



SOUTH PACIFIC BOARD FOR
EDUCATIONAL ASSESSMENT

101/3

*Chief Marker's
Report
2009*

**South Pacific
Form
Seven
Certificate**

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General Comments

The 2009 South Pacific Form Seven Accounting Examination Paper has been prepared reflecting fairly the learning outcomes expected to be achieved by the students at this level and as outlined by the prescription.

Generally, there is a great need to give attention to chief markers' reports as a basis for teaching every year. This will not only better student answers but ensures appropriate attainment of knowledge and skills on the matters taught at this level.

As commented last year a large number of the students did not complete the paper and a number of good students obviously spent far too much time on some questions, and failed to complete other questions where easier marks could have been attained.

This implies that some teachers are not covering the requirements of the Prescription and it is essential to note that the Prescription document is a vital guide to aid teaching. Teachers need to read the Examiner Reports and use the comments to help their students.

Comments on Specific Questions

Question One: Conceptual Basis

The answers for this question-required rote learned answers. Some students gained good marks while others showed little knowledge on these basic knowledge questions.

Question Two: Processing

Part A: Partnerships

(1) There was a lot of confusion of whether David's contribution should be dr or cr in his capital account. (2) (i) & (ii) was a surprise when students could not work out the Goodwill and explain what it means. (3), (4), (5) & (6) were better attempted.

This is an indication to spend appropriate time on each part of the formation of a partnership so that the students can attempt questions correctly.

Part B: Companies

(1) Journal entries on Share issue and (2) the purchase of an existing business by the company are common asked questions and in general students showed good knowledge on them.

Part C: Manufacturing Concerns

Students answered (1)-(7) poorly. They require a systematic approach per sub-topic to ensure an improved understanding on them so that the easy attained marks are achievable.

Part D: Job Cost Systems

1 (i)-(iv) require students to describe the purpose of various source documents and some students were not able to answer them correctly.

2 wanted students to identify 2 source documents that should be filed and this was done well.

3 (i)-(iii) was for students to *identify* and *describe* three situations in the document flowchart. Students answers did not show that they had a good understanding of the key words so it is suggested that when revising for the exam is advisable to assist students on this issue.

Question Three: Accounting Reports

Part A: Partnership Reporting

(1) was poorly answered by all. There is a need for a good coverage on the Accounting Policy Statement. (2) & (3) were left blank by most students.

Part B: Company Reporting (Cash Flow)

The student answers implied the need to spend more time and a thorough coverage on this often-asked question.

Part C: Company Reporting

Students' answers showed little knowledge on this question. It is then important that a clear understanding of the resources can assist students to attempt the question correctly. Also doing a lot of practice on similar activities can give better knowledge for students in how to answer such questions.

Question Four: Decision Making

Part A: Analysis and Interpretation of Financial Information

(1) should have been easy attained marks question for the students but they still show no confidants in it. (2) (i) & (iii) & (v) needs students to *explain* a ratio and how it is measured. (2) (ii) & (iv) & (vi) was to describe the situation of the company according to the ratio calculated, include the results from the previous years and comment on the trend. Some showed good answers but many showed that they do not know the formulas, how to do the calculations, link them to past performances and comment on the trend. Activities to enforce ability of students to comprehend formulas, do the calculations and comment on the trend should improve answers on this question in the future.

Part B: Cost Volume Profit Analysis and Cash Budgets

The cost-volume-profit analysis and the cash budget questions imply the need for a good coverage of these topics. Students need to do enough exercises on these to enable them to answer such questions properly in the future.