

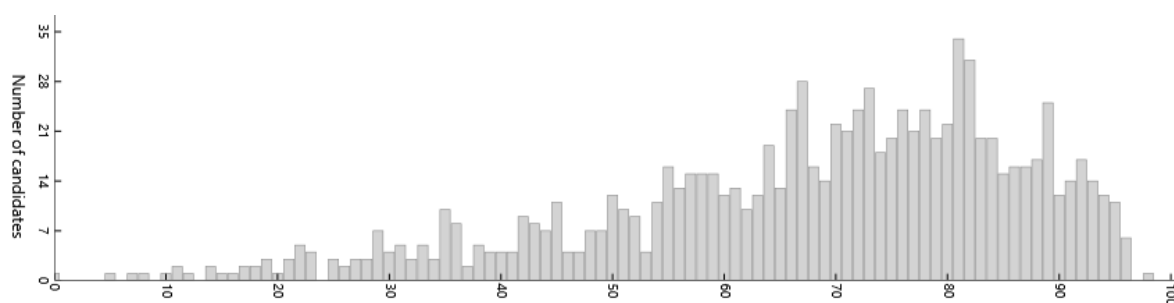


Summary report of the 2022 ATAR course examination report: Accounting and Finance

Year	Number who sat	Number of absentees
2022	969	23
2021	1073	30
2020	1263	36
2019	1210	27

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

Attempted by 969 candidates Mean 67.45% Max 97.91% Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 76.70%		
Attempted by 969 candidates	Mean 11.51(/15)	Max 15.00	Min 0.00
Section Two: Short answer	Mean 68.45%		
Attempted by 967 candidates	Mean 47.92(/70)	Max 69.30	Min 0.00
Section Three: Extended answer	Mean 53.51%		
Attempted by 949 candidates	Mean 8.03(/15)	Max 15.00	Min 0.00

General comments

Overall, the mean for the examination increased by 3.2%, from 64.25% in 2021 to 67.45% in 2022. All candidates responded to the questions in Section One, with an increase in the mean in this section of 4.9% from 2021. Almost all candidates responded to the questions in Section Two, with an increase in the mean of this section of 2.8% from 2021. Again, almost all candidates responded to the questions in Section Three, with an increase in the mean of this section of 3.3% from 2021. 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.
- Be familiar with the range of verbs used in questions, and answer accordingly.
- Ensure that you read the stimulus material carefully and use the related information to support your responses to questions.
- Be 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, and understand, the formulas and tables in the Specifications booklet.
- Understand what each 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 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 such as a dollar amount, a ratio or percentage, a number of times or a figure to two decimal places.

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 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 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 the opportunity to practise multiple-choice questions, and discuss reasons why alternative answer are correct or incorrect.
- 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)

This section of the paper was attempted by all candidates. Overall, they performed very well. Notable exceptions were Questions 2 and 9.

Section Two: Short answer (151 Marks)

Candidates were required to complete five questions that were predominantly practical in nature. Candidates found Questions 16 and 17 the easiest and Questions 19 and 20 the most challenging. Although this section was completed reasonably well, the theoretical components of questions were not answered as well as the practical components. Many candidates did not label their workings clearly and/or give attention to their calculations. Some candidates appeared to consider that their workings alone provided the required answers to questions and did not show calculated amounts in the spaces provided for their answers. Some candidates did not demonstrate a clear understanding of the theoretical underpinnings behind the practical applications of Accounting and Finance.

Section Three: Extended answer (30 Marks)

Candidates were required to complete one of two questions. Each question was provided with a separate set of stimulus material. Slightly more candidates chose to answer Question 22 than Question 21, but the responses to Question 21 were of a higher standard than those to Question 22. In general, the number of candidates attempting each part of the question decreased from part (a) to part (e). This may have represented poor time management in the examination rather than the degree of difficulty of the questions asked. Generally, there was evidence of candidates providing rote-learned facts on a topic, rather than tailoring their responses to the specific questions asked. The biggest issue in this section of the examination was candidates not providing full answers to the questions. Candidates did not necessarily refer to the case study when providing answers and did not construct their answers according to the verbs used in the question requirements that indicated the depth of answer required.