

# Examiners Comments

Summer Exam – 2019

## *Examiner's Comments*

### Business Economics Summer Exam – 2019

#### **General Comments on Examinees Performance**

The overall performance of students seems poor. Some of the reasons are; Lack of seriousness in attempting the paper, selective studies, and poor knowledge of the subject. Generally Q.no. 2, 5, 7 and 10 are well attempted. Result in Q3, 4 and 9 is not upto the mark at large.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Part (a) of this question is generally well attempted but most of the students could not calculate O.C from given table in part (b).
<b>2</b>	It is well attempted question.
<b>3</b>	A few students could attempt this question. It seems students were unable to understand the question.
<b>4</b>	Hardly a few students could define the terms "Production and Technical Inefficiency ". Same as in Part (b) a few students could explain factors which determine success or failure of cartel.
<b>5</b>	A mixed response is observed in Part (a) of this question. However, a good performance has been witnessed in Part (b) of the question.
<b>6</b>	Majority of students could not understand; "How to show the effect of given factors on macroeconomic equilibrium", subsequently failed to answer the question.
<b>7</b>	In Part (a), majority of the students had mixed, Demand Deficient and Real Wage Unemployment with other types of unemployment. Part (b) is well attempted by most of the students.
<b>8</b>	Majority of the students have failed to explain the importance of Monetary Policy to increase economic growth and they provided irrelevant material. A good performance has been observed in Part (b) of this question.
<b>9</b>	Most of the students could not explain the effect of devaluation of currency on Balance of payment through J curve.
<b>10</b>	This is well attempted question.

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## *Examiner's Comments*

### Business Law Summer Exam – 2019

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Generally the students have failed to mention the relevant provisions of law, students attempted the question by applying their common sense.
<b>2</b>	Most of the students attempted the questions while giving the right answer but they have failed to mention the law.
<b>3</b>	Majority gave the practical answer and failed to explain it fully.
<b>4</b>	Part (a) majority of the students gave the right answer. Part (b) only 2/3 students attempted the question in a proper way, while others could not answer. Part (c) a very few students could attempt the question.
<b>5</b>	Most of the students attempted the question while giving the right answer but they have failed to mention the relevant law.
<b>6</b>	Part (a) mostly students attempted the question but they could not even grasped the basic concept. Part (b) students could not answer the question.
<b>7</b>	A very few could answer the question properly while the others did not have the basic concepts.
<b>8</b>	A very few students could attempt the question.
<b>9</b>	Most of the students attempted the question by applying their own language.
<b>10</b>	A well attempted question.
<b>11</b>	Mostly students attempted the questions without mentioning the relevant legal provisions, though their answers were correct.

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## *Examiner's Comments*

### Cost Accounting Summer Exam – 2019

#### **General Comments on Examinees Performance**

The overall performance seemed to be lower as compared to winter exams 2018. Specially, students (mostly) have no idea what they were writing for theoretical areas / parts of Question.

Understanding of requirement and answering what is needed was also an issue.

Time management issue.

Some students were definitely not serious.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Double entries were weak for some students but generally well attempted
<b>2</b>	The Problem with the concept of absorbed over / under absorption while preparing I/S.
<b>3</b>	Variance calculation well attempted but part b & c of theory were poorly attempted.
<b>4</b>	Concept of Over/under absorption and difference b/w blanket and departmental rates were missing in some answer.
<b>5</b>	Average attempt mostly examinees skipped some important calculation e.g. Equivalent Units.

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## *Examiner's Comments*

### Financial Accounting Summer - 2019

#### **General Comments on Examinees Performance**

Most of the candidates failed to apply the knowledge required for this exam, although all the items tested were within the scope of the syllabus.

The students lacked preparation for the exams.

Candidates are reminded that it is essential to read each question very carefully before attempting. This ensures that an important word, phrase or figure is not overlooked.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Candidates presented reasonable answers to this question.
<b>2</b>	A common error was taking the difference between balances given in the question rather than posting directly to the extract.
<b>3</b>	Did not perform well on this question. Some just passed the journal entries rather than making the current account.
<b>4</b>	Performance of candidates was not adequate. A weakness in double entry was evident.
<b>5</b>	Answers to this question varied between candidates. It was evident that some were not sure with regard to the total years for which depreciation is to be charged to calculate revenue gain.
<b>6</b>	Many candidates were unable to identify the correct figure for closing inventory.
<b>7</b>	A weak response was given to this question. Students need a thorough understanding of Construction Contract.
<b>8</b>	Again a weak response was given to this question. Some students did not prepare the correct I/S and appropriate account. In some cases candidates completely omitted this question.
<b>9</b>	Students were good while attempting this question.

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## *Examiner's Comments*

### Business Communication and Report Writing Summer Exam – 2019

#### **General Comments on Examinees Performance**

Overall performance remained average despite the fact that the Question paper contained a variety of questions; and examinees could score higher marks. Key issues, which caused failure may be enumerated as :

1. Lack of precise knowledge of the prescribed syllabus content.
2. Absence of exam-focused preparation.
3. Lacked to comprehend the requirement of question.
4. Lack of accuracy of expression.
5. Inadequate language/grammar skills.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Answers written by a good number of students were very general, not precise wording from syllabus contents, was used.
<b>2</b>	Most candidates could not comprehend the requirement of questions; they explained possible factors of communication Networks.
<b>3</b>	The question was generally understood; however a few wrote examples instead of attributes.
<b>4</b>	The students who knew the exact definition of terms performed better; rest wrote vague answers.
<b>5</b>	Majority of students performed well; A few made mistakes in format as well as in expression.
<b>6</b>	It was simply a bonus question but many students lacked knowledge regarding Oral Communication.
<b>7</b>	Well attempted and scoring question.
<b>8</b>	The question required conceptual knowledge & the majority of examinees performed well.
<b>9</b>	Majority of students performed well. They could at least identify unprofessional language/sentences.

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<b>10</b>	A number of students did well.
<b>11</b>	The Question on short report was attempted by almost all the students. The causes of poor performance were incorrect format and inadequate report writing techniques.
<b>12</b>	Mostly answers were carrying grammatical mistakes and copying from original text was a common practice.

➤ **Suggestions:**

- The candidates should study the course content thoroughly.
- They need to do exam focused preparation. For a comprehensive practice, they should research past papers and prepare accordingly.
- Concepts regarding format & structure of letters, memos, reports, etc. should be clear.

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# *Examiner's Comments*

Taxation  
Summer Exam – 2019

## **General Comments on Examinees Performance**

Overall performance was not upto the mark. Most of the students appeared without preparation.

## **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Question was from Income from business. Students lacked the required knowledge.
<b>2</b>	Definitions were not attempted well.
<b>3</b>	Chapter of assessment was not studied by students. Even Date of return filing was not known.
<b>4</b>	Students lacked the adequate knowledge.
<b>5</b>	Amendment of the assessment was not known to students. Students lacked the difference between Resident and Non-Resident Tax.
<b>6</b>	Minimum Tax was not properly calculated, losses set off and carry forward was not known.
<b>7</b>	Sales Tax question was not attempted, well.
<b>8</b>	Debit and Credit note was not known to students. Students do not know who should be registered. Part (c) was poorly attempted.
<b>9</b>	Definitions as per Excise Act was well attempted.
<b>10</b>	Part (a) was well attempted Part (b) was attempted but not upto the mark.

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## *Examiner's Comments*

### Financial Reporting Summer Exam – 2019

#### **General Comments on Examinees Performance**

This attempt was a bit of improvement from students' performance point of view. Majority of the students were well familiar with the accounting and have gained quite good marks in the exam.

Questions/Answers were not attempted in accordance with the question paper sequence. Most of the students do not even mentioned the question number in their answer sheet.

Presentation skills also need improvement as the students do not provide proper headings and where applicable, proper template is not used.

Some of the students start writing complete question scenario in the answer which as a result wastes time and no additional marks are provided.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	<p>This question was related to Preparation of Statement of Comprehensive Income and Statement of Changes in Equity for both current and comparative period after making adjustments for errors and admissions.</p> <p>Students were required to prepare working for Opening retained earnings, Profit before tax and Tax expense for the year. It was a poorly attempted question, general mistakes are as follows:</p> <ul style="list-style-type: none"><li>• Majority of the students did not either prepared statement of changes in equity or wrong calculations were made in the prepared ones.</li><li>• Adjustments for borrowing cost was made in Opening retained earnings but no deferred tax effect was calculated and taken into account.</li><li>• Tax expense calculation was made without taking into account the effect of extra depreciation &amp; amortization.</li></ul>
<b>2</b>	<p>This question relates to the discussion of accounting treatments for events and transactions as provided in the exam and suggesting appropriate double entries for each event described.</p> <p>It was one of the favorite questions that student performed. Overall the performance in this question was satisfactory, however, general mistakes are as follows:</p> <ul style="list-style-type: none"><li>• Only double entries were made by the students and no discussion on accounting for events and transactions was made resulting in limited marks being awarded to students</li><li>• Calculation for License cost did not include consultant's fee</li><li>• Renewal fee, useful life was not discussed by the most students</li><li>• Advertisement and recruitment cost was capitalized by few candidates only.</li></ul>

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<b>3</b>	<p>This question was related to Revenue recognition under IFRS - 15 and discussion of change in Accounting policy in relation to the scenarios provided. Students were required to identify the criteria as provided under the IFRS – 15 and suggest accounting treatment.</p> <p>This was one of the least attempted question as majority of students were unaware of criteria defined by IFRS – 15. General mistakes are as follows:</p> <ul style="list-style-type: none"><li>• Discussion on five step approach for recognition criteria was not made by the students in general for which easy marks were available.</li><li>• Some students were merely discussing calculation of Revenue and Cost of Revenue on different basis i.e. Percentage of Completion method.</li><li>• For both Scenario A &amp; B, students were unaware of effect of allocation of transaction price for multiple performance obligations, whereas, in scenario B they were unable to identify to performance obligation of both hardware and operating system</li></ul>
<b>4</b>	<p>This question was related to the working for Current Taxation and Deferred Taxation. Students were required to prepare note for taxation expense to be included in financial statements, Reconciliation of tax on accounting profit and tax expense. Generally, well attempted by students but majority of students did not attempt the question completely. Current tax working was performed and then most students got stuck in the middle and ended up mixing numbers. The common mistakes were as under:</p> <ul style="list-style-type: none"><li>• Firstly, students did not provide tax expense note to be incorporated in the financial statements</li><li>• Students were unable to identify as to when have borrowing cost expensed out and when to perform the restatement adjustment, as a result, Extra depreciation figure was also calculated in irrelevant year.</li><li>• Students who performed deferred tax adjustments were found to be performing wrong calculations. Directly imposing the tax expense figure does not provide appropriate marks.</li><li>• Link to taxation expense figure that was actually provided was not made at all.</li><li>• Tax reconciliation statement was either not prepared or poorly prepared, this area was key to the syllabus but students lacked to focus on reconciliation.</li><li>• Students lacked conceptual awareness in determining the amount of tax base of asset.</li></ul>
<b>5</b>	<p>This question related to preparation of Consolidated Statement of Comprehensive Income for the year ended June 30, 2017.</p> <p>Consolidated Financial Statements has always been a key syllabus area and is frequently tested. It usually carries a weightage of 25 to 30 marks. Usually, students having good command on this topic are mostly able to pass the paper quite easily. However, in practically every attempt, most of the students make similar mistakes and this attempt was no different. Common mistakes are enumerated below:</p> <ul style="list-style-type: none"><li>• Students were well aware of Calculation for intra group sales and excess depreciation on fixed asset but were unaware of adjustment of impairment loss on goodwill both in consolidated statement of comprehensive income and its effect</li></ul>

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	<p>on NCI calculation</p> <ul style="list-style-type: none"><li>• A very few students performed profit and total comprehensive income allocation between parent and NCI which as a result did not gain easy marks.</li><li>• Majority of students didn't performed adjustment of dividend income appropriately and used inappropriate percentage for eliminating the balance.</li></ul>
<b>6</b>	<p>This was one of the easiest question and was well performed by majority of students. This question was relatively simple but due to lack of knowledge and poor practice most of the students were unable to obtain marks in this question. Students were required to prepare extract for financial statements, propose double entries for 2 years for this activity and therefore, repetitive entries were to be proposed with some minor changes at the end of year 2 to be incorporated. Common mistakes are as follows:</p> <ul style="list-style-type: none"><li>• Statement of financial position and statement of comprehensive income was not prepared</li><li>• Calculation of carrying value and deprecation of asset did not include revaluation deficit's reversal adjustment</li><li>• Calculation of deferred tax asset / liability was incorrect.</li></ul>

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## *Examiner's Comments*

### Management Accounting Summer Exam – 2019

#### **General Comments on Examinees Performance**

This is mix trend. Some students performed exceptionally well in break even and limiting factor analysis. However, many task in investment appraisal and budgeting. Almost all failed to attempt budgeting Inventory management is attempted well by majority of students.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Poor performance, as question was of flexible budget.
<b>2</b>	Good Performance, as question relates to break-even analysis.
<b>3</b>	Average performance, as question relates to investment appraisal.
<b>4</b>	High performance, as question relates to inventory management.
<b>5</b>	Mix performance, as question relates to limiting factor analysis.

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## *Examiner's Comments*

### Audit, Assurance & Ethics Summer Exam – 2019

#### **General Comments on Examinees Performance**

Most students don't finish the exam or attempt all questions that drastically reduces their chances of passing the exam.

Students write unnecessary details not looking at the mark allocation hence wasting time in irrelevant details.

Students must learned how to understand the requirements as they misinterpret the questions.

#### **Question Wise Comments**

<b>Q. No.</b>	<b>Comments</b>
<b>1</b>	Students gave lists of ISAs rather than the process which was required. This was very poorly attempted although it was straight forward.
<b>2</b>	Students do not know how to write substantive procedures and often left this question unattempted. More practice required here.
<b>3</b>	Most students misunderstood the question and wrote fundamental principles rather than linking ethical threat to case.
<b>4</b>	Part (a) was well attempted since it was straight forward. Part (b) was not well attempted as students could identify issues but failed to explain them in detail.
<b>5</b>	Most Students confused representations letter with audit report and couldn't score well in this question.
<b>6</b>	This was straight forward and well attempted.

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