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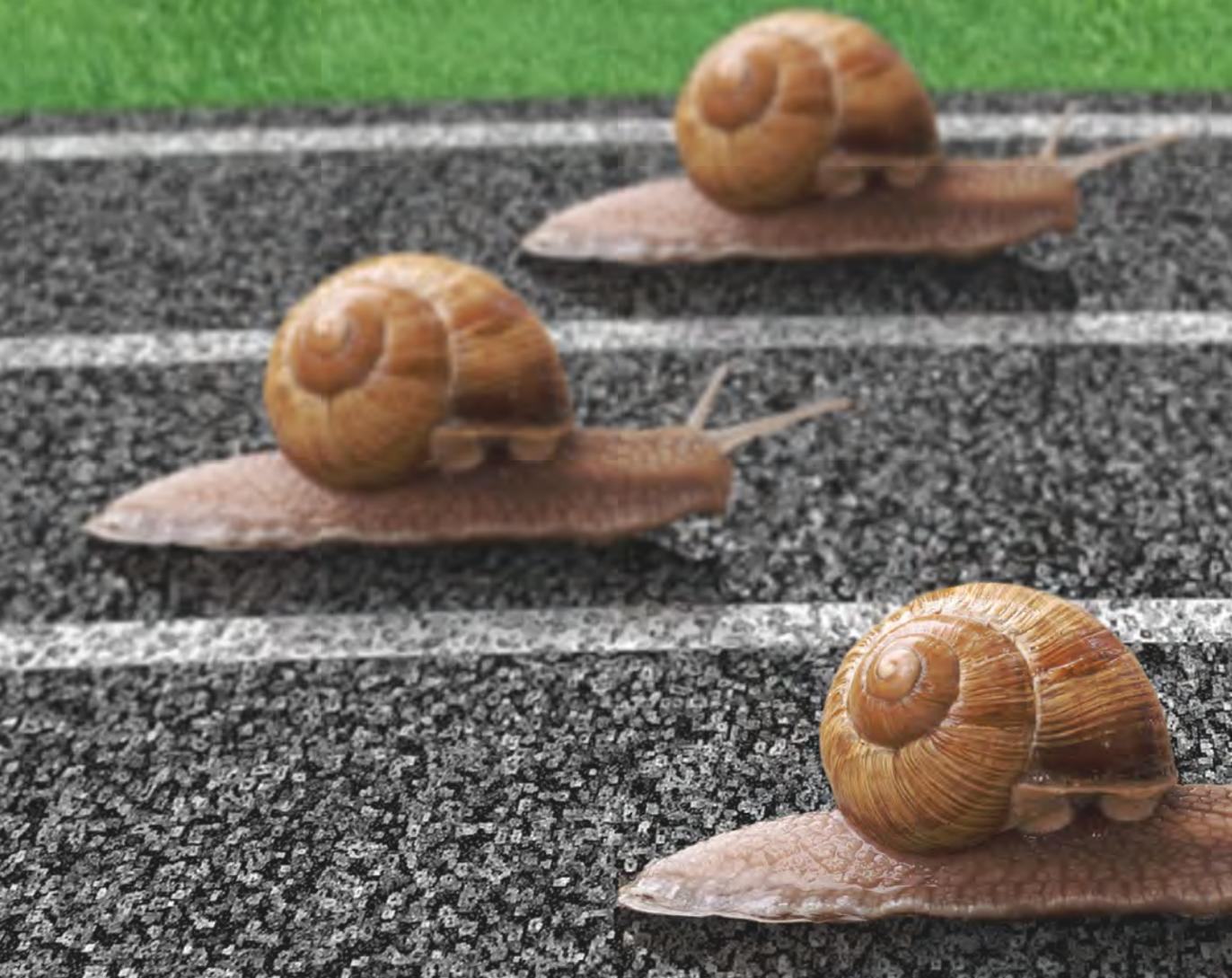


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**ACHIEVE MORE. BECOME MORE.**

# ALWAYS LOOK ON **BRIGHT** SIDE OF L



# THE LIFE...

IT CAN BE DIFFICULT TO REMAIN UPBEAT THE ENTIRE TIME – MANY WOULD SAY IMPOSSIBLE – BUT RESEARCH HAS SHOWN THAT A POSITIVE ATTITUDE, HAPPINESS AND A POSITIVE PERSPECTIVE DIRECTLY CORRELATES TO HIGHER LEVELS OF PRODUCTIVITY, REDUCED STAFF TURNOVER, LOWER HEALTHCARE EXPENDITURES, REDUCED STRESS, IMPROVED COMMUNICATION, BETTER TEAMWORK AND COLLABORATION, AND IMPROVED CREATIVITY AND INNOVATION

**Last year a team of economists led by Andrew Oswald, a professor of economics at Warwick Business School, published research – entitled *Happiness and Productivity* – that the team says has important implications for the world of business.**

‘We find that human happiness has large and positive causal effects on productivity,’ the report said. ‘Positive emotions appear to invigorate human beings, while negative emotions have the opposite effect. Happier workers... were 12% more productive. Unhappier workers were 10% less productive.’

This is all well and good but it can be easier said than done to keep positive the whole time, and it can be particularly challenging if you are studying as well as working. That isn’t to say you shouldn’t try, though, and there are some tried and tested methods to help you remain more positive, as well as encouraging colleagues around you to do the same.

If, for example, you work with someone displaying a particularly bad or negative attitude, the first thing to do is address it.

‘Listen and work to understand the source of their negativity –

most people are not negative on purpose,’ says organisational development consultant Gale Mote ([www.galemoteassociates.com](http://www.galemoteassociates.com)). ‘Challenge them to look at the situation in a different way like using a different lens in a camera; show them the “flip side” – what might be a positive in a negative situation. I grew up on a dairy farm and my father always said that if you felt like you were in a pile of manure, start looking for the pony!’

She also says it is important to differentiate between those events that can be controlled and those that cannot: ‘Encourage them to focus on what they can control and influence. We do not have control over everything that happens to us. We do have control over how we respond.’ Author Charles Popplestone said, “10% of life is what happens to us, 90% is how we choose to respond”. It is very easy to become a victim thinker full of blame, excuses and denial. It is much harder to maintain a change agent perspective accepting ownership of one’s attitude and perspective – being determined to be a positive contribution.

‘Ask them for solutions rather than just focusing on complaints

**‘WE FIND THAT HUMAN HAPPINESS HAS LARGE AND POSITIVE CAUSAL EFFECTS ON PRODUCTIVITY’**

and problems – for example, ask them “what would it take to make you feel better?” or “what is the next positive action you can take to move yourself in a forward direction?”

In many ways, helping others to become more positive is much easier than doing it yourself. But even if you are a natural pessimist, it is entirely possible to re-teach yourself to have a positive attitude at work.

‘I encourage people to identify their natural talents,’ says Mote. ‘Every person has forces of good inside them – areas where they excel. Helping them to see and understand what they are, how to build them into positive forces of strength in their lives is engaging and energising.’

In his book *The Happiness Advantage*, Shawn Achor identifies different ways to prime the brain to be more positive. They include being grateful and focusing on what you have instead of what you don’t have, exercise, reducing multi-tasking because the brain is a single processor, and doing something nice for someone else – engaging in random acts of kindness. Be a ‘bucket filler’ not a ‘bucket dipper’, says Achor, and look for ways to bring joy and happiness to others without spending so much time focused on yourself and your own problems.

It isn’t just within your workplace that the benefits of having a positive outlook will bear fruit. Along with reduced stress and better health, your personal relationships will be improved with both family and friends.

‘Be a positive force in one’s community and/or social circles – we know that positive people are magnets,’ says Mote. Indeed, in Achor’s book, he talks about mirror neurons and how easy it is to pick up on the mood of another person. Whoever is the most expressive person in a room (verbally and

non-verbally) will have the most influence on other people’s attitudes and perspectives.

As your career progresses it becomes increasingly important to be able to tap into the positive side of your personality and start leading from the top.

‘We know that people don’t quit their companies, they quit their

managers,’ says Mote. ‘Having a positive, trusting relationship is essential for managers with their staff. Again, it is the ripple effect – positive spirit and energy is contagious. Managers who are not approachable (and most negative people are not) will not build and sustain trusting relationships with their direct reports.’

### TIPS FOR STAYING POSITIVE

DR MARLA GOTTSCHALK IS AN INDUSTRIAL/ORGANISATIONAL PSYCHOLOGIST AND HAS HIGHLIGHTED A FEW IDEAS TO ENCOURAGE POSITIVITY:

- ▣ **Show gratitude.** Recognising others for their contribution to your own success or that of the team is a powerful resource builder. Routinely expressing gratitude can set a powerful and positive tone of deep respect among co-workers. Remember two simple words – ‘thank you’ – can have a long-standing effect on work-life happiness.
- ▣ **Focus on strengths.** Utilising our talents in the workplace is a key confidence builder. Make every attempt to incorporate the areas in which you excel into everyday work life. If you supervise others, help facilitate this process for them as well.
- ▣ **Balance negatives.** As human beings, we have the tendency to dwell on negative information (quite possibly an evolutionary by-product). Often we find ourselves obsessing about a goal we didn’t fulfil – or a perceived slight in a meeting. Build your inner resilience by refocusing your energy on successes when you are faced with disappointment or stress.
- ▣ **Practise ‘flexible’ thinking.** When considering a new challenge, be sure to explore numerous potential obstacles and generate alternative pathways to effectively manage them. This exercise builds feelings of hopefulness in the face of an unexpected turn of events – a common occurrence.
- ▣ **Acknowledge steps to success.** Often we focus on lofty, larger goals that may take an extended amount of time to accomplish. Identify and celebrate incremental goals along the way to help bolster energy levels and maintain focus.
- ▣ **Support your team.** If you manage others, ensure that you are communicating your confidence in their abilities. Does your team understand that you truly believe in them? Remember, others can detect a subtle tone of negativity. If you have doubts, search for the source of your concern and help your team develop to meet the challenge.





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# MAKING SENSE OF STUDYING

STUDY SMARTER, NOT HARDER, IN THE LEAD UP TO THE EXAM SEASON. IWONA TOKC-WILDE DISCOVERS HOW TO USE YOUR SENSES FOR FAST LEARNING

**Sometimes our brain remembers things very well, while at other times not so much. One way to increase and speed up retention of information is to employ all of the five common senses with which we experience the world.**

Sight, hearing and touch are the three senses that we use the most when studying, and each of us has a preference. Visual learners need pictures, charts, mind maps and diagrams to understand ideas and concepts. Auditory learners learn by hearing information. Kinaesthetic learners tend to learn and recall information best when they can use their sense of touch or get more actively involved in their learning.

On the other hand, the senses of smell and taste are often overlooked in the learning process. However, the more senses you can consciously involve in your study, the faster you are likely to learn.

## SIGHT

This is the basic one as we all have to read or view information being presented to us, but try and up your learning by a notch by using lots of colour. Visual learning experts suggest you use at least four colours to underline or highlight passages in your texts or when taking notes.

'I have at least five different highlighters when I'm studying

and highlight each chapter with a different pen,' says Kasy Volney, an ACCA student at the London School of Business and Finance. 'This makes the book look more pleasing to the eye.' You can set up a colour code too, so that the various colours represent a hierarchy of importance.

Make lists and mind maps – the larger the better. 'When I was a student, I covered my patio doors with revision notes made on A3 paper,' says Stacey Cole, business tutor with Kaplan. 'Every time I looked up from my books to stare out of the window, I still had to revise.' Also, you could create motivational posters



with positive words and pictures depicting exam success and plaster them everywhere.

Visualisation is another good tool – try to see things with your ‘mind’s eye’. ‘When dealing with Paper P3 business analysis questions, imagine you are the boss of your own company,’ says Iryna McDonald, business and management tutor with Kaplan. ‘Effectively, think this is your business and you now need to make a decision. Would you invest in the new product or just outsource its production to a supplier? Why do you think it’s a good idea?’

You could also play teacher. Get together with other students and ‘teach’ them the sections of the material you find difficult to learn yourself. They will stick in your brain better, as well as give you a clearer view of the subject.

#### HEARING

How many songs do you know the lyrics to? Chances are most of them are the songs you like, but you

are also likely to know the words to some you do not. You know the words to these songs without even trying to learn them. This is because of sheer repetition – hearing them on the radio or your iPod over and over again. You can absorb other information in the same way.

Record what you need to remember, then play it repeatedly – while you are driving, doing the washing up or even when going to bed. ‘If you are struggling to memorise dull technical details, record the information as a voice memo on your phone and play it as you’re going to sleep,’ says Gordon Faragher, Kaplan’s tax, law and management tutor. ‘You will absorb some of the information subliminally.’

You can also record your own podcasts as if giving a lecture on a chapter you need to revise, or ‘make music’ using your study notes (rap could work particularly well here), then play them back to yourself or even share with others.

#### TOUCH (AND GO)

Touch goes hand in hand with movement when applied to learning processes. Surprised? Then think – do you always sit still when revising, or do you move around the room from time to time? And what about that stress ball you are squeezing in your hand right now?

Subconsciously or not, we touch and use objects to help us recall information more easily too. ‘During an exam, I try to use the same pen I used to revise with,’ says Volney. There are some extremes in this category too. ‘I rip off each page of the textbook when I’ve finished reading it. This gives me something to work towards and indicates to me when revision is finished. Revision is incomplete until there are no pages left.’

Volney also likes to move when revising past paper questions: ‘I put music on and dance for five minutes or so every time I complete a question. It helps me de-stress and keeps my blood flowing.’

#### SMELL

Smell is the sense that connects with long-term memory. You smell fresh baked bread and are instantly transported to your childhood. Choose the right cue when studying – for example, your favourite

**‘IF YOU ARE STRUGGLING TO MEMORISE DULL TECHNICAL DETAILS, RECORD THE INFORMATION AS A VOICE MEMO ON YOUR PHONE AND PLAY IT AS YOU’RE GOING TO SLEEP’**

fragrance – and then reproduce it during your exams to help you recall what you have learnt.

‘I know a student who sprays herself with a particular perfume when she’s studying a particular subject,’ says John Glover, audit and ethics tutor with Kaplan. ‘As she starts the exam, she sprays herself with the perfume again. She just has to remember to bring the right perfume to the right exam! Not sure if it works, but at least it helps her remain calm.’ Of course, you have to consider other students sitting the exam, so use perfume and other strong scents sparingly.

Peppermint is another, less obtrusive option. Several studies have found that a whiff of it helps people taking tests concentrate during tasks that require sustained focus. You can try drinking peppermint tea when studying, and taking a peppermint teabag or mints with you to exams.

### TASTE

In addition to providing nourishment, eating can support rapid acquisition of information. The key here, as with smell, is to create an association between a taste and something we want to remember. ‘I try to eat the same food before the exam as I did when studying,’ says Volney.

Also, some ‘brain foods’ are said to increase your brain power – for example, blueberries, salmon and, best of all, chocolate. Other foods and drinks are said to help with concentration and relieving stress. ‘I drink a lot of green tea while revising, as this keeps my mind sharp and focused,’ says Asmat Ullah, an ACCA student at the London School of Business and Finance.

What some students put in their mouths when studying can be quite unorthodox, but if it works...? ‘If, during revision, I

stumble upon a topic, formula or rule that I can’t digest easily, I write it on a small piece of paper, read it twice and then chew it. It could be psychological, but it helps me remember,’ says Ullah.

### THE SIXTH SENSE?

Finally, use whatever you feel works best for you. Initially, you may not even realise what it is, so let your subconscious guide you until you come across that something that makes all the difference. ‘I clutter my bedroom with study books and papers – they’re all over my desk, the floor and on my bed,’ says Volney. ‘It makes me feel more consumed in the material. I even go to sleep with the books open on my bed to subconsciously absorb the information.’

**WHAT DO YOU DO  
TO PREPARE FOR  
YOUR EXAMS? EMAIL US  
AND LET US KNOW ►**

SEVERAL STUDIES HAVE FOUND THAT A WHIFF OF PEPPERMINT HELPS PEOPLE TAKING TESTS CONCENTRATE DURING TASKS THAT REQUIRE SUSTAINED FOCUS





**OLAYINKA  
OSENI**  
NIGERIA  
**JOINT PAPER P1 WINNER**

Attempt as many questions as possible and try to cover the entire syllabus



**ANITHA SUDARSANAM**  
SINGAPORE  
**PAPER P4 AND  
SILVER MEDAL WINNER**

It is vital that you answer the entire paper, all questions and all parts of the questions. Time management is very important and if you get into difficulties with a particular part, you should move on



**ANDREAS KYPRIANOU**  
CYPRUS  
**JOINT PAPER P1 WINNER**

I always attempt at least three exam questions every week. In the final month in the run-up to the exam I always time myself under exam conditions



**STEPHEN JACKSON**  
UK  
**PAPER P5 AND  
PAPER P7 WINNER**

Simply answer the question set. Some have the knowledge to pass but, in the exam hall, they panic and identify only a few keywords in the question before simply 'knowledge dumping' at the expense of reading the actual question requirement



**VIRGINIA DE GERSIGNY**  
UK  
**PAPER P2 WINNER**

For Paper P2, I think you need to make sure you understand the basics before you start trying to add in the complex bits and use the proformas that your tuition providers suggest for Question 1



**DAVID OLIVER**  
UK  
**PAPER P6 WINNER**

Doing all of the practice papers and other questions available to you is a great way of ensuring you have covered all the syllabus and have a good all-round knowledge of everything that could come up



**ALAYNA  
CLOAKE**  
TRINIDAD & TOBAGO  
**PAPER P3 WINNER**

Read the entire textbook and practise as many questions as possible

## PRIZEWINNING STUDY AND EXAM TECHNIQUE TIPS

# ACCOUNTANCY INTERNSHIPS - THE EMPLOYER'S VIEW

IN THE LAST ISSUE OF *STUDENT ACCOUNTANT* WE INTERVIEWED ACCA AFFILIATE DIARMUID DENNEHY, WHO GAINED A FULL-TIME POSITION AT ACCOUNTANCY FIRM SILVER LEVENE AFTER A SERIES OF INTERNSHIPS. THIS MONTH WE ASK ACCA FELLOW AND SILVER LEVENE PARTNER MARK GOLD TO GIVE THE EMPLOYER'S PERSPECTIVE ON ACCOUNTANCY INTERNS

Independent accountancy practice Silver Levene, based in London, is a top 60 UK firm offering a wide range of accountancy services to clients in the media and entertainment sectors, and also to barristers, contractors, pharmacies and property owners. Silver Levene partner Mark Gold FCCA is a former president of ACCA, and a strong believer in the value of internships. 'We've taken on interns for many years,' he says, 'and our internship programme has become an important part of our recruitment strategy. Prospective interns need to consider it as such when they apply as we certainly don't ask all our interns to come back at the end of their time with us.'

In recent years, Silver Levene has experienced a significant increase in the number of intern applications. 'While an internship has become a common experience for most graduates, savvy school leavers are also now chasing internship opportunities,' comments Gold. 'They want the chance to enter the



Mark Gold

**'THE BEST INTERNS ARE THOSE WHO ARE HUNGRY FOR EXPERIENCE, HAVE THOSE ALL-IMPORTANT SOFT SKILLS, AND WHO ARE ALSO PROFESSIONAL IN THEIR APPROACH FROM DAY ONE'**

accountancy profession early and then work towards a qualification equal to a degree without the cost of going to university. An internship is also seen as a way to “beat the competition” when it comes to job hunting further down the line.’

#### ASSESSING POTENTIAL INTERNS

As a result of so many applications, Gold has a keen sense of what he wants to see in a prospective intern. ‘We treat potential interns in the same way as any other potential employee,’ he explains. ‘This means that prospective interns must be presentable and must know something about Silver Levene. They might have relevant technical skills but we want more than this – we want someone who can communicate, who is keen to learn and not afraid to ask questions, and who can be a team player. For an intern, soft skills are more important than technical ability and so proof of these skills is invaluable – and this could be any sort of work or voluntary experience where such skills are required. Excellent communication skills – especially with the general public – are one of a professional accountant’s most valuable assets, and it is a real advantage if a prospective intern has these skills already.’

Silver Levene internships range from placements of just a few weeks, often for school leavers, to ‘interim’ internships typically taken up by students at university or who have just graduated. ‘Our internship process is geared to the level of the intern,’ explains Gold. ‘Junior interns on short-term placements are given straightforward tasks, such as distributing files, whereas interim interns can be involved in almost every aspect of a project, even meeting clients, which is where communication skills again prove so important. All internships represent a steep learning curve, but if we find the right person then it can lead

**‘MANY OF OUR INTERNS ARE SURPRISED AT HOW INTERESTING ACCOUNTANCY CAN BE, ESPECIALLY AS WE WORK FOR A NUMBER OF HIGH-PROFILE CLIENTS IN THE MEDIA AND ENTERTAINMENT SECTORS, WHICH ADDS TO THE EXCITEMENT’**

to more and longer internships, and then eventually to a full-time job.’

#### NEGATIVE PRESS

Internships have experienced some negative press in recent years, the result of a rise in the number of long-term unpaid internships with no guarantee of employment at the end. Silver Levene internships, however, are paid, which Gold considers an essential part of the deal: ‘A good internship will deliver an economic benefit for the employer and, as a result, there should be an economic benefit for the employee. It should be a “win win” situation, and so we consider payment essential and something which demonstrates our respect for all our employees no matter how junior or temporary. An unpaid internship is wrong, in my opinion, and tells a prospective intern all they need to know about the company they hope to work for.’

#### FINDING OUT MORE ABOUT THE PROFESSION

A structured internship is an excellent way of finding out more about the accountancy profession and what it can offer, comments Gold: ‘Many of our interns are surprised at how interesting accountancy can be, especially as we work for a number of high-profile clients in the media and entertainment sectors, which adds to the excitement. Working with the public is an important aspect of the profession, and so an internship allows the individual to find out if they have the right skills for this type of environment, and also

whether they are suitably adaptable – another important trait. Work is more than just the workplace, it’s about fitting in with the team, being social as well as professional, and rising to new challenges as they come along.’ And Gold is equally happy if an intern stays with Silver Levene for as long as possible, or moves employer to access new experiences. ‘We are an SMP and so it is understandable when an intern wants to find out what it’s like to work for a bigger firm, or to work with different industry sectors,’ he comments.

Above all, Gold advises all interns to make the most of the opportunity and what it can offer: ‘The best interns are those who are hungry for experience, have those all-important soft skills, and who are also professional in their approach from day one. Interns with all these qualities can go far.’





# EXAM TECHNIQUE



## PAPER F4 ANSWERING SCENARIO QUESTIONS

Gordon Faragher from Kaplan Financial provides some guidance on approaching scenario questions in the Paper F4 exam



## PAPER F5 BREAK EVEN AND PROFIT VOLUME CHARTS

Karl Ballard from Kaplan Financial takes a look at how to answer exam questions on break even and profit charts



## PAPER F5 DECISION-MAKING TECHNIQUES

Jo Ryan from BPP provides an overview of how to develop good exam technique when attempting questions on decision making for relevant costing



## PAPER F5 DECISION TREES

Jo Ryan from BPP explains how to approach Paper F5 exam questions on decision trees including a look at the definitions relevant to preparing decision trees, with reference to how to attempt Question 1 in the June 2013 paper



## PAPER F5 QUESTION 1 DEBRIEF

Karl Ballard from Kaplan Financial provides a question debrief for Question 1 of the June 2012 Paper F5 exam, which covered short-term decision making, limiting factor analysis and non-financial factors in outsourcing



## PAPER F5 QUESTION 5 DEBRIEF

Karl Ballard from Kaplan Financial provides a question debrief for Question 5 of the June 2012 Paper F5 exam, which covered performance measurement



## PAPER F5 TRANSFER PRICING

Karl Ballard from Kaplan Financial provides an explanation on how to answer Paper F5 exam questions on transfer pricing



## PAPER F5 VARIANCES

Jo Ryan from BPP considers how to answer exam questions on variances by focusing on the Paper F5 syllabus areas D2, D3, D4 and D5



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### PAPER F6 GAINING THE EASY MARKS

Helen Gray from BPP suggests ways to gain the easy marks in the Paper F6 exam by looking at examiner's comments on how students performed in past sittings, general exam tips and specific tips for Paper F6



### PAPER F6 GAINING THE HARDER MARKS

Stuart Williams from Kaplan Financial explains how to tackle the more difficult questions in the Paper F6 exam



### PAPER F7 CASH FLOWS AND INTERPRETATIONS

Gemma Rudrum from BPP provides some guidance on tackling Question 3 in Paper F7 on cash flows and interpretations



### PAPER F8 AUDIT EVIDENCE

Sally Vernon from BPP focuses on the area of audit evidence including a discussion on the theory of audit evidence and tests of control versus substantive procedures



### PAPER F8 AUDIT RISK

John Glover from Kaplan Financial takes a look at how to approach audit risk questions using past ACCA exam questions to illustrate the key points



### PAPER F9 BUSINESS FINANCE

Jo Ryan from BPP provides an overview of how to develop good exam technique for Paper F9 questions



### PAPER F9 WORKING CAPITAL MANAGEMENT

Chris Walsh from Kaplan Financial outlines some useful ways to answer Paper F9 exam questions on working capital management



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the best thing to do when going to have a quick look at the  
examiner's tips. BPP



KAPLAN  
My name is John Glover and I'm an audit tutor at Kaplan Financial.

WORKING CAPITAL MANAGEMENT

By Chris Walsh



just about every



**PAPER P1  
FOCUS ON RISK**

Steph Crook from Kaplan Financial outlines some of the key aspects of the risk element of Paper P1



**PAPER P2  
GROUPS WITH ACCOUNTING STANDARDS**

Lindsay Hoyle from Kaplan Financial focuses on the compulsory Question 1 about groups with accounting standards, looking at how to approach Part A (the technical requirement) and Parts B and C (the written requirements)



**PAPER P3  
APPROACHING QUESTION 1**

Gordon Faragher from Kaplan Financial provides exam technique advice on how to best approach Question 1



**PAPER P4  
APPLYING THE OPTION PRICING THEORY TO INVESTMENTS**

Doug Haste from BPP takes a look at the application of option pricing theory to investments, which is relevant to Syllabus area C of Paper P4



**PAPER P5  
PERFORMANCE MEASUREMENT**

Doug Haste from BPP takes a look at performance measurement, which is relevant to Syllabus area E of Paper P5



**PAPER P6  
CAPITAL GAINS TAX**

Steve Singleton from Kaplan Financial outlines how to approach capital gains tax questions in a Paper P6 (UK) exam using previous exam questions as examples



**PAPER P7  
RISK ASSESSMENT AND AUDIT PROCEDURES**

Steve Whittenbury from BPP provides some exam technique advice on approaching Paper P7, including what to expect in Question 1, syllabus requirements, examinable documents and examiner comments





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# EXAMINABLE DOCUMENTS

RELEVANT TO THE DECEMBER 2013 SESSION

## FOUNDATION LEVEL

### PAPER FA2

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FINANCIAL RECORDS ▶

### PAPER FFA

FINANCIAL  
ACCOUNTING ▶

### PAPER FAU

FOUNDATIONS IN  
AUDIT (INT) AND (UK) ▶

### PAPER FAU

FOUNDATIONS  
IN AUDIT (SGP) ▶

### PAPER FTX

FOUNDATIONS  
IN TAXATION (IRL) ▶

### PAPER FTX

FOUNDATIONS  
IN TAXATION (LSO) ▶

### PAPER FTX

FOUNDATIONS  
IN TAXATION (SGP) ▶

### PAPER FTX

FOUNDATIONS  
IN TAXATION (UK) ▶

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## ACCA QUALIFICATION

### FINANCIAL REPORTING

PAPER F3 ▶

### PAPER F7 AND P2

(INTERNATIONAL  
AND UK) ▶

### PAPER F7 AND P2

(SINGAPORE) ▶

### GUIDANCE NOTES

FOR IRISH STREAM  
STUDENTS 2013 ▶

### LAW

PAPER F4 ▶

### TAX

PAPER F6 AND P6 ▶

### AUDIT

### PAPER F8 AND P7

(INTERNATIONAL  
AND UK) ▶

### PAPER F8 AND P7

(SINGAPORE) ▶

### GUIDANCE NOTES

FOR IRISH STREAM  
STUDENTS 2013 ▶



# RESOURCES

## ALL YOU NEED TO KNOW

From exam entry to recording practical experience, the following pages contain essential information for your journey to membership

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### 42 **FEES**

Exam fees and ways to pay

### 43 **RULES AND REGULATIONS**

Information about ACCA's Rulebook

### 43 **MY EXPERIENCE**

Your online tool for recording practical experience

### 43 **EXAM EXEMPTIONS**

Could you be eligible to claim exemptions?

### 43 **EXAM ENTRY**

Find out about our flexible exam entry process, and how you could save money

### 44 **OXFORD BROOKES UNIVERSITY BSc (HONS)**

Information about the BSc (Hons) in Applied Accounting from Oxford Brookes University

### 44 **KEEP ON TRACK WITH ACCA'S STUDENT APP**

Student Planner app is updated to include push notifications

### 45 **DECEMBER 2013 EXAM SESSION**

Exam dates for the December 2013 session

### 46 **EXAM REGULATIONS**

Important exam rules for students intending to take exams in December 2013

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### ANNUAL SUBSCRIPTION – 2014

Please note, as a student, you are required to pay an annual subscription for each year you are registered with ACCA.



The payment enables ACCA to provide you with services and support to assist you with your studies and training as you work towards gaining your qualification. Students who fail to pay fees when due (including exam/exemption fees) will have their names removed from the ACCA register.

### The following fees and subscriptions apply:

Initial registration	£79
Re-registration	*£79
Annual subscription (from 1 January 2014)	£81
*plus unpaid fee(s)	

### EXAM FEES FOR JUNE 2014 (PER EXAM)

#### FOUNDATION LEVEL EXAMS

Papers FA1, MA1, FA2 and MA2

Early (if you enter for exam by 8 March)	£48
Standard (if you enter for exam by 8 April)	£51
Late (if you enter for exam by 8 May)	£202

Papers FAB, FMA, FFA, FTX, FAU and FFM

Early	£69
Standard	£74
Late	£225

#### FUNDAMENTALS LEVEL KNOWLEDGE EXAMS

Papers F1, F2 and F3

Early	£69
Standard	£74
Late	£225

#### FUNDAMENTALS LEVEL SKILLS EXAMS

Papers F4, F5, F6, F7, F8 and F9

Early	£87
Standard	£93
Late	£245

#### PROFESSIONAL LEVEL EXAMS

Papers P1, P2, P3, P4, P5, P6 and P7

Early	£100
Standard	£108
Late	£259

## RULES AND REGULATIONS

ACCA's disciplinary procedures cover matters such as professional misconduct, misconduct in exams and breaches of regulations, which include any actions likely to bring discredit to you, ACCA, or the accountancy profession.



**READ THE ACCA RULEBOOK ONLINE ►**

## PRACTICAL EXPERIENCE

*My Experience* is ACCA's tool for recording your practical experience. Its launch followed a consultation with trainees globally, the aim of which was to improve the process of recording practical experience and, therefore, make the journey to membership easier.

**FIND OUT MORE ►**

## COMPUTER-BASED EXAMS

Computer-based exams (CBEs) are available for the first seven of the Foundation level exams – Papers FA1, MA1, FA2, MA2, FAB, FMA and FFA (but not the specialist papers) – as well as for the Knowledge module exams (Papers F1, F2 and F3) of the ACCA Qualification.

Sitting CBEs provides the following benefits:

- ▣ **Flexibility** – You are not restricted to June and December paper-based exam sessions as you can sit CBEs at any time of year. CBEs also offer flexibility for re-sits, which you can take at any time. There is no restriction on the number of times you can resit the exams by CBE.
- ▣ **Instant results** – Your result is displayed on the computer screen at the end of the exam.
- ▣ **Results** – Your results are uploaded by the licensed centre and will be transferred to your ACCA account within 72 hours.



**FIND OUT MORE ►**

## EXAM EXEMPTIONS

If you already have some qualifications, you may not have to take all of the exams in the ACCA Qualification or Foundation level. These are called exemptions and mean that you will start your studies at the right level for your knowledge and skill.

**SHOULD I CLAIM? ►**

**HOW DO I CLAIM? ►**

## EXAM ENTRY INFORMATION

ACCA's exam entry process offers you flexibility and can save you money. You can:

- ▣ submit an exam entry at any time of the year
- ▣ enter for one of the next two exam sessions
- ▣ make amendments to existing exam entries up until the standard entry closing date – including changing exam centre, variant papers or entering for exams

**FIND OUT MORE ►**



## OXFORD BROOKES BSc (HONS)



### ELIGIBILITY

The degree must be completed within 10 years of your initial registration on to ACCA's professional qualification, otherwise your eligibility will be withdrawn.

### CHECK YOUR ELIGIBILITY STATUS ▶



### PROFESSIONAL ETHICS MODULE

In order to qualify for the BSc (Hons) in Applied Accounting, all students must first complete the nine Fundamentals exams as well as the online Professional Ethics module.

The Professional Ethics module is accessed via *myACCA*, but you

will only be given access to the module once you are eligible to sit Paper P1. The module does not need to be completed in one go, and you may therefore find yourself re-visiting the module as it takes approximately two to three hours in total to complete. Once you have fully completed it, you are required to write a completion statement, and a certificate will subsequently be sent to you.

By completing this module, you will be gaining a better understanding of ethical issues in accounting, while giving you a chance to reflect on your own behaviours.



## KEEP ON TRACK WITH ACCA'S STUDENT APP



ACCA is constantly making changes to its Student Planner app to keep it fresh and to ensure that it remains a useful tool for all ACCA students.

The latest features recently added include push notifications (or alerts) and contacts.

The push notifications function will enable ACCA to highlight important messages that are relevant to your studies. In order for us to be able to do this, you will have to enable this function on the app and then enter your country and the qualification you are studying.

You can now also contact ACCA Connect through the app. You can email any query you may have or, if you prefer, you can phone ACCA Connect directly or phone your local ACCA office as these numbers have now been included.

If you haven't yet downloaded the app, what are you waiting for?

**DOWNLOAD THE  
IPHONE APP ▶**

**DOWNLOAD THE  
ANDROID APP ▶**



## KEEPING YOU INFORMED

The quickest way for us to send you important information such as changes to exam entry and exam results is by e-communication (such as email or text message) but we need you to give us your permission – it's the law.

**UPDATE YOUR DETAILS AND COMMUNICATION METHOD ▶**

# DECEMBER 2013 EXAM SESSION

THE FOLLOWING DATES HAVE BEEN CONFIRMED FOR THE NEXT EXAM SESSION



EXAMS WILL TAKE PLACE OVER AN EIGHT-DAY PERIOD WITH ONE SESSION OF EXAMS EACH DAY

Friday 6 December

- F1** Accountant in Business
- P6** Advanced Taxation
- F9** Financial Management

Monday 9 December

- F4** Corporate and Business Law
- P3** Business Analysis

Tuesday 10 December

- F3** Financial Accounting
- P2** Corporate Reporting

Wednesday 11 December

- F2** Management Accounting
- P1** Governance, Risk and Ethics

## FOUNDATION LEVEL

Monday 2 December

- FTX** Foundations in Taxation

Tuesday 3 December

- MA2** Managing Costs and Finances
- FFM** Foundations in Financial Management

Wednesday 4 December

- FA2** Maintaining Financial Records

Thursday 5 December

- MA1** Management Information

Friday 6 December

- FAB** Accountant in Business

Monday 9 December

- FAU** Foundations in Audit

Tuesday 10 December

- FFA** Financial Accounting

Wednesday 11 December

- FA1** Recording Financial Transactions
- FMA** Management Accounting

## DECEMBER 2013

**Week 1** 2 to 6 December

**Week 2** 9 to 11 December

Exams will take place over an eight-day period with one session of exams each day.

The exams will be held concurrently in five different time zones. The base starting times in each of these time zones will be:

- Zone 1 (Caribbean) – 08.00hrs
- Zone 2 (UK) – 10.00hrs
- Zone 3 (Pakistan and South Asia) – 14.00hrs
- Zone 4 (Asia Pacific) – 15.00hrs
- Zone 5 (Australasia) – 17.00hrs.

Local starting times will be set falling out from these base start times for every centre. Details of local start times can be found against each centre on the *Examination Centre List*

accompanying your *Examination Entry Form*. Papers F1 to F3 are two-hour exams, and Papers F4 to F9 and P1 to P7 are three-hour exams.

## ACCA QUALIFICATION

Monday 2 December

- F5** Performance Management
- P7** Advanced Audit and Assurance

Tuesday 3 December

- F6** Taxation
- P4** Advanced Financial Management

Wednesday 4 December

- F7** Financial Reporting

Thursday 5 December

- F8** Audit and Assurance
- P5** Advanced Performance Management

# EXAMINATION REGULATIONS

**Taking your ACCA exams is part of your journey towards becoming an ACCA professional accountant and we therefore expect you to act in a professional manner when taking them. The following rules on conduct apply to students sitting paper-based and computer-based exams, as well as those taking internally-assessed ACCA courses.**

- 1 You are required to comply in all respects with any instructions issued by the exam supervisor/s, invigilator/s and any ACCA personnel before and during an exam.
- 2 You may not attempt to deceive the exam supervisor/s, invigilator/s and ACCA personnel by giving false or misleading information.
- 3 If you are given reading time at the beginning of the exam, you are not allowed to open or write in your candidate answer booklet during this time. You are, however, permitted to write on your question paper.
- 4 If you are given reading time at the beginning of the exam, the exam is considered to be in progress from the start of the reading time.
- 5 You are not allowed to take to your exam desk any books, notes or other materials except those outlined in the guidelines below. These are known as 'unauthorised materials'.
- 6 You are not allowed to possess any unauthorised materials while the exam is in progress (whether at your desk or otherwise).
- 7 You are not permitted to use a dictionary or an electronic translator of any kind or have on or at your desk a calculator which can store or display text. You are also not permitted to use or have on or at your desk a mobile phone, tablet, pager, etc, of any kind. Any kept in bags or briefcases must be switched off at all times in the examination hall.
- 8 You are not allowed to use, or attempt to use, or intend to use, any unauthorised materials while the exam is in progress.
- 9 If you breach exam regulation 5, 6, 7 or 8 and the unauthorised materials are relevant to the syllabus being examined, it will be assumed that you intended to use them to gain an unfair advantage in the exam. In any subsequent disciplinary proceedings, you will have to prove that you did not intend to use the unauthorised materials to gain an unfair advantage in the exam.
- 10 You may not assist, attempt to assist, obtain or attempt to obtain assistance by improper means from any other person during your exams.
- 11 You are required to adhere at all times to the Examination Guidelines.
- 12 You are required to comply with the ruling of supervisor/s, invigilator/s and any ACCA personnel. They are obliged to report any cases of irregularity or improper conduct to ACCA. They are also empowered to discontinue your exam if you are suspected of misconduct and to exclude you from the exam hall.
- 13 You may not engage in any other unprofessional conduct designed to assist you in your exam attempt.
- 14 You are not permitted to remove either your candidate answer booklet(s) or your question paper from the exam hall. All exam candidate answer booklets remain the property of ACCA.
- 15 Once the exam has started, you are not allowed to leave the exam hall permanently until the end of the session and then only when instructed by the supervisor.
- 16 If you attempt to gain an unfair advantage in the exam (whether by breaching an exam regulation or otherwise) you are likely to be removed from ACCA's student register following disciplinary proceedings.
- 17 Candidates must not talk to, or attempt to communicate with, other candidates during the exam under any circumstances.
- 18 You must not attempt to obtain and/or obtain your examination results prior to ACCA's official published results release date.



# SUPERVISOR'S ANNOUNCEMENTS



**The following important announcements will be made before the start of each examination session**

## BEFORE THE EXAMINATION BEGINS

- 1** The examination will be conducted in accordance with the regulations and guidelines outlined in your attendance docket.
  - 2** You will be asked to check that you are sitting at the correct desk and that you have been given the correct examination paper with the appropriate tax/law variant. If you are in any doubt please contact an invigilator before the examination begins.
  - 3** Do not open your question paper until told to do so.
  - 4** Your answer booklet will be electronically marked. You must therefore ensure that you complete the details on the front cover of this and all continuation booklets used, using the information from your attendance docket. Failure to do so will result in your booklet not being marked.
  - 5** To complete the details, you must write the relevant information in the spaces provided. Once you have done this, you must then shade the relevant circle in the column below each number or letter. Only one number or letter must be selected from each column.
- Black ballpoint pen only must be used for this and for all writing inside your answer booklet.
- 6** You will be asked to remove all items, other than those listed on your attendance docket, from your desk. Candidates found in possession of unauthorised materials are in breach of the examination regulations and their conduct will be reported to ACCA. If you attempt to gain an unfair advantage in the examination, you are likely to be removed from ACCA's student register following disciplinary proceedings.
  - 7** You are not permitted to take mobile phones or pagers to your desk under any circumstances. If you choose to leave such items in your bag they must be switched off.
  - 8** You are not permitted to use a personal organiser, language translator or calculator with the facility to store or display text or a dictionary.
  - 9** Please note that you may not leave the hall permanently until the conclusion of the examination. If you require to leave your desk for any reason, you will be escorted by an invigilator.
  - 10** Invigilators will collect your attendance docket and check your identification during the examination. Please place them on your desk ready for this validation process.
  - 11** Candidates sitting examinations with multiple-choice questions must record their answers on page 2 of their answer booklet.
- You must complete the answer grid on this page as this is the only information processed for marking. Answers indicated on any other pages of the booklet or on the question paper will not be marked.
- 12** Candidates attempting three-hour papers will be given 15 minutes reading time at the beginning of the examination. You must not open or write on your answer booklet until told to do so at the end of the 15 minutes. You are, however, permitted to write on your question paper during this time.
  - 13** You will be told when there is one hour remaining and when there are 15 minutes to go.
  - 14** You must submit your answer booklet at the end of the examination.
  - 15** You cannot keep your question paper and these will be collected at the end of the examination. Your answer booklet will not be marked unless your question paper has been collected.
  - 16** Candidates attempting two-hour papers will be requested to leave the room quietly at the end of their examination as there will still be examinations in progress.
  - 17** If there is a problem during the examination, you shall be escorted to the nearest emergency exit.