



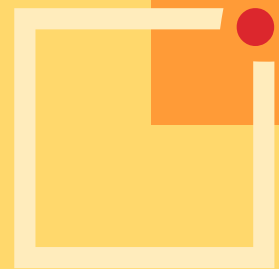
INSTITUTE OF  
SINGAPORE  
CHARTERED  
ACCOUNTANTS



Chartered  
Accountant  
SINGAPORE

# ADVANCED FINANCIAL REPORTING

FOUNDATION PROGRAMME  
STUDY GUIDE:  
2023-2024 EDITION



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## **About the Institute of Singapore Chartered Accountants**

The Institute of Singapore Chartered Accountants (ISCA) is the national accountancy body of Singapore. ISCA's vision is to be a world-class accountancy body of trusted professionals, contributing towards an innovative and sustainable economy. There are over 35,000 ISCA members making their stride in businesses across industries in Singapore and around the world.

Established in 1963, ISCA is an advocate of the interests of the profession. Complementing its global mindset with Asian insights, ISCA leverages its regional expertise, knowledge, and networks with diverse stakeholders to contribute towards the advancement of the accountancy profession.

ISCA is the Administrator of the Singapore CA Qualification and the Designated Entity to confer the Chartered Accountant of Singapore - CA (Singapore) - designation.

ISCA is a member of Chartered Accountants Worldwide, a global family that brings together the members of leading institutes to create a community of over 1.8 million Chartered Accountants and Candidates in more than 190 countries.

For more information, visit [www.isca.org.sg](http://www.isca.org.sg)

## **The Accounting and Corporate Regulatory Authority**

The Accounting and Corporate Regulatory Authority (ACRA) is the regulator of business registration, financial reporting, public accountants, and corporate service providers. We are also responsible for developing the accountancy sector and setting the accounting standards for companies, charities, cooperative societies, and societies in Singapore. ACRA fosters a vibrant and trusted business environment that enables innovation and growth and contribute towards making Singapore the best place for business.

ACRA was formed as a statutory board on 1 April 2004, following the merger of the Registry of Companies and Businesses (RCB) and the Public Accountants' Board (PAB). This merger sought to achieve synergies between the monitoring of corporate compliance with disclosure requirements and the regulation of public accountants performing statutory audits.

On 1 April 2023, ACRA, the Singapore Accountancy Commission (SAC) and the Accounting Standards Council (ASC) merged as one entity, taking on the name, ACRA. The merger aimed to strengthen the effectiveness of regulation, standards-setting, and sector development by harnessing synergies across complementary accountancy-related functions.

For more information, visit: [www.acra.gov.sg](http://www.acra.gov.sg)

## **The Singapore CA Qualification**

The Singapore Chartered Accountant Qualification (SCAQ) is Singapore's national professional accountancy qualification, designed to develop business leaders. It is internationally recognised through Reciprocal Membership Agreements with world-renowned Chartered Accountant (CA) Professional Bodies in Australia, New Zealand, Ireland, Scotland, and the United Kingdom; and provides an Asian perspective.

Completion of SCAQ opens the way to full membership with the Institute of Singapore Chartered Accountants (ISCA) which is required in order to be conferred the Chartered Accountant of Singapore – CA (Singapore) designation.

SCAQ was developed by the Singapore Accountancy Commission (SAC) in 2013. On 1 April 2023, SAC, the Accounting & Corporate Regulatory Authority (ACRA) and the Accounting Standards Council (ASC) merged as one entity, taking on the name, ACRA. The merged ACRA is responsible for the growth and development of the accountancy sector and its related fields in Singapore, including SCAQ.

## **Introduction**

The Study Guide helps Candidates to be better prepared for the Singapore CA Qualification examinations. The Study Guide provides guidance to Candidates on how to use the recommended textbooks.

### **Module Assessment**

The Foundation Programme is assessed by way of centralised examinations. These standard national examinations are applicable to all Candidates. Each module will be assessed by way of a 3-hour and 15 minutes restricted open-book written examination. There will be four questions, and each question may have multiple parts requiring structured responses. For instance, written short answer questions, essay style questions, computations, or standard format questions (e.g., extracts from income tax returns and GST returns, journal entries, etc.).

### **Module Objective**

The Advanced Financial Reporting module builds upon the knowledge and skills studied in the Principles of Financial Reporting module. Upon successful completion of this module, Candidates will be able to demonstrate sound knowledge of and apply the Conceptual Framework and the Singapore Financial Reporting Standards (International) (SFRS(I)s) to produce a complete set of financial statements for single entities and simple groups, including basic notes to the accounts. Candidates will also be able to explain and advise on the application of the SFRS(I)s, including the appropriate treatment and disclosure of hedge accounting, demonstrating appropriate professional judgment.

### **Assumed Knowledge and Pre-requisites**

Successful completion of the Principles of Financial Reporting module is strongly encouraged before enrolling in the Advanced Financial Reporting module and the Assurance module.

### **Recommended Textbook**

There is no prescribed learning materials for each of the Foundation Programme modules. Candidates should make use of the Recommended Textbooks to deepen their knowledge and understanding of the topics and learning outcomes. This study guide maps out the module Learning Outcomes to the various chapters and sections found within the recommended Textbooks that you would find useful and relevant in your studies and work.

The Recommended Textbook are as follows:

No	Textbook	Authors	Publisher	Edition
1.	Intermediate Accounting (IFRS® Standards Edition)	David Spiceland, Wayne B. Thomas, Mark W. Nelson, Pearl Tan, Bernardine Low and Kin Yew Low	McGraw-Hill	3 <sup>rd</sup> Edition
2.	Advanced Financial Accounting - An IFRS Standards Approach	Pearl Tan, Lim Chu Yeong, Kuah Ee Wen	McGraw-Hill	4 <sup>th</sup> Edition

As the textbooks are not customised for the Singapore CA Qualification, there are learning outcomes not covered by the textbooks. The Study Guide had aligned such learning outcomes to publicly available references. Candidates may refer to other sources to supplement your learning.

In addition to the above references, Candidates should make use of other resources like the Examiners' Guide published on the SCAQ website and Essential Reading listed in this Study Guide.

## Studying for the Singapore CA Qualification (Foundation)

Candidates may choose the following mode of study for the Singapore CA Qualification (Foundation):

- (a) Attend tuition courses with a Registered Learning Organisation – Foundation Programme (RLO-FP); or
- (b) Self-study.

Attending the preparatory or revision classes conducted by the RLO-FPs may help you to better prepare for the Singapore CA Qualification (Foundation) examinations. The list of RLO-FPs is available on the SCAQ website. For more details regarding course fees, schedules, and duration, please visit the respective RLO-FP websites.

### Using the Study Guide and the Recommended Textbooks

Utilising the Study Guide and the Recommended Textbooks together for studying the Singapore CA Qualification will:

- help you navigate and achieve the module learning outcomes to obtain insightful commentary and explanatory details of the module topic
- increase your comprehension and organise your understanding through the module topic and practice with application based examples, and
- prepare you for a successful exam, while providing the knowledge you can put into action at work right away.

### Planning Your Study Programme

Each semester is approximately 13 weeks long. You should establish your own detailed study plan that fits in with your work and other commitments. There are two distinct periods during the semester that you should take note of: i) gaining knowledge and developing your application skills and ii) revising for the examination, which includes honing your application skills.

A sample study plan might be to divide the semester into two with:

- The first ten weeks spent gaining knowledge and developing your application skills; and
- The final three weeks spent revising for the examination and doing practice exam questions.

Using this sample study plan, you would then divide the number of topics by ten and plan to work through each topic accordingly. As you complete each topic, you should also attempt the corresponding practice questions from the Textbooks. This approach will help you establish whether you have understood the concepts thoroughly and reinforces the knowledge and skills gained.

Once you have read all the relevant sections from the Recommended Textbooks, as well as the other suggested reading materials and worked through the topic-specific questions from



the Textbooks, you should then switch to intense revision mode and start preparing yourself for the examination.

The past year examination questions also help you get prepared for your examination. You should attempt each question as if it were the real examination, limiting the time allowed to complete, and being honest with yourself when you compare your answer to the answer suggested. As part of your revision, you should refer to the Recommended Textbooks and other essential reading materials to ensure that you have fully understood the concepts and noted any exceptions.

In terms of time invested, it is recommended that you spend 100 hours on gaining knowledge and developing your application skills (approximately 10 hours a week for the first 10 weeks of the semester). The last three weeks should be devoted to intensive revision and exam practice. At a minimum, you should plan to invest at least 12 hours each week in the three weeks leading up to the examination.

## Module Syllabus

### ADVANCED FINANCIAL REPORTING

Financial Reporting Framework	4 Hrs	7%
Recognition of the Elements of Financial Statements	8 Hrs	13%
Financial Assets and Financial Liabilities	12 Hrs	20%
Consolidated Financial Statements	32 Hrs	53%
Foreign Operations	4 Hrs	7%

\* Estimated study hours only serve as a guide for the Candidates.

### THE MODULE AT A GLANCE

- A** Explain the importance of ethical behaviour in the context of Financial Reporting and be able to apply ethical guidelines for professional accountants.
- B** Describe and apply the appropriate measurement and recognition criteria for the elements of the financial statements, as required by the Singapore Financial Reporting Standards and related pronouncements and interpretations (e.g. Illustrative Examples, Guidance on Implementing, Interpretation of SFRS(I)) issued by the Accounting Standards Council.
- C** Demonstrate the appropriate treatment and disclosure relating to derivatives, hedge accounting, financial instruments and fair value measurement.
- D** Prepare consolidated financial statements with subsidiaries and associates under a business combination, including basic notes to the accounts.
- E** Account for the effects of changes in foreign exchange rates for groups with foreign operations.

### ESSENTIAL READING

SFRS(I) 1-1 *Presentation of Financial Statements*

Appropriate sections from specific SFRS

Relevant sections from Ethics Pronouncement 100 (EP 100) the ISCA *Code of Professional Conduct and Ethics*

The financial press in relation to emerging trends and current issues

### SPECIFIC EXCLUSIONS

The following Singapore Financial Reporting Standards (International) are excluded from this module.

<b>SFRS(I) 1-20</b>	Accounting for government grants and disclosure of government assistance
<b>SFRS(I) 1-26</b>	Accounting and reporting by retirement benefit plans
<b>SFRS(I) 1-29</b>	Financial reporting in hyperinflationary economies
<b>SFRS(I) 1-33</b>	Earnings per share
<b>SFRS(I) 1-34</b>	Interim financial reporting
<b>SFRS(I) 1-41</b>	Agriculture
<b>SFRS(I) 4</b>	Insurance contracts
<b>SFRS(I) 6</b>	Exploration for and evaluation of mineral resources
<b>SFRS(I) 8</b>	Operating segments

## Module Syllabus

### Cognitive Levels

The cognitive levels (CL) give an indication of the intellectual depth which Candidates are expected to achieve. Each learning outcome is identified with a cognitive level ranging from 1 to 3. The cognitive levels are described below.

#### Cognitive Level 1

An ability to communicate knowledge and insight in relation to emerging trends, current issues, and regulatory changes, with some practical application.

#### Cognitive Level 2

An ability to assess and apply knowledge to common scenarios that a Candidate would be likely to encounter in the workplace to derive an appropriate outcome.

#### Cognitive Level 3

An ability to demonstrate an elevated level of application of knowledge and assess information in more complex scenarios in order to arrive at an appropriate outcome.

### Core and non-core learning outcomes

In addition to the CL, each learning outcome is defined as core or non-core to distinguish between fundamental or supplemental knowledge and skills prescribed in this module.

#### Core learning outcomes

These are essential learning outcomes which Candidates are expected to achieve in order to gain competency in the described module objective.

#### Non-core learning outcomes

These are learning outcomes which supplement the core learning outcomes and will equip Candidates with a holistic understanding of the module.

## Using the Study Guide

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS)  (3rd Edition)	Advanced Financial Accounting: (IFRS)  (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
<b>A</b>	<b>FINANCIAL REPORTING FRAMEWORK</b>					
<b>A1</b>	<b>Compliance and Ethics in Financial Reporting</b>					
1	Assess the relevance and importance of ethical and professional issues in complying with accounting standards.	<b>1</b>	<b>C</b>	Covered throughout the chapters	Covered throughout the chapters	<b>Weblink:</b> <a href="https://isca.org.sg/membership/member-obligations/isca-code-of-professional-conduct-and-ethics">https://isca.org.sg/membership/member-obligations/isca-code-of-professional-conduct-and-ethics</a>
2	Appraise the potential ethical implications of professional and managerial decisions in the preparation of financial reports, in line with Ethics Pronouncement 100 (EP 100) the ISCA Code of Professional Conduct and Ethics	<b>2</b>	<b>C</b>			
3	Identify and recommend an appropriate course of action arising from ethical dilemmas in financial reporting.	<b>2</b>	<b>C</b>			
4	Assess the consequences of not upholding ethical principles in the preparation of financial reports.	<b>2</b>	<b>C</b>			
<b>A2</b>	<b>EMERGING TRENDS AND CURRENT ISSUES</b>					
5	Demonstrate awareness of both domestic and international current developments.	<b>2</b>	<b>NC</b>	—	—	<b>Weblink:</b> <a href="https://www.asc.gov.sg/news-events">https://www.asc.gov.sg/news-events</a>
<b>B</b>	<b>RECOGNITION OF THE ELEMENTS OF FINANCIAL</b>					

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS)  (3rd Edition)	Advanced Financial Accounting: (IFRS)  (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
	<b>STATEMENTS (Chapter 4 of the Conceptual Framework)</b>					
<b>B1</b>	<b>Impairment of Assets (SFRS(I) 1-36)</b>					
6	Evaluate the impairment test for all classes of assets under the relevant accounting standard appropriate to that class of asset.	2	C	Chapter 7 Part B	—	SFRS(I) 1-36 Impairment of Assets  Whole standard
7	Calculate the impairment losses for all classes of assets under the relevant accounting standard appropriate to that class of asset.	2	C		—	
8	Evaluate sensitivity of an impairment analysis to the exercise of professional judgment, use of assumptions and critical estimates.	2	C		—	
9	Identify and explain the concept of a cash-generating unit.	1	C		—	
10	Explain the need for impairment testing to be done at the smallest cash-generating unit level.	1	NC		—	
11	Allocate impairment losses for a cash-generating unit.	2	C		—	
<b>B2</b>	<b>Construction Contracts (under SFRS(I) 15 Revenue from Contracts with Customers)</b>					
12	Explain the concept of satisfying a performance obligation and the recognition of corresponding revenue and costs over time.	1	C	Chapter 5 Whole Chapter	—	—
13	Identify the relevant revenue and costs to be recognised in a construction contract.	2	C		—	—
14	Calculate the amount of revenue and costs to be recognised	3	C		—	—

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
	where the expected contract outcome is a profit, loss or unknown.					
<b>B3</b>	<b>Intangible assets (including Goodwill under SFRS(I) 1-38)</b>					
15	Identify the recognition and measurement issues for Intangible Assets under SFRS(I) 1-38.	1	C	Chapter 6 Part A	—	—
16	Account for the impairment of Intangible Assets under SFRS(I) 1-36.	2	C		—	—
17	Account for the amortization of Intangible Assets under SFRS(I) 1-38.	2	C		—	—
18	Present and disclose Intangible Assets in the financial statements.	2	C		—	—
<b>B4</b>	<b>Non-current assets held for sale and Discontinued Operations (SFRS(I) 5)</b>					
19	Explain the difference between non-current assets held for sale or distribution to owners and discontinued operations.	1	NC	Chapter 7 Part B	—	SFRS(I) 5 Non-current Assets Held for Sale and Discontinue d Operations Para 6 to 42
20	Determine when to classify non-current assets as being held for sale or distribution to owners.	2	NC		—	
21	Apply the measurement criteria to non-current assets held for sale or distribution to owners and discontinued operations.	2	C		—	
22	Present and disclose non-current assets held for sale or	2	C		—	

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
	distribution to owners and discontinued operations.					
<b>B5</b>	<b>Related Parties (SFRS(I) 1-24)</b>					
23	Identify the parties considered to be related to an entity.	1	NC	—	—	SFRS(I) 1-24 Related Party Disclosures Para 9 to 24
24	Identify the implications of related party transactions and the need for disclosure.	1	NC	—	—	
<b>C</b>	<b>FINANCIAL ASSETS AND FINANCIAL LIABILITIES</b>					
<b>C1</b>	<b>Derivatives and Hedging (including SFRS(I) 7, 9, 13 and SFRS(I) 1-32, 1-39)</b>					
25	Account for derivative financial instruments and simple embedded derivatives.	2	NC	—	<b>Chapter 9</b> Whole Chapter	—
26	Outline the principles of hedge accounting.	1	NC	—	<b>Chapter 10</b> Whole Chapter	—
27	Assess hedge accounting criteria including qualifying hedging instruments, qualifying hedged items and hedge effectiveness.	3	C	—		—
28	Account for fair value hedges, cash flow hedges, hedges of investments in foreign operations.	3	C	—		—
29	Assess and account for financial liabilities and equity under SFRS(I) 1-32.	3	C	—	<b>Chapter 10</b> Whole Chapter	—
30	Evaluate and determine the impairment for financial assets under SFRS(I) 9.	3	C	—		—

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
31	Identify and disclose risks related to financial instruments within scope of SFRS(I) 7.	2	C	—		—
32	Apply fair value measurement standard SFRS(I) 13.	2	C	—		—
<b>C2</b>	<b>Share-Based Payment Transactions and Arrangements (SFRS(I) 2)</b>					
33	Discuss the recognition criteria for share-based payment transactions and arrangements.	2	C	Chapter 15 Part A	—	—
34	Apply the measurement criteria for share-based payment transactions and arrangements.	3	C		—	—
35	Account for modifications, cancellations, and settlements of share-based payment transactions and arrangements.	2	NC		—	—
<b>D</b>	<b>CONSOLIDATED FINANCIAL STATEMENTS (SFRS(I) 3, 10, 11, 12, and 1-28)</b>					
<b>D1</b>	<b>Introduction to Business Combinations</b>					
36	Describe the role and purpose of consolidated financial statements.	1	C	—	Chapter 2 Whole Chapter	—
37	Identify and outline the circumstances in which a group is required to prepare consolidated financial statements in relation to the concept of control as per SFRS(I) 10.	3	C	—	Chapter 2 Whole Chapter	—
38	Identify and apply the criteria used to distinguish between a subsidiary and an associate.	2	C	—		—



ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
<b>D2</b>	<b>Consolidation of financial statements</b>					
39	Apply the acquisition method of accounting for business combinations (SFRS(I) 3).	2	C	—	<b>Chapter 3</b> Whole Chapter	—
40	Explain and calculate the determination of goodwill.	2	C			—
41	Apply the principles in determining the fair value of consideration transferred.	2	C	—		—
42	Prepare acquisition date consolidation adjustments relating to the elimination of investment.	2	C	—	<b>Chapter 4</b> Whole Chapter	—
43	Prepare consolidation adjustments to account for non-controlling interests.	2	C	—		—
44	Prepare the Proof of balances (analytical check) for Non-controlling Interests and Retained earnings.	2	C	—	<b>Chapter 6</b> Whole Chapter	—
45	Determine and apply appropriate consolidation procedures to be used in preparing group financial statements, including statements of cash flows.	2	C	—	<b>Chapter 7</b> Whole Chapter	—
<b>D3</b>	<b>Post-Acquisition and Intra-Group Transactions</b>					
46	Prepare post-acquisition consolidation adjustments on acquisition date fair value differentials.	2	C	—	<b>Chapter 4</b> Whole Chapter	—
47	Prepare the necessary consolidation adjustments relating to deferred tax adjustments.	2	C	—	<b>Chapter 11</b> Appendix 11A	—

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
48	Distinguish how pre-acquisition and post-acquisition reserves affect the consolidation process.	2	C	—	<b>Chapter 4</b> Whole Chapter	—
49	Prepare consolidation adjusting entries for intragroup transactions and balances.	3	C	—	<b>Chapter 5</b> Whole Chapter	—
50	Apply the recognition and measurement criteria for identifiable acquired assets and liabilities and goodwill on business combinations, excluding situations where business combinations are achieved in stages.	2	C	—	<b>Chapter 7</b> Whole Chapter	—
<b>D4</b>	<b>Associates and equity accounting</b>					
51	Explain the concept of significant influence.	2	C	—	<b>Chapter 2</b> Whole Chapter	—
52	Apply the equity method of accounting for associates.	2	C	—	<b>Chapter 6</b> Whole Chapter	—
53	Prepare the equity accounting entries for an entity's investment in associate.	2	C	—		—
54	Prepare a Proof of balances (analytical check) for investment in associate.	3	C	—	<b>Chapter 6</b> Whole Chapter	—
55	Outline and apply the key definitions and accounting methods, which relate to interests in joint arrangements.	2	NC	—	<b>Chapter 7</b> Appendix 7C	—
<b>E</b>	<b>FOREIGN OPERATIONS</b>					
<b>E1</b>	<b>Foreign Operations</b>					

ADVANCED FINANCIAL REPORTING MODULE				Chapter where covered		
				Intermediate Accounting (IFRS) (3rd Edition)	Advanced Financial Accounting: (IFRS) (4th Edition)	Other references
No	Learning Outcomes	CL	Core			
56	Outline the concepts and foreign exchange rates used in the translation of foreign operations into the group's presentation currency.	1	C	—	Chapter 8 Whole Chapter	—
57	Apply the translation of foreign operations into the group's presentation currency.	3	C	—		—
58	Account for the consolidation of foreign operations and their disposal.	3	C	—		—

## Appendix A - Common verbs used by the Examiners

Verb	Description
<b>Account (for) / Bring to account</b>	<b>Account</b> requires you to show how to record an element in the financial statements appropriately. This might be by means of a journal entry, T-account, or an extract from the financial statements. Remember, a journal or a T-account is only complete if it shows the date of the entry, the correct accounts, the correct amounts, and has a description (narration) – easy marks are often thrown away through carelessness. <b>Bring to account</b> requires you to include all components, say itemise all revenue that should be <b>recognised</b> for income tax purposes.
<b>Advise / Give advice</b>	As a Professional Accountant, your work will invariably require you to form an opinion about the most appropriate course of action, or offer alternative courses of action depending upon the situation. This type of question requires you to give specific guidance to an individual or a group (e.g. a taxpayer, audit client, management, etc.), so your answer must provide specific information or make a <b>recommendation</b> tailored to the individual or group and <b>justify</b> you position.
<b>Analyse</b>	<b>Identify</b> the key components, look for similarities and differences, look for patterns or outliers, and weight up the issues. If there is numerical data, you might need to provide a range of answers depending on how you substitute the data into your model. Make sure you <b>state</b> any implications of your answer and any assumptions that you make.
<b>Apply</b>	This instruction requires you to relate your answer back to a specific document/s or set of facts. Alternatively, you may be required to use a specific formula, model, or process. For instance, “ <b>Apply</b> the relevant Singapore Financial Accounting Standard to ...”. Another example would be “ <b>Apply</b> the 3-year and 2-year concessional rules for determining tax residence”. <b>Apply</b> and <b>With reference to</b> are similar.
<b>Appraise</b>	Make a judgment about the value, quality, outcomes, results, or size. Often there will be a qualifier in the instruction, which will tell you exactly what to <b>appraise</b> . For instance, “ <b>Appraise</b> Company X’s <u>credit worthiness</u> ...”. Professional judgment and scepticism (a questioning mind) are called for when making an <b>appraisal</b> . <b>Appraise</b> and <b>Assess</b> are interchangeable.
<b>Arrange</b>	Put into the correct order or sequence. Sometimes <b>arrange</b> will require you to make a judgment about which items or factors should be given priority or the order of importance ( <b>Rank</b> or <b>Prioritise</b> ). For instance, when considering the severity and/or frequency of risks, it is possible to prioritise (or rank) the risks according to whether they have a low, medium, or high probability of occurring and appropriate resources can be deployed efficiently.
<b>Assess</b>	Make a judgment about the value, quality, outcomes, results, or size. Often there will be a qualifier in the instruction, which will tell you exactly what to <b>assess</b> . For instance, “ <b>Assess</b> the <u>adequacy</u> of the disclosures in the financial statements relating to ...”. Professional judgment and scepticism (a questioning mind) are called for when making an <b>assessment</b> . <b>Appraise</b> and <b>Assess</b> are interchangeable.

Verb	Description
<b>Bullet points</b>	Unless specifically asked for, <u>only</u> use <b>bullet points</b> in your answer as an <u>absolute last resort</u> if you are running out of time. A quarter of a mark is better than zero.
<b>Calculate</b> <b>Compute</b>	/ Do the number crunching and derive the correct answer? Make sure that you write down your workings and crosscheck your numbers. Candidates often underperform because of careless mistakes.
<b>Comment</b>	<b>Comment</b> is similar to <b>evaluate</b> in that you are required to make a judgment or provide your opinion based on the facts at hand. Professional judgment and scepticism (a questioning mind) are called for when <b>commenting</b> .
<b>Compare and Contrast</b>	<b>Compare</b> requires you to show how things are similar and/or different while <b>contrast</b> requires you to show how things are different or opposite. Even if you are asked just to <b>compare</b> , you must indicate both the similarities and differences.
<b>Conclude</b> <b>Draw conclusions</b>	/ Form a judgment, or determine the outcome, or resolve an issue, by using the facts presented. An example might be "Conclude whether to outsource the human resource function".
<b>Critically (analyse evaluate)</b>	/ <b>Critically</b> requires that your answer be more extensive than if you were asked to <b>analyse</b> or <b>evaluate</b> the data. Your answer must add a greater degree or level of accuracy, depth, knowledge, understanding, logic, questioning, reflection, and quality to your <b>analysis</b> or <b>evaluation</b> .  Remember, <b>critically</b> requires you to consider both the positive and negative points and <b>apply</b> professional scepticism (a questioning mind) in conjunction with professional judgment. Often when an examiner asks you to <b>critically evaluate</b> or <b>analyse</b> something it is because there can be more than one right answer, so you have to convincingly <b>defend</b> your opinion as part of your answer.
<b>Defend</b>	Whenever you see the word <b>defend</b> you <u>must</u> provide reasons for your answer, in other words, provide support for your argument or conclusion. If you fail to <b>justify</b> your answer, you will lose valuable marks. For example, " <b>Defend</b> your <b>advice</b> ."
<b>Define</b>	Like <b>list</b> , you are unlikely to be asked just to <b>define</b> a term, particularly in a professional accounting-related examination unless it is a term that requires you to communicate your understanding rather than copying down someone else's definition or rote learning. For instance, " <b>Define</b> in your own words ...".
<b>Demonstrate</b>	<b>Demonstrate</b> requires you to <b>prove</b> or <b>disprove</b> something beyond any doubt, or show that it applies in the situation described by giving evidence (for instance, provide an example). The evidence can be from the facts given or from your general knowledge and experience. <b>Demonstrate</b> and <b>Illustrate</b> are similar.

Verb	Description
<b>Describe</b>	<b>Describe</b> requires you to provide the characteristics and features of an item or situation. For instance, “ <b>Describe</b> the audit procedures to verify ...” requires you to <b>state</b> the specific audit procedure/s that you would use without going into step-by-step <b>detail</b> of how to perform that procedure.
<b>Detail</b>	<b>Detail</b> requires you to give very specific instructions or <b>advice</b> . For instance, “ <b>Detail</b> the audit procedures to verify ...” requires you to provide step-by-step instructions. Another example is “ <b>Detail</b> how the findings from the site visit will affect the planning of the statutory audit”. This instruction requires you to <b>state</b> the positive and negative consequences in relation to the site visit and the planning of the audit. Don’t forget to think about the future and the past, not just the present when stating the consequences.
<b>Determine</b>	Ascertain or <b>conclude</b> after <b>analysis</b> and <b>evaluation</b> the most appropriate course of action or most correct answer from a range of viable alternatives.
<b>Discuss</b>	<p><b>Discuss</b> requires you to provide the 'for' and 'against' arguments, you cannot have a discussion without opposing views otherwise it would be just a conversation. If <b>discuss</b> is placed near the front of the instruction, then it requires you to provide an answer that is similar to <b>explain</b>, but addresses both the for and against arguments. For instance, “<b>Discuss</b> why numerical valuation is essential when buying or selling a small business”.</p> <p>However, if there is a statement and <b>discuss</b> is placed at the end, your answer <u>must be</u> in the form of <u>an essay</u> with the following elements:</p> <ul style="list-style-type: none"> <li>• An introduction, which declares whether you agree, disagree, partly agree, or partly disagree with the statement;</li> <li>• The body of your answer, stating: I) Why it is possible to agree <u>and</u> ii) why it is possible to disagree with the statement. You should provide examples to support both points of view; and</li> <li>• A conclusion that proves your original position.</li> </ul> <p>An example of a <b>discuss</b> question that requires an essay style answer would be “Numerical valuation is not essential when buying or selling a small business because the actual selling price is the outcome of negotiation. <b>Discuss</b>”.</p>
<b>Distinguish</b>	To note differences between. For instance, “ <b>Describe</b> what is meant by the term tax planning and <b>distinguish</b> it from tax evasion”. Apart from describing what tax planning involves (say 1-2 marks), you need to <b>explain</b> how the two terms are different and how they are similar. However, providing a list of differences and similarities is insufficient – complete sentences are essential to achieve full marks. In addition, it is important that you also mention any other relevant factors (e.g. the ethical and legal issues).

Verb	Description
<b>Evaluate</b>	Pass judgment on or provide your opinion based on the facts at hand. When making an <b>evaluation</b> , there are often predetermined criteria that you will use to base your opinion on. The key here is to give your opinion or make a judgment of the facts, but providing just a <b>description</b> of the facts is insufficient. Professional judgment and scepticism (a questioning mind) are called for when making an <b>evaluation</b> . <b>Examine</b> and <b>Evaluate</b> are interchangeable.
<b>Examine</b>	Pass judgment on or provide your opinion based on the facts at hand. When <b>examining</b> the facts given, there are often predetermined criteria that you will use to base your opinion on. The key here is to give your opinion or make a judgment of the facts, but providing just a <b>description</b> of the facts is insufficient. Professional judgment and scepticism (a questioning mind) are called for when making an <b>evaluation</b> . <b>Examine</b> and <b>Evaluate</b> are interchangeable.
<b>Explain</b>	As a Professional Accountant, you will be frequently called upon in your work to <b>explain</b> difficult concepts and technical issues to people who are not accounting trained. This is where your ability to share your knowledge using simple everyday terms will be most needed.  <b>Explain</b> requires you to write at least several sentences conveying how you have <b>analysed</b> the information in a way that a layperson can easily understand the concept or grasp the technical issue at hand. For instance, “ <b>Explain</b> whether an ‘emphasis of matter’ paragraph or an ‘other matter’ paragraph would be most appropriate in this situation”, or “ <b>Explain</b> how a partnership is assessed for tax”. <b>Evaluate</b> and <b>Examine</b> are interchangeable.
<b>Identify</b>	<b>Identify</b> is similar to <b>list</b> , but requires you to also provide an <b>explanation</b> as to why the item/s that you have <b>identified</b> is/are relevant to the facts given in the question.  Often <b>identify</b> will require you to select a specific issue or issues, but not all issues, so you need to look out for any qualifying words. For instance, “ <b>Identify</b> the <u>Board Matters</u> ...” is asking you to focus solely on issues that relate to <u>Board Matters</u> from the <i>Singapore Code of Corporate Governance</i> so if you digress and identify remuneration issues, you will not score well. Another example is “ <b>Identify</b> the companies that qualify as members of a group for the purposes of group tax relief”. In order to score well in this second example, you need to <b>identify</b> the companies and <b>state</b> why they are included in the group. You also need to <b>state</b> if a company is not included and why.
<b>Illustrate / Give examples</b>	<b>Illustrate</b> requires you to provide an example, either from the facts given, a real-life example, or a made-up example to <b>illustrate</b> the point you are trying to make. <b>Illustrate</b> and <b>Demonstrate</b> have similarities.
<b>In accordance with</b>	This instruction requires you to relate your answer back to a specific document. Failure to make specific mention of the document in your answer will result in a loss of marks.

Verb	Description
<b>Interpret</b>	Look at the whole as well as the individual parts and decide what the data (or diagram) is telling you. Remember, although <b>interpret</b> may involve some subjective assessment, some answers will be <u>more right</u> (or appropriate) than others.
<b>Justify</b>	Whenever you see the word <b>justify</b> you <u>must</u> provide reasons for your answer, in other words, provide support for your argument or conclusion. If you fail to <b>justify</b> your answer, you will lose valuable marks. <b>Justify</b> is similar to <b>defend</b> .
<b>List</b>	<b>Prepare</b> an itemised <b>list</b> . Although you are unlikely to be asked just for a <b>list</b> of items, it is important to remember that many of the common verbs used by examiners require you to begin with a mental list of issues to consider.
<b>Outline</b>	<b>Outline</b> requires you to provide a general overview of the situation and indicate the main features. <b>Outline</b> is used when the question is worth only a couple of marks, but a single sentence is usually never enough to achieve full marks.
<b>Plan</b>	<b>Prepare a detailed proposal</b> . For instance, in an assurance engagement, you may be asked to ' <b>Plan</b> a review of historical information'.
<b>Predict</b>	Suggest what may happen based on the available information. Remember, although <b>predicting</b> involves uncertainty, some answers will be <u>more right</u> (or appropriate) than others.
<b>Prepare</b>	<b>Prepare</b> requires you to produce your answer using a specific format. For instance, " <b>Prepare</b> the Statement of Cash Flows for ..." or " <b>Prepare</b> all the relevant journal entries for ...". Remember, a journal entry is only complete if it shows the date of the entry, the correct accounts, the correct amounts, and has a description (narration) – easy marks are often thrown away through carelessness. <b>Record</b> and <b>Prepare</b> have similarities.
<b>Prioritise</b>	Make a judgment about which items or factors should be given <b>priority</b> based on importance. For instance, when considering the severity and/or frequency of a risk, it is possible to categorise risks according to whether they have a low, medium, or high risk of occurring and appropriate resources can be deployed efficiently. <b>Rank</b> and <b>Prioritise</b> are interchangeable, and both terms have similarities with <b>Arrange</b> .
<b>Produce</b>	<b>Produce</b> requires you to present your answer in a specific format from scratch. For instance, you may be required to " <b>Produce</b> a Profit or Loss Statement".
<b>Propose/ Provide</b>	Put forward (for example, a point of view, idea, argument, alternatives, etc.) for consideration or action. For instance, "Based on the facts of the case, <b>propose</b> the most tax-effective entity type ...", or " <b>Propose</b> audit adjusting entries to correct ...".
<b>Prove</b>	<b>Prove</b> requires you to establish that something is true by citing evidence or giving clear logical reasons. When you reconcile the Bank Account in the General Ledger you are <b>proving</b> that the account balance is correct.



Verb	Description
<b>Quantify</b>	Provide a <u>numerical value</u> (an exact calculation) or a <u>range of values</u> (upper/lower limits, average, likely values, etc.). For instance, “ <b>Quantify</b> the misstatement in the ‘investment in subsidiary’ in the Statement of Financial Position” or “ <b>Quantify</b> the adverse direct materials variance cost”. As with <b>calculate</b> and <b>compute</b> , you should always show your workings and crosscheck your numbers.
<b>Rank</b>	Make a judgment about which items or factors should be given priority based on importance. For instance, when considering the severity and/or frequency of a risk, it is possible to categorise risks according to whether they have a low, medium, or high risk of occurring and appropriate resources can be deployed efficiently. <b>Rank</b> and <b>Prioritise</b> are interchangeable, and both terms have similarities with <b>Arrange</b> .
<b>Record</b>	<b>Record</b> is similar to <b>prepare</b> in that you may need to perform a calculation and show the specific components in an appropriate format. For instance, “ <b>Record</b> the closing entries to transfer profit (or loss) to retained earnings”. <b>Record</b> and <b>Prepare</b> have similarities.
<b>Recognise</b>	<b>Recognise</b> requires you to <b>distinguish</b> between various components and to be able to <b>state</b> how each component should be treated. For instance, “... and indicate if the gain/loss is <b>recognised</b> as profit or loss or other comprehensive income”. <b>Identify</b> and <b>Recognise</b> have similarities.
<b>Recommend</b>	Make a statement about the most appropriate course of action. If there is more than one possible course of action, <b>state</b> which action you would choose and why ( <b>justify</b> your choice). Your professional judgment and your ability to <b>interpret</b> the wider situation are critical to scoring well in these types of questions. Don't forget to think about the future and the past, not just the present when making a <b>recommendation</b> .
<b>Reconcile / Reconciliation</b>	<b>Prove</b> that the balance of an account is correct. For instance, “ <b>Using</b> the data given, prepare a bank <b>reconciliation</b> ” requires you to <b>prove</b> that the bank balance in the General Ledger corresponds with the balance shown on the bank statement, listing down the timing differences (e.g. unrepresented cheques) and errors (if any). Note here the term <u>Bank Reconciliation</u> , as this acts as a <u>qualifier</u> to indicate the format that you should use to present your answer.
<b>Respond Reply</b>	This is your right of <b>reply</b> . When you are asked to <b>respond</b> , it is usually in <b>reply</b> to a comment made by someone else (although you can also be asked how you would <b>respond</b> in a particular situation). For instance, “ <b>Respond</b> to the Chairperson regarding her comment on impairment”. Whenever you are asked to <b>respond</b> , you must always <b>justify</b> your opinion or the actions you would take.
<b>State</b>	<b>State</b> is similar to <b>list</b> , but the items require your professional judgement. For instance, “ <b>State</b> any restrictions that apply”. One of the easiest ways to make sure that you <b>state</b> comprehensively is to think, “ <b>list and justify</b> ”. You will note that <b>state</b> appears in many of the verb descriptions given.
<b>Summarise</b>	Provide a concise description. <b>Summarise</b> is similar to <b>describe</b> , but in a condensed format.

Verb	Description
<b>To what extent</b>	This instruction requires you to advance arguments in favour of a position or point of view and <b>respond</b> to or take into consideration the opposing arguments or points of view. You must always <b>justify</b> your answer.
<b>Translate</b>	For the purposes of Singapore CA Qualification examinations, <b>translate</b> refers to the conversion of monetary values from one currency into another currency (although translate can refer to spoken and written language as well).
<b>Use / Using</b>	This instruction tells you the type of model that you must <b>use</b> when formulating your answer. For instance, " <b>Using</b> the <u>Discounted Cash Flow approach</u> , ..." tells you what valuation approach to use. Another common phrase is " <b>Using</b> the facts of the case, ...", which tells you that you must relate your answer to the specific facts given in the question scenario. Generic answers will not pass.
<b>With reference to</b>	This instruction requires you to relate your answer back to a specific document/s or set of facts. For instance, " <b>With reference to</b> relevant Singapore Financial Reporting Standards, <b>explain</b> the risk of material misstatements relating to ...". In this example, relevant <u>Singapore Financial Reporting Standards</u> acts as a qualifier ( <b>with reference to</b> 'what'). Failure to make specific mention of the document/s or facts in your answer will result in a substantial loss of marks.

**END OF STUDY GUIDE**