- distinguish between and account for trade discount and cash discounts
- explain the dual function of the cash book as a book of prime entry and as a ledger account for bank and cash
- explain the use of and record payments and receipts made by bank transfers and other electronic means
- explain and apply the imprest system of petty cash.

3 Verification of accounting records

3.1 The trial balance

- understand that a trial balance is a statement of ledger balances on a particular date
- outline the uses and limitations of a trial balance
- prepare a trial balance from a given list of balances and amend a trial balance which contains errors
- identify and explain those errors which do not affect the trial balance: commission, compensating, complete reversal, omission, original entry, principle.

3.2 Correction of errors

- correct errors by means of journal entries
- explain the use of a suspense account as a temporary measure to balance the trial balance
- correct errors by means of suspense accounts
- adjust a profit or loss for an accounting period after the correction of errors
- understand the effect of correction of errors on a statement of financial position.

3 Verification of accounting records continued

3.3 Bank reconciliation

- understand the use and purpose of a bank statement
- update the cash book for bank charges, bank interest paid and received, correction of errors, credit transfers, direct debits, dividends, and standing orders
- understand the purpose of and prepare a bank reconciliation statement to include bank errors, uncredited deposits and unpresented cheques.

3.4 Control accounts

- understand the purposes of purchases ledger and sales ledger control accounts
- identify the books of prime entry as sources of information for the control account entries
- prepare purchases ledger and sales ledger control accounts to include credit purchases and sales, receipts and payments, cash discounts, returns, irrecoverable debts, dishonoured cheques, interest on overdue accounts, contra entries, refunds, opening and closing balances (debit and credit within each account).

Candidates do not need to prepare control accounts which are part of the double entry system.

Candidates do not need to reconcile control account balances with the sales and purchases ledger balances.

4 Accounting procedures

4.1 Capital and revenue expenditure and receipts

- distinguish between and account for capital expenditure and revenue expenditure
- distinguish between and account for capital receipts and revenue receipts
- calculate and comment on the effect on profit of incorrect treatment
- calculate and comment on the effect on asset valuations of incorrect treatment.

4.2 Accounting for depreciation and disposal of non-current assets

- define depreciation
- explain the reasons for accounting for depreciation
- name and describe the straight-line, reducing balance and revaluation methods of depreciation
- prepare ledger accounts and journal entries for the provision of depreciation
- prepare ledger accounts and journal entries to record the sale of non-current assets, including the use of disposal accounts.

4 Accounting procedures continued

4.3 Other payables and other receivables

- recognise the importance of matching costs and revenues
- prepare ledger accounts and journal entries to record accrued and prepaid expenses
- prepare ledger accounts and journal entries to record accrued and prepaid incomes.

4.4 Irrecoverable debts and provision for doubtful debts

- understand the meaning of irrecoverable debts and recovery of debts written off
- prepare ledger accounts and journal entries to record irrecoverable debts
- prepare ledger accounts and journal entries to record recovery of debts written off
- explain the reasons for maintaining a provision for doubtful debts
- prepare ledger accounts and journal entries to record the creation of, and adjustments to, a provision for doubtful debts.

4.5 Valuation of inventory

- understand the basis of the valuation of inventory at the lower of cost and net realisable value
- prepare simple inventory valuation statements
- recognise the importance of valuation of inventory and the effect of an incorrect valuation of inventory on gross profit, profit for the year, equity and asset valuation.

5 Preparation of financial statements

5.1 Sole traders

- explain the advantages and disadvantages of operating as a sole trader
- explain the importance of preparing income statements and statements of financial position
- explain the difference between a trading business and a service business
- prepare income statements for trading businesses and for service businesses
- understand that statements of financial position record assets and liabilities on a specified date
- recognise and define the content of a statement of financial position: non-current assets, intangible assets, current assets, current liabilities, non-current liabilities and capital
- understand the inter-relationship of items in a statement of financial position
- prepare statements of financial position for trading businesses and service businesses
- make adjustments for provision for depreciation using the straight line, reducing balance and revaluation methods
- make adjustments for accrued and prepaid expenses and accrued and prepaid income
- make adjustments for irrecoverable debts and provisions for doubtful debts
- make adjustments for goods taken by the owner for own use.

5 Preparation of financial statements continued

5.2 Partnerships

- explain the advantages and disadvantages of forming a partnership
- outline the importance and contents of a partnership agreement
- explain the purpose of an appropriation account
- prepare income statements, appropriation accounts and statements of financial position
- record interest on partners' loans, interest on capital, interest on drawings, partners' salaries and the division of the balance of profit or loss
- make adjustments to financial statements as detailed in 5.1 (sole traders)
- explain the uses of and differences between capital and current accounts
- draw up partners' capital and current accounts in ledger account form and as part of a statement of financial position.

Candidates will not be required to answer questions on the admission/departure of a partner, the dissolution of a partnership or changes to a profit sharing ratio.

5.3 Limited companies

- explain the advantages and disadvantages of operating as a limited company
- understand the meaning of the term limited liability
- understand the meaning of the term equity
- understand the capital structure of a limited company comprising preference share capital, ordinary share capital, general reserve and retained earnings
- understand and distinguish between issued, called-up and paid-up share capital
- understand and distinguish between share capital (preference shares and ordinary shares) and loan capital (debentures)
- prepare income statements, statements of changes in equity and statements of financial position
- make adjustments to financial statements as detailed in 5.1 (sole traders).

Candidates will not be expected to understand cumulative and non-cumulative preference shares, rights issues, share premium or capital redemption reserve. However, candidates should understand the difference between redeemable and non-redeemable preference shares.

5.4 Clubs and societies

- distinguish between receipts and payments accounts and income and expenditure accounts
- prepare receipts and payments accounts
- prepare accounts for revenue-generating activities, e.g. refreshments, subscriptions
- prepare income and expenditure accounts and statements of financial position
- make adjustments to financial statements as detailed in 5.1 (sole traders)
- define and calculate the accumulated fund.

5 Preparation of financial statements continued

5.5 Manufacturing accounts

- distinguish between direct and indirect costs
- understand direct material, direct labour, prime cost and factory overheads
- understand and make adjustments for work in progress
- calculate factory cost of production
- prepare manufacturing accounts, income statements and statements of financial position
- make adjustments to financial statements as detailed in 5.1 (sole traders).

5.6 Incomplete records

- explain the disadvantages of not maintaining a full set of accounting records
- prepare opening and closing statements of affairs
- calculate profit or loss for the year from changes in capital over time
- calculate sales, purchases, gross profit, trade receivables and trade payables and other figures from incomplete information
- prepare income statements and statements of financial position from incomplete records
- make adjustments to financial statements as detailed in 5.1 (sole traders)
- apply the techniques of mark-up, margin and inventory turnover to arrive at missing figures.

Candidates will **only** be asked questions on incomplete records in relation to sole trader businesses.

6 Analysis and interpretation

6.1 Calculation and understanding of accounting ratios

Candidates should be able to understand, calculate and explain the importance of the following accounting ratios:

- Gross margin
- Profit margin
- Return on capital employed (ROCE)
- Current ratio
- Liquid (acid test) ratio
- Rate of inventory turnover (times)
- Trade receivables turnover (days)
- Trade payables turnover (days)

6 Analysis and interpretation continued

6.2 Interpretation of accounting ratios

- prepare and comment on simple statements showing comparison of results for different years
- make recommendations and suggestions for improving profitability and working capital
- understand the significance of the difference between the gross margin and the profit margin as an indicator of a business's efficiency
- explain the relationship of gross profit and profit for the year to the valuation of inventory, rate of inventory turnover, revenue, expenses, and equity.

6.3 Inter-firm comparison

- understand the problems of inter-firm comparison
- apply accounting ratios to inter-firm comparison.

6.4 Interested parties

Candidates should be able to explain the uses of accounting information by the following interested parties for decision-making:

- owners
- managers
- trade payables
- banks
- investors
- club members
- other interested parties such as governments, tax authorities, etc.

6.5 Limitations of accounting statements

Candidates should be able to recognise the limitations of accounting statements due to such factors as:

- historic cost
- difficulties of definition
- non-financial aspects

7 Accounting principles and policies

7.1 Accounting principles

Candidates should be able to explain and recognise the application of the following accounting principles:

- matching
- business entity
- consistency
- duality
- going concern
- historic cost
- materiality
- money measurement
- prudence
- realisation

7.2 Accounting policies

Candidates should be able to recognise the influence of international accounting standards and understand the following objectives in selecting accounting policies:

- comparability
- relevance
- reliability
- understandability

Appendix

Accounting ratios

Commonly used accounting ratios

Candidates should know the following accounting ratios:

Profitability ratios

- (i) Gross margin

$$\frac{\text{Gross Profit}}{\text{Revenue}} \times 100$$

$$\text{Mark up} = \frac{\text{Gross Profit}}{\text{Cost of sales}} \times 100$$

- (ii) Profit margin

$$\frac{\text{Profit for the year}}{\text{Revenue}} \times 100$$

- (iii) Return on Capital Employed (ROCE)

$$\frac{\text{Net profit before interest}}{\text{Capital employed}} \times 100$$

[Capital Employed = Issued Shares + Reserves + Non-Current Liabilities]

Liquidity ratios

- (i) Current ratio = $\frac{\text{Current Assets}}{\text{Current Liabilities}}$ (also known as Working Capital Ratio)

- (ii) Liquid (Acid test) Ratio = $\frac{\text{Current Assets} - \text{Inventory}}{\text{Current Liabilities}}$ (also known as Quick Ratio)

- (iii) Rate of Inventory Turnover = $\frac{\text{Cost of Goods Sold}}{\text{Average Inventory}}$ (answer given in times)

- (iv) Trade Receivables Turnover = $\frac{\text{Trade Receivables}}{\text{Credit Sales}} \times 365$ (answer given in days)

- (v) Trade Payables Turnover = $\frac{\text{Trade Payables}}{\text{Credit Purchases}} \times 365$ (answer given in days)

4 Details of the assessment

For information on the assessment objectives (AOs), see section 2.

Paper 1 – Multiple Choice

Multiple choice paper, 1 hour 15 minutes, 35 marks

Candidates answer **all** 35 multiple-choice questions and indicate their answers on the answer sheet provided.

This paper assesses content drawn from the entire syllabus. The questions may include calculations.

Calculators may be used in the examination.

The paper assesses the following assessment objectives:

AO1: Knowledge and understanding

AO2: Analysis

Paper 2 – Structured Written Paper

Written paper, 1 hour 45 minutes, 100 marks

This is a structured written paper made up of five questions worth 20 marks each and assessing content drawn from the entire syllabus.

Please see Section 3: Subject content for guidance about the topics and the documents candidates are expected to have studied in preparation for the examination.

Candidates are presented with stimulus material followed by a variety of tasks on the question paper. For example, candidates may be asked to carry out calculations, complete a cash book, complete an incomplete statement of accounts, or prepare accounts based on information given in the question, or prepare suspense accounts and journal entries, among other accounting tasks.

By completing authentic tasks candidates are given the opportunity to show their knowledge and understanding of the principles, purposes and procedures of accounting. Candidates are expected to analyse financial data and evaluate outcomes.

Candidates answer all questions and write their answers on the question paper. Candidates should be aware of the marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Calculators may be used in the examination.

The paper assesses the following assessment objectives:

AO1: Knowledge and understanding

AO2: Analysis

AO3: Evaluation

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Advise	write down a suggested course of action in a given situation
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Calculate	work out from given facts, figures or information
Comment	give an informed opinion
Compare	identify/comment on similarities and/or differences
Consider	review and respond to given information
Contrast	identify/comment on differences
Define	give precise meaning
Demonstrate	show how or give an example
Describe	state the points of a topic / give characteristics and main features
Develop	take forward to a more advanced stage or build upon given information
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Examine	investigate closely, in detail
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
Predict	suggest what may happen based on available information
Prepare	present information in a suitable format
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
Summarise	select and present the main points, without detail

International standards – terminology

The list below is to help centres become familiar with international terminology which Cambridge International uses in accounting syllabuses. Terminology that has been updated for this new syllabus is listed below.

Well-known international standards, which are relevant to the level of study, will be included in question papers, mark schemes and associated documents.

It is recommended that centres use this updated terminology in their teaching and learning materials. However, candidates will not lose marks for using different terms.

Current International usage	Previous Cambridge International usage
Business entity	Accounting entity or business entity and ownership
Accrued and prepaid income	Accrued and prepaid income / outstanding and prepaid income
Irrecoverable debts	Bad debts
Books of prime entry	Books of prime entry / books of prime (original) entry
Business documents	Business documents / documentary records
Capital accounts	Capital accounts / equity (capital) accounts
Cash and cash equivalents	Cash (and cash equivalents)
Disposal of non-current assets	Disposal of non-current assets / sale of non-current assets
Duality	Dual aspect
Financial statements	Final accounts
Historic cost	Historical cost
Limited companies	Limited liability companies
Matching	Matching / Accruals or accruals (matching)
Non-current liabilities	Long term liabilities
Complete reversal	Names the error as reversals / names the error as complete reversal
Owner's equity	Owner's equity (capital) / owner's equity
Principles	Principles/principles/concepts
Profit for the year	Profit (before tax) for the year / net profit
Purchases ledger	Purchase ledger / purchases ledger
Reducing balance depreciation	Reducing (diminishing) balance / and diminishing (reducing) / diminishing (reducing) balance depreciation
Retained earnings	Retained earnings / retained profits
Straight-line depreciation	Straight-line depreciation / straight line (equal instalment) depreciation

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied accounting.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE (9–1) Accounting (0985)
- Cambridge O Level Accounting (7707)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2026

The syllabus has been updated. This is version 1, published September 2023.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.



Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

School feedback: 'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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