

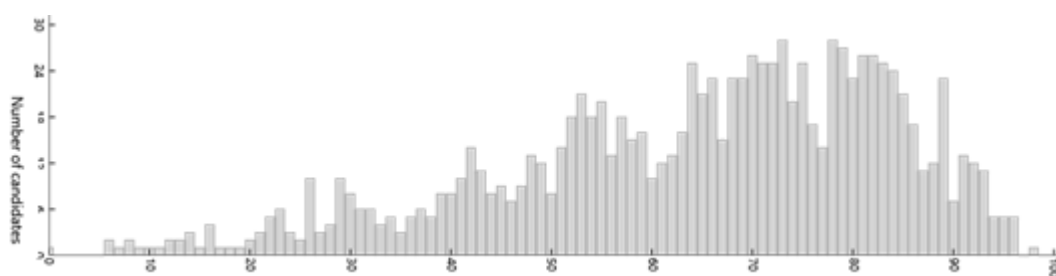


Summary report of the 2021 ATAR course examination report: Accounting and Finance

Year	Number who sat	Number of absentees
2021	1073	30
2020	1263	36
2019	1210	27
2018	1418	19

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written



Summary

The examination consisted of three sections: Section One: Multiple-choice, Section Two: Short answer and Section Three: Extended answer. Candidates were required to attempt all questions in Sections One and Two and to choose one of two questions in Section Three. There was a balance between Unit 3 and Unit 4 syllabus content, as well as theory and practical/application questions

Attempted by 1073 candidates Mean 64.25% Max 98.11% Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 71.86%		
Attempted by 1073 candidates	Mean 10.78(/15)	Max 15.00	Min 0.00
Section Two: Short answer	Mean 65.63%		
Attempted by 1065 candidates	Mean 45.94(/70)	Max 68.59	Min 0.00
Section Three: Extended answer	Mean 50.21%		
Attempted by 1037 candidates	Mean 7.53(/15)	Max 15.00	Min 0.00

General comments

All candidates responded to the questions in Section One, 99% of candidates responded to the questions in Section Two and 71% of candidates responded to the questions in Section Three. Generally, candidates performed better in the practical/application questions than the theory questions. Results in Section Three were better than that of last year, but this section still remains as the weakest section for candidate performance.

Advice for candidates

- Use the marks allocated for a question as a guide to the breadth and/or depth required in your response.
- Become familiar with the range of verbs used in questions and answer accordingly. Refer to the School Curriculum and Standards Authority (the Authority) *Glossary of key words used in the formulation of questions*.
- Ensure that you read stimulus material carefully and use the related information to support your responses to questions.
- Engage with the examination materials of previous years to understand the mark allocation of questions, practise answering questions and become familiar with the answers and performance descriptions in the marking keys.
- You must be able to complete balance day adjustments, understand the difference between a general journal and a general ledger, and be able to prepare general journal entries and ledger accounts. You must also be able to calculate missing figures through a series of calculations or the reconstruction of ledger accounts.
- Pay attention to detail to avoid careless errors.
- Become familiar with and understand the formulas and tables in the Specifications booklet.
- Understand what each financial ratio is calculating and how each should be presented.
- Show all your workings and ensure that they are labelled clearly.
- Use Accounting and Finance terminology in your answers.
- Do not include irrelevant information in your responses. By doing so, you are consuming valuable time that does not earn you any marks and you may be penalised for the inclusion of 'foreign' items in the practical/application questions.
- Read questions carefully to ensure that you answer all of their components.
- Ensure that you provide your answers in the form required by the question (e.g. a dollar amount, a ratio or percentage, a number of times or a number to two decimal places).

Advice for teachers

- Ensure that your students' examination preparation covers all the syllabus content, including a revision of Units 1 and 2 for assumed knowledge of Year 11 content.
- Provide your students with the Authority's *Glossary of key words used in the formulation of questions* to familiarise them with what each verb requires in responses.
- Review the meaning of terminology used within the syllabus, such as 'nature' and 'extent'.
- Ensure that general purpose financial reports are compliant with current accounting standards, including notes to the accounts.
- Although examiners accept multiple formats for the presentation of financial information, it is recommended that you advise your students of the most effective and efficient way to present this information.
- Discourage students from putting everything into the financial statements if they are unsure of what should be included. They will most likely be penalised for the inclusion of 'foreign' items.
- Encourage students to read question requirements carefully. Provide opportunities for them to identify the critical requirements to be addressed in a question.
- Encourage students to refer to the Specifications booklet for calculations. In their workings, encourage them to show the formula, to include all relevant figures and to express the result correctly.
- Provide students with as many opportunities as possible to demonstrate their depth of understanding against theory-based questions in both short and extended answers.
- Provide students with as many opportunities as possible to practise multiple-choice questions and to discuss reasons why some distracters are incorrect.

- Provide a range of stimulus items so that students can practise their responses and model good answers.
- Provide students with the examination materials of previous years. Discuss the mark allocation of questions, provide them with guidance on how to respond to different types of questions and advise them of how the marking keys allocate marks so that they become familiar with marking expectations.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

This section of the paper was attempted by all candidates and most questions were answered correctly. A notable exception was Question 5.

Section Two: Short answer (149 Marks)

Candidates were required to complete six questions that were predominantly practical in nature. Candidates found Question 18 to be the easiest and Questions 17 and 21 the most challenging. Although this section was completed reasonably well by most candidates, their performance in the theoretical components was weaker. Many candidates did not provide clear workings and/or calculations. Some candidates appeared to believe that their workings were the answer and did not show their calculated amounts in relevant reports or the spaces provided for their answer. Some candidates did not demonstrate a clear understanding of the theoretical underpinnings behind the practical applications of the course.

Section Three: Extended answer (30 Marks)

Candidates were presented with stimulus material and required to complete one of two questions based on the material. More candidates chose to answer Question 22 than Question 23, but the responses to Question 23 were of a higher standard than those to Question 22. Many candidates needed to focus on providing an answer to the questions posed. They stated facts about a topic instead of relating their answers to the stimulus material provided. Some candidates needed to realise that their not being able to answer one part of a question, did not preclude them answering another part. It was evident that the Authority's *Glossary of key words used in the formulation of questions* was not well understood by many candidates. It was also evident that many candidates did not adhere to the question instructions to 'use the information provided' as many failed to relate their responses to the stimulus material provided.