

Think Ahead

ACCA

September 2018  
to  
June 2019

# Financial Reporting (FR)

**Syllabus and study guide**

## Guide to structure of the syllabus and study guide

### Overall aim of the syllabus

This explains briefly the overall objective of the syllabus and indicates in the broadest sense the capabilities to be developed within the exam.

### Relational diagram linking Financial Reporting with other ACCA exams

This diagram shows direct and indirect links between this exam and other exams preceding or following it. It indicates where you are expected to have underpinning knowledge and where it would be useful to review previous learning before undertaking study.

### Main capabilities

The aim of the syllabus is broken down into several main capabilities which divide the syllabus and study guide into discrete sections.

### Relational diagram of the main capabilities

This diagram illustrates the flows and links between the main capabilities (sections) of the syllabus and should be used as an aid to planning teaching and learning in a structured way.

### Syllabus rationale

This is a narrative explaining how the syllabus is structured and how the main capabilities are linked. The rationale also explains in further detail what the examination intends to assess and why.

### Detailed syllabus

This shows the breakdown of the main capabilities (sections) of the syllabus into subject areas. This is the blueprint for the detailed study guide.

### Approach to examining the syllabus

This section briefly explains the structure of the examination and how it is assessed.

### Study Guide

This is the main document that students, education and content providers should use as the basis of their studies, instruction and materials. Examinations will be based on the detail of the study guide which comprehensively identifies what could be assessed in any examination session. The study guide is a precise reflection and breakdown of the syllabus. It is divided into sections based on the main capabilities identified in the syllabus. These sections are divided into subject areas which relate to the sub-capabilities included in the detailed syllabus. Subject areas are broken down into sub-headings which describe the detailed outcomes that could be assessed in examinations. These outcomes are described using verbs indicating what exams may require students to demonstrate, and the broad intellectual level at which these may need to be demonstrated (\*see intellectual levels below).

## Intellectual Levels

The syllabus is designed to progressively broaden and deepen the knowledge, skills and professional values demonstrated by the student on their way through the qualification.

The specific capabilities within the detailed syllabuses and study guides are assessed at one of three intellectual or cognitive levels:

|          |                             |
|----------|-----------------------------|
| Level 1: | Knowledge and comprehension |
| Level 2: | Application and analysis    |
| Level 3: | Synthesis and evaluation    |

Very broadly, these intellectual levels relate to the three cognitive levels at which the Applied Knowledge, the Applied Skills and the Strategic Professional exams are assessed.

Each subject area in the detailed study guide included in this document is given a 1, 2, or 3 superscript, denoting intellectual level, marked at the end of each relevant line. This gives an indication of the intellectual depth at which an area could be assessed within the examination. However, while level 1 broadly equates with Applied Knowledge, level 2 equates to Applied Skills and level 3 to Strategic Professional, some lower level skills can continue to be assessed as the student progresses through each level. This reflects that at each stage of study there will be a requirement to broaden, as well as deepen capabilities. It is also possible that occasionally some higher level capabilities may be assessed at lower levels.

## Learning Hours and Education Recognition

The ACCA qualification does not prescribe or recommend any particular number of learning hours for examinations because study and learning patterns and styles vary greatly between people and organisations. This also recognises the wide diversity of personal, professional and educational circumstances in which ACCA students find themselves.

As a member of the International Federation of Accountants, ACCA seeks to enhance the education recognition of its qualification on both national and international education frameworks, and with educational authorities and partners globally. In doing so, ACCA aims to ensure that its qualifications are recognised and valued by governments, regulatory authorities and employers across all sectors. To this end, ACCA qualifications are currently recognised on the education frameworks in several countries. Please refer to your national education framework regulator for further information.

Each syllabus contains between 20 and 35 main subject area headings depending on the nature of the subject and how these areas have been broken down.

## Guide to ACCA Examination Structure

The structure of examinations varies within and between levels.

The Applied Knowledge examinations contain 100% compulsory questions to encourage candidates to study across the breadth of each syllabus. These are assessed by a two-hour computer based examination.

The *Corporate and Business Law* exam is a two-hour computer-based objective test examination for English and Global, and available as a paper based version for all variants.

The other Applied Skills examinations (PM, TX-UK, FR, AA, and FM) contain a mix of objective and longer type questions with a duration of three hours for 100 marks, these questions directly contribute towards the candidate result. These exams are available in computer-based and paper-based formats. Prior to the start of each exam there will be time allocated for students to be informed of the exam instructions.

### Computer-based exams

For the Applied Skills (PM, TX-UK, FR, AA and FM) computer-based exams candidates will be delivered an extra 10 marks of objective test content (either five single OT questions or five OT questions based around a single scenario), for which candidates are given an extra 20 minutes. These questions are included to ensure fairness, reliability and security of exams. These questions do not directly contribute towards the candidate's score. Candidates will not be able to differentiate between the questions that contribute to the result and those that do not. All questions have been subject to

ACCA's regulatory approved quality assurance process.

The total exam time is therefore 3 hours and 20 minutes. Prior to the start of the exam candidates are given an extra 10 minutes to read the exam instructions.

### Paper-based exams

For paper-based exams 15 minutes are added to the three hours to reflect the manual effort required as compared to computer-based exams. All paper-based and computer-based questions have been subject to the same quality assurance process. There will be time awarded by the invigilator to read the exam instructions.

*Strategic Business Leader* is ACCA's case study examination at the Strategic Professional level and is examined as a closed book exam of four hours, including reading, planning and reflection time which can be used flexibly within the examination. There is no pre-seen information and all exam related material, including case information and exhibits are available within the examination. *Strategic Business Leader* is an exam based on one main business scenario which involves candidates completing several tasks within which additional material may be introduced. All questions are compulsory and each examination will contain a total of 80 technical marks and 20 Professional Skills marks. The detail of the structure of this exam is described in the *Strategic Business Leader* syllabus and study guide document.

The other Strategic Professional exams are all of three hours and 15 minutes duration. All contain two Sections and all questions are compulsory. These exams all contain four professional marks. The detail of

the structure of each of these exams is described in the individual syllabus and study guide documents.

ACCA encourages students to take time to read questions carefully and to plan answers but once the exam time has started, there are no additional restrictions as to when candidates may start writing in their answer books.

Time should be taken to ensure that all the information and exam requirements are properly read and understood.

The pass mark for all ACCA Qualification examinations is 50%.

## Guide to ACCA Examination Assessment

ACCA reserves the right to examine anything contained within the study guide at any examination session. This includes knowledge, techniques, principles, theories, and concepts as specified. For the financial accounting, audit and assurance, law and tax exams except where indicated otherwise, ACCA will publish *examinable documents* once a year to indicate exactly what regulations and legislation could potentially be assessed within identified examination sessions.

For examinations, regulation **issued** or legislation **passed** on or before 31 August annually, will be examinable from 1 September of the following year to 31 August of the year after that. Please refer to the examinable documents for the exam (where relevant) for further information.

Regulation issued or legislation passed in accordance with the above dates may be examinable even if the **effective** date is in the future.

The term issued or passed relates to when regulation or legislation has been formally approved.

The term effective relates to when regulation or legislation must be applied to an entity transactions and business practices.

The study guide offers more detailed guidance on the depth and level at which the examinable documents will be examined. The study guide should therefore be read in conjunction with the examinable documents list.

## Financial Reporting (FR) Syllabus and study guide

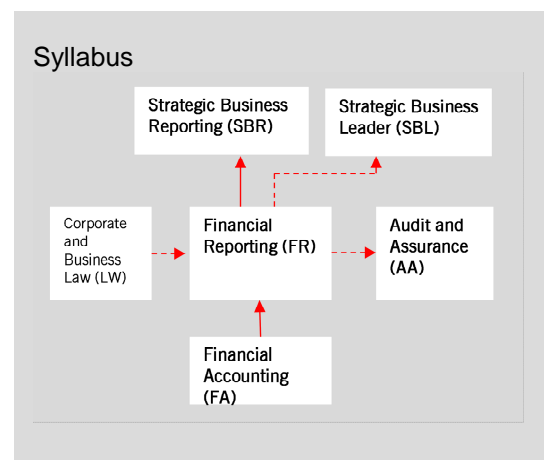
This syllabus and study guide is designed to help with planning study and to provide detailed information on what could be assessed in any examination session.

### Aim

To develop knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.

### Relational diagram linking Financial Reporting (FR) with other ACCA exams

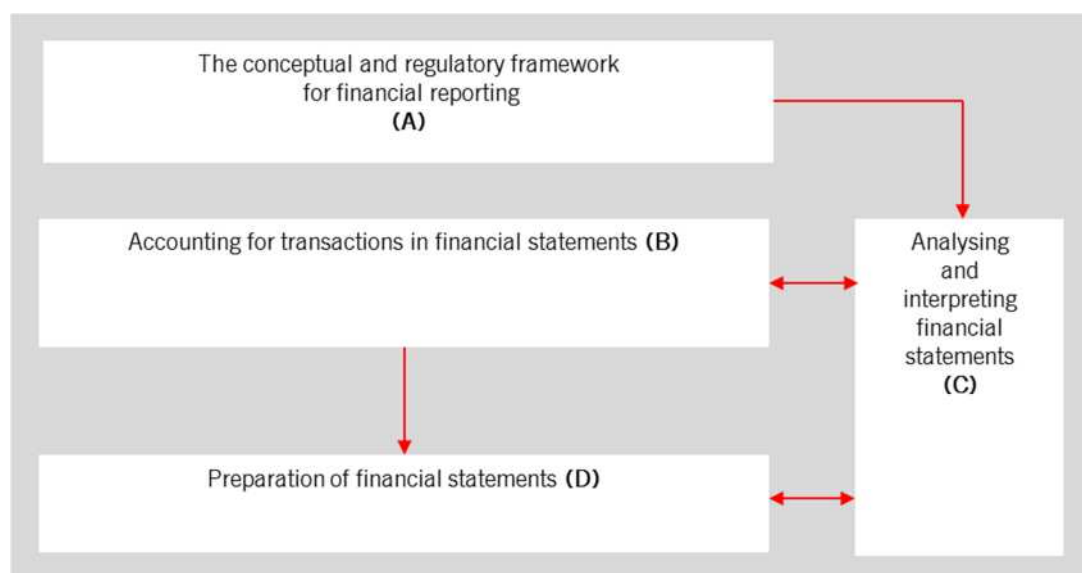
This diagram shows direct and indirect links between this exam and other exams preceding or following it. Some exams are directly underpinned by other exams such as Strategic Business Reporting by Financial Reporting. These links are shown as solid line arrows. Other exams only have indirect relationships with each other such as links existing between the accounting and auditing exams. The links between these are shown as dotted line arrows. This diagram indicates where you are expected to have underpinning knowledge and where it would be useful to review previous learning before undertaking study.



## Main capabilities

On successful completion of this exam, candidates should be able to:

- A Discuss and apply a conceptual and regulatory frameworks for financial reporting
- B Account for transactions in accordance with International accounting standards
- C Analyse and interpret financial statements.
- D Prepare and present financial statements for single entities and business combinations in accordance with International accounting standards



This diagram illustrates the flows and links between the main capabilities (sections) of the syllabus and should be used as an aid to planning teaching and learning in a structured way.



## **Rationale**

The financial reporting syllabus assumes knowledge acquired in *Financial Accounting (FA)*, and develops and applies this further and in greater depth.

The syllabus begins with the conceptual framework for financial reporting with reference to the qualitative characteristics of useful information and the fundamental bases of accounting introduced in the *Financial Accounting (FA)* syllabus within the Knowledge module. It then moves into a detailed examination of the regulatory framework of accounting and how this informs the standard setting process.

The main areas of the syllabus cover the reporting of financial information for single companies and for groups in accordance with generally accepted accounting principles and relevant accounting standards.

Finally, the syllabus covers the analysis and interpretation of information from financial reports.

## Detailed syllabus

### A The conceptual and regulatory framework for financial reporting

1. The need for a conceptual framework and the characteristics of useful information
2. Recognition and measurement
3. Regulatory framework
4. The concepts and principles of groups and consolidated financial statements

### B Accounting for transactions in financial statements

1. Tangible non-current assets
2. Intangible assets
3. Impairment of assets
4. Inventory and biological assets
5. Financial instruments
6. Leasing
7. Provisions and events after the reporting period
8. Taxation
9. Reporting financial performance
10. Revenue
11. Government grants
12. Foreign currency transactions

### C Analysing and interpreting the financial statements of single entities and groups

1. Limitations of financial statements
2. Calculation and interpretation of accounting ratios and trends to address users' and stakeholders' needs
3. Limitations of interpretation techniques
4. Specialised, not-for-profit, and public sector entities

### D Preparation of financial statements

1. Preparation of single entity financial statements
2. Preparation of consolidated financial statements including an associate

## Approach to examining the syllabus

The syllabus is assessed by a three-hour examination available in both computer-based and paper-based formats.\*

*\*For paper-based exams there is an extra 15 minutes to reflect the manual effort required.*

All questions are compulsory. The exam will contain both computational and discursive elements.

Some questions will adopt a scenario/case study approach.

### *Computer-based exams*

*\*For computer-based exams an extra 20 minutes is provided to candidates to reflect the additional content as per below. The total exam time is therefore 3 hours and 20 minutes. Prior to the start of the exam candidates are given an extra 10 minutes to read the exam instructions.*

Section A of the computer-based exam comprises 15 objective test questions of 2 marks each plus additional content as per below.

Section B of the computer-based exam comprises three questions each containing five objective test questions plus additional content as per below.

For the computer-based exam candidates will be delivered an extra 10 marks of objective test content (either five single OT questions **OR** five OT questions based around a single scenario), for which candidates are given an extra 20 minutes. These questions are included to ensure fairness, reliability and security of exams. These questions do not directly contribute towards the candidate's score. Candidates will not be able to differentiate between the questions that contribute to the result and those that do not.

Section C of the exam comprises two 20 mark constructed response questions.

### *Paper-based exams*

*\*For paper-based exams an extra 15 minutes is provided to candidates to reflect the manual effort required as compared to the time needed for the computer-based exams. The total exam time is therefore three hours and 15 minutes. Prior to the start of the exam candidates are given an extra 10 minutes to read the exam instructions.*

Section A of the paper-based exam comprises 15 multiple choice questions of 2 marks each

Section B of the paper-based exam comprises three questions containing five multiple choice questions.

Section C of the exam comprises two 20 mark questions.

The 20 mark questions will examine the interpretation and preparation of financial statements for either a single entity or a group. The section A questions and the other questions in section B can cover any areas of the syllabus.

An individual question may often involve elements that relate to different subject areas of the syllabus. For example the preparation of an entity's financial statements could include matters relating to several accounting standards.

Questions may ask candidates to comment on the appropriateness or acceptability of management's opinion or chosen accounting treatment. An understanding of accounting principles and concepts and how these are applied to practical examples will be tested.

Questions on topic areas that are also included in Paper F3 will be examined at an appropriately greater depth in this paper.

Candidates will be expected to have an appreciation of the need for specified accounting standards and why they have been issued. For detailed or complex standards, candidates need to be aware of their principles and key elements.

## Study Guide

### A. the conceptual and regulatory framework for financial reporting

#### 1. The need for a conceptual framework and the characteristics of useful information

- a) Describe what is meant by a conceptual framework for financial reporting.<sup>[2]</sup>
- b) Discuss whether a conceptual framework is necessary and what an alternative system might be.<sup>[2]</sup>
- c) Discuss what is meant by relevance and faithful representation and describe the qualities that enhance these characteristics.<sup>[2]</sup>
- d) Discuss whether faithful representation constitutes more than compliance with accounting standards.<sup>[1]</sup>
- e) Discuss what is meant by understandability and verifiability in relation to the provision of financial information.<sup>[2]</sup>
- f) Discuss the importance of comparability and timeliness to users of financial statements.<sup>[2]</sup>
- g) Discuss the principle of comparability in accounting for changes in accounting policies.<sup>[2]</sup>

#### 2. Recognition and measurement

- a) Define what is meant by 'recognition' in financial statements and discuss the recognition criteria.<sup>[2]</sup>

- b) Apply the recognition criteria to:<sup>[2]</sup>
  - i) assets and liabilities.
  - ii) income and expenses.
- c) Explain and compute amounts using the following measures :<sup>[2]</sup>
  - i) historical cost
  - ii) current cost
  - iii) net realisable value
  - iv) present value of future cash flows
  - v) fair value
- d) Discuss the advantages and disadvantages of historical cost accounting.
- e) Discuss whether the use of current value accounting overcomes the problems of historical cost accounting.<sup>[2]</sup>
- f) Describe the concept of financial and physical capital maintenance and how this affects the determination of profits.<sup>[1]</sup>

#### 3. Regulatory framework

- a) Explain why a regulatory framework is needed including the advantages and disadvantages of IFRS over a national regulatory framework.<sup>[2]</sup>
- b) Explain why accounting standards on their own are not a complete regulatory framework.<sup>[2]</sup>
- c) Distinguish between a principles based and a rules based framework and discuss whether they can be complementary.<sup>[1]</sup>
- d) Describe the IASB's Standard setting process including revisions to and interpretations of Standards.<sup>[2]</sup>
- e) Explain the relationship of national standard setters to the IASB in

respect of the standard setting process.<sup>[2]</sup>

#### **4. The concepts and principles of groups and consolidated financial statements**

- a) Describe the concept of a group as a single economic unit.<sup>[2]</sup>
- b) Explain and apply the definition of a subsidiary within relevant accounting standards.<sup>[2]</sup>
- c) Using accounting standards and other regulation, identify and outline the circumstances in which a group is required to prepare consolidated financial statements.<sup>[2]</sup>
- d) Describe the circumstances when a group may claim exemption from the preparation of consolidated financial statements.<sup>[2]</sup>
- e) Explain why directors may not wish to consolidate a subsidiary and when this is permitted by accounting standards and other applicable regulation.<sup>[2]</sup>
- f) Explain the need for using coterminous year ends and uniform accounting policies when preparing consolidated financial statements.<sup>[2]</sup>
- g) Explain why it is necessary to eliminate intra group transactions.<sup>[2]</sup>
- h) Explain the objective of consolidated financial statements.<sup>[2]</sup>
- i) Explain why it is necessary to use fair values for the consideration for an investment in a subsidiary together with the fair values of a subsidiary's identifiable assets and liabilities when preparing consolidated financial statements.<sup>[2]</sup>

- j) Define an associate and explain the principles and reasoning for the use of equity accounting.<sup>[2]</sup>

## **B Accounting for transactions in financial statements**

### **1. Tangible non-current assets**

- a) Define and compute the initial measurement of a non-current asset (including borrowing costs and an asset that has been self-constructed).<sup>[2]</sup>
- b) Identify subsequent expenditure that may be capitalised, distinguishing between capital and revenue items.<sup>[2]</sup>
- c) Discuss the requirements of relevant accounting standards in relation to the revaluation of non-current assets.<sup>[2]</sup>
- d) Account for revaluation and disposal gains and losses for non-current assets.<sup>[2]</sup>
- e) Compute depreciation based on the cost and revaluation models and on assets that have two or more significant parts (complex assets).<sup>[2]</sup>
- f) Discuss why the treatment of investment properties should differ from other properties.<sup>[2]</sup>
- g) Apply the requirements of relevant accounting standards to an investment property.<sup>[2]</sup>

### **2. Intangible non-current assets**

- a) Discuss the nature and accounting treatment of internally generated and purchased intangibles.<sup>[2]</sup>

- b) Distinguish between goodwill and other intangible assets.<sup>[2]</sup>
- c) Describe the criteria for the initial recognition and measurement of intangible assets.<sup>[2]</sup>
- d) Describe the subsequent accounting treatment, including the principle of impairment tests in relation to goodwill.<sup>[2]</sup>
- e) Indicate why the value of purchase consideration for an investment may be less than the value of the acquired identifiable net assets and how the difference should be accounted for.<sup>[2]</sup>
- f) Describe and apply the requirements of relevant accounting standards to research and development expenditure.<sup>[2]</sup>

### 3. Impairment of assets

- a) Define, calculate and account for an impairment loss.<sup>[2]</sup>
- b) account for the reversal of an impairment loss on an individual asset
- c) Identify the circumstances that may indicate impairments to assets.<sup>[2]</sup>
- d) Describe what is meant by a cash generating unit.<sup>[2]</sup>
- e) State the basis on which impairment losses should be allocated, and allocate an impairment loss to the assets of a cash generating unit.<sup>[2]</sup>

### 4. Inventory and biological assets

- a) Describe and apply the principles of inventory valuation.<sup>[2]</sup>

- b) Apply the requirements of relevant accounting standards for biological assets.<sup>[2]</sup>

### 5 Financial instruments

- a) Explain the need for an accounting standard on financial instruments.<sup>[1]</sup>
- b) Define financial instruments in terms of financial assets and financial liabilities.<sup>[1]</sup>
- c) Explain and account for the factoring of receivables.
- d) Indicate for the following categories of financial instruments how they should be measured and how any gains and losses from subsequent measurement should be treated in the financial statements:<sup>[1]</sup>
  - i) amortised cost
  - ii) fair value through other comprehensive income (including where an irrevocable election has been made for equity instruments that are not held for trading)
  - iii) fair value through profit or loss<sup>[2]</sup>
- e) Distinguish between debt and equity capital.<sup>[2]</sup>
- f) Apply the requirements of relevant accounting standards to the issue and finance costs of:<sup>[2]</sup>
  - i) equity
  - ii) redeemable preference shares and debt instruments with no conversion rights (principle of amortised cost)
  - iii) convertible debt

### 6. Leasing

- a) Account for right of use assets and lease liabilities in the records of the lessee.<sup>[2]</sup>

- b) Explain the exemption from the recognition criteria for leases in the records of the lessee.<sup>[2]</sup>
- c) Account for sale and leaseback agreements.<sup>[2]</sup>

### **7. Provisions and events after the reporting period**

- a) Explain why an accounting standard on provisions is necessary.<sup>[2]</sup>
- b) Distinguish between legal and constructive obligations.<sup>[2]</sup>
- c) State when provisions may and may not be made and demonstrate how they should be accounted for.<sup>[2]</sup>
- d) Explain how provisions should be measured.<sup>[1]</sup>
- e) Define contingent assets and liabilities and describe their accounting treatment and required disclosures.<sup>[2]</sup>
- f) Identify and account for:<sup>[2]</sup>
  - i) warranties/guarantees
  - ii) onerous contracts
  - iii) environmental and similar provisions
  - iv) provisions for future repairs or refurbishments.
- g) Events after the reporting period
  - i) distinguish between and account for adjusting and non-adjusting events after the reporting period<sup>[2]</sup>
  - ii) Identify items requiring separate disclosure, including their accounting treatment and required disclosures.<sup>[2]</sup>

### **8. Taxation**

- a) Account for current taxation in accordance with relevant accounting standards.<sup>[2]</sup>
- b) Explain the effect of taxable temporary differences on accounting and taxable profits.<sup>[2]</sup>
- c) Compute and record deferred tax amounts in the financial statements.<sup>[2]</sup>

### **9. Reporting financial performance**

- a) Discuss the importance of identifying and reporting the results of discontinued operations.<sup>[2]</sup>
- b) Define and account for non-current assets held for sale and discontinued operations.<sup>[2]</sup>
- c) Indicate the circumstances where separate disclosure of material items of income and expense is required.<sup>[2]</sup>
- d) Account for changes in accounting estimates, changes in accounting policy and correction of prior period errors
- e) Earnings per share (eps)
  - i) calculate the eps in accordance with relevant accounting standards (dealing with bonus issues, full market value issues and rights issues)<sup>[2]</sup>
  - ii) explain the relevance of the diluted eps and calculate the diluted eps involving convertible debt and share options (warrants)<sup>[2]</sup>



## 10. Revenue

- a) Explain and apply the principles of recognition of revenue:
  - (i) Identification of contracts
  - (ii) Identification of performance obligations
  - (iii) Determination of transaction price
  - (iv) Allocation of the price to performance obligations
  - (v) Recognition of revenue when/as performance obligations are satisfied.
- b) Explain and apply the criteria for recognising revenue generated from contracts where performance obligations are satisfied over time or at a point in time.<sup>[2]</sup>
- c) Describe the acceptable methods for measuring progress towards complete satisfaction of a performance obligation.<sup>[2]</sup>
- d) Explain and apply the criteria for the recognition of contract costs.<sup>[2]</sup>
- e) Apply the principles of recognition of revenue, and specifically account for the following types of transaction:<sup>[2]</sup>
  - i) principal versus agent
  - ii) repurchase agreements
  - iii) bill and hold arrangements
  - iv) consignments
- f) Prepare financial statement extracts for contracts where performance obligations are satisfied over time.<sup>[2]</sup>

## 11. Government grants

- a) Apply the provisions of relevant accounting standards in relation to accounting for government grants.<sup>[2]</sup>

## 12. Foreign currency transactions

- a) Explain the difference between functional and presentation currency and explain why adjustments for foreign currency transactions are necessary.
- b) Account for the translation of foreign currency transactions and monetary/non-monetary foreign currency items at the reporting date.

## C Analysing and interpreting the financial statements of single entities and groups

### 1. Limitations of financial statements

- a) Indicate the problems of using historic information to predict future performance and trends.<sup>[2]</sup>
- b) Discuss how financial statements may be manipulated to produce a desired effect (creative accounting, window dressing).<sup>[2]</sup>
- c) Explain why figures in a statement of financial position may not be representative of average values throughout the period for example, due to:<sup>[2]</sup>
  - i) seasonal trading
  - ii) major asset acquisitions near the end of the accounting period.
- d) Explain how the use of consolidated financial statements might limit interpretation techniques

### 2 Calculation and interpretation of accounting ratios and trends to address users' and stakeholders' needs

- a) Define and compute relevant financial ratios.<sup>[2]</sup>

- b) Explain what aspects of performance specific ratios are intended to assess.<sup>[2]</sup>
- c) Analyse and interpret ratios to give an assessment of an entity's/group's performance and financial position in comparison with:<sup>[2]</sup>
- previous period's financial statements
  - another similar entity/group for the same reporting period
  - industry average ratios.
- d) Interpret financial statements to give advice from the perspectives of different stakeholders.<sup>[2]</sup>
- e) Discuss how the interpretation of current value based financial statements would differ from those using historical cost based accounts.<sup>[1]</sup>
- 3. Limitations of interpretation techniques**
- a) Discuss the limitations in the use of ratio analysis for assessing corporate performance.<sup>[2]</sup>
- b) Discuss the effect that changes in accounting policies or the use of different accounting policies between entities can have on the ability to interpret performance.<sup>[2]</sup>
- c) Indicate other information, including non-financial information, that may be of relevance to the assessment of an entity's performance.<sup>[1]</sup>
- d) Compare the usefulness of cash flow information with that of a statement of profit or loss or a statement of profit or loss and other comprehensive income.<sup>[2]</sup>
- e) Interpret a statement of cash flows (together with other financial information) to assess the performance and financial position of an entity.<sup>[2]</sup>
- f) i) explain why the trend of eps may be a more accurate indicator of performance than a company's profit trend and the importance of eps as a stock market indicator<sup>[2]</sup>
- ii) discuss the limitations of using eps as a performance measure.<sup>[3]</sup>
- 4. Specialised, not-for-profit and public sector entities**
- a) Explain how the interpretation of the financial statement of a specialised, not-for-profit or public sector organisations might differ from that of a profit making entity by reference to the different aims, objectives and reporting requirements.<sup>[1]</sup>
- D Preparation of financial statements**
- 1. Preparation of single entity financial statements**
- a) Prepare an entity's statement of financial position and statement of profit or loss and other comprehensive income in accordance with the structure and content prescribed within IFRS and with accounting treatments as identified within syllabus areas A, B and C.<sup>[2]</sup>
- b) Prepare and explain the contents and purpose of the statement of changes in equity.<sup>[2]</sup>
- c) Prepare a statement of cash flows for a single entity (not a group) in accordance with relevant accounting standards using the indirect method.<sup>[2]</sup>

## 2. Preparation of consolidated financial statements including an associate

- a) Prepare a consolidated statement of financial position for a simple group (parent and one subsidiary and associate) dealing with pre and post acquisition profits, non-controlling interests and consolidated goodwill.<sup>[2]</sup>
- b) Prepare a consolidated statement of profit or loss and consolidated statement of profit or loss and other comprehensive income for a simple group dealing with an acquisition in the period and non-controlling interest.<sup>[2]</sup>
- c) Explain and account for other reserves (e.g. share premium and revaluation surplus).<sup>[1]</sup>
- d) Account for the effects in the financial statements of intra-group trading.<sup>[2]</sup>
- e) Account for the effects of fair value adjustments (including their effect on consolidated goodwill) to:<sup>[2]</sup>
  - i) depreciating and non-depreciating non-current assets
  - ii) inventory
  - iii) monetary liabilities
  - iv) assets and liabilities not included in the subsidiary's own statement of financial position, including contingent assets and liabilities
- f) Account for goodwill impairment.<sup>[2]</sup>
- g) Describe and apply the required accounting treatment of consolidated goodwill.<sup>[2]</sup>
- h) Explain and illustrate the effect of the disposal of a parent's investment in a subsidiary in the parent's individual financial statements and/or those of the group (restricted to disposals of the parent's entire investment in the subsidiary).

## Summary of changes to Financial Reporting (FR)

ACCA periodically reviews its qualification syllabuses so that they fully meet the needs of stakeholders such as employers, students, regulatory and advisory bodies and learning providers.

### Note of significant changes to study guide:

**Table 1 – Deletions**

|      | <b>Section and subject area</b>  | <b>Syllabus content</b>   |
|------|--|---|
| D1c) | Prepare a statement of cash flows for a single entity (not a group) in accordance with relevant accounting standards using the indirect method | The direct method has been excluded from the Financial Reporting (FR) syllabus as it is examined in Financial Accounting (FA) |