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December 2026, March 2027 and June 2027*

ACCA

Audit and Assurance (AA)

Study Text



ACCA

Applied Skills

Audit and Assurance (AA)

Study Text

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Introduction

This document references IFRS[®] Accounting Standards and IAS[®] Accounting Standards, which are authored by the International Accounting Standards Board (the Board), and issued prior to 31 August 2025.

This document also references IFRS Sustainability Disclosure Standards, which are authored by the International Sustainability Standards Board (ISSB) and issued prior to 31 August 2025.

How to use the materials

These Kaplan Publishing learning materials have been carefully designed to make your learning experience as easy as possible and to give you the best chances of success in your examinations.

The product range contains a number of features to help you in the study process. They include:

- (1) Detailed study guide and syllabus objectives
- (2) Description of the examination
- (3) Study skills and revision guidance
- (4) Study text
- (5) Question practice

The sections on the study guide, the syllabus objectives, the examination and study skills should all be read before you commence your studies. They are designed to familiarise you with the nature and content of the examination and give you tips on how best to approach your learning.

The **Study text** comprises the main learning materials and gives guidance as to the importance of topics and where other related resources can be found. Each chapter includes

- The **learning objectives** contained in each chapter, which have been carefully mapped to the examining body's own syllabus learning objectives or outcomes. You should use these to check you have a clear understanding of all the topics on which you might be assessed in the examination.
- The **chapter diagram** provides a visual reference for the content in the chapter, giving an overview of the topics and how they link together.
- The **content** for each topic area commences with a brief explanation or definition to put the topic into context before covering the topic in detail. You should follow your studying of the content with a review of the illustration/s. These are worked examples which will help you to understand better how to apply the content for the topic.
- **Test your understanding** sections provide an opportunity to assess your understanding of the key topics by applying what you have learned to short questions. Answers can be found at the back of each chapter.
- **Summary diagrams** complete each chapter to show the important links between topics and the overall content of the syllabus. These diagrams should be used to check that you have covered and understood the core topics before moving on.
- **Question practice** is provided at the back of each text.

Quality and accuracy are of the utmost importance to us so if you spot an error in any of our products, please send an email to mykaplanreporting@kaplan.com with full details, or follow the link to the feedback form in MyKaplan.

Our Quality Coordinator will work with our technical team to verify the error and take action to ensure it is corrected in future editions.

Icon Explanations



Supplementary reading – These sections will help to provide a deeper understanding of core areas. The supplementary reading is **NOT** optional reading. It is vital to provide you with the breadth of knowledge you will need to address the wide range of topics within your syllabus that could feature in an exam question. **Reference to this text is vital when self-studying.**



Definition – Key definitions that you will need to learn from the core content.



Key point – Identifies topics that are key to success and are often examined.



Test your understanding – Exercises for you to complete to ensure that you have understood the topics just learned.



Illustration – Worked examples help you understand the core content better.



Tricky topic – When reviewing these areas care should be taken and all illustrations and Test your understanding exercises should be completed to ensure that the topic is understood.



Tutorial note – Included to explain some of the technical points in more detail.



Footsteps – Helpful tutor tips.



Links to other syllabus areas – This symbol refers to areas of interaction with other parts of your syllabus, either in terms of other ACCA papers that you have studied, or may go on to study, or even further professional qualifications that you may decide to pursue on completion of ACCA.

Online subscribers

Our online resources are designed to increase the flexibility of your learning materials and provide you with immediate feedback on how your studies are progressing.

If you are subscribed to our online resources you will find:

- (1) Online reference material: reproduces your Study Text online, giving you anytime, anywhere access.
- (2) Online testing: provides you with additional online objective testing so you can practice what you have learned further.
- (3) Online performance management: immediate access to your online testing results. Review your performance by key topics and chart your achievement through the course relative to your peer group.

Syllabus for September 2026 to June 2027

Syllabus background

The aim of ACCA Audit and Assurance is to develop knowledge and understanding of the process of carrying out the assurance engagement and its application in the context of the professional regulatory framework.

Objectives of the syllabus

- Explain the concept of audit and assurance and the functions of audit, corporate governance, including ethics and professional conduct.
- Demonstrate how the auditor obtains and accepts audit engagements, obtains an understanding of the entity and its environment, assesses the risk of material misstatement (whether arising from fraud or other irregularities) and plans an audit of financial statements.
- Describe and evaluate internal controls, techniques and audit tests, including IT systems to identify and communicate control risks and their potential consequences, making appropriate recommendations. Describe the scope, role and function of internal audit.
- Identify and describe the work and evidence obtained by the auditor and others required to meet the objectives of audit engagements and the application of the International Standards on Auditing (ISAs).
- Explain how consideration of subsequent events and the going concern principle can inform the conclusions from audit work and are reflected in different types of auditor's report, written representations and the final review and report.
- Demonstrate employability and technology skills.

Core areas of the syllabus

- Audit framework and regulation.
- Planning and risk assessment.
- Internal control.
- Audit evidence.
- Review and reporting.
- Employability and technology skills.

ACCA Performance Objectives

In order to become a member of the ACCA, as a trainee accountant you will need to demonstrate that you have achieved nine performance objectives. Performance objectives are indicators of effective performance and set the minimum standard of work that trainees are expected to achieve and demonstrate in the workplace. They are divided into key areas of knowledge which are closely linked to the exam syllabus.

There are five Essential performance objectives and a choice of seventeen Technical performance objectives which are divided into five areas.

The performance objectives which link to this exam are:

- (1) Ethics and professionalism (Essential)
- (2) Governance, risk and control (Essential)
- (3) Prepare for and plan the audit and assurance process (Technical)
- (4) Collect and evaluate evidence for an audit or assurance engagement (Technical)
- (5) Review and report on the findings of an audit or assurance engagement (Technical)

The following link provides an in depth insight into all of the performance objectives:

https://www.accaglobal.com/content/dam/ACCA_Global/Students/per/PER-Performance-objectives-achieve.pdf

Progression

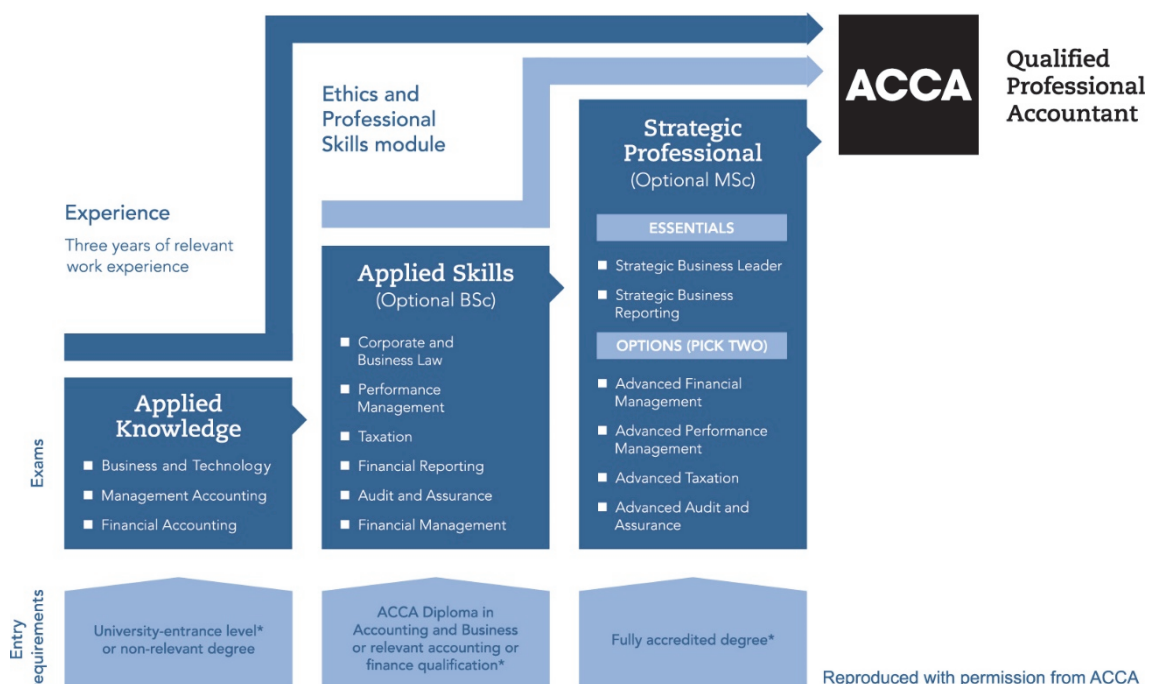
There are two elements of progression that we can measure: first how quickly students move through individual topics within a subject; and second how quickly they move from one course to the next. We know that there is an optimum for both, but it can vary from subject to subject and from student to student. However, using data and our experience of student performance over many years, we can make some generalisations.

A fixed period of study set out at the start of a course with key milestones is important. This can be within a subject, for example 'I will finish this topic by 30 June', or for overall achievement, such as 'I want to be qualified by the end of next year'.

Your qualification is cumulative, as earlier papers provide a foundation for your subsequent studies, so do not allow there to be too big a gap between one subject and another. We know that exams encourage techniques that lead to some degree of short-term retention, the result being that you will simply forget much of what you have already learned unless it is refreshed (look up Ebbinghaus Forgetting Curve for more details on this). This makes it more difficult as you move from one subject to another: not only will you have to learn the new subject, you will also have to relearn all the underpinning knowledge as well. This is very inefficient and slows down your overall progression which makes it more likely you may not succeed at all.

In addition, delaying your studies slows your path to qualification which can have negative impacts on your career, postponing the opportunity to apply for higher level positions and therefore higher pay.

You can use the following diagram showing the whole structure of your qualification to help you keep track of your progress.



Syllabus objectives and chapter references

We have reproduced the ACCA's syllabus below, showing where the objectives are explored within this book. Within the chapters, we have broken down the extensive information found in the syllabus into easily digestible and relevant sections, called Content Objectives. These correspond to the objectives at the beginning of each chapter.

Syllabus learning objective	Chapter reference
A AUDIT FRAMEWORK AND REGULATION	
1 The concept of audit and other assurance engagements	
(a) Identify and describe the objective and general principles of external audit engagements. ^[2]	1
(b) Explain the nature and development of audit and other assurance engagements. ^[1]	1
(c) Discuss the concepts of accountability, stewardship and agency. ^[2]	1
(d) Define and provide the objectives of an assurance engagement. ^[1]	1
(e) Explain the five elements of an assurance engagement. ^[2]	1
(f) Describe the types of assurance engagement. ^[2]	1
(g) Explain the level of assurance provided by an external audit and other review engagements and the concept of true and fair presentation. ^[1]	1
2 External audits	
(a) Describe the regulatory environment within which external audits take place. ^[1]	2
(b) Discuss the reasons and mechanisms for the regulation of auditors. ^[1]	2
(c) Explain the statutory regulations governing the appointment, rights, removal and resignation of auditors. ^[1]	2
(d) Explain the regulations governing the rights and duties of auditors. ^[1]	2
(e) Describe the limitations of external audits. ^[1]	1
(f) Explain the development and status of International Standards on Auditing (ISAs). ^[1]	2
(g) Explain the relationship between International Standards on Auditing and national standards. ^[1]	2

Syllabus learning objective	Chapter reference
(h) Explain the overall objectives and importance of quality management procedures in conducting an audit. ^[2]	6
(i) Explain the quality management procedures which should be in place over engagement resources, engagement performance, monitoring and remediation and compliance with ethical requirements. ^[2]	6
(j) Evaluate quality management deficiencies and provide recommendations to allow compliance with quality management requirements. ^[2]	6
3 Corporate governance	
(a) Discuss the objectives, relevance and importance of corporate governance. ^[2]	3
(b) Discuss the provisions of international codes of corporate governance (such as OECD) that are most relevant to auditors. ^[2]	3
(c) Describe good corporate governance requirements relating to directors' responsibilities (e.g. for risk management and internal control) and the reporting responsibilities of auditors. ^[2]	3
(d) Evaluate corporate governance deficiencies and provide recommendations to allow compliance with international codes of corporate governance. ^[2]	3
(e) Analyse the structure and roles of audit committees and discuss their benefits and limitations. ^[2]	3
(f) Explain the importance of internal control and risk management. ^[1]	3
4 Professional ethics and ACCA's Code of Ethics and Conduct	
(a) Define and apply the fundamental principles of professional ethics of integrity, objectivity, professional competence and due care, confidentiality and professional behaviour. ^[2]	4
(b) Define and apply the conceptual framework, including the threats to the fundamental principles of self-interest, self-review, advocacy, familiarity, and intimidation. ^[2]	4
(c) Discuss the safeguards to offset the threats to the fundamental principles. ^[2]	4
(d) Describe the auditor's responsibility with regard to auditor independence, conflicts of interest and confidentiality. ^[1]	4
(e) Discuss the steps an auditor should take in relation to any breaches of ACCA's Code of Ethics and Conduct. ^[2]	4

Syllabus learning objective	Chapter reference
B PLANNING AND RISK ASSESSMENT	
1 Obtaining, accepting and continuing audit engagements	
(a) Discuss the requirements of professional ethics and ISAs in relation to the acceptance/continuance of audit engagements. ^[2]	4
(b) Explain the preconditions for an audit. ^[2]	4
(c) Explain the process by which an auditor obtains an audit engagement. ^[2]	4
(d) Discuss the importance and purpose of engagement letters and their contents. ^[1]	4
2 Objective and general principles	
(a) Identify the overall objectives of the auditor and the need to conduct an audit in accordance with ISAs. ^[2]	1 & 6
(b) Explain the need to plan and perform audit engagements with an attitude of professional scepticism, and to exercise professional judgement. ^[2]	5
3 Assessing audit risks	
(a) Explain the components of audit risk. ^[1]	5
(b) Describe the audit risks in the financial statements and explain the auditor's response to each risk. ^[2]	5
(c) Define and explain the concepts of materiality and performance materiality. ^[2]	5
(d) Explain and calculate materiality levels from financial information. ^[2]	5
4 Understanding the entity, its environment and the applicable financial reporting framework	
(a) Explain how auditors obtain an initial understanding of the entity, its environment and the applicable financial reporting framework. ^[2]	5
(b) Describe and explain the nature and purpose of analytical procedures in planning. ^[2]	5
(c) Compute and interpret key ratios used in analytical procedures. ^[2]	5

Syllabus learning objective	Chapter reference
5 Fraud, laws and regulations	
(a) Discuss the effect of fraud and misstatements on the audit strategy and extent of audit work. ^[2]	6
(b) Discuss the responsibilities of internal and external auditors for the prevention and detection of fraud and error. ^[2]	6
(c) Explain the auditor's responsibility to consider laws and regulations. ^[2]	6
6 Audit planning and documentation	
(a) Identify and explain the need for, benefits of and importance of planning an audit. ^[2]	6
(b) Identify and describe the contents of the overall audit strategy and audit plan. ^[2]	6
(c) Explain and describe the relationship between the overall audit strategy and the audit plan. ^[2]	6
(d) Explain the difference between interim and final audit. ^[1]	6
(e) Describe the purpose of an interim audit, and the procedures likely to be adopted at this stage in the audit. ^[2]	6
(f) Describe the impact of the work performed during the interim audit on the final audit. ^[2]	6
(g) Explain the need for, and the importance of, audit documentation. ^[1]	6
(h) Describe the form and contents of working papers and supporting documentation. ^[2]	6
(i) Explain the procedures to ensure safe custody and retention of working papers. ^[1]	6

Syllabus learning objective	Chapter reference
C INTERNAL CONTROL	
1 Systems of internal control	
(a) Explain why an auditor needs to obtain an understanding of the components of internal control relevant to the preparation of the financial statements. ^[1]	8
(b) Describe and explain the five components of internal control. ^[2]	8
(i) the control environment	
(ii) the entity's risk assessment process	
(iii) the entity's process to monitor the system of internal control	
(iv) the information system and communication	
(v) control activities.	
2 The use and evaluation of systems of internal control by auditors	
(a) Explain how auditors record systems of internal control including the use of narrative notes, flowcharts and questionnaires. ^[2]	8
(b) Evaluate internal control components, including deficiencies and significant deficiencies in internal control. ^[2]	8
(c) Discuss the limitations of internal control components. ^[2]	8
3 Tests of controls	
(a) Describe computer systems controls including general IT controls and information processing controls. ^[2]	8
(b) Describe control objectives, control procedures, control activities, direct controls, indirect controls and tests of control in relation to:	8
(i) The sales system	
(ii) The purchases system	
(iii) The payroll system	
(iv) The inventory system	
(v) The bank and cash system	
(vi) Non-current assets.	

Syllabus learning objective	Chapter reference
4 Communication on internal control	
(a) Discuss the requirements and methods of how reporting significant deficiencies in internal control are provided to management and those charged with governance. ^[2]	8
(b) Explain, in a format suitable for inclusion in a report to management, significant deficiencies within a system of internal control and provide control recommendations for overcoming these deficiencies to management. ^[2]	8
(c) Discuss the need for auditors to communicate with those charged with governance. ^[2]	8 & 12
5 Internal audit and governance, and the differences between external audit and internal audit	
(a) Discuss the factors to be taken into account when assessing the need for internal audit. ^[2]	9
(b) Discuss the elements of best practice in the structure and operations of internal audit. ^[2]	9
(c) Compare and contrast the role of external and internal audit. ^[2]	9
6 The scope of the internal audit function, outsourcing and internal audit assignments	
(a) Discuss the scope of internal audit and the limitations of the internal audit function. ^[2]	9
(b) Explain outsourcing and the associated advantages and disadvantages of outsourcing the internal audit function. ^[1]	9
(c) Discuss the nature and purpose of internal audit assignments including value for money, IT, financial, regulatory compliance, fraud investigations and customer experience. ^[2]	9
(d) Discuss the nature and purpose of operational internal audit assignments. ^[2]	9
(e) Describe the format and content of internal audit review reports and make appropriate recommendations to management and those charged with governance. ^[2]	9

Syllabus learning objective	Chapter reference
D AUDIT EVIDENCE	
1 Assertions and audit evidence	
(a) Explain the assertions contained in the financial statements about: ^[2]	7
(i) Classes of transactions and events and related disclosures	
(ii) Account balances and related disclosures at the period end.	
(b) Describe audit procedures to obtain audit evidence, including inspection, observation, external confirmation, recalculation, re-performance, analytical procedures and enquiry. ^[2]	7
(c) Discuss the quality and quantity of audit evidence. ^[2]	7
(d) Discuss the relevance and reliability of audit evidence. ^[2]	7
2 Audit procedures	
(a) Discuss substantive procedures for obtaining audit evidence. ^[2]	7
(b) Discuss and provide examples of how analytical procedures are used as substantive procedures. ^[2]	7
(c) Discuss the problems associated with the audit and review of accounting estimates. ^[2]	10
(d) Describe why smaller entities may have different control environments and describe the types of evidence likely to be available in smaller entities. ^[1]	10
(e) Discuss the difference between tests of control and substantive procedures. ^[2]	7
3 Audit sampling and other means of testing	
(a) Define audit sampling and explain the need for sampling. ^[1]	7
(b) Identify and discuss the differences between statistical and non-statistical sampling. ^[2]	7
(c) Discuss and provide relevant examples of, the application of the basic principles of statistical sampling and other selective testing procedures. ^[2]	7
(d) Discuss the results of statistical sampling, including consideration of whether additional testing is required. ^[2]	7

Syllabus learning objective

Chapter reference

4 The audit of specific items

For each of the account balances stated in this sub-capability:

Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to:

- | | |
|--|----|
| (a) Receivables: ^[2] | 10 |
| (i) direct confirmation of accounts receivable | |
| (ii) other evidence in relation to receivables and prepayments | |
| (iii) other evidence in relation to current assets | |
| (iv) completeness and occurrence of revenue. | |
| (b) Inventory: ^[2] | 10 |
| (i) inventory counting procedures in relation to year-end and continuous inventory systems | |
| (ii) cut-off testing | |
| (iii) auditor's attendance at inventory counting | |
| (iv) direct confirmation of inventory held by third parties | |
| (v) valuation | |
| (vi) other evidence in relation to inventory. | |
| (c) Payables and accruals: ^[2] | 10 |
| (i) supplier statement reconciliations and direct confirmation of accounts payable | |
| (ii) obtain evidence in relation to payables and accruals | |
| (iii) other evidence in relation to current liabilities | |
| (iv) purchases and other expenses, including payroll. | |
| (d) Bank and cash: ^[2] | 10 |
| (i) bank confirmation reports used in obtaining evidence in relation to bank and cash | |
| (ii) other evidence in relation to bank | |
| (iii) other evidence in relation to cash. | |

Syllabus learning objective	Chapter reference
(e) Tangible and intangible non-current assets: ^[2]	10
(i) evidence in relation to non-current assets	
(ii) depreciation	
(iii) profit/loss on disposal.	
(f) Non-current liabilities, provisions and contingencies: ^[2]	10
(i) evidence in relation to non-current liabilities	
(ii) provisions and contingencies.	
(g) Share capital, reserves and directors' remuneration: ^[2]	10
(i) evidence in relation to share capital, reserves and directors' remuneration.	
5 Automated tools and techniques	
(a) Explain the use of automated tools and techniques in the context of an audit, including the use of audit software, test data and other data analytics tools. ^[1]	7
(b) Discuss and provide relevant examples of the use of automated tools and techniques including test data, audit software and other data analytics tools. ^[2]	7
(c) Explain and evaluate the benefits and challenges of using automated tools and techniques in an audit engagement. ^[2]	
6 The work of others	
(a) Discuss why auditors rely on the work of others. ^[2]	7
(b) Discuss the extent to which external auditors are able to rely on the work of experts, including the work of internal audit. ^[2]	7
(c) Explain the audit considerations relating to entities using service organisations. ^[2]	7
(d) Explain the extent to which reference to the work of others can be made in the independent auditor's report. ^[1]	7
7 Not-for-profit organisations	
(a) Apply audit techniques to not-for-profit organisations. ^[2]	10

Syllabus learning objective	Chapter reference
E REVIEW AND REPORTING	
1 Subsequent events	
(a) Explain the purpose of a subsequent events review. ^[1]	11
(b) Explain the responsibilities of auditors regarding subsequent events. ^[1]	11
(c) Discuss the procedures to be undertaken in performing a subsequent events review. ^[2]	11
2 Going concern	
(a) Define and discuss the significance of the concept of going concern. ^[2]	11
(b) Explain the importance of and the need for going concern reviews. ^[2]	11
(c) Explain the respective responsibilities of auditors and management regarding going concern. ^[1]	11
(d) Identify and explain potential indicators that an entity is not a going concern. ^[2]	11
(e) Discuss the procedures to be applied in performing going concern reviews. ^[2]	11
(f) Discuss the disclosure requirements in relation to going concern issues. ^[2]	11
(g) Discuss the reporting implications of the findings of going concern reviews. ^[2]	11
3 Written representations	
(a) Explain the purpose of and procedure for obtaining written representations. ^[2]	11
(b) Discuss the quality and reliability of written representations as audit evidence. ^[2]	11
(c) Discuss the circumstances where written representations are necessary and the matters on which representations are commonly obtained. ^[2]	11

Syllabus learning objective	Chapter reference
4 Audit finalisation and the final review	
(a) Discuss the importance of the overall review in ensuring that sufficient, appropriate evidence has been obtained. ^[2]	11
(b) Describe procedures an auditor should perform in conducting their overall review of financial statements. ^[2]	11
(c) Explain the significance of uncorrected misstatements. ^[1]	11
(d) Evaluate the effect of dealing with uncorrected misstatements. ^[2]	11
5 The Independent Auditor's Report	
(a) Identify and describe the basic elements contained in the independent auditor's report. ^[1]	12
(b) Explain unmodified audit opinions in the auditor's report. ^[2]	12
(c) Explain the circumstances in which a modified audit opinion may be issued in the auditor's report. ^[2]	12
(d) Explain the impact on the auditor's report when a modified opinion is issued. ^[2]	12
(e) Describe the format and content of key audit matters, emphasis of matter and other matter paragraphs. ^[2]	12
F Employability and technology skills	
1 Use computer technology to efficiently access and manipulate relevant information.	13
2 Work on relevant response options, using available functions and technology, as requirements, using the appropriate tools.	13
3 Navigate windows and computer screens to create and amend responses to exam requirements, using the appropriate tools.	13
4 Present data and information effectively, using the appropriate tools.	13

The superscript numbers in square brackets indicate the intellectual depth at which the subject area could be assessed within the examination. Level 1 (knowledge and comprehension) broadly equates with the Knowledge module, Level 2 (application and analysis) with the Skills module and Level 3 (synthesis and evaluation) to the Professional level. However, lower level skills can continue to be assessed as you progress through each module and level.

References to ISA paragraph numbers within the study text are for copyright purposes only. Students are not required to learn this level of detail.

For a list of examinable documents, see the ACCA website:

accaglobal.com/audit-and-assurance

The Examination

Examination format

The syllabus is assessed by computer-based examination (CBE).

The CBE will contain 100 marks of exam content that needs to be completed within 3 hours. Prior to the start of the exam candidates are given an extra 10 minutes to read the exam instructions.

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

Some questions will adopt a scenario/case study approach.

The pass mark is 50%.

All questions follow a dating convention whereby the 'current date' is set at 1 July 20X5. This information will be stated in the question where relevant. Year-end dates of the entity being audited will then be flexed appropriately around this. For example, in a planning question the entity could have a year end of 31 August 20X5. In an audit evidence/reporting question the year end could be 31 March 20X5. The application of this consistent dating convention allows candidates to be able to quickly determine where they are in the audit process.

Section A

Section A of the exam comprises three 10-mark case-based questions. Each case has five objective test questions worth 2 marks each.

There are no dependencies between the individual questions. Therefore, if you get one question wrong, it will not affect your ability to get the others correct.

OT questions in section A will be of varying styles as follows:

- Multiple choice – where you are required to choose one answer from a list of options provided by clicking on the appropriate 'radio button'.
- Multiple response – where you are required to select more than one response from the options provided by clicking on the appropriate tick boxes. The question will specify how many answers need to be selected, but the system won't stop you from selecting more answers than this.
- Fill in the blank – where you are required to type an answer into a box (usually numerical, but may be text). Any specific rounding requirements will be displayed.
- Drag and drop – where you are required to drag an answer and drop it into place. Some questions could involve matching more than one answer to a response area and some questions may have more answer choices than response areas, which means not all available answer choices need to be used.
- Drop down list – where you are required to select one answer from a drop-down list. Some questions may contain more than one drop-down list and an answer has to be selected from each one.

- Hot spot – where you are required to select one point on an image as your answer. When the cursor is hovered over the image, it will display as an 'X'. To answer, place the X on the appropriate point on the diagram.
- Hot area – these are similar to hot spot questions, but instead of selecting a specific point, you are required to select one or more areas in an image.

Section B

Section B of the exam comprises one 30-mark question and two 20-mark questions.

This section of the exam will predominantly examine one or more aspects of audit and assurance from planning and risk assessment, internal control or audit evidence, although topics from other syllabus areas may also be included.

Examination tips

Be sure you understand how to use the software before you start the exam. If in doubt, ask the assessment centre staff to explain it to you.

Questions are displayed on the screen and answers are entered using keyboard and mouse.

We recommend that 10 minutes should be spent reviewing the format and content of the requirements so that you understand what you need to do. Pay particular attention to section B, where questions will be based on longer scenarios than the 2-mark OT cases in section A.

Read each question carefully.

- Divide the time you spend on questions in proportion to the marks on offer.
- One suggestion for this examination is to allocate 1.8 minutes to each mark available (180 minutes/100 marks), so a 20-mark question should be completed in approximately 36 minutes.

Section A

You should begin by reading the OT questions that relate to the case, so that when you read through the information for the first time, you know what it is that you are required to do.

Once you have read through the information, you should first answer any of the OT questions that can be quickly answered. You should then attempt the other OT questions utilising the remaining time for that case.

If you don't know the answer, eliminate those options you know are incorrect and see if the answer becomes more obvious. After you have eliminated the options that you know to be wrong, if you are still unsure, guess.

Answer every question.

Each OT question is worth two marks. Therefore, you have 18 minutes (1.8 minutes per mark) to answer the five OT questions relating to each case. It is likely that all of the cases will take the same length of time to answer, although some of the OT questions within a case may be quicker than other OT questions within that same case.

Work steadily. Rushing leads to careless mistakes and the OT questions are designed to include answers which result from careless mistakes.

Section A questions can be found at the end of each chapter.

Section B

The constructed response questions in section B will require a written response rather than being OT questions. Therefore, different techniques need to be used to score well.

Unless you know exactly how to answer the question, spend some time planning your answer. Stick to the question and tailor your answer to what you are asked. Pay particular attention to the verbs in the question e.g. 'Describe', 'State', 'Explain'.

If you get completely stuck with a question leave it and return to it later.

If you do not understand what a question is asking, state your assumptions. Even if you do not answer in precisely the way the examining team hoped, you may be given some credit, provided that your assumptions are reasonable.

When answering the constructed response questions, be concise. DO NOT write an essay.

Make sure that each point is clearly identifiable by leaving a line space between each of your points.

Some questions ask you to present your answer in the form of a report or letter. Use the correct format as there are easy marks to gain here for presentation.

Guidance on exam technique for the constructed response questions is given in the relevant chapters of the study text.

Section B style questions can be found in most chapters and also in the chapter 'Questions and Answers'.

All sections

Don't skip parts of the syllabus. The AA syllabus has 18 different questions so the examination can cover a very broad selection of the syllabus each sitting.

Spend time learning definitions.

Practice plenty of questions to improve your ability to apply the techniques.

Spend the last few minutes reading through your answers and making any additions or corrections.

Don't panic if you realise you've answered a question incorrectly. Try to remain calm, continue to apply examination technique and answer all questions required within the time available.

ACCA support

For additional support with your studies please also refer to the ACCA Global website.

Study skills and revision guidance

This section aims to give guidance on how to study for your ACCA exams and to give ideas on how to improve your existing study techniques.

Preparing to study

Set your objectives

Before starting to study decide what you want to achieve i.e. the type of pass you wish to obtain. This will decide the level of commitment and time you need to dedicate to your studies.

Devise a study plan

Determine which times of the week you will study.

Split these times into sessions of at least one hour for study of new material. Any shorter periods could be used for revision or practice.

Put the times you plan to study onto a study plan for the weeks from now until the exam and set yourself targets for each period of study. In your sessions make sure you cover the course, course assignments and revision.

If you are studying for more than one exam at a time, try to vary your subjects as this can help you to keep interested and see subjects as part of wider knowledge.

When working through your course, compare your progress with your plan and, if necessary, re-plan your work (perhaps including extra sessions) or, if you are ahead, do some extra revision/practice questions.

Effective studying

Active reading

You are not expected to learn the text by rote, rather, you must understand what you are reading and be able to use it to pass the exam and develop good practice. A good technique to use is SQ3Rs – Survey, Question, Read, Recall, Review:

- (1) **Survey the chapter** – look at the headings and read the introduction, summary and objectives, to get an overview of what the chapter deals with.
- (2) **Question** – whilst undertaking the survey, ask yourself the questions that you hope the chapter will answer for you.
- (3) **Read** through the chapter thoroughly, answering the questions and making sure you can meet the objectives. Attempt the exercises and activities in the text, and work through all the examples.
- (4) **Recall** – at the end of each section and at the end of the chapter, try to recall the main ideas of the section/chapter without referring to the text. This is best done after a short break of a couple of minutes after the reading stage.
- (5) **Review** – check that your recall notes are correct.

You may also find it helpful to re-read the chapter to try to see the topic(s) it deals with as a whole.

Note-taking

Taking notes is a useful way of learning, but do not simply copy out the text. The notes must:

- be in your own words
- be concise
- cover the key points
- be well-organised
- be modified as you study further chapters in this text or in related ones.

Trying to summarise a chapter without referring to the text can be a useful way of determining which areas you know and which you don't.

Summarise the key points of a chapter.

Three ways of taking notes:

- (1) **Make linear notes** – a list of headings, divided up with subheadings listing the key points. If you use linear notes, you can use different colours to highlight key points and keep topic areas together. Use plenty of space to make your notes easy to use.
- (2) **Try a diagrammatic form** – the most common of which is a mind-map. To make a mind-map, put the main heading in the centre of the paper and put a circle around it. Then draw short lines radiating from this to the main subheadings, which again have circles around them. Then continue the process from the sub-headings to sub-sub-headings, advantages, disadvantages, etc.
- (3) **Highlighting and underlining** – you may find it useful to underline or highlight key points in your study text – but do be selective. You may also wish to make notes in the margins.

Revision

The best approach to revision is to revise the course as you work through it. Also try to leave four to six weeks before the exam for final revision. Make sure you cover the whole syllabus and pay special attention to those areas where your knowledge is weak. Here are some recommendations:

Read through the text and your notes again and condense your notes into key phrases. It may help to put key revision points onto index cards to look at when you have a few minutes to spare.

Review any assignments you have completed and look at where you lost marks – put more work into those areas where you were weak.

Practise exam standard questions under timed conditions. If you are short of time, list the points that you would cover in your answer and then read the model answer, but do try to complete at least a few questions under exam conditions.

Also practise producing answer plans and comparing them to the model answer.

If you are stuck on a topic find somebody (a tutor) to explain it to you.

Read good newspapers and professional journals, especially ACCA's **Student Accountant**, this can give you an advantage in the exam.

Ensure you **know the structure of the exam** – how many questions and of what type you will be expected to answer.

During your revision attempt all the different styles of questions you may be asked.

Further reading

You can find further reading and technical articles under the student section of ACCA's website.

Technical update

This text has been updated to reflect Examinable Documents September 2026 to June 2027 issued by ACCA.