# CARIBBEAN EXAMINATIONS COUNCIL

# PRINCIPLES OF ACCOUNTS

**Subject Report
with
Exemplars**

*June/July 2021*

# CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

**JUNE/JULY 2021**

**PRINCIPLES OF ACCOUNTS
GENERAL PROFICIENCY**

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## OVERALL COMMENTS

The Caribbean Secondary Education Certificate (**CSEC®**) in Principles of Accounts (POA) seeks to provide candidates with theoretical and practical techniques in accounting at the foundational level. It helps to develop candidates' critical thinking and entrepreneurial skills, enabling them to participate effectively and responsibly in business and technology-based environments. The POA examination is usually offered in May/June (and January) of each year. However, due to the unusual circumstances arising from the effect of the global COVID-19 pandemic, the CXC examinations were rescheduled for July and August of 2021.

The examination consisted of the following papers:

|  |  |  |
|---|---|---|
| Paper 01 | - | Multiple Choice |
| Paper 02 | - | Problem-Solving |
| Paper 031 | - | School-Based Assessment (SBA) |
| Paper 032 | - | Alternative to SBA (Private candidates) |

## GENERAL COMMENTS

### Paper 01 – Multiple Choice

Paper 01 consisted of 60 multiple choice items taken from the three profiles of the syllabus:

- Knowledge/Comprehension
- Application
- Interpretation and Analysis

There was a decline in candidates' performance on Paper 01. The mean mark was 30.79 out of 60 compared with 38.06 in 2020 and 28.45 in 2019. Approximately 51.46 per cent of candidates earned at least 50 per cent of the maximum available marks on this paper. The maximum score on this paper was 60 out of a maximum of 60 marks.

### Paper 02 – Problem-Solving

Paper 02 comprised five questions and candidates were required to answer all questions. In 2021, 15 396 candidates wrote the examination. There was a slight decline in performance on Paper 02. The mean mark was 42.58 out of 100 compared with 45.03 in 2019. Paper 02 was not offered in 2020 due to disruptions brought about by the global pandemic. About 35 per cent of candidates earned at least 50 per cent of the maximum mark on this paper.

### Paper 031 – School-Based Assessment (SBA)

The SBA is undertaken by students attending registered schools and is conducted under the direction and guidance of teachers.  Teachers mark the final individual projects and submit these projects to the Caribbean Examinations Council for moderation of a random sample of all submissions.  The SBA can contribute significantly to the overall mark awarded to candidates in the various bands or grades (I–VI).

There was a slight improvement in the quality of SBA projects.  The mean mark was 29.53 out of 40 compared with 27.83 in 2020.  Of the moderated samples, 3.67 per cent were unable to score at least a passing grade.

### Paper 032 – Alternative to School-Based Assessment (SBA)

Paper 032, the Alternative to SBA, is an examination offered to private candidates.  Candidates were presented with a case study from which they were required to answer ten questions.

Candidates are directed to use answer booklets which allocate lines and forms for their responses to stimulus material, as they work through the case study.  Candidates are urged to include labels and headings, in order to demonstrate fundamental accounting knowledge.  Candidates are also expected to write the figures in their responses clearly and neatly.

There was an improvement in the performance of candidates on this paper when compared with 2020.  The mean mark was 20.90 out of 40 compared with 18.73 in 2020 and 21.15 in 2019. Approximately 60 per cent of candidates earned 50 per cent of the maximum available marks on this paper. A few candidates earned the full 40 marks on this paper.

## DETAILED COMMENTS

### Paper 02 – Problem-Solving

It should be noted by candidates and teachers that most questions in this paper assess knowledge of several different topics, across the Principles of Accounts syllabus, in any one question.  This often results in candidates responding well to parts of questions but providing non-responses to other parts of the same question.  The following comments, which indicate strengths and weaknesses in the performance of candidates, also help to identify the areas of focus when marks are being awarded.

## Question 1 – Debtor's A/c, Ledgers and Trial Balance

This question was divided into three parts.

Part (a) required candidates to prepare a debtor's account using four transactions extracted from the books of a business. Candidates were required to record the given opening balance and the transactions in the debtor's account, balance the account at month end and show the balance at the start of the following period.

**Candidate's Answer to Part (a)**

| (2021) Date | Details | Debit $ | (2021) Date | Details | Credit $ |
|---|---|---|---|---|---|
| MAY 01 | BAL b/d: metro Trading | 5600 | MAY 09 | Cash Payment | 5432 |
| MAY 09 | Credit Sales ✔ | 2760 | MAY 09 | Disc. Received | 168 |
| MAY 15 | Refund ✔ | 230 | MAY 13 | Returns In ✔ | 360 |
| | | | MAY 30 | Balance c/d ✔ | 2630 |
| | | 8590 | | | 8,590 |
| JULY 01 | Balance b/d | 2630 | | | |

**Examiner's Comments**

> The opening balance at the start of the period was recorded on the correct side. Each transaction was correctly recorded — that is, the correct amount was entered on the correct side of the debtor's account, with the correct date and details also recorded in all instances, except for the discount on 9 May. Whilst the discount amount calculated was correct, the details should have read *Discount Allowed* and not 'Discount Received'. The account was correctly totalled and balanced at month end. The candidate ably demonstrated sound knowledge of the analysis and recording of these business transactions and was awarded eight marks.

**Further Comments on Overall Performance on this Part of the Question**

Most candidates recorded at least two entries correctly but many candidates omitted the recording of the opening balance brought forward. Only some candidates were able to calculate the correct amounts that needed to be entered in the account, following the issuance of a trade discount (on 7 May) and a cash discount (on 9 May). Nevertheless, many candidates correctly calculated a closing balance figure, based on their own figures, demonstrating sound knowledge and practice of the mechanics of balancing an account at the end of a period.

**Recommendations**

- Candidates continue to display weaknesses with respect to fundamental concepts in accounting and thus stand to benefit from drills aimed at aiding their understanding of the importance of recording transactions in ledger accounts following the rules of double entry bookkeeping.
- Students should be provided with exercises to strengthen their knowledge of the fundamentals of recording debit and credit entries in ledger accounts. More practice would allow them to benefit from a deeper comprehension of the practical and analytical applications of recording transactions in ledger accounts.
- Students should be provided with realistic mini cases requiring the calculations and entries needed for working with the two different types of discounts. Teachers should aim to help students develop more critical thinking, analytical and numerical skills.
- Teachers are encouraged to review the steps involved in the process of 'balancing an account' at the end of a period — include in the review the significance of the balance carried down and the balance brought down on the opposite sides of various classes of accounts.

For Part (b), candidates were asked to identify the correct ledger where various accounts would be found.

**Candidate's Answer to Part (b)**

| Account | Ledger | |
|---|---|---|
| Anil, a credit customer | Sales ledger | ✓ |
| Purchases returns | General Purchases General ledger | ✓ |
| Discounts allowed | General ledger | ✓ |
| Cash | General ledger | ✓ |

(4 marks)

**Examiner's Comments**

> This candidate was very well versed in the uses of various ledgers and their contents, and was awarded full marks for this response.

**Further Comments on Overall Performance on this Part of the Question**

Candidates, on average, were able to correctly state the appropriate ledger for each account listed and correctly identified the ledger for the first item.

**Recommendations**

- As a learning reinforcement activity, teachers are encouraged to design gaming activities where students are required to classify transactions and identify the various ledgers with the accounts needed for recording these transactions.

Part (c) required candidates to prepare a corrected trial balance after adjusting for two corrections as follows:

- A discount allowed amount had been credited to the discount received account.
- Purchases total omitted to include a stated amount and was understated.

**Candidate's Answer to Part (c)**

Metro Trading
Adjusted Trial Balance as at 31st May, 2021

|  | Debit | Credit |
|---|---|---|
| Sales |  | 605,870 |
| Inventory | 85,800 |  |
| Purchases (230,000 + 4,000) | 234,000 |  |
| Sales Returns | 3,000 |  |
| Trade Receiveables | 45,700 |  |
| Carriage Inwards | 2,600 |  |
| Non- Current Assets - Net Book Value | 597,200 |  |
| Discount Received (8,500 − 5,900) | 2,600 | 2,600 |
| Trade Payables |  | 51,400 |
| Bank Overdraft |  | 27,000 |
| 7% Bank Loan |  | 87,000 |
| Drawings | 13,000 |  |
| Capital − Carlos Metro |  | 148,600 |
| Miscellaneous Expense | 15,670 |  |
| Purchases Return |  | 3,400 |
| Discounts Allowed | 5,900 |  |
|  | 882,870 | 882,870 |

*Item Include*

**Examiner's Comments**

The statement heading was correctly written up and all items were correctly analysed and placed in the relevant debit or credit column. In both instances, the candidate calculated, recorded and completed the correct adjusted entries for purchases and discounts received/discounts allowed. The trial balance was completed with the correct totals on both sides. The full eight marks were awarded for this part of the question.

**Further Comments on Overall Performance on this Part of the Question**

Most candidates correctly placed most of the items in the relevant debit or credit column.  Many of them were also able to correctly adjust the purchases figure as per the additional note given. However, the required adjustments regarding the discounts proved to be a challenge for most candidates.   In a few cases, even when the correct amounts for the two discounts were correctly calculated, candidates inaccurately recorded their calculated amounts in the incorrect column of the trial balance.

Overall, candidates' performance on Question 1 was good.  The mean mark was 10.55 out of 20, with 61.7 per cent of candidates scoring at least 50 per cent of the maximum available marks and 43 candidates gaining the highest possible score of 20 out of 20.

**Recommendations for Teachers**

- Encourage students to write headings correctly for the trial balance, to include all three elements — name of the business, trial balance and the date.
- Use different approaches to help students to understand why specific accounts are debited and credited, so that they can readily apply that knowledge in the preparation of a trial balance.
- Provide more practice in the treatment of adjustments and in the preparation of a corrected trial balance.
- Encourage students to recheck their answers.

*Question 2 – Journal Entries, Provision for Doubtful Debts, Effect of Transactions on Financial Statements, Control Systems*

This question consisted of four parts.

Part (a) provided a general journal form on which candidates were required to record two transactions as follows:

- The receipt of a cheque from a credit customer in part payment of the account
- The write-off of the remaining debt balance

**Candidate's Answer to Part (a)**

(a)    Use the information to prepare journal entries to record the transactions in Sundale Enterprise's books.  Narratives are NOT required.

| General Journal | | | |
|---|---|---|---|
| Date | Details | Debit $ | Credit $ |
| 2021 | | | |
| March 17 | Bank A/c | 1300 | |
| | Marcella A/c | | 1300 |
| 31 | Bad debts expense A/c | 3500 | |
| | Marcella A/c | | 3500 |
| | | | |

**Examiner's Comments**

> The presentation and format for the general journal entries were exemplary, with all parts of the journal entry neatly shown in good fashion. Narrations were not required. The candidate correctly analysed and recorded the 17 March journal entry for the part payment. The candidate also correctly calculated the amount of bad debt to be written off on 31 March and the entry was correctly journalized as a write-off to the bad debts expense account (debit entry), from Marcella's account (credit entry). The full four marks were awarded to this candidate.

**Further Comments on Overall Performance on this Part of the Question**

Most candidates attempted this part of the question and demonstrated some knowledge of journalizing transactions. However, in many instances, candidates were unable to identify the correct name of the account which was to be written in the details column of the journal. This was especially so for the 31 March transaction, where many candidates correctly calculated the amount to be written off as bad debt but were unable to determine the correct account title, that is, Bad Debts Expense (or even Profit and Loss A/c or Income Statement) for the debit part of the entry. Generally, candidates displayed weaknesses in formatting and following the rules for recording entries in a general journal.

**Recommendations for Teachers**

- Students should be given practice in recording a variety of general journal entries for different types of transactions, including writing off bad debts.
- Emphasis should be placed on
  - identifying the account titles affected
  - determining the classification or account type for each title
  - applying the fundamental accounting equation so that there is equality between the debit part and the credit part of the entry.

In Part (b) (i), candidates were required to calculate the amount required to adjust an existing provision for doubtful debts account downwards, at the end of a financial year.

**Candidate's Answer to Part (b) (i) — Sample No. 1**

(b) (i) Calculate the amount required for adjusting the provision for doubtful debts account at the end of the financial year.

Provision for doubtful debts = 3% × ✓ $32 700
= $981

Decrease in provision = $1170 − $981
= $189

Amount required for adjusting this Provision for doubtful debts account = $189 on the debit side ✓

(2 marks)

**Candidate's Answer to Part (b) (i) — Sample No. 2**

(b) (i) Calculate the amount required for adjusting the provision for doubtful debts account at the end of the financial year.

✓

Provision for doubtful debts = 3% × 32 700
= 981

∴ Decrease in Provision for doubtful debts = 1170 − 981 = 189 ✓

(2 marks)

**Examiner's Comments**

The candidates' ability to calculate the required adjustment amount correctly was highly commendable. Importantly, they presented their working neatly, using a very clear and logical step-by-step approach. They were awarded the full two marks for this part of the question.

**Further Comments on Overall Performance on this Part of the Question**

Most candidates applied the percentage rate correctly in order to calculate the total amount that needed to be reflected in the Provision for Doubtful Debts A/c (PDD A/c) at the end of the financial year and for the start of the next period.

Beyond this, only a few candidates went on to calculate and establish what the adjustment amount ought to be. It needs to be noted here that there are three different figures involved when considering adjusting the PDD A/c at year end:

       1st – What is the current balance in the a/c?                ($1170 CR)

       2nd – What is the new balance needed in this a/c?       ($981 CR)

       3rd – What is the *difference* between these two? [That is, the amount to be used for making the actual adjustment in the PDD A/c] ($189) decrease = DR]

Among those candidates who accurately calculated the adjustment amount needed fewer still were able to determine whether that adjustment amount was an increase or decrease with respect to what was already in the account. Thus, they were unable to correctly decipher whether that amount should be recorded as a debit or credit entry in the PDD A/c. It would be useful, in revising the classification of accounts, to remember that the PDD A/c is a *contra-asset* account (it works against the Receivables (Debtors) A/c and, therefore, as a contra-asset, the debit side is used for decreases whilst the credit side is used for increases in the PDD A/c).

This part of the question was generally done poorly.

**Recommendations**

- Candidates are encouraged to practise responding to these types of questions as much as possible.
- Candidates are encouraged to critically analyse given information before commencing the calculations.
- Candidates should differentiate between the three different figures involved when considering adjustments to provisions for doubtful debts.
- Candidates should pay attention to the nature of the adjustment needed — whether it is an increase or decrease.

In Part (b) (ii), as a follow-through, candidates were then tasked with recording the entry in the T-account for the Provision for Doubtful Debts A/c, to reflect the year-end adjustment entry in the account.

**Candidate's Answer to Part (b) (ii) — Sample No. 1**

(ii)  Record your answer from (b) (i) in the provision for doubtful debts account below, to show where the adjustment should be recorded.



(1 mark)

**Candidate's Answer to Part (b) (ii) — Sample No. 2**

(ii) Record your answer from (b) (i) in the provision for doubtful debts account below, to show where the adjustment should be recorded.

| Provision for Doubtful Debts Account | | | | |
|---|---|---|---|---|
| 2021 | $ | 2021 | | $ |
| Apr 30 P+L A/c ✓ | 189 | Apr 30 Bal b/d | | 1,170 |
| 30 Bal c/d | 981 | | | |
| | 1170 | | | 1170 |
| | | May 1 Bal b/d | | 981 |

(1 mark)

**Examiner's Comments**

In both samples, candidates correctly recorded the amount needed to make the adjustment on the debit side, indicating that the Provision for Doubtful Debts A/c is to be decreased. Further, the details recorded for the adjustment amount was correct in both instances, as the Profit and Loss A/c is a section of the Income Statement. Both candidates fully satisfied what was required for Part (b) (ii). The second sample went further by showing the full picture of what the Provision for Doubtful Debts A/c would look like upon completion of all the processing steps in that account at year end and was fully correct in every detail shown.

**Recommendation**

- Candidates are encouraged to review the use and significance of the sides of the Provision for Doubtful Debts A/c — the debit side is for reductions and the credit side is for increases in the Provision for Doubtful Debts A/c.

In Part (c), candidates were presented with three transactions and for each they were required to indicate whether the financial statements would be affected for the current year (YES/NO), and to support their response with an explanation.

**Candidate's Answer to Part (c) (i) — Sample Nos. 1 and 2**

(c)    Complete the following tables to show how EACH of the following transactions will affect Sundale Enterprise's financial statements for the year ended 30 April 2021, giving an explanation for EACH transaction.

(i)    Received an order from a customer for goods to be supplied in June 2021.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
| --- | --- |
| No ✓ | Realisation concept states that revenue is earned when goods are received by the customer. These goods would be received in the next financial year, not this one (ended 30/04/2021). This Revenue would not be earned this to period (30/04/2021). (2 marks) |

(c)    Complete the following tables to show how EACH of the following transactions will affect Sundale Enterprise's financial statements for the year ended 30 April 2021, giving an explanation for EACH transaction.

(i)    Received an order from a customer for goods to be supplied in June 2021.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
| --- | --- |
| No | According to the realisation concept, we don't count profits until we are reasonably sure of getting them. ✓ They haven't even made a transaction, only received an order. (2 marks) |

**Examiner's Comments**

Correct responses were given for both aspects of the question in both samples. The explanations were exactly right and sound, with the candidates highlighting the applicable accounting concept which guided the response. The candidates were able to apply their knowledge of the realization concept and concluded that the transaction did not satisfy the revenue recognition principle and so the transaction did not affect the financial statements of the current period. The candidates were awarded full marks for their responses.

**Candidate's Answer to Part (c) (i) — Sample No. 3**

(c) Complete the following tables to show how EACH of the following transactions will affect Sundale Enterprise's financial statements for the year ended 30 April 2021, giving an explanation for EACH transaction.

(i) Received an order from a customer for goods to be supplied in June 2021.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| NO ✓ | It is an order that's received for the next period. No goods had been delived nor any amount has received. |

(2 marks)

**Examiner's Comments**

The correct response was given for the first aspect of the question. The explanation, though simplistic, was partially correct with respect to the first sentence. The candidate failed to reference accounting concepts and conventions to support the response.

**Candidate's Answer to Part (c) (i) — Sample No. 4**

(c) Complete the following tables to show how EACH of the following transactions will affect Sundale Enterprise's financial statements for the year ended 30 April 2021, giving an explanation for EACH transaction.

(i) Received an order from a customer for goods to be supplied in June 2021.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| NO ✓ | Sales Figure will increase. Financial statements record only for this current period. Only if the customer had prepaid Then it would have affected. |

(2 marks)

**Examiner's Comments**

The correct response was given for the first aspect of the question. The explanation included correct elements in its statements. If a prepayment had been received, while it would not have qualified as a revenue item for the current year, the candidate was correct in recognizing that a prepayment received in advance would have affected a financial statement. As is, the explanation is considered only partially correct, as the candidate did not complete the explanation to show clearly which financial statement (SOFP) would be affected and how that statement would be affected (increase in current liabilities). It would have been ideal to highlight the accounting concept or convention applicable to the situation.

**Candidate's Answer to Part (c) (ii) — Sample No. 1**

(ii)    Edward used his <u>personal savings</u> to purchase a vehicle for his <u>private use.</u>

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| (Yes) NO | Business entity concept states that the owner's personal transactions, with personal funds, are not recorded in business accounting records. The money used is not (~~from~~) taken from the capital, neither is the vehicle for business's use. Vehicles nor drawings would be affected.                         (2 marks) |

**Examiner's Comments**

> Correct responses were given for both aspects of the question.  The candidate gave a full explanation and identified the applicable accounting concept which guided the response.

(ii)    Edward used his personal savings to purchase a vehicle for his private use.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| No.  ✓ | Since he used his PERSONAL savings to purchase a vehicle for PERSONAL use, the books of the business will not be affected.                                (2 marks) |

**Examiner's Comments**

> The correct response was given for the first aspect of the question.  This was a good explanation which could have been improved with reference to the accounting concept/convention, to support the response.

**Candidate's Answer to Part (c) (iii) — Sample No. 1**

(iii)    The purchases account was incorrectly added up and was overcast by $1 600 at year end.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| Yes  ✓ | It will affect the Gross profit by making it too low as purchases will be lessed from net sales. |

(2 marks)

**Examiner's Comments**

The correct response was given for the first aspect of the question. The explanation offered in the second aspect, though correct, was incomplete. The candidate could have improved the response by including the effect on the final net income as well as the effect on the capital section of the statement of financial position (SOFP).

The question asked whether the financial statements (plural) would be affected. Thus, it would have been ideal to recognize that the SOFP would also be affected, as exemplified in the following candidate answer.

**Candidate's Answer to Part (c) (iii) — Sample No. 2**

(iii)    The purchases account was incorrectly added up and was overcast by $1 600 at year end.

| Will the Financial Statements be Affected (Yes/No?) | Explanation |
|---|---|
| Yes  ✓ | • If purchases are overstated by $1600, cost of sales are overstated and gross profit and net profit would both be understated (in the Income Statement) by $1600. • Understated net profit decreases the closing capital in the balance sheet. |

(2 marks)

**Further Comments on Overall Performance on this Part of the Question**

Generally, candidates showed a good understanding of the basic assumptions, rules and principles which work as the basis for recording business transactions and preparing accounts for any financial period, though there were many candidates who incorrectly assessed the effect of the given transactions on the financial statements.

Problematic for most candidates was their inability to link the overcast purchases figure to an *understated* gross profit and net profit figures in the Income Statement in Part (c) (iii), as well as to follow this through with the recognition of a resulting understated capital figure in the statement of financial position.

Part (d) was presented in two subparts as follows.

Part (d) (i) required candidates to prepare a purchases ledger control account using given opening and closing balances and totals taken from the books of original entry. Candidates were also required to balance the account and bring down the balance for the following period.

**Candidate's Answer to Part (d) (i)**

(d)　　(i)　Use the form provided below to prepare the purchases ledger control account for the month ended 30 June 2021. Balance the account and bring down the balance on 1 July 2021.

113 640　　　　154 620

| Purchases Ledger Control Account | | | | | |
|---|---|---|---|---|---|
| **Date** | **Details.** | **$** | **Date** | **Details** | **$** |
| June 1 | Balance b/d | 1 020 | June 1 | Balance b/d | 29 040 |
| June 30 | Payment of trade payables | 109 550 | June 30 | Credit Purchases | 124 410 |
| June 30 | Discounts Received | 2 970 | June 30 | Interest charged | 630 |
| June 30 | Contra Entries | 360 | June 30 | Balance c/d | 540 |
| June 30 | Balance c/d | ✓ 40 980 | | | |
| | | 154 620 | | | 154 620 |
| July 1 | Balance b/d | 540 | July 1 | Balance b/d | 40 980 |
| | | | | | |

**Examiner's Comments**

The balances from the various journals were recorded on the correct side of the purchases ledger control account. The set-off figure ($300) was correctly recorded as a debit entry. The account was properly balanced and ruled off at month end, with the opening balances both correctly recorded at the start of the following financial period. The candidate showed mastery of the skills involved in the construction of a purchases ledger control account, used good format, and was awarded the full marks for the question.

**Further Comments on Overall Performance on this Part of the Question**

Most candidates did not demonstrate that they possessed sound knowledge of how to treat totals from books of original entry in the purchases ledger control account. The entry for recording the set-off was a challenge for most. Completing the account at month end, with balances on both sides of the control account, proved quite a challenge for the majority, clearly highlighting this as an area of weakness for many candidates. Overall, performance was poor on this part of the question.

Part (d) (ii) tested candidates' knowledge of the uses of control systems in the accounting process.

**Candidate's Answer to Part (d) (ii) — Sample No. 1**

(ii)    State ONE use of control systems in the accounting process at Sundale Enterprise.

Control systems are used to locate errors made in the double-entry process. ✓

(1 mark)

**Candidate's Answer to Part (d) (ii) — Sample No. 2**

(ii)    State ONE use of control systems in the accounting process at Sundale Enterprise.

To prevent fraud ✓

(1 mark)

**Examiner's Comments**

The candidates' responses indicated that they had a good understanding of the purpose and use of control systems in the accounting process.

**General Comments on Overall Performance on this Part of the Question**

Overall, candidates gave reasonable responses for this part of the question.

Performance on this question was satisfactory. The mean mark was 9.28 out of 20. Approximately 47.5 per cent of candidates gained at least half of the maximum available marks.

*Question 3 – Ratios, Income Statement and Bank Reconciliation*

This question comprised three parts.

Part (a) (i) required candidates to calculate the working capital (current ratio) for the current year, extracting figures from a given trial balance extract, dated 31 May 2021.

**Candidate's Answer to Part (a) (i)**



| Working Capital (Current Ratio) Calculations | |
| :---: | :---: |
| For the Year Ended 31 May 2021 | |
| **Working** | **Ratio** |
| current assets<br>current liabilities<br><br>$\dfrac{84\ 000}{64\ 000}$ | ~~1:131~~<br><br>1.31 : 1 ✔ |

**Examiner's Comments**

> The candidate began by clearly indicating the formula used for the calculation. The figures used for total current assets and current liabilities were both correct and the final answer for the working capital ratio was correct both in figures and in the answer format. Full marks were awarded to this candidate.

**General Comments on Overall Performance on this Part of the Question**

This part of the question was not attempted by many candidates. Among those who attempted this part, some calculated the working capital *figure* rather than the working capital *ratio*.

There were a few candidates who could not differentiate current assets from non-current assets and who were unable to correctly identify the current liability item in the trial balance. Some other candidates did not know which of the two inventory amounts, beginning or ending, should be used. Other candidates erroneously went on to include other figures such as drawings and/or capital in their attempt to calculate 'working capital'.

Approximately half of all candidates were able to perform satisfactorily on this part of the question. Part (a) (ii) presented candidates with the business' working capital ratio for the previous year and asked them, based on their calculated ratio, to identify one significance of the change in ratios for the financial position of the business.

**Candidate's Answer to Part (a) (ii)**

– (ii) Based on your calculated ratio in (a) (i), identify ONE significance of the change in ratios for the financial position of the business.

✓ In May 2020 the business had $1.70 to pay for each $1 debt without borrowing, however in May 2021 the business only has $1.31 to pay for each debt. Therefore there was a reduction in liquidility.

(1 mark)

**Examiner's Comments**

> The candidate correctly identified that the working capital ratio speaks to a business' liquidity position and that in the specific scenario liquidity had worsened. The candidate earned the allotted mark.

**General Comments on Overall Performance on this Part of the Question**

This part was not attempted by many candidates. Of those who attempted a response, most candidates simply focused on calculating the arithmetical difference between the two ratio figures, without any interpretation or analysis being applied to explain the *meaning* of this difference for the financial position of the business, from one period to the next. The question needed candidates to be analytical and to apply critical thinking skills to formulate a response. Not many candidates focused on the *change* in the *firm's solvency* and/or *its liquidity,* with very few demonstrating any knowledge of what the working capital ratio measures or relates to.

Part (a) (iii) presented candidates with the business' receivables collection period for two consecutive years and asked them to interpret the significance of these two figures for the business' performance.

**Candidate's Answer to Part (a) (iii)**

(iii) Interpret the significance of these two receivables collection period ratios for the business performance of Eslight Wholesale.

The 65 days indicates that it usually takes debtors 65 days to make their payment and it decreased to 54.7 days which is good for the business.

(1 mark)

**Examiner's Comments**

> The candidate clearly understood how to interpret the receivables collection period and correctly
> assessed the significance for business performance arising from a comparison of the two given
> figures.  The mark was awarded to the candidate.
>
> The response could have been improved had the candidate explained in what way the collection
> period is good for the business.  For example, the candidate could have explained that there was
> the possibility of an improved liquidity position, with debtors paying earlier, and/or the likelihood
> of a reduction in possible bad debts, with debtors now settling earlier.

**General Comments on Overall Performance on this Part of the Question**

Part (a) (iii) was poorly done in that the focus for far too many candidates was on the calculated
arithmetical difference in the number of days for the two years rather than on the *impact* of the
change in figures and its *significance* for business performance.

Examiners would like to see greater focus and emphasis being placed on improved analytical skills,
with candidates detailing, in their *interpretation*, the *significance* of *what this identified change* **means**
*for business performance*.

Part (b) required candidates to prepare an income statement for the business from the stimulus
data presented in Part (a), using the form provided.

**Candidate's Answer to Part (b)**

**Examiner's Comments**

> The candidate was awarded the full 9 marks, as all parts were essentially incorporated and correctly calculated throughout. However, the presentation could have been improved in the following ways:
> - Including a heading for the revenue section
> - Showing calculations for net Purchases separately, before adding net purchases to the opening inventory, to arrive at the cost of goods available for sale (COGAS)
> - Showing the deduction of closing inventory from cost of goods available for sale

**General Comments on Overall Performance on this Part of the Question**

While most candidates prepared an income statement as per the question's instructions, a substantial number of candidates presented either a trial balance or a statement of financial position (SOFP), instead of an income statement.

Of those who presented an income statement, many were unable to arrive at the correct net profit amount of $107 400. Common reasons for arriving at the incorrect figure included the following:

- Adding the sales returns to sales instead of deducting
- Mixing up the processing of the opening and closing inventory figures — that is, adding closing inventory and deducting opening inventory

The cost of goods sold figure was therefore incorrect and several marks were lost by these candidates.

**Recommendations**

- Candidates need practice in identifying the opening and closing inventory figures, and need to be knowledgeable about how each of these inventory figures ought to be treated in drawing up the income statement.
- The steps in the process to be used for calculating the cost of goods sold (COGS) needs to be practised more carefully and emphasis placed on the details to be shown in the presentation of this section of the income statement.

Part (c) tasked candidates with preparing a bank reconciliation statement where both the cash book and bank statement figures were in overdraft at month end. Three discrepancies were identified for candidates' consideration. Candidates were directed to begin with the bank statement overdraft to prepare the reconciliation statement.

**Candidate's Answer to Part (c)**

| Eslight Wholesale Bank Reconciliation Statement at 31 May, 2021 ✓ | $ | $ |
|---|---|---|
| Bank statement overdraft ✓ | ✓ | (1,118) |
| Less: Add: Un A.Jamile A.Jamile | | (700) |
| | | (1,818) |
| Add: Cash Sales | 900 | 900 |
| Home insurance | 240 | 1,140 |
| Cash book balance as at 31 May 2021 | | (678) |
| | | |

(6 marks)

**Examiner's Comments**

> The candidate included a proper statement heading, with all three parts correctly inserted. As instructed, the candidate began with the bank statement overdraft figure, correctly shown as a negative amount, in parentheses. To bring the bank statement figure into agreement with the cash book figure, the following were evident:
>
> - The outstanding cheque, $700, was correctly analysed as increasing the overdraft at the bank and thus was added.
> - The outstanding deposit, $900, was correctly analysed as reducing the bank overdraft and was correctly deducted from the increased bank overdraft.
> - The bank payment for owner's personal private home insurance, $240, was correctly analysed as needing to be reversed, to get the bank statement figure to agree with the cash book figure.
> - The bank statement overdraft was reconciled with the cash book overdraft at the end.
>
> The candidate was awarded the full 6 marks.

**General Comments on Overall Performance on this Part of the Question**

Most candidates gained the mark for the correct statement heading but lost the mark for not beginning with the bank statement overdraft figure as instructed. Working with an overdraft presented a tremendous challenge for many candidates, as most of them failed to grasp the fact that an overdraft is a negative figure. A high number of candidates failed to treat the home insurance payment made by the bank and the outstanding deposit correctly. It was abundantly clear that candidates needed to be exposed to more practice in the preparation of bank reconciliation statements, working with overdrafts. Generally, performance on this part of the question was poor.

Overall, performance on Question 3 was poor. The mean mark was 5.71 out of 20. Approximately 22.36 per cent of candidates scored at least 50 per cent of the maximum available marks.

**Recommendations**

- Additional practice is required in the preparation of bank reconciliation statements.
- A thorough review of the processes involved in carrying out arithmetical operations when negative amounts are involved would prove very beneficial to students.
- Candidates should pay attention to the *wording* used *together with* the presentation of *negative amounts*:
  - Analyse and plan the approach that will be used.
  - Carefully consider whether parentheses are needed.
  - Aim to provide clarity with respect to the intended approach and arithmetical processes.
- Students need practice in using clear and logical thinking in their analysis of what is required for each point under consideration, when undertaking reconciliation statement exercises.

*Question 4 – Payroll Accounting and Cash Flow Projection Statements*

This question focused on two main syllabus objectives — payroll accounting and the preparation of cash flow projections. It was presented in three main parts with subparts as follows.

Part (a) provided candidates with a table containing payroll information for an employee. In Part (a) (i), candidates were required to calculate the total number of regular hours the employee worked for the month.

**Candidate's Answer to Part (a) (i)**



(a)   (i)   Calculate the total number of regular hours which Bevan worked for the **month** of May 2021.

Regular week – 40 hrs
Hrs worked for month – 185
1 month = 4 weeks          = 4 × 40 = 160
∴ Regular hrs per month = 160 hrs

(2 marks)

**Examiner's Comments**

> The candidate showed all his working, with the steps outlined in a clear, logical, neat and accurate fashion.
>
> The candidate began by noting the total hours in a normal regular work week (40 hours). The candidate then stated the total hours the employee worked for the month (185 hours). The candidate also noted the given number of weeks in one month (4 weeks) and analysed that there was need to multiply (4 x 40), arriving at the correct total number of regular hours worked by the employee for the month (160 hours).
>
> Full marks were awarded to the candidate.

**General Comments on Overall Performance on this Part of the Question**

Many candidates correctly used the regular weekly hours (40 hours) to calculate the employee's total monthly hours. However, some of them incorrectly analysed what arithmetical operations were required with respect to the 40 hours and showed illogical calculations where they incorrectly divided by 40. Additionally, candidates presumably used their calculators and wrote down answers without showing steps and/or their working. Many of them lost marks as the final answer was incorrect and the process mark could not be awarded, as no working was shown.

Part (a) (ii) asked candidates to calculate the total number of overtime hours worked by the employee.

**Candidate's Answer to Part (a) (ii)**

(ii)     Calculate the total number of overtime hours which Bevan worked for the **month** of May 2021.

185 total hour ✓ — 160 regular hours

∴ Overtime hours is 25 hours ✓

**Examiner's Comments**

> The candidate provided an excellent response. All working was shown, with clear steps logically and neatly presented. The candidate was awarded full marks.

**General Comments on Overall Performance on this Part of the Question**

Most candidates correctly analysed the arithmetical operation needed here and selected and used the correct figures, albeit their own figures in some cases.

Candidates are well advised to always read questions carefully before responding as some of them calculated overtime pay instead of overtime *hours*.

Part (a) (iii) asked candidates to calculate the employee's net pay.

**Candidate's Answer to Part (a) (iii)**

(iii) Using the information provided in the table **on page 16** and your answers from Parts (a) (i) and (ii), calculate Bevan's net pay for the **month** of May 2021.

$$Net\ Pay = (160 \times 20) + (25 \times 30) - (190 + 200 + 120)$$

$$= 3200 + 750 = 3450 - 510$$

Net pay = $3440

**Examiner's Comments**

> This was an exemplary response. All steps were logically included, with all workings detailed and clearly and neatly shown. Full 4 marks were awarded.

**General Comments on Overall Performance on this Part of the Question**

This question was responded to in a myriad of ways with mixed results. Many candidates were able to correctly process all the steps and arrive at the correct net pay amount. However, several others made errors in one or many aspects of the required calculations. In many instances, candidates were unable to calculate and apply the overtime pay rate. In other instances, candidates either added or omitted the deductions.

**Recommendations**

- More practice is needed with respect to the various aspects of payroll accounting including calculations of
    - regular time hours
    - overtime hours
    - taxable earnings
    - various deduction amounts using percentages
    - gross pay
    - net pay.

Part (b) focused on the types of deductions in payroll accounting, in two parts.

**Candidate's Answer to Part (b) (i)**

(b)　(i)　State ONE example of a statutory deduction.

~~Tax~~ N.I.S ✓

(1 mark)

**Examiner's Comments**

> The candidate showed good understanding of the term *statutory* and provided a correct example. The mark was awarded to the candidate.

**Candidate's Answer to Part (b) (ii)**

(ii)　State ONE example of a voluntary deduction.

Contribution to a club ✓

(1 mark)

**Examiner's Comments**

> The candidate showed good understanding of the term *voluntary* and gave a correct example. The candidate was awarded the mark.

**General Comments on Overall Performance on Parts (b) (i) and (ii) of the Question**

Some candidates were unable to demonstrate knowledge of the terms *statutory* and *voluntary deductions*, and were unable to give an appropriate example of each.

**Recommendations**

- Utilize mini scenarios to ground candidates' understanding of the difference between statutory and voluntary deductions, and to assist them in identifying different types of deductions, using examples of payroll deductions.

Part (c) asked candidates to complete the preparation of a cash flow projection for a six-month period for a business, using a partially filled-in form which was provided.

**Candidate's Answer to Part (c) – Sample No. 1**

Foot Soles

Cash flow Statement for the period ending May, June, July, August, September, October.

| Months | May | June | July | August | September | October |
|---|---|---|---|---|---|---|
| | S | S | S | S | S | S |
| **Inflows** ✓ | | | | | | |
| Cash sales | 30 000 | 21 000 | 19 000 | 25 000 | 10 000 | 15 000 |
| Receipts from credit customers | 15 000 | 11 000 | 20 000 | 9 000 | 20 000 | 16 000 |
| Total inflows | 45000 | 32000 | 39000 | 34000 | 30 000 | 31 000 |
| | S | S | S | S | S | S |
| **Outflows** ✓ | | | | | | |
| Payments on credit to suppliers | 18 000 | 14 000 | 10 000 | 9 000 | 6 000 | 3 000 |
| Salary expense | 8 000 | 8 000 | 15 000 | 15 000 | 15 000 | 15 000 |
| Purchase of non-current assets | | | 9 000 | | | |
| Rent expense | 2 000 | 2 000 | 2 000 | 2 000 | 2 000 | 2 000 |
| Income tax payable | | | 25 000 | | | |
| Total Outflows | 28000 | 24000 | 61000 | 26000 | 23000 | 20000 |
| Net income | 17000 | 8000 | -22000 | 8000 | 7000 | 11000 |
| Bank Balance at start | 5000 | 22000 | 30000 | 8000 | 16 000 | 23000 |
| Bank Balance at end | 22000 | 30000 | 8000 | 16000 | 23000 | 34000 |

**Examiner's Comments**

The candidate gave a very good response which earned full marks. The following areas are worth highlighting.

- A main heading was included with all parts represented — name of business, name of statement and date period.
- The section headings, Inflows and Outflows, were inserted and each of these sections was totalled up for each of the six months.
- The difference between Total Inflows and Total Outflows for each month was calculated.
    - NB. This should have been labelled Net *Inflow* instead of Net *Income* as shown.
    - Also, where the difference is a negative figure (for example, in July), it should have been shown in parentheses rather than a minus sign being used (for example, (22,000) ).
- The bank balance was correctly included and brought forward for each month.
- The closing bank balance was correctly calculated and shown for each month.

**Candidate's Answer to Part (c) – Sample No. 2**

Foot Soles
Cash projections ✓
For six month period May – October 2021

| | May $ | June $ | July $ | August $ | September $ | October $ |
|---|---|---|---|---|---|---|
| Inflows ✓ | | | | | | |
| Bal b/d | 5000 | 22000 | 30000 | 8000 | 16 000 | 23000 |
| Cash sales | 30 000 | 21 000 | 19 000 | 25 000 | 10 000 | 15 000 |
| Receipts from credit customers | 15 000 | 11 000 | 20 000 | 9 000 | 20 000 | 16 000 |
| Total inflows | 45000 | 32000 | 39000 | 34000 | 30 000 | 31000 |
| | $ | $ | $ | $ | $ | $ |
| Outflows ✓ | | | | | | |
| Payments on credit to suppliers | 18 000 | 14 000 | 10 000 | 9 000 | 6 000 | 3 000 |
| Salary expense | 8 000 | 8 000 | 15 000 | 15 000 | 15 000 | 15 000 |
| Purchase of non-current assets | | | 9 000 | | | |
| Rent expense | 2 000 | 2 000 | 2 000 | 2 000 | 2 000 | 2 000 |
| Income tax payable | | | 25 000 | | | |
| Total outflow | 28000 | 24000 | 61000 | 26000 | 23 000 | 20000 |
| | | | | | | |
| Bal c/d | 22 000 | 30 000 | 8000 | 16000 | 23 000 | 34 000 |

**Examiner's Comments**

This was another very good response which also earned full marks.  All the previously highlighted points were also present in this response.  The differences between the two responses are outlined below.

- The bank balances were incorporated at the top — in the previous version, these were shown at the bottom of the statement.
  - NB.  It would have been preferable to label the line *Bank Balances B/f*, rather than '*Bal B/d*' as shown.
- The closing bank balances were correctly calculated and shown at the bottom for each month.

**General Comments on Overall Performance on this Part of the Question**

Many candidates failed to respond to this question either in full or to some parts of the question.  Of those who responded, weaknesses shown included the use of incorrect labels, inaccurate calculations, failure to include processing of the monthly bank balances.

It is to be noted that this topic is one of the new areas in the recently revised (2019) POA syllabus (Section 11, Accounting for the Entrepreneur). Students who gave due attention and received adequate practice in this new topic were able to score well. It was quite evident that some candidates had not been exposed to the topic.

Overall, performance on this question was poor.  The mean mark was 7.77 out of 20.   Approximately 34.73 per cent of candidates scored at least 50 per cent of the total available marks.

**Recommendations**

- The preparation of cash flow projection statements is a new topic in the syllabus and, as such, should be given special attention. Students should be given adequate practice involving the format and presentation of cash flow statements.
- Due attention should be given to identifying the main parts or sections of cash flow statements — main statement heading, inflows, outflows, net inflow/(outflows) and the treatment of the opening and monthly cash balances.
- Candidates are encouraged to practise the recording of closing cash balances from one month into the next.

*Question 5 — Partnership Accounting and Petty Cash Book*

This question focused on two main topic areas, partnership accounting and the petty cash book, and was sub-divided into parts as follows.

Part (a) asked candidates to state two benefits of a partnership.

**Candidate's Answer to Part (a) — Sample No. 1**



> 1. Both partners share profit and loss of the Company. ✓
>
> 2. Decision making is much easier than Limited Liability Company. ✓
>
> (2 marks)

**Candidate's Answer to Part (a) — Sample No. 2**



> Benefits:
> ① Share of workload ✓
> ② Complements expertise and experience ✓
>
> (2 marks)

**Examiner's Comments**

> Very good responses were given in both samples, with the candidates earning full marks in both cases.

**General Comments on Overall Performance on this Part of the Question**

This question was responded to in a variety of ways, some of which could not have been rewarded. While most candidates identified two benefits of a partnership, some of them compared the benefits of a sole proprietorship with that of a partnership or a limited liability business. Several candidates focused on the *characteristics* of a partnership rather than on the *benefits* of a partnership.

In a few cases, candidates included justifications as to why they chose the identified benefits, which was not required.

**Recommendations**

- Teachers should encourage class discussions/presentations which allow students to differentiate between the *characteristics* versus the *benefits* of a partnership. Tables can be used in the approaches to highlight the differences.

Part (b) (i) required candidates to prepare the appropriation account for Avril and Bernice's partnership business at the end of the financial year, drawing from stimulus data provided, and using the form provided for the response.

**Candidate's Answer to Part (b) (i)**

Avril and Bernice

## Appropriation Account for the Year Ended 31 May 2021

| | | |
|---|---|---|
| Net Income | | 152 000 |
| Less Interest on Capital: | | |
| Avril | 7200 ✓ | |
| Bernice | 13200 | |
| | 20 400 ✓ | |
| less Salary: | | |
| Bernice | 78000 ✓ | (98 400) |
| | | 53600 |
| Add interest on Drawings | | |
| Avril | 1700 | |
| Bernice | 4600 | 6300 ✓ |
| Net Profit | | 59 900 |
| | | |
| Share of profit | | |
| Avril | ✓ 35940 | |
| Bernice | 23960 ✓ | 59900 |

(7 marks)

**Examiner's Comments**

The appropriation account was presented using an acceptable presentation format. The candidate began with the inclusion of the given net income figure. Interest on capital and the salary were correctly treated as deductions and the interest on drawings was treated correctly as an addition to the net income. The residual net profit ($59 900) was arrived at and shared between the two partners, using the correct profit-sharing ratios, as evidenced by the amounts shown. As all the steps were correctly and accurately processed, the full 7 marks were awarded.

However, the examiners would like to see the following improvements:

- The additions to net income should be presented before the deductions from net income. Therefore, the addition of *interest on drawings* should be shown *before* the deductions of the *interest on capital* and *salary*.
- The term Residual Net Profit should be used instead of Net Profit, which is actually the alternative term for Net Income and which is an entirely different thing.
- The section heading should read Shares of Profit (plural) as there are two shares to be shown.
- Include a notation showing the portion share due to each partner after the partner's name, as shown in the following example

|  |  |  |  |
|---|---|---|---|
| Avril | **(3/5)** | $35 940 | |
| Bernice | **(2/5)** | 23 960 | $59 900 |

**General Comments on Overall Performance on this Part of the Question**

Many candidates were generally able to perform well with respect to the preparation of an appropriation account for a partnership. However, there were some candidates who did not attempt this part of the question and many more who made attempts but omitted some parts.

Weaknesses observed included the following:

- The inability to calculate the individual amounts for interest on drawings and interest on capital.
- Incorrect treatment of the interest on drawings — this should be added to net income.
- Incorrect treatment of the interest on capital and salary — these should be deducted from net income.

**Recommendations**

- Candidates should be given more practice in the preparation of partnership appropriation accounts.
- Teachers are reminded to stress the importance of recording the correct amounts for each item in the statement and for working to be shown to substantiate calculated figures where necessary.

- In addition, teachers should provide students with a variety of scenarios involving the computation of ratios and/or percentages regarding residual income amounts and should have them present their answers appropriately.

Part (b) (ii) asked candidates to analyse and state the meaning of an opening debit balance on a partner's current account.

**Candidate's Answer to Part (b) (ii)**

State what the opening balance on Avril's current account indicates.

The debit on Avril's current account indicates that she has withdrew more than what she has earned for the year. ✓

(1 mark)

**Examiner's Comments**

This candidate correctly analysed and interpreted the meaning of the opening debit balance of Avril's current account and gained the allotted mark.

**General Comments on Overall Performance on this Part of the Question**

Many candidates did not attempt this part of the question. Of those who attempted the question, almost all gave an incorrect answer. Very few candidates were able to analyse and correctly interpret the meaning of an opening debit balance on a partner's current account.

This part of the question was rather poorly done.

**Recommendations**

- The development of critical thinking skills and the ability to analyse figures to draw out hidden meanings is a key success factor for later life and a very important aspect of learning the principles of accounting which should not be overlooked. This skill can be nurtured and harnessed through regular exposure and practice.

Part (c) (i) asked for two reasons for the creation of a petty cash fund.

**Candidate's Answer to Part (c) (i)**

›)      (i)      State TWO reasons for the creation of a petty cash fund.

Reason 1

...To...record...any...Small...transactions: ✓...........

...................................................................................

Reason 2

...To...ease...the...burden...off...the...Cash bank. ✓...........

...................................................................................

(2 marks)

**Examiner's Comments**

Two good reasons were given for creating a petty cash fund.  Full marks were awarded.

**General Comments on Overall Performance on this Part of the Question**

Performance on this part of the question was mixed.  A few candidates left out this part altogether.  Of those who attempted, some gave unreasonable or incorrect responses.  However, most candidates provided at least one correct reason for establishing a petty cash fund.

**Recommendations**

- Students should be provided with visual examples/cases for them to deduce the reasons for creating the petty cash fund and using a petty cash book.

Part (c) (ii) required candidates to prepare a petty cash book containing four transactions for a month. Candidates were instructed to balance, rule and restore the petty cash fund.

**Candidate's Answer to Part (c) (ii)**

Avril and Bernice
Petty Cash Book
For the Month of June 2021

| Received $ | Date | Details | Total $ | Travel $ | Stationery $ | Cleaning $ | Refreshments $ |
|---|---|---|---|---|---|---|---|
| | | | | ANALYSIS COLUMNS | | | |
| 200 ✓ | Jun 1 | Imprest | | | | | |
| | Jun 3 | Travelling | 50 | 50 ✓ | | | |
| | Jun 9 | Stationery | 35 | | 35 ✓ | | |
| | Jun 20 | Cleaning Products | 20 | | | 20 ✓ | |
| | Jun 29 | Refreshmnts | 40 | | | | 40 ✓ |
| | | | ✓ 145 | 50 | 35 | 20 | 40 |
| | Jun 30 | Bal c/d | 55 | | | | |
| 200 | | | 200 | | | | |
| 55 | July 1 | Bal b/d | | | | | |
| 145 | July 1 | Restored Imprest | | | | | |

**Examiner's Comments**

> The petty cash book was correctly prepared, beginning with the inclusion of the opening cash balance being shown in the receipts column. All the petty cash expenditures were recorded in the total column and then correctly extended to the appropriate analysis column, totalled and the petty cash book correctly balanced at month end. The entry for restoring the petty cash fund was correctly recorded. The full 8 marks was awarded.

**General Comments on Overall Performance on this Part of the Question**

Many candidates either did not attempt this part of the question or left parts unanswered. Of those who attempted the question, several did not record the opening balance in the receipts column of the petty cash book. In addition, many candidates were unable to balance the petty cash book and to show both balances carried down and brought down correctly. Furthermore, even when they were able to come up with the correct amount needed for restoration of the fund, this figure was not entered in the receipts column and was incorrectly recorded.

Overall, performance on this question was fair. The mean mark was 9.26 out of 20.   Approximately 42.6 per cent of candidates achieved at least half of the total marks overall in question 5.

**Recommendations**

- Students should be given activities in which they practise the preparation of a petty cash book (PCB), including totalling and balancing the PCB from time to time and recording the restoration of the amount spent.
- Emphasis should be placed on the following:
    - How to use the *Receipts* column in the PCB, specifically how to record the opening balance amount in the Receipts column
    - Filling in the Detail column with a brief and accurate explanation for expenses
    - Making proper use of the Total column for each expenditure transaction
    - Extending each expenditure amount to its respective analysis column
    - Totalling all payment columns and cross-checking figures for accuracy
    - Balancing the Receipts and Total columns fully and correctly, to include both balances c/d and b/d
    - The restoration amount should always be the same as the total spent and the entry should be properly recorded for the restoration.
- Candidates are encouraged to recheck answers against given instructions to ensure that the correct task has been performed.

**Paper 032 – Alternative to School-Based Assessment (Case Study)**

The Paper 032 case study was based on an entrepreneur who discovered an entrepreneurial niche and decided to create her own business specializing in natural beauty products.  The case study comprised ten questions with subparts as follows.

*Question 1 – Current Assets, Working Capital and Capital*

This question provided candidates with a tabulated list of items with their values and was consisted of three parts as follows.

Part (a) asked candidates to list and calculate the value of the business' current assets.

**Candidate's Answer to Part (a) – Sample No. 1**

> 1.   (a)   List and calculate the value of Cheyenne's current assets.
>
> | CHEYENNE'S CURRENT ASSETS | $ |
> |---|---|
> | Inventory of raw materials | 1935.00 |
> | Supplies | 2710.00 |
> | Money in bank | 1245.00 |
> | Money on hand | 960.00 |
> | Total current assets | $6850.00 ✓ |
>
> (3 marks)

**Candidate's Answer to Part (a) – Sample No. 2**

> 1.   (a)   List and calculate the value of Cheyenne's current assets.
>
> Current Assets - Money on hand.
> Money in bank
> Inventory
> Supplies
>
> Current Assets value = $960 + $2710 + $1935 + $1245
>                      = $6850 ✓
>
> (3 marks)

**Examiner's Comments**

> Both candidates ably identified all the business' current assets on the given date and totalled them accurately.  They were both awarded the full marks in each case.

**General Comments on Overall Performance on this Part of the Question**

Most candidates were not able to identify and classify all the current assets correctly.  A common error was the failure to include *supplies* in the list of items for the calculation of the total for the current assets of the business.  A few others incorrectly included non-current asset items in the calculation of total current assets.

Part (b) required candidates to calculate the business' working capital at start.

**Candidate's Answer to Part (b)**

(b)  Calculate the value of Cheyenne's working capital at start. **Show all working clearly.**

Working Capital = Current Assets – Current Liabilities ✓

= $6850 – $250

= $6,600

(3 marks)

**Examiner's Comments**

> The candidate began with a statement of the formula used for calculating working capital. This was followed with a clear and neat presentation of the figures for each component in the formula, with the final answer neatly shown. Full marks were given for this correct response.

**General Comments on Overall Performance on this Part of the Question**

Some candidates demonstrated a lack of knowledge of the formula for calculating working capital and so were unable to calculate working capital correctly. These candidates performed poorly on this question.

Part (c) asked candidates to calculate the value of the business' net worth or capital at start.

**Candidate's Answer to Part (c) – Sample No. 1**

Capital = Assets – Liabilities ✓

= (960 + 2800 + 2710 + 1935 + 1245) – (9000 + 250)

= $9650 – $9250

= $400

**Examiner's Comments**

> The correct formula was stated and the candidate correctly used the fundamental bookkeeping or balance sheet equation. All details of the working were shown the candidate arrived at the correct answer. The full 4 marks were given.

**Candidate's Answer to Part (c) – Sample No. 2**



(c) Calculate the value of Cheyenne's net worth or capital at start. **Show all working clearly.**

| Total Assets | $ |
| --- | --- |
| Equipment | 2800 |
| Supplies | 2710 |
| Current Assets | 4140 |
| | 9650 |

| Total Liabilities | $ |
| --- | --- |
| loan | 9000 |
| Owed to suppliers | 250 |
| | 9250 |

Assets – Liabilities = Capital ✓
$9650 – $9250 = Capital.
$400 = Capital

∴ Cheyenne's net worth is $400

**Examiner's Comments**

> This sample shows an ideal answer, where the candidate took a more structured and detailed explanatory approach in the presentation of the working and subtotals. The formula used was included and the correct answer was arrived at. Full marks were awarded.

**General Comments on Overall Performance on this Part of the Question**

Most candidates were able to satisfactorily answer this part of the question.

**General Comments on Overall Performance on Question 1**

Overall, performance on the question was below par. The mean mark was 4.98 out of 10. Approximately 47.3 per cent of candidates scored at least half of the maximum available marks for this question.

*Question 2 – Accounting as a Profession*

This question asked candidates to state two qualities to consider when hiring an employee for the position of accounts clerk.

**Candidate's Answer to Question 2 – Sample No. 1**

> 2. State TWO qualities Cheyenne would look for before selecting Jack for the position.
>
> Hard working ✓
>
> Trustworthy ✓
>
> (2 marks)

**Candidate's Answer to Question 2 – Sample No. 2**

> 2. State TWO qualities Cheyenne would look for before selecting Jack for the position.
>
> integrity/and team player ✓
>
> honesty ✓
>
> (2 marks)

**Examiner's Comments**

Both candidates provided very good responses and were awarded full marks in each case.

**General Comments on Overall Performance on Question 2**

Candidates provided satisfactory responses to the question. However, quite a few of them stated skills needed to perform the duties of accounts clerk instead of focusing on the *qualities the person should possess*, as required by the question.

Overall, performance on the question was good. The mean mark was 1.71 out of 2. Approximately 22 per cent of candidates scored at least half of the maximum available marks, with approximately 74 per cent of candidates gaining the full marks allotted for the question.

*Question 3 – Impact of Technology on Accounting Process*

For one mark, candidates were asked to state one benefit derived from implementing a computerized accounting system.

**Candidate's Answer to Question 3 – Sample No. 1**

3. State ONE benefit that Cheyenne can derive from implementing a computerized accounting system.

One benefit is the financial statements can be generated ~~for~~ quicker and more accurately. ✓
(1 mark)

**Candidate's Answer to Question 3 – Sample No. 2**

3. State ONE benefit that Cheyenne can derive from implementing a computerized accounting system.

Balances can be accessed at any point during the accounting period. ✓
(1 mark)

**Examiner's Comments**

In both instances, the candidates provided suitable and acceptable responses. Full marks were awarded in each case.

**General Comments on Overall Performance on Question 3**

Most candidates gave a reasonable and acceptable response to this question.

Overall, performance on the question was very good. The mean mark was 0.90 out of 1. Ninety per cent of candidates earned the allotted mark.

*Question 4 – Recalculating Corrected Net Income*

Candidates were required to prepare a statement to show the corrected net income, following the discovery of three errors which came to light after the net profit had been calculated for March 2021.

**Candidate's Answer to Question 4**

Mauveney's Natural Beauty Products
Statement of Corrected Net Profit
For the month ended March 2021

| | $ | $ |
|---|---|---|
| Net Profit | | 5240 |
| Add: Correction of Discount Received from Expense to Income | 420 ✓ | |
| Overstated Cost of Sales | 375 ✓ | 795 |
| | | 6035 |
| Less: Understated Purchases | | (30) ✓ |
| Corrected Net Profit | | 6005 |

**Examiner's Comments**

The candidate organized the response well, beginning with the previous net profit which was given. Importantly, each identified error was correctly analysed for its effect on the previous net profit. The candidate's decision on which arithmetical process was needed (add or subtract) to arrive at the corrected net income showed that excellent analysis and interpretation was used in considering each error. Furthermore, the candidate's response was very neatly presented, using the established approach of *additions* being shown before *deductions*. The final answer was also accurate. The candidate scored full marks.

**General Comments on Overall Performance on Question 4**

Some candidates did not perform well on the question. Teachers are encouraged to engage in activities that foster improved knowledge and understanding of the elements involved in the calculation of gross and net income, and the relationship between these elements, in order to enable

students to analyse and interpret adjustments needed in the calculation of net income confidently and accurately.

Overall, performance on the question was fair. The mean mark was 3.02 out of 6. Approximately 64.9 per cent of candidates scored at least 50 per cent of the maximum available marks.

*Question 5 – Manufacturing Accounts*

Candidates were presented with a list of accounts and their values at year end, and three questions were posed based on this data.

For Part (a), candidates were required to calculate the total purchases of raw materials for the year.

**Candidate's Answer to Part (a) – Sample No. 1**



5.    (a)    Calculate the total purchases of raw materials for the year ended 31 March 2021.

Purchases of Raw Materials                $

Purchases of Raw Materials              3000 ✓

Add: Carriage on factory raw materials    100 ✓

Total Purchases of Raw Materials         3100

(2 marks)

**Candidate's Answer to Part (a) – Sample No. 2**



5.    (a)    Calculate the total purchases of raw materials for the year ended 31 March 2021.

· Purchases of Raw Material + Carriage on factory raw materials

3000 + 100 ✓ = $3100 (total purchases of raw materials)

**Examiner's Comments**

> The first candidate used a vertical presentation style while the second candidate used a horizontal presentation style. In both cases, the candidates clearly indicated the formula they were using to answer the question, which was correct. All figures were neatly written and presented; calculations were correct and the final answer clearly labelled. Full marks were awarded in each case.

Part (b) asked candidates to calculate the total cost of raw materials used for production, for a total of 2 marks.

**Candidate's Answer to Part (b) – Sample No. 1**

(b)     Calculate the total cost of raw materials used for production.

$\$(4800 + 3000 - 1500)$

$= \$6300$ total cost of raw materials

Opening raw materials + (Purchases + carriage) − closing raw material

$\$4800 + \$(3000 + 100) - \$1500$

$= \$6400$ ✓

(2 marks)

**Candidate's Answer to Part (b) – Sample No. 2**

(b)     Calculate the total cost of raw materials used for production.

| | |
|---|---|
| Opening stock of raw materials | 4800 |
| Purchases of raw materials | 3000 |
| Add: Carriage | 100 |
| Net purchases | 3100 |
| Goods available for sale | 7900 |
| closing stock of raw materials | 1500 |
| Cost of raw materials used | 6400 ✓ |

(2 marks)

**Examiner's Comments**

> Both candidates demonstrated knowledge of the formula and process to be used for calculating the total cost of raw materials used for production. The examiners highly commend the second candidate who was more thoroughly precise and detailed with the explanatory presentation style used in the response given.

**General Comments on Overall Performance on this Part of the Question**

More practice is needed in the drawing up of all aspects of the manufacturing account. Too many candidates experienced challenges with the steps to be followed in calculating the *cost of raw materials used* in manufacturing — though it closely matches the very same steps used in drawing up the income statement for a trading business, when calculating the *cost of goods sold*.

Part (c) required the calculation of the total cost for manufacturing overheads.

**Candidate's Answer to Part (c)**

(c) Calculate the total manufacturing overhead cost.

Depreciation on Factory equipment $200
Factory management salaries $3,000
General Factory expenses $3,65
Insurance on Factory equipment $4,50
TOTAL MANUFACTURING overhead cost $4,015 ✓

(3 marks)

**Examiner's Comments**

> The candidate ably navigated the differentiation between direct and indirect manufacturing costs, and differentiated correctly between the manufacturing as opposed to the general business overheads, arriving at the correct final answer. Full marks were awarded.

**General Comments on Overall Performance on this Part of the Question**

Most candidates were unable to identify all the costs that should have been included in manufacturing overheads and thus ended up with an incorrect total for their answer.

**General Comments on Overall Performance on Question 5**

Overall, performance on the question was average. The mean mark was 3.75 out of 7. Approximately 56.1 per cent of candidates scored at least half of the maximum available marks.

*Question 6 – Manufacturing*

The question asked candidates to name one other possible product the business owner could decide to manufacture to expand her current business.

**Candidate's Answer to Question 6**

> 6. Name ONE other possible product Cheyenne could decide to manufacture to expand her current business.
>
> _Natural moisturizing Cream_ ✓
>
> (1 mark)

**Examiner's Comments**

> The candidate identified a product that could reasonably be seen as a 'good fit' given the business' existing product line. Thus, the response was deemed acceptable and the mark awarded.

**General Comments on Overall Performance on Question 6**

Candidates are to be commended for the wide variety of acceptable responses that they were able to propose. There was no shortage of imagination at work for this question, with many applicable responses being generated.

Overall, performance on the question was excellent. The mean mark was 0.82 out of 1. Approximately 82.4 per cent of candidates scored the mark for this question.

*Question 7 – Production Budget*

Candidates were presented with a table showing projected sales forecast data for a business, covering four months, and asked to prepare a production budget for a three-month period for the business, in order to support a business loan application.

**Candidate's Answer to Question 7 – Sample No. 1**

7.    Prepare the production budget for Mauveney's Natural Beauty Products for the **three-month period September to November 2021.**

| Mauveney's Natural Beauty Products Production Budget For the three-month period September to November 2021 | September $ | October $ | November $ |
|---|---|---|---|
| Months | | | |
| Sales Units | 5000 | 7000 | 10000 |
| Add: Desired Closing Stock (½ x Projected sales) | 3500 | 5000 | 6000 |
| Desired Units | 8500 | 12000 | 16000 |
| Less: Opening Stock | (3000) | (3500) | (5000) |
| Units Required to be produced | 5500 | 8500 | 11000 |

**Candidate's Answer to Question 7 – Sample No. 2**

7.    Prepare the production budget for Mauveney's Natural Beauty Products for the **three-month period September to November 2021.**

| MAUVENEY'S NATURE Beauty Products Production Budget For THE Period September to November 2021 | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|
| SOAPS TO BE Produced | 5000 | 7000 | 10000 |
| ADD closing stock | 3500 ~~3000~~ | 5000 | 6000 |
| SOAPS Available | 8500 | 12000 | 16000 |
| Less opening stock | 3000 | 3500 | 5000 |
| TOTAL Production of stock | 5500 | 8500 | 11000 |

**Examiner's Comments**

> The candidates demonstrated excellent knowledge of the preparation of production budgets. All the elements were correctly included and processed in an accurate manner, arriving at the correct production figures for each of three months. The full 8 marks were earned in each case.

**General Comments on Overall Performance on Question 7**

Most candidates were unable to construct anything that reasonably or even remotely resembled a production budget. It was evident that most candidates had not been exposed to the topic, which is a new topic in the (2019) revised and current POA syllabus. Candidates lacked both the knowledge and application skills required by the question.

Overall, performance on the question was poor. The mean mark was 2.5 out of 8. Approximately 27 per cent of candidates scored at least half of the maximum available marks for this question.

*Question 8 – Disadvantages of Partnerships*

Candidates were asked to state one disadvantage of establishing a partnership.

**Candidate's Answer to Question 8 – Sample No. 1**

8. State ONE disadvantage of establishing a partnership.

Partnerships have unlimited liability which means that the partnership's debts/losses are liable to the extent of the partner's personal assets. ✓

(1 mark)

**Candidate's Answer to Question 8 – Sample No. 2**

8. State ONE disadvantage of establishing a partnership.

There may be disagreements between partners about the operations of the business ✓

(1 mark)

**Candidate's Answer to Question 8 – Sample No. 3**

8.    State ONE disadvantage of establishing a partnership.

If one partner does something wrong financially it can affect everyone else is involve in the partnership. ✓

(1 mark)

**Examiner's Comments**

> All three responses demonstrated that the candidates had a good understanding of the disadvantages of a partnership. Each sample was awarded the mark.

Most candidates scored well on this question.

Overall, performance on the question was good.  The mean mark was 0.8 out of 1.  Approximately 80.2 per cent of candidates earned the allotted mark for this question.

*Question 9 – Advantages of Private Limited Companies*

Candidates were asked to state one advantage of forming a private limited company.

**Candidate's Answer to Question 9 – Sample No. 1**

9.    State ONE advantage of forming a private limited company.

The Your liability would be limited to the amount of money you invested in the business ✓

(1 mark)

**Candidate's Answer to Question 9 – Sample No. 2**

9.    State ONE advantage of forming a private limited company.

It can be kept controls who becomes its members, which is advantageous for if you prefer to have members be exclusively family/friends. ✓

(1 mark)

**Examiner's Comments**

> The responses given in the two samples were both correct and the mark was awarded in each case.

**General Comments on Overall Performance on Question 9**

Most candidates provided reasonable and acceptable responses to the question.

Overall, performance on the question was good. The mean mark was 0.68 out of 1. Approximately 68.1 per cent of candidates scored the mark for this question.

*Question 10 – Journal Entries*

Candidates were provided with data and a journal form and required to prepare the general journal entry to record an individual's contribution for the formation of a partnership. The question was worth three marks.

**Candidate's Answer to Question 10 – Sample No. 1**

10. Prepare the journal entry to record Morris' contribution to the partnership. A narrative is NOT required.

| Date 2021 | Details | Folio | Debit | Credit |
|---|---|---|---|---|
| 1 April | Cash | | 7000 | |
| | Capital: morris | | | 7000 |
| 1 April | Motor vehichle | | 90 000 | |
| | Capital : morris | | | 90000 |
| | | | | |

(3 marks)

**Candidate's Answer to Question 10 – Sample No. 2**

10. Prepare the journal entry to record Morris' contribution to the partnership. A narrative is NOT required.

| Date | Details | Folio | Debit | Credit |
|---|---|---|---|---|
| 1 April 2021 | Cash A/C | CB | 7000 | |
| | Motor Vehicle A/C | GL | 40000 | |
| | Morris' Capital A/C | GL | | 47000 ✓ |
| | | | 47000 | 47000 |
| | | | | |

(3 marks)

**Examiner's Comments**

> Both samples were essentially correct and given full marks in each case. In the first sample, the candidate gave two separate and individual entries for each of the items being introduced into the business by the new partner. In the second sample, the candidate used a *combined* entry to record the contributions of the new partner. The second sample is the preferred choice of the examiners and is seen as an ideal response. One can well appreciate how cumbersome the record would be had the new partner brought in a series of assets as his contribution to the partnership. Hence, the second sample is more efficient.
>
> In both instances, however, the following were observed:
> - A **date** was recorded.
> - The **debit part** of the entry was appropriately displayed, starting at the left side of the Details column, and the amount recorded in the debit column.
> - The **credit part** of the entry was appropriately indented below the debit details and the credit amount was recorded in the credit column.
> - The total debit amount was equal to the total credit amount (for the combined entry, the sum of the debit parts was equal to the total credit amount), thus the **equality of debits and credits** in the journal was maintained.
> - The question expressly stated that a **narrative** was not required. Hence, the journal entry was neatly and accurately completed with all its elements.

**General Comments on Overall Performance on Question 10**

Many candidates continue to be challenged and struggle with presenting good general journal entries for all types of transactions — opening entries, writing off bad debts, purchase of non-current assets on credit, settling liabilities using unconventional means (for example, with assets other than cash or bank), correction of errors, adjusting entries — and recording a partner's contribution to a business is no exception.

These are shortcomings which can be easily fixed with regular and frequent practice in recording journal entries as students progress through the various sections of the syllabus.  It must be noted that recording general journal entries is a fundamental and important aspect of this course, which encompasses the *principles of accounts*. All accounting trainees should aim to develop proficiency in this area.

Overall, performance on the question was fair.  The mean mark was 1.73 out of 3.  Approximately 56.4 per cent of candidates scored at least half of the maximum available marks.

**Paper 03 – School-Based Assessment**

About 3000 SBA samples were processed by the POA moderation team.  Overall, projects were neatly typed and presented by almost all students.  There was an appreciable improvement in the quality of the SBA research project samples which were moderated.

The main problematic areas which continue to present challenges across the board are outlined below.

- Presentation and Analysis of Data section, with reference to
    - *analysis* of data
    - use of appropriate *statistics*
    - identification of *findings*
- Recommendations section
- Bibliography section

The POA examining committee wishes to remind all teachers and students of the new POA syllabus which came into effect from June 2019.  The new syllabus provides new guidelines for the SBA Research Project.  All SBA projects which were completed and submitted as per the *old syllabus guidelines* are now *unacceptable*.  All SBA projects are now being assessed as per the new SBA scoring rubric, which would not result in a passing grade for those students who submitted SBA projects based on the old syllabus.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Table of Contents** (TOC)<br><br>(K1) | All students included a table of contents. | In very few cases,<br>- the pages in the body of the report were not numbered<br>- the page numbers used in the body of the report did not correspond to the page numbers shown in the TOC. | It would be most useful for students to learn how to insert a table of contents using the built-in *feature* which can be found in the References tab of Microsoft Word. This is highly recommended and simplifies the handling and managing of corrections regarding the alignment of page numbers, agreement of page numbers between the TOC and the body of the report. |
| **Topic/Issue/Problem** (K2) | An appropriate statement was included in almost all projects and, for the most part, almost all were both clearly stated and accurately described the research project.<br><br>Most students also included the topic in a similarly titled section in the body of the research report, so it was easy to find. | In very few cases,<br>- the topic was not stated in the body of the report and moderators had to return to the cover page to assess whether some aspect of a topic, as per the scoring rubric, could be discerned there.<br>- Students posed a question rather than outline the topic.<br>In many instances, the topic was clearly stated but not accurately described. For example, the applicable period or time frame under investigation was not identified. | It is preferable to present the topic/issue/problem under investigation in its dedicated chapter or section, in the body of the research report. Ideally, students should start with a *cover page*, followed by the *TOC* and then the *topic* page.<br><br>Students should read over carefully to ensure that the topic is *clearly stated* and *accurately describes* the issue or matter under investigation. |

**Student's Project Extract — Sample No. 1**

> **Topic**
>
> To investigate the overall financial performance of LCB Products Inc in the year 2019 compared to 2018.

**Student's Project Extract — Sample No. 2**

> **Topic**
>
> "A study to Determine How the Unavailability of Resources Affect the Production of Fruits and Vegetables on the St. Joseph's Academy School Farm" ✔

**Examiner's Comments**

> Both samples are good examples of a statement on the topic/issue/problem.  Each sample *clearly stated* and *accurately described* the matter under investigation.
>
> It is to be noted, however, that the second sample had a grammatical error.  The student should have used the word *affects* rather than 'affect', as the subject was singular.   Students are encouraged to carefully read over their work before submission.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Objectives** (A2) | All projects included objectives.<br><br>The majority were clearly stated and realistically linked to the topic of the research project. | In some cases, objectives were not correctly written.<br><br>A few candidates incorrectly posed questions for objectives. | Each objective should lead off with a *verb* that *describes an observable behaviour*.<br>**Examples**<br>To analyse …<br>To appraise …<br>To compare …<br>To *(followed by one of the examples given below. Students are reminded to select the appropriate verb.)*<br>contrast, demonstrate, develop, differentiate, discover, estimate, examine, explain, formulate, generate, identify, illustrate, inspect, interview, investigate, justify, manage, manipulate, measure, monitor, organize, perform, plan, predict, prepare, recommend, record, score<br>When reading over the written objectives, one should be able to *see* that the researcher would be able to *observe* the participant(s) or respondent(s) and be able to *measure* how well each stated objective was met. |

**Student's Project Extract**

## Objectives

The objectives of this project are to investigate:

✓ 1. The changes that the pandemic has had on the bank's operations

✓ 2. The disadvantages that the global pandemic has had on the Jamaica National Bank Limited.

3. The impact that the global pandemic has had on the bank's customers and employees.

**Examiner's Comments**

The objectives were very well written. The student led off with a *verb* (To investigate …)   and each numbered point referred to actions which were both *observable* and *measurable*.  Full "A" marks were awarded.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Background/Overview**<br>- History (K1) | Most students included a bit of history with respect to their topic of research. | Only a very small number of students left out the history aspect altogether from this section. | Students are reminded that they should always give a little history or background to the research topic. |
| - **Development** (K1) | There was an improvement in the quality of written information presented by students for the 'development' of their topic. | Some students included no development in this section of report. | Students are reminded to give enough **background** to allow for the growth/development of the matter under investigation.<br>Consideration can be given to the following, for example.<br>• How does the identified issue relate to *a bigger picture*?<br>• Where does the identified issue fit in *the whole scheme of things*?<br>• This is where a brief summary of relevant *literature* (from the literature *review or background reading)* surrounding or related to the focus area under investigation can be introduced.<br>• The establishment of a link or connection between the 'history' and the body of the research report.<br>• Identification of any area(s) seen for later development/focus<br>  - in the research project or<br>  - in another study. |

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Impact of research on society or environment (A1) | Many students received credit for addressing this aspect in their report appropriately. | Some students did not specifically address the impact on or importance of their study to the society or environment of their research study, and so lost the mark. | A statement should be specifically included to cater to this point. Aim to answer the questions *In what way can your research study add value to the environment or society that the investigation is taking place in? What possible impact could your research have on the society or environment?* |
| - Impact of research on researcher (A1) | Many students handled this aspect of the section very well. | Some students did not specifically address the importance of the research project to themselves. | A statement should be included to cater to this point. What led the researcher to undertake this research project? What is the researcher's personal interest in this matter? |

**Student's Project Extract**

As the daughter of the business owner, and a business student, the researcher thought it would be worth assessing the impact of this bill on the sales and profits of Denis' Place in order to gain a better understanding of how legislation affects the operation and subsequent profitability and sustainability of a business. The results of this finding can be passed on to the business owner to help him develop strategies to mitigate a negative impact on the future of his establishment.

**Examiner's Comments**

> Both the *impact of the research study on the researcher* and the *impact of the research study on the society or environment* were very well represented in the student's response. The *society* was represented by the business owner.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Methodology**<br>- Instrument described (K2) | Some students were able to describe the instruments used — by definition, number and/or type of questions involved. | Too many students failed to include basic descriptions of the instruments used for data collection. | Students should include at least two distinct points of description for each instrument used in the research study to collect data and information. |
| - Appropriate instrument (A1) | All students identified instruments which were appropriate for their data collection exercise. | | |
| - At least two instruments used (A1) | Most students used at least two instruments for their data collection. | A few students used only one instrument for collecting data/ information during their research investigations and so lost this mark. | Students must include the **use** of **at least two instruments** for the collection of data/information, during the research investigations. |
| - Method described (A2) | | Many candidates failed to give any description of the methods they used for collecting their data. | Students must include at least two distinct points of description for each method used in the research study to collect data and information. |

**Student's Project Extract**

> The data collection method used was non probability sampling. This was done by selecting respondents who were expected to answer and return the questionnaires. For each grade 10 class, the students' names were placed in a box according to those listed on the attendance register. Four names were removed from the shaken box for each homeroom. These names were selected to respond to the questionnaire. This data collection method was chosen because it allows for each member of the population to stand an equal chance of being selected in the sample. This eradicated sample bias, since it is a random sampling technique.

**Examiner's Comments**

In describing the method used for data collection, it is encouraging to see students, such as the one whose project extract is move from simply reporting on how many copies of their questionnaires were distributed, which or how many persons were interviewed and how much time was used to accomplishing these tasks. Many more students are now displaying evidence of a broader understanding and are inspired to include some basic elements describing the application methods used in their research exercise.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Limitations of method (A2) | Some students performed creditably on this aspect. Many were able to cite some disadvantages related to the use of their identified method for their data collection. | Some students confused temporary 'challenges' with *limitations*. | Students must be able to distinguish clearly between a 'challenge' (as used in everyday language) and a *limitation*. The latter has a specific connotation in research.<br><br>Limitations indicate that there were uncontrollable events which happened and which most likely affected the findings or outcomes of the research study.<br><br>Limitations thus become a sort of *proviso* to the reader, warning that the researcher's conclusions or findings could have been different had those limitations not existed. |

**Student's Project Extract — Sample No. 1**



One major limitation faced was the fact that many persons were hesitant to sit
and have a conversation with a stranger due to Covid-19, so conducting the interviews were
not easy. The researchers also had a difficult time arranging a date to conduct the interviews
that was efficient for everyone involved

1.1-A
"Challenges" are not "limitations" if, in the end, you were successful in doing what you were supposed to do.

1.1-A
But this challenge was eventually overcome, and the interview was held - so the research study's outcome was not "limited" or hampered by this.

**Examiner's Comments**

'Challenges' (as used in everyday parlance) are not necessarily *limitations* on the research study. The highlighted lines convey a challenge, which is not necessarily a limitation. The subsequent report clearly revealed that the interviews did eventually take place. A difficulty in arranging a mutually convenient time in which to hold an interview is not a limitation of the study once that interview is eventually held. When this challenge is eventually overcome and the interview is held, it is reasonable to assume that the data was collected, and thus the study's outcome is not limited or hampered by the initial challenge to find a suitable date on which to conduct the interview. If time left for analysis, for example, became a problem because of the lateness of gathering the data, then this would be a good constraint or limitation – in which case this is the issue the student is expected to highlight, to earn the mark for limitation.

There was no mention of persons being absent from the interview. There was no mention that quality analysis of collected data was compromised due to the limited time remaining or available. Neither was there any mention of the researcher being restricted with respect to the time left available for completion and submission of the research project. No genuine limitation was specifically identified in these highlighted lines, which simply depict a challenge that was later overcome, as the interviews were held. The student did not show that the project outcome was hindered or limited by this situation; thus, it does not qualify as a limitation of the study. The student was awarded only one mark for the first point.

**Student's Project Extract — Sample No. 2**

> During this S.B.A there were some limitations for both the interview and the questionnaire. Some limitations of the questionnaire were unanswered questions, students gave untruthful answers, some students had difficulties understanding the questions. Some limitations in the interview were: there was sensitive information the interviewee could not volunteer and the interviewee may have given biased opinions.

**Examiner's Comments**

Two distinct and acceptable points for limitations were given.  Both marks were awarded.

It is to be noted that limitations could be ingrained in the *process* used to gather the data or the limitations could be with respect to the specific *method* chosen. Limitations could also come in the form of unexpected or uncontrollable events which occur and which affect the results or outcome of the research study.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Methods justified (IA2) | Most students provided acceptable justifications for their chosen methods for data collection. Often, they presented advantages of using the identified methods used for collecting data during their investigations. | A few students erroneously outlined the 'data they *planned to collect*' and mistakenly confused this with the *justification* for choosing a specific method for data collection. | Having decided what data the researcher plans to collect, it must be noted that there would be a variety of ways which could be used to harness this data. *Justification* is about **why this one method** *is chosen*, and *not another*, to collect the data. |

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Presentation and Analysis of Data**<br>- Appropriate forms used (K2) | Most students used appropriate forms/graphs/tables for presenting the data they collected.<br>For the most part, diagrams were fully and correctly headed, labelled and keys/legends included. | Some students left one or both axes inappropriately or totally unlabelled. | Students are encouraged to label graphs and charts fully so as to convey complete sense.<br><br>Bear in mind that some graphs may require two layers of labels to an axis, to convey complete sense. |

**Student's Project Extract**



How do you rate the promotional strategies used by the business?
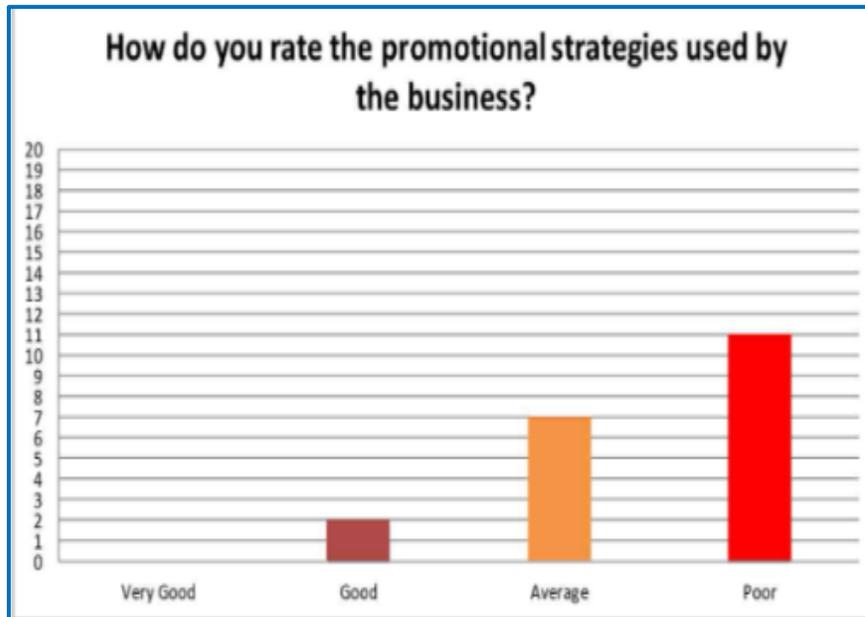
**Examiner's Comments**

The main heading could have been streamlined to be crisper and more concise – for example, Ratings of Promotional Strategies Used by Business. As is, the heading appears to have been a question posed to research participants.

The *x*-axis was only partially correctly labelled. This could have been improved by including the label *Ratings* below the series labels *Very Good, Good, Average* and *Poor*.

The *y*-axis raised unanswered questions. What do these numbers measure? Are they meant to be the number of respondents? Or are these meant to be some type of measure for the ratings? This lack of information made the graph somewhat incomprehensible. This is an example where both axes called for two layers of labels in order to make complete sense.
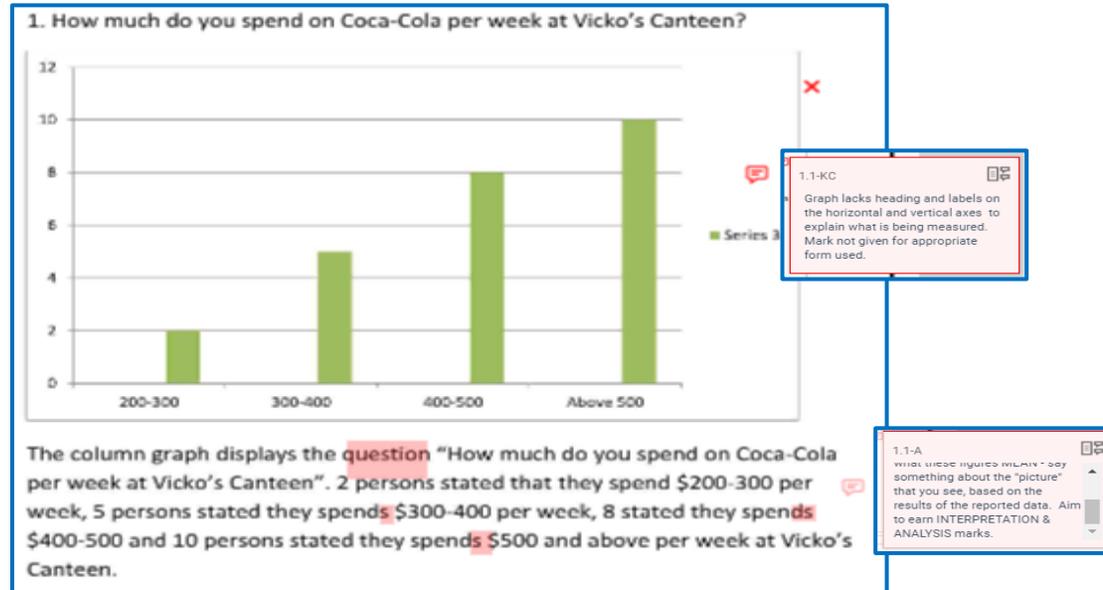
**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Data relevant to objectives. (A2) | In most cases, at least one of the diagrams presented relevant data for the objectives of the research. | Too many students continue to collect and present data on the *gender* and *ages* of participants, when these metrics bear absolutely no relevance whatsoever to the objectives or outcomes of the research study. | udents are encouraged to focus on collecting and presenting only data which have direct relevance for meeting the objectives of the research study. |
| - Analysed adequately (A2) | | Most students had difficulty and were challenged with the analysis of their presented data.<br><br>Most students merely regurgitated a description of the data already clearly evident in the presented diagrams. This is 'reporting' and does not address the implications of or *meaning of the data*, which is *analysing*.<br><br>Most students were unable to *interpret* any meaningful *information* from the presented data. | Students are encouraged to explain the meaning derived from the data which they present, instead of merely repeating the details of what is seen in the graph/chart.<br><br>Students must learn to differentiate between *reporting* and *analysing*.<br><br>Analysis marks are not awarded in cases where students merely repeat a description of what is shown in the presented diagrams (*reporting*), whilst neglecting to **draw out meanings or interpretations to be gleaned** (*analysis*) from the presented data. |

**Student's Project Extract**

1. How much do you spend on Coca-Cola per week at Vicko's Canteen?



1.1-KC
Graph lacks heading and labels on the horizontal and vertical axes to explain what is being measured. Mark not given for appropriate form used.

The column graph displays the question "How much do you spend on Coca-Cola per week at Vicko's Canteen". 2 persons stated that they spend $200-300 per week, 5 persons stated they spends $300-400 per week, 8 stated they spends $400-500 and 10 persons stated they spends $500 and above per week at Vicko's Canteen.

1.1-A
what these figures MEAN - say something about the "picture" that you see, based on the results of the reported data. Aim to earn INTERPRETATION & ANALYSIS marks.

**Examiner's Comments**

Statements like those shown constitute a 'report' — that is, the very same information which is depicted in the graph above is merely being repeated. The dialogue must not simply be a report, as seen in the sample. *Analysis* was lacking and no marks were awarded in this area. The student should have gone on to use his/her words to summarize what the figures portray and, even more importantly**,** gone on to say something about the *meaning* of the *picture* that he/she sees, as borne out in the diagrammatic representation of the reported data collected.

In order to *analyse*, the student needed to use words to *translate the meaning of this picture*, as it relates to the context of the objective(s) of the research project. The following is an example of simple analysis.

> *From the data collected, it is seen that 72% of respondents (18 out of 25), which is the majority of shoppers, spend at least $400 and above $500 weekly on the purchase of Coca-Cola.*

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Appropriate statistics used (IA2) | | Most students failed to earn any marks here. Major shortcomings included the following.<br>- The *sample size* used for data collection was not stated.<br>- The *data set of numbers* from which the quoted percentages were derived were not presented, thus leaving moderators unable to confirm the accuracy of given calculations.<br>- Mean, median and mode *statistics were inappropriately applied*. This was especially so for *mode*.<br>- Students displayed an *inability to interpret* and correctly apply the *meaning of the statistics* presented. | Sample size used is a basic piece of information that should always be included, to give context to all later numbers and calculations presented.<br><br>It is not sufficient to simply quote percentages, seemingly plucked out of the air. Students should always include and present, somewhere, the data set or numbers from data collection, to support and confirm the accuracy of these calculations, and earn marks.<br><br>Students need more practice in simple interpretations of the meaning of percentages, in general terms.<br><br>Students should be trained to use mean, median and mode appropriately. *(See notes below.)*<br><br>Students could also use more practice in correctly interpreting what the various ratios and/or statistics mean. |

**Notes**

The statistical measure used must be *appropriate* for the scenario. It must be correctly used and correctly calculated.

Mean:  an arithmetic average to be used when no outliers exist in data set values — that is, all numbers are more or less even (more or less in the same value range).
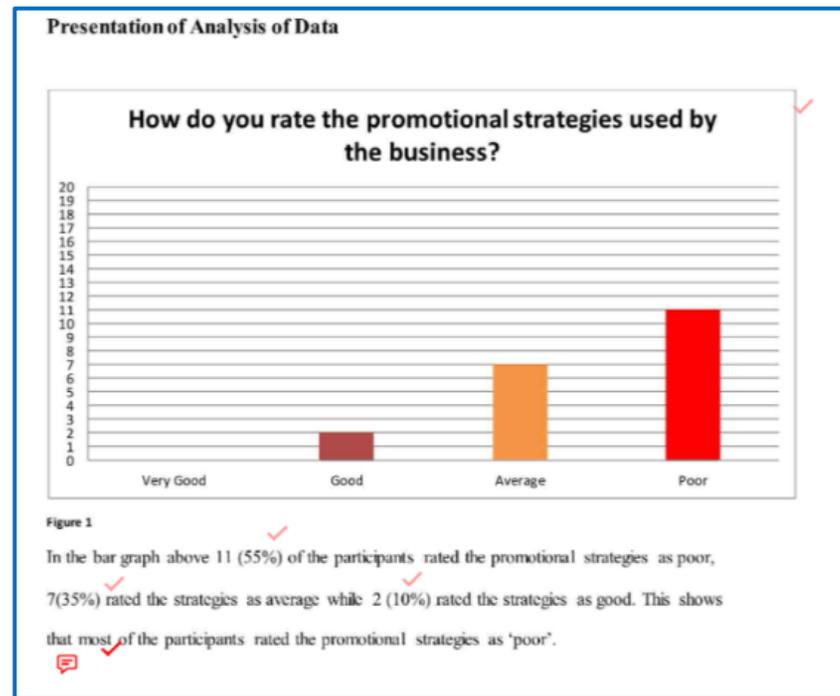
Median:  used where data set contains one or more outliers — that is, the possibility of skewed results exists if 'mean' is used.  Median is best used to identify a *middle* value, for example, *the average price of houses in a particular neighbourhood*, where some properties may be overpriced (outlier) while others are very low-priced (outlier) as a result of being in very bad condition. Therefore, in deciding whether to use *mean* or *median*, students should consider the *range* and *distribution* in the data set of numbers.

Mode:  used to identify the *most often* or *most frequently occurring* value, especially where that value is *not* a number, for example, which inventory item sells the most in a given period.

**Student's Project Extract — Sample No. 1**



Presentation of Analysis of Data

How do you rate the promotional strategies used by the business?

Figure 1

In the bar graph above 11 (55%) of the participants rated the promotional strategies as poor, 7(35%) rated the strategies as average while 2 (10%) rated the strategies as good. This shows that most of the participants rated the promotional strategies as 'poor'.
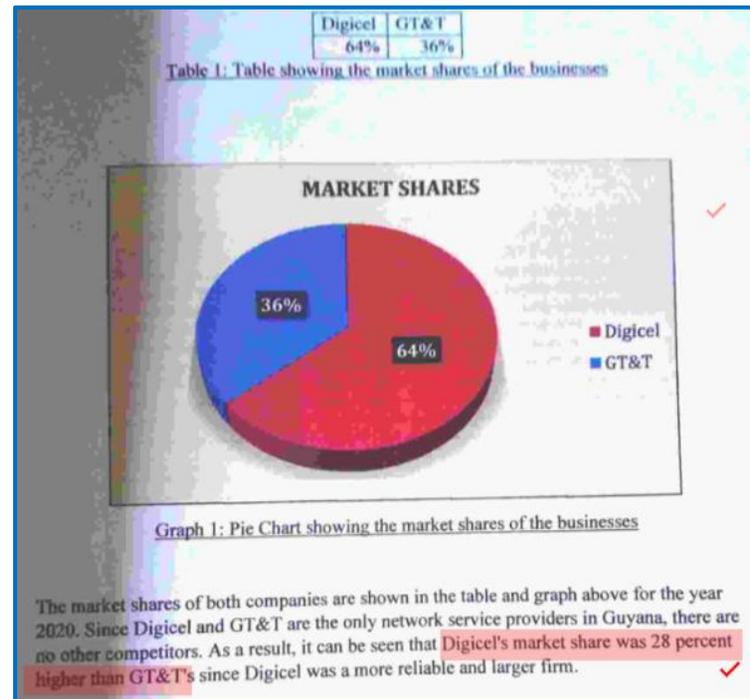
**Examiner's Comments**

The sample size had been previously established in the report as a total of 20 participants. This student incorporated the relevant numbers collected for each data set in the discourse, so that it was readily available to confirm the accuracy of the percentages quoted for each series in the data set. Thus, the marks for *appropriate statistics used,* in this case percentages, were very well deserved and earned here. The student concluded the discussion on this diagram with a very simple but nonetheless effective and correct analysis, based on the research data presented. It is to be noted that it is highly convenient and commendable to present accompanying discussions on the same page as the diagram. The graph itself could have been further improved by including another layer of labels for both axes, to clarify exactly what was being measured on each axis — that is, *Ratings* for the *x*-axis and *No. of Participants* for the *y*-axis.

**Student's Project Extract — Sample No. 2**



| Digicel | GT&T |
|---------|------|
| 64% | 36% |

Table 1: Table showing the market shares of the businesses

**MARKET SHARES**

36%

64%

■ Digicel
■ GT&T

Graph 1: Pie Chart showing the market shares of the businesses

The market shares of both companies are shown in the table and graph above for the year 2020. Since Digicel and GT&T are the only network service providers in Guyana, there are no other competitors. As a result, it can be seen that Digicel's market share was 28 percent higher than GT&T's since Digicel was a more reliable and larger firm.
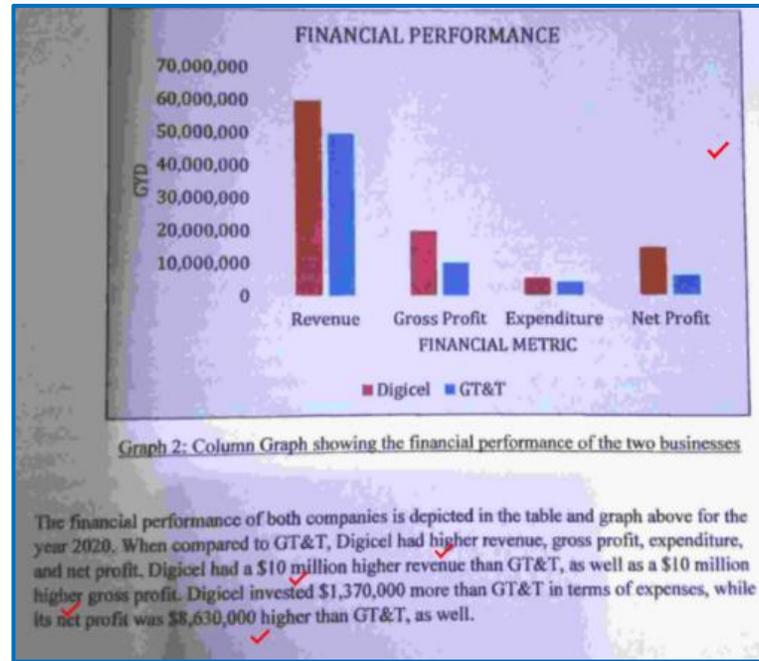
**Examiner's Comments**

The student demonstrated the ability to generate an acceptable graph, complete with labels and a key. Thus, the marks for *appropriate form* and *relevant data shown* are well earned. Unfortunately, the supporting data set of numbers was nowhere in the project, to lend credibility to the calculations of the percentages given. Therefore, the *use of statistics* mark could not be awarded for the percentages. Nevertheless, the examiners did accept and award the mark for *adequate analysis*, recognizing the differential, both in direction and value amounts, in the representative market shares of the two companies.

**Student's Project Extract — Sample No. 3**



Graph 2: Column Graph showing the financial performance of the two businesses

The financial performance of both companies is depicted in the table and graph above for the year 2020. When compared to GT&T, Digicel had higher revenue, gross profit, expenditure, and net profit. Digicel had a $10 million higher revenue than GT&T, as well as a $10 million higher gross profit. Digicel invested $1,370,000 more than GT&T in terms of expenses, while its net profit was $8,630,000 higher than GT&T, as well.

**Examiner's Comments**

This is an example of an excellently generated graph, with the *two layers of labels for both axes* included, so that it is entirely clear what is being depicted on both the X and Y axes. As the material presented was also relevant to the objectives, both marks were awarded for *appropriate form* used and *relevant data* presented. The student included the *secondary source data*, with financial performance given in the appendix, so the examiners were able to verify the accuracy of the data presented from the research. The student was therefore able to earn both marks for *adequate analysis* of the data presented, as shown. However, no *appropriate use of statistics* was included with the data set. The candidate missed the opportunity to make use of percentages here to earn the *interpretation/analysis* (IA) marks, bearing in mind that the candidate had already made available the source data in the appendix and that the data was correctly shown in the graph.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Findings consistent with analyses (IA2) | | Almost all students were unable to infer further interpretations or analyses, or make predictions from the data collected, presented, and discussed. Generally, these marks were left unearned. | The *findings* must be capable of attracting *interpretation and analysis* marks. What is expected here is for students to use *critical thinking skills*, together with their general knowledge of the matter under investigation, and apply these to the data presented and analysed, so as to deduce or extrapolate *further interpretations or analyses*, which were not already explicitly mentioned in the research graphs or discussions.<br><br>In the *findings*, students must be seen to move the topic/issue/problem under investigation upward to a higher level of thinking — for example, to make predictions, to identify how to minimize risks and/or improve the current situation.<br><br>The *findings* should aim to reveal the *big picture* or *overarching pattern* evolving or emerging out of data analyses, in order for students to earn the interpretation and analysis (IA) marks. Exposure to recognizing trends would be helpful here.<br><br>*Findings* must be related to the research conducted by the student.<br><br>**NB** The repetition of what was already presented in the discussion or the reporting of the data collected and presented in a graph/chart are not considered *further interpretation/analysis* and would not earn the IA marks. |

**Student's Project Extract — Sample No. 1**

**Examiner's Comments**

## Conclusion

The Deep Sea Distributors is a small fish business located at 1 Picheon Street, Downtown Kingston. The business comprises of eight staff members which include two managers. Based on the findings from the research the business lacks promotional activities which are an essential element for the survival of any business. The findings show that most of the customers who participated in the study has have rated the promotional strategies as poor and have never been benefited from any form of incentive. However, they rated the product quality as very good and would recommend friend to buy from the business. This proves that the reason why customers in general buy from the business is due to the fact that they have quality products but not their promotional activities. The business promotional strategies have not added much value o the overall profits. Mrs.Maragh, in the interview, stated that the company is not at a great loss but is ... the current profits made. She went on to say that its mostly the same ... m the business and not necessarily new customers. This again can be ... romotional strategies used by the company. The challenges faced in ... ffective strategies are cost, not having a proper marketing plan and not having a good online presence. The business mainly uses posters, word-of-mouth and discounts to promote its products.

1.1-IA
This is a great example of a "FINDING".

Evidence of further analysis was seen as the student deduced that it was not promotional strategies but the quality of products that keeps customers returning. The reasonable interpretation arising from this analysis is a finding which was gleaned from the data. For this finding, the student earned an IA mark.

The student included questions in her data collection instrument where she asked respondents to rate the quality of the promotional strategies used in the business. The collected and tabulated data showed that most respondents rated the business' promotional strategies as 'poor'. The student, in error, went on to refer to this information as a 'finding', which it is not (per the rubric).

The student, like many others, is using the word 'findings' only in a general language *sense* and certainly not in the context of the interpretation/analysis required for earning the IA marks for *research findings*. The moderators advise that students be trained to use the word *findings* in its appropriate context, to correctly refer to research findings, which are at the level of further interpretation/analysis.

In the middle of the conclusion, the student did come up with an acceptable finding from the research, for which an IA mark was awarded. The data collected, as previously shown, revealed two points:

- That the business rated poorly on promotional strategies
- That customers rated product quality as very good at the business

Thus, a reasonable finding was made in the inference that customers' patronage was fuelled by product quality rather than promotional activities. This shows further interpretation/analysis as the student followed through from what was previously explicitly shown to reveal something further and new.

**Student's Project Extract — Sample No. 2**

**Examiner's Comments**

## FINDINGS

- The researchers found out that Vicko's Canteen offers an affordable price for Coca-Cola rather than Pepsi.
- It was found out that students demand more for Coca-Cola rather than
✓ Pepsi at Vicko's Canteen.
- It was found out that students rated the packaging of Coca-Cola 5-10 and rated the packaging of Pepsi 1-3 out of 10.

**NB** Textbook 'notes' are not *findings*. Findings ought to *follow through*, as *directly interpreted or analysed*, from the *research data* collected and presented, and *out of the initial analysis* which took place in the research document.

With reference to the student's first bullet point, this aspect, which relates to an assessment of the comparison of these two commodities and price affordability for buyers, was never presented, discussed, addressed, or studied in this investigation. Therefore, this point could not be considered for any marks, as it was not a part of the research study.

In the last bullet point, the student merely repeated the report on the data collected, as already seen in previous graphs and information in the document. This point is totally devoid of *analysis*, as it is just a 'report'. It did not meet the criteria for analysis (A) marks nor did meet the criteria for further interpretation/analysis (IA) marks.

Only one mark was awarded in this sample for a*nalysis*. No marks were awarded for f*indings*. The second bullet point was a deduction following on from a graph that had no previous accompanying discussions. This statement was a reasonable inference from the picture previously shown.

**Student's Project Extract — Sample No. 3**

**Ratio Analysis Comparing profitability for the two financial years.**

| Ratio | 2018 | 2020 |
|---|---|---|
| Gross Profit Percent (Gross profit / Sales x 100) | 16.91% ✓ | 14.79% |
| Production Cost as a Percentage of Sales (Total Cost of Production/Sales x 100) | 83.09% ✓ | 85.21% |
| Unit cost of production (Cost of production / # of units produced) | $8.31 per unit ✓ | $8.52 per unit |

In the table above, it can be seen that the business profits have somewhat decreased by 2.12% (16.91% - $14.79%) from 2018 to 2020. Perhaps the reason for this may be because the goods being sold have cost more or even wastage or theft of goods. It can also be seen that the business expenses have increased from 83.09% to 85.21%. The unit cost of production has increased slightly by $0.21

Working for figures above:

1. Gross profit / Sales x 100

   **2018** - 4 382 / 25 920 x 100

   **2020** - 3 194 / 21 600 x 100

The researcher conducted an investigation to assess Denis Place. During the ban of the styrofoam, the sole trader attempted to manage his profits. In order to do so he increased the selling prices of meals from $10.00 - $12.00 to $15.00 - $17.00 as well as cut down on meal portions. After much research gathering it was observed that the ban of styrofoam has had a slight impact on the small business. It was seen in the financial records after the ban the business' profits decreased by 27.1%. ( 1,188 ÷ 4,382 × 100 ) this was a result of the sales decreasing, despite that it can be concluded that the strategies implemented seems to be working in mitigating the effect of the ban however, although there was an unexpected loss of customers. As such, the researcher can also conclude that business' production cost can influence profits as well as the strategies used to manage the business.

**Examiner's Comments**

All secondary supporting data for financial reports for the two years under investigation were presented in the appendix, where examiners could access the information in order to conduct the verification of figures and check the accuracy of the resulting calculations, before awarding the marks.

The *appropriate use of statistics* marks were awarded, as all ratios were correctly and accurately calculated.

The *adequate analysis* marks were awarded for accurately calculating the percentage differentials and correctly interpreting what it meant for business profits and the unit cost of production.

One *findings* mark was given for the reasonable and acceptable inference/deduction made, explaining possible reasons for decreased business profits, which could have been because of more costs, wastage or the theft of goods. This is further interpretation/analysis, an understanding or comprehension that was not clearly stated before and that is based on the collected research data which was analytically discussed.

Several more analytical statements can be found in the last paragraph, which also amply provided for the additional findings mark obtained by the student.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Conclusion**<br>- Succinctly summarizes (A2) | Most students were able to formulate summary statements. | Some students showed weaknesses in summarizing the information presented in their report. | Students should aim to write conclusions which are crisp and which concisely summarize the information presented in their research paper, as neatly as possible. |
| - Logical and based on project material presented (A2) | In most cases, the conclusions were related to the material presented in the body of the report. | Some students introduced new information never previously presented or discussed in the report. No marks were awarded for information not previously discussed in the body of the research paper. | This section of the paper is not to be used to *introduce* any *new* ideas or material. It is a *conclusion* and therefore should correspond to the information already presented in the body of the research report. If an aspect was never presented or mentioned in the body, then it ought not to appear in the conclusion. |
| **Recommendations**<br>- Realistic and based on project material presented (IA2) | Most students proposed recommendations which were realistic and related to the material presented in the report. | In some cases, although sound, the proposed recommendations related to aspects surrounding the topic, which were *not* investigated, *not* presented and *not* discussed in the body of the report. That is, there was no connection to be seen between the recommendations made and the information presented in the body of the research paper — the recommendations being seemingly 'plucked out of the air'. No marks were awarded in such cases. | Realistic recommendations should be formulated based on the data/information that can be found, presented and discussed in the body of the research paper. |

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| - Contribute to better understanding of topic/issue/problem<br><br>(IA2) | | Many students failed to demonstrate a 'better understanding' of the topic/issue/problem which was investigated. | An adequate *literature review* or *background reading* relating to the general topic helps students to better understand the nature of the problem being investigated. This, in turn, would assist with the formulation of reasonable, sound and quality recommendations. |

**Student's Project Extract**

1. The business owner should consider going back to the normal meal portions. This may assist in retaining his customers as they would likely patronize the business if they feel like they're getting their money's worth in a meal.

2. The business owner should also consider advertising. This may help the business as advertising reaches a wide audience which could potentially introduce a lot more customers to the business.

3. Finally, the use of proper financial planning and budgeting and forecasting is essential, especially to this type of sole trader business. This could help the sole trader to manage his finances as well as predict development such as sales and profits.

**Examiner's Comments**

The student was awarded the full IA marks for the recommendations, which were clearly linked to foregoing data/information presented and discussed in the body of the research report. They were also realistic and reasonable in the predicted outcomes, if followed. Above all, the soundness and wholesomeness of the recommendations clearly demonstrated to the examiners that the student had a good grasp and understanding of this line of business generally, and had excellent comprehension of the issue which was investigated.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Bibliography** (K1) | Almost all students included a bibliography section in their report. | Many students were unable to earn marks for the bibliography as it was poorly done. In many instances, the missing element was an accompanying date for the citation.<br><br>A few students neglected to<br>• begin the bibliography on a new page<br>• place items in alphabetical order<br>• include a name appropriately<br>• include an applicable date, for example,<br>   - date the online resources were published or retrieved. | The minimum standard is to have the bibliography presented on a *separate page*, with the citations presented in *alphabetical order* by authors, listed by surname first (for the first cited main author where a textbook has multiple authors). Also, *dates* must always be included.<br><br>**Organization of Different Types of References**<br>Where a student has a mixture of reference types, for example, texts and articles, people interviewed and online resources sourced, then these references should be organized in groups. Students should be sure to *alphabetize* citations within groups and include *dates* for each citation*.* Examples of groups include the following.<br><br>- **Textbooks**, printed articles and publications<br><br>- **Personnel** interviewed<br><br>- Websites or online resources used — each citation *must* include a *date* and a *name*, for example,<br>   - *date* published or *date* retrieved<br>   - *name* of website<br>   - *name* of article being referenced<br>   - *name* of publisher of article. |

**Student's Project Extract — Sample No. 1**

Austen, D., Louisy, E., Deosaran-Pulchan, S. & Sylvester, T. 2019, *Principles of Accounts*,
    2nd Edition. Oxford University Press, United Kingdom

Whitcomb, A. & Barnes, M. 2006, *Essential Principles of Business for CSEC*, 3rd Edition.
    Pearson Education, Essex

Wood, F. & Robinson, S. 2007, *Principles of Accounts for the Caribbean*, 5th Edition.
    Pearson Education Limited, England

**Examiner's Comments**

This is an excellent example of an acceptable and properly presented bibliography.

**Student's Project Extract — Sample No. 2**

**Bibliography**

Book

Robinson. K. and Hamil, S. (2012). Principles of Business For CSEC with SBA, Study Guide & Exercises. Jamaica: Carlong Publishers.

Websites

(Reasons you should consider relocating your business)https://www.business2community.com/business-intelligence/6-reasons-relocation-good-business-01407703 , BusinessVibes. Accessed November 23rd 2020

(Reasons you should consider relocating your business)https://www.huffpost.com/entry/5-reasons-you-should-consider-relocating-your-business_b_9107284 Toby Nwazor. Accessed November 23rd 2020

(Relocating a business) https://blog.careerminds.com/relocating-a-business careerminds, Accessed November 23rd 2020

**Examiner's Comments**

This is an acceptable example of a bibliography where there are different types of reference resources.

- The two groups have been delineated and identified.
- The textbook is correctly presented with the leading author's surname written first.
- Every citation includes a date.
- All online or website citations also have reference dates included.

**General Comments on Overall Performance on SBA Projects**

| RUBRIC | STRENGTHS | WEAKNESSES | RECOMMENDATIONS |
|---|---|---|---|
| **Overall Presentation**<br>- Correct spelling and grammar consistently used (A1) | Most students earned this mark, as fewer than six spelling and grammatical errors were identified. | | Students are well advised to make use of Microsoft Word tools, such as the spelling and grammar checker, and the editor facility in the proofing group on the review tab of the word-processing application. |
| - Logical and unambiguous expression of ideas (A1) | Most students earned this mark, as fewer than six ambiguous and/or badly worded expressions were found. | | Students should proofread the completed report in its entirety with the assistance of a fresh pair of knowledgeable and trained eyes. This usually goes a long way in improving the finished product. |