

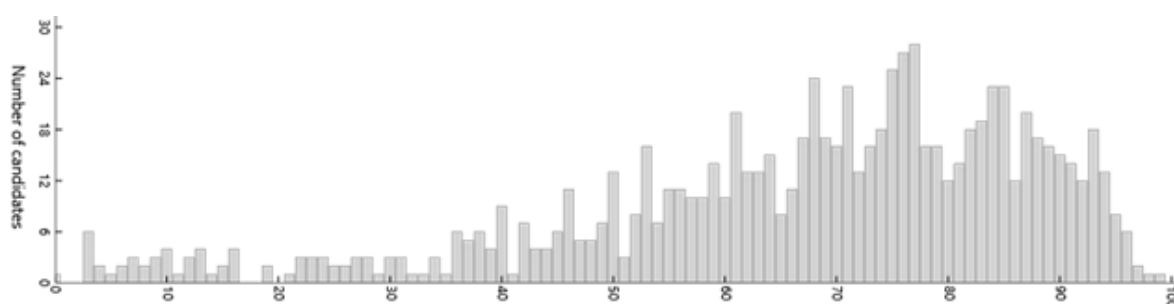


Summary report of the 2023 ATAR course examination report: Accounting and Finance

Year	Number who sat	Number of absentees
2023	867	12
2022	969	23
2021	1073	30
2020	1263	36

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



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 an acceptable balance of Unit 3 and Unit 4 syllabus content, and of practical and theory questions.

Attempted by 867 candidates Mean 66.69% Max 98.33% Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 67.32%	
Attempted by 867 candidates	Mean 10.10(/15)	Max 15.00 Min 0.00
Section Two: Short answer	Mean 70.10%	
Attempted by 856 candidates	Mean 49.07(/70)	Max 69.05 Min 0.00
Section Three: Extended answer	Mean 50.12%	
Attempted by 834 candidates	Mean 7.52(/15)	Max 15.00 Min 0.00

General comments

The overall mean for the examination decreased from 67.45% in 2022 to 66.69% in 2023. The examination was considered fair, with questions structured to provide candidates confidence for more challenging sections. All candidates responded to the questions in Section One, with a decrease in the mean of 9.38% from 2022. Almost all candidates responded to questions in Section Two with an increase in the mean of 1.65% from 2022. Again, almost all candidates responded to questions in Section Three, with a decrease in the mean of 3.39% from 2022. Generally, candidates performed better in the practical questions than the theory questions.

Advice for candidates

- Use the marks allocated to a question as a guide to the depth of your response.
- 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.
- Take care when reading multiple-choice questions to ensure you fully understand what is being asked.
- Be familiar with the *Glossary of key words used in the formulation of questions*, such as describe, explain, discuss, and analyse, to understand the different level of detail required when answering questions.
- Ensure that you read the stimulus material carefully and use the related information to support your responses to questions.
- Ensure that you are able to complete balance day adjustments, understand the difference between a general journal and a general ledger, prepare general journal entries and reconstruct ledger accounts or carry out similar workings.
- Pay attention to detail to avoid careless errors.
- Be familiar with using the formulas and tables in the Specifications booklet.
- Understand what each ratio is calculating and how each should be presented.
- Ensure that you provide your answers in the form required by the question, such as a dollar amount, a ratio or percentage, a number of times or a figure to two decimal places.
- Show all your workings and ensure that they are clearly labelled.
- 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 questions.
- Read questions carefully to ensure that you answer all of their requirements.

Advice for teachers

- Ensure that your students' examination preparation covers all the syllabus content.
- Ensure that your students are familiar with the *Glossary of key words used in the formulation of questions* so that they understand what is required for each key word used in questions within an examination.
- Review the language used within the syllabus, such as nature and extent.
- Ensure the general purpose financial reports are compliant with current accounting standards, including notes to the accounts.
- Although multiple formats are accepted 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 so that it is the least time-consuming.
- 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 questions carefully. Provide opportunities for them to identify the critical requirements to be addressed in the question.
- Encourage students to refer to the Specifications booklet when completing calculations.
- Provide your 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 the opportunity to practise multiple-choice questions, and discuss reasons why only one answer is correct.
- Provide a range of stimulus types to which students can practise 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)

All candidates attempted this section of the examination, with a majority selecting the correct answer to most questions. A notable exception was Question 2, where most candidates were attracted to an incorrect alternative. In addition, Questions 6, 10 and 15 proved challenging for almost half of the candidates.

Section Two: Short answer (148 Marks)

Candidates were required to answer five questions, most of which were of a practical nature. Candidates found Questions 16 and 18 to be the easiest and Question 17 the most difficult. Some candidates appeared to lack an understanding of the *Glossary of key words used in the formulation of questions* (such as identify, describe, explain and justify) which affected the detail they provided in their responses to some of the theory questions.

Section Three: Extended answer (30 Marks)

Candidates were required to complete one of two questions. Each question presented a separate set of stimulus material. The majority of candidates selected Question 21 over Question 22. Neither question was completed to a high standard but the responses to Question 21 were of a better standard than Question 22. The number of candidates attempting all parts of Question 21 declined through parts (a) to (e). This may have been a result of poor time management. The number of candidates attempting Question 22 remained consistent through parts (a) to (e), but this question proved to be the most challenging based on the poor results of candidates across all parts. It appeared that many candidates did not seem to understand the questions as presented to them, or were unfamiliar with the relevant content, as they did not address all of the question requirements to showcase their understanding of the theoretical components of accounting concepts. Additionally, many candidates failed to refer to the stimulus material in their answers when they were required to do so.