AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-I Principles of Accounting Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part I (Class IX) Principles of Accounting. It contains comments on candidates' responses to the 2023 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared in this document represent some specific example(s) of the mentioned comments.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

General Observations

Candidates' overall performance in the examination was commendable across all sections of the paper. However, it is apparent that some candidates lost marks primarily in the theoretical segment of the questions. In the field of accounting, it was observed that candidates typically demonstrated strong proficiency in computational tasks, yet faced challenges when it came to articulating or elucidating conceptual ideas.

During their attempts at theoretical questions, it became evident that those who did not perform well often struggled to grasp the essence of the questions, frequently misinterpreting both the command words and the stimuli provided. Additionally, their interpretations of figures and accounting transactions were notably weak.

Note: Candidates' responses shown in this report have not been corrected for grammar, spelling, format or factual information.

DETAILED COMMENTS

Constructed Response Questions (CRQs)

Question No. 1				
Question Text	Differentiate between bookkeeping and accounting on the basis of the given comparison.			

S. No.	Basis of Comparison	Book Keeping	Accounting
1	Description		
2	Comprises of		

SLO No.	1.1.4
SLO Text	Differentiate between bookkeeping and accounting.
Maximum Marks	4
Cognitive Level	U*
Checking Hints	Give ONE mark for each correct point of difference. (TWO required).
Overall Performance	The candidates' performance on this question was below average, indicating a lack of clarity in understanding the relationship between bookkeeping and accounting. While it was true that bookkeeping and accounting were closely related, there seemed to be confusion about their distinct roles and boundaries. Some candidates had a clear understanding that bookkeeping was a component of accounting, and accounting encompassed the preparation of financial statements. However, a significant number of candidates displayed misconceptions, highlighting the need for further clarification and reinforcement of these concepts.
Description of Better Responses	The candidates with better responses provided accurate explanations which are as under: • They correctly distinguished between bookkeeping and accounting, explaining that bookkeeping involves the recording of business transactions, while accounting encompasses a broader process that extends beyond recording and involves the preparation of financial statements for users of accounting information. • They precisely outlined the components of bookkeeping, which include the general journal, ledger, and pre-closing trial balance. On the other hand, they accurately described the components of accounting, which involve bookkeeping, year-end adjustments, financial statements, and the entire reporting process. These candidates' clear and concise explanations showcased their in-depth understanding of the differences between bookkeeping and accounting and the key components involved in each process.

Image of Better response

S. No.	Basis of Comparison	Book Keeping	Accounting
1	Description	Recording of day to day transactions of the business.	Analyzing the financial performance of a business and take decisions.
2	Comprises of	Books of original entry General Journal, Sales day book, Purchase book	Income Statement, Balance Sheet	
Description of Weaker Responses	The candidates who provided weaker responses attempted to address the question by including various aspects related to bookkeeping and accounting, but their answers deviated from the main focus, which is to identify the differences between the two. Their weaker responses included: • Debit and credit • Managing the business • Bookkeeping is performed by a master's degree holder of commerce, whereas accounting is performed by ACCA, ACMA, and CA. • Bookkeeping is an old method, and accounting is a modern method. • Bookkeeping is done by small businesses whereas only large businesses perform accounting. • Bookkeeping is very lengthy to perform whereas accounting is very short process.
Image of Weaker response

S. No.	Basis of Comparison	Book Keeping	Accounting
1	Description	Book keeping is a process of recording business dealing for the set of book Account. Accounting start where Book keeping End.	Accounting is an act of recording, classification, and summarizing for the business transaction and calculating a new result in the term of money.
2	Comprises of	Book keeping is a elementry stage of recording busining dealing.	Accounting is a final and systematic stage of recording business dealing.	

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom

*K = Knowledge   U = Understanding   A = Application and other higher-order cognitive skills Suggestions for Improvement (Highlighted part)

Question No.2	
Question Text	Complete the table by applying the rules of debit and credit to the given transactions. [**Note**: The first transaction has been done for your assistance.]

S. No.	Transaction	Account to be Debited (Dr)	Account to be Credited (Cr)
1	Ameen started a business by investing cash of Rs 600,000.	Cash	Capital
2	He bought office furniture worth Rs 120,000 on cash.		
3	He bought goods worth Rs 60,000 on credit.		
4	Paid the rent of his house from the business cash of Rs 4,000.		
5	He sold goods of Rs 45,000 and received a cheque.		

SLO No.	1.2.7
SLO Text	Apply the rules of debit and credit on different business transactions.
Maximum Marks	4
Cognitive Level	A
Checking Hints	Give ONE mark each for completing each transaction. (FOUR required). No mark will be awarded on partially correct transaction.
Overall Performance	Most of the responses to the given transactions were accurate. Most candidates demonstrated a strong understanding of how to analyse the transactions in terms of debits and credits, leading to commendable responses. The 1st transaction was provided as a reference to assist candidates in comprehending how to approach the analysis of the given transactions.
Description of Better Responses	The candidates who answered this question correctly demonstrated a precise understanding of how to analyse the transaction in terms of debits and credits.

	• In the 2nd transaction, where office furniture was purchased using cash, the candidates correctly recognised that office furniture would be debited, and cash would be credited. • In the 3rd transaction, involving the purchase of goods on credit, they correctly identified that purchases/ goods/ merchandise would be debited, and accounts payable would be credited. • For the 4th transaction, which involved the payment of personal house rent, the better responses correctly identified that drawing would be debited, and cash would be credited. • In the 5th transaction, where goods were sold, and a cheque was received, the candidates accurately identified that cash would be debited, and sales would be credited. The candidates' precise grasp of the debit and credit aspects in each transaction showcased their proficiency in the subject matter.
Image of Better response	<table><tr><th>S. No.</th><th>Transaction</th><th>Account to be Debited (Dr)</th><th>Account to be Credited (Cr)</th></tr><tr><td>1</td><td>Ameen started a business by investing cash of Rs 600,000.</td><td>Cash</td><td>Capital</td></tr><tr><td>2</td><td>He bought office furniture worth Rs 120,000 on cash.</td><td>Furniture</td><td>Cash</td></tr><tr><td>3</td><td>He bought goods worth Rs 60,000 on credit.</td><td>Purchases</td><td>Accounts Payable</td></tr><tr><td>4</td><td>Paid the rent of his house from the business cash of Rs 4,000.</td><td>Drawing</td><td>Cash</td></tr><tr><td>5</td><td>He sold goods of Rs 45,000 and received a cheque.</td><td>Cash</td><td>Sales</td></tr></table>
Description of Weaker Responses	The candidates who provided weaker responses struggled to correctly analyse the transactions in terms of debit and credit, making the following errors: • One issue with their understanding was identifying when to debit cash and when to debit bank in the case of receiving a cheque from any entity. • Another problem arose in identifying whether to debit drawing or any expense/ asset in the case of personal or business expenditures. • In transaction number 3, the candidates failed to recognise that the transaction was on credit. As a result, instead of crediting accounts payable, they wrongly credited cash. • In transaction number 4, despite the rent being paid for the owner's residence, they mistakenly debited rent expense instead of debiting drawing. • In transaction number 5, some candidates incorrectly debited accounts receivable instead of cash. They failed to grasp that the transaction was not on credit. Furthermore, few candidates were able to analyse the transactions but mistakenly debited the credit title and credited the debit title, causing further inaccuracies in their responses.

Image of Weaker response				

S. No.	Transaction	Account to be Debited (Dr)	Account to be Credited (Cr)
1	Ameen started a business by investing cash of Rs 600,000.	Cash	Capital
2	He bought office furniture worth Rs 120,000 on cash.	Cash	office furniture
3	He bought goods worth Rs 60,000 on credit.	~~goods~~ Cash	goods
4	Paid the rent of his house from the business cash of Rs 4,000.	cash	Account payable
5	He sold goods of Rs 45,000 and received a cheque.	Cash goods	Account received

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom

Any Additional Suggestion:
Practice questions from the recommended practice book or resource guide, based on business transactions from real life should be practiced more and more to gain expertise on the handling of transaction with reference to account heads with the effect of debit and credit.

Question No.3					
Question Text	Calculate the missing values in the given summary of income statement.				
	Description	**2019 (in Rs)**	**2020 (in Rs)**	**2021 (in Rs)**	**2022 (in Rs)**
	Service revenue	900,000	800,000	?	960,000
	Expenses	635,000	?	785,000	690,000
	Profit or (loss)	265,000	(120,000)	303,000	?
SLO No.	2.3.2				

SLO Text	Prepare and balance the trial balance by extracting the data from general ledger.
Maximum Marks	3
Cognitive Level	A
Checking Hints	Give ONE mark for each item in bold in the possible answer grid. (THREE required).
Overall Performance	The overall performance on the question was average. Candidates who demonstrated a strong grasp of interpreting the laws of debit and credit , efficiently handled the trial balance, with reference to the nature of accounts, performed well. However, those with misconceptions or weak understanding scored lower.

Notable observations from the responses are as follows:
- Most of the candidates were unable to determine the missing figure for 2020 due to the presence of a loss. They miscalculated expenses by deducting the loss from revenues, resulting in an incorrect value of Rs 680,000. The correct approach was to add the loss to the revenue to compute expenses, resulting in an answer of Rs 920,000. This led to a deduction in their overall scores.
- Candidates who scored 1 or less displayed a very weak understanding of the concepts of revenue, profit, and expenses. Their lack of familiarity with these fundamental concepts affected their performance significantly.
- On a positive note, apart from a few exceptionally weak responses, all other candidates correctly calculated the value of profit for 2022. This indicates that candidates can determine profit or loss by using revenue and expense values. However, they encounter difficulty in calculating expenses or revenues when profit or loss is provided. |
| **Description of Better Responses** | The candidates whose responses were better, correctly computed the missing figures as follows:

- For 2020, the candidates calculated the figure for expenses correctly as Rs 920,000. This shows that they know that in order to calculate expenses, following method is employed:
  - In case of profit ➜ Expenses = Revenue – Profit
  - In case of loss ➜ Expenses = Revenue + Loss

- For 2021, they correctly calculated the amount of service revenue i.e., Rs 1,088,000 by adding expenses in profit.
- For 2022, better responses correctly calculated the amount of profit by deducting expenses from service income i.e., Rs 270,000. |
| **Image of Better response** | |
| **Description of Weaker Responses** | The candidates who provided weaker responses showed a lack of comprehension regarding the question's requirements. Their answers showed that they have mistakenly added or deducted the revenues of 2020, 2021, and 2022, rather than following the |

	correct method. Even among those who attempted the question in a year-wise manner, they still struggled to calculate the expenses for 2020 and the revenue for 2021 accurately.
	Furthermore, few candidates faced difficulties in calculating the profit by deducting expenses from revenues, indicating a lack of understanding regarding the fundamental principles of the income statement.
Image of Weaker response	Service revenue= 900,000 ‑800,000 ‑960,000. 2021 (in Rs) = 740,000 Expenses:- 785,000 - 690,000 - 635,000 2020 (in Rs) = 540,000 Profit or (loss):- 265000 + 303,000 - (120,000) 2022 (in Rs):- 448,000.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom

Any Additional Suggestion:
To enhance proficiency in accountancy and critical thinking, it is essential to engage in regular practice of deciphering unknown elements or figures from fictitious data. The more candidates practice these exercises from the recommended practice books or web linked mentioned in the learning resource guide, the sharper their skills will become in handling complex financial scenarios and developing their analytical abilities.

Question No.4	
Question Text	Following balances have been extracted from the books of Aimen Associates as on March 31, 2022.

Account Title	Amount (Rs)
Allowance (provision) for depreciation - building	90,000

Allowance (provision) for depreciation - equipment	110,000	
Bank overdraft	8,000	
Capital	**?**	
Cash at Bank	35,000	
Inventory	12,000	
Office building	600,000	
Office Equipment	223,000	
Purchases	295,000	
Sales revenue	380,000	
Trade payables (accounts payable)	43,000	
Trade receivables (accounts receivable)	15,000	

Prepare the trial balance for Aimen Associates as on March 31, 2022.

SLO No.	2.4.3
SLO Text	Prepare income statement in classified form
Maximum Marks	7
Cognitive Level	A
Checking Hints	Give ONE mark for every TWO correct postings (TWELVE required). Give additional mark for total balance of trial balance.
Overall Performance	The overall performance on this question was quite commendable. However, certain errors were observed among the candidates: • The majority of candidates struggled to correctly place 'Allowance for Depreciation-Building' and 'Allowance for Depreciation-Equipment' in the appropriate columns. This indicates a lack of understanding regarding contra asset accounts and their normal balances. • Many candidates were unable to identify the correct normal balance for several accounts, including 'Cash at bank,' 'Accounts Receivable,' 'Inventory,' 'Sales,' 'Purchases,' and 'Accounts Payable.' The confusion surrounding these account balances suggests a need for further clarification and reinforcement of these concepts. • Some candidates made the mistake of recording 'Accounts Receivable' as a credit and 'Accounts Payable' as a debit, which is incorrect and demonstrates a misunderstanding of the proper treatment of these accounts.

	Description of Better Responses	The candidates who responded well demonstrated a precise understanding of the normal balances associated with assets, liabilities, owner's equity, revenue, expenses, and their respective contra accounts. They accurately placed the amounts of each account in their appropriate columns and effectively calculated the total of the debit and credit sides of the trial balance.
Image of Better response		

S.no	Accounts Title	Debit	Credit
1	Allowance for depreciation – Building		90,000
2	Allowance for depreciation – Equipment		110,000
3	Bank overdraft		8,000
4	Capital		549,000
5	Cash at Bank	35,000	
6	Inventory	12,000	
7	Office building	600,000	
8	Office Equipment	223,000	
9	Purchases	295,000	
10	Sales Revenue		380,000
11	Trade payable (accounts payable)		43,000
12	Trade receivable (accounts receivable)	15,000	
	Total	1,180,000	1,180,000

Description of Weaker Responses

The candidates whose responses were not satisfactory made the following mistakes:

- Instead of following the proper procedure to prepare a trial balance, they simply listed the balances of each account and totalled them. This incorrect approach led to their poor performance in this task.
- Several candidates attempted to create a balance sheet instead of a trial balance, deviating from the required format and resulting in inaccurate responses.

Image of Weaker response

Date	Particular	debit — Amount. RS credit
	Allowance Provision for dep – building	90,000
	Allowance Provision for dep – equipment	110,000
	Bank over draft	8,000
	Capital	647,000
	cash at bank	35,000
	inventory	12,000
	office building	600,000
	office equipment	223,000
	Purchase	295,000
	sales revenue	380,000
	Trade Payable	42,000
	Trade recievable	15,000
	Purchase + sales revenue – A/p + A/r	

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
- Understand the expectations of the command words - Look at the cognitive level - Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) - Go through the past paper questions on that particular concept - Refer to the resource guide for extra resourcesi	- Story Board - Cause and Effect - Fish and Bone - Concept Mapping - Audio Visual resources - Think, Pair and Share - Questioning Technique (Socratic approach) - Practical Demonstration ** For description of each pedagogy, refer to Annexure A	- Past paper questions - Discussion on E-Marking Notes - Knowledge Platform's Learn Smart Classroom

Any Additional Suggestion:

Question No.5	
Question Text	The following data has been extracted from the books of Al-Amin Traders. <table><tr><th>Date</th><th>Transaction</th></tr><tr><td>01.01.2023</td><td>Purchased goods for Rs 115,000 on cash</td></tr><tr><td>03.01.2023</td><td>Received cheque of Rs 12,000 against full and final settlement of an account receivable Rs 15,000</td></tr><tr><td>05.01.2023</td><td>Paid advance salary to an employee of Rs 15,000</td></tr><tr><td>07.01.2023</td><td>Cash sales Rs 75,000</td></tr><tr><td>09.01.2023</td><td>Deposited cheque of Rs 12,000 in to business account</td></tr><tr><td>11.01.2023</td><td>Withdrew Rs 7,500 for business use from the bank</td></tr></table> Prepare a THREE column cashbook for the above transactions.
SLO No.	3.2.3
SLO Text	Prepare cash book and relevant T-Accounts/ Ledgers, i.e., sales (revenue) discount and purchase discount
Maximum Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for posting each transaction correctly in cashbook.
Overall Performance	The candidates' overall performance was above average, and they demonstrated in the following aspects:

	• A significant number of candidates accurately recorded contra entries, showcasing a strong understanding of the crucial concept of the cash book. • Most of candidates successfully posted numerous transactions correctly on the receipt or payment side, indicating their competence in handling cash book transactions with precision.
Description of Better Responses	The candidates who excelled in their performance demonstrated the following abilities: • They accurately recorded the transactions on the appropriate side of the cash book, either on the receipt or payment side. • They correctly posted the two contra entries provided in the question, displaying a thorough understanding of how to handle such transactions in the cashbook. • They skilfully identified which transactions should be recorded in the cash column and which should be recorded in the bank column, showcasing their proficiency in distinguishing between cash and bank-related entries in the cash book.
Image of Better response	
Description of Weaker Responses	The candidates who performed weakly exhibited the following shortcomings: • They struggled to identify whether each transaction should be recorded on the receipt side or payment side of the cashbook. Additionally, they faced difficulty in determining whether to post entries into the cash or bank column. • Many candidates faced challenges in correctly posting the transaction dated January 3, 2023, which resulted in inaccurate amounts in the discount column. • A significant number of candidates mistakenly posted transactions from the receipt side into the payment side, and vice versa, leading to incorrect entries. • The candidates encountered difficulties in posting the two transactions related to contra entries. They either reversed the entries, posted them only on one side, or misunderstood the nature of these transactions. Furthermore, they misinterpreted the transaction dated January 11, 2023, as drawing instead of recognising it as a contra entry.

Image of Weaker response	

The handwritten weaker response (three-column cash book):

	Payments					Receipts			
Date	Particulars	Discount	Cash	Bank	Date	Particulars	Discount	Cash	Bank
	Balance		150,000	250,000					
1/1/2023	Cash		115,000		1/1/2023	Purchases		115,000	
3/1/2023	Bank			12,000	3/1/2023	Account Receivable			12,000
5/1/2023	Salary Expense		15,000						
4/1/2023	Bank		12,000						
4/1/2023	Drawings		1,500					115,000	12,000
			280,000	281,500		Bal c/d		165,000	269,500
			280,000	281,500				280,000	281,500

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom

Any Additional Suggestion:

Question No.6	
Question Text	The following extract of imprest petty cashbook has been maintained by Star Traders.

Petty Cashbook

Receipts	Date	Details	Voucher No.	Total Payments	Postage and Stamps	Conveyance	Printing and Stationary	Coolie and Cartage	Miscellaneous
1,380	Mar 01	Balance b/d							

3,620	Mar 01	Cash							
	Mar 31	Total payments		4,270	1,200	170	1060	940	900
		Balance c/d	730						
5,000									
730	Apr 01	Balance b/d	5,000						
4,270	Apr 01	Cash							

From the given extract, prepare the general entries in the books of Star Traders for the following;

a.	replenishment of petty cash fund on March 01,
b.	payment made from petty cash fund, and
c.	reimbursement of petty cash fund on April 01.

SLO No	3.2.8
SLO Text	Post the entries for establishment, replenishment, and recording of petty cash expenses.
Maximum Marks	3
Cognitive Level	A
Checking Hints	Give ONE mark for each entry (THREE required).
Overall Performance	The overall performance of the candidates in this question was unsatisfactory, with a significant number of mistakes made while placing/ putting/ writing the entries. Only a few candidates were able to achieve full marks in this question.
Description of Better Responses	The candidates who provided good responses displayed the following aptitudes: • They accurately recognised that entry number 1, regarding the establishment of the petty cash fund, should be passed with Rs 3,620, not Rs 1,380. • .They correctly identified that the balance b/d of March 1 (Rs 1,380) pertained to the previously unused amount of petty cash fund by the organisation. They added this balance to the amount of Rs 3,620, making it a total of Rs 5,000. • .They properly debited all the expenditures of the month with their respective amounts and credited the petty cash fund in the entry for disbursement. • .Additionally, they accurately made the entry for replenishment, recording the same amount of Rs 4,270, which was used for various petty cash payments during the month.

	Particulars	P.R.	Debit	Credit
a)	Petty Cash Fund		3,620	
	Bank			3,6,20
	(To record replenishment of petty cash fund on March 01).			
b)	Postage and Stamps		1,200	
	Conveyance		170	
	Printing and Stationery		1060	
	Coolie and Cartage		940	
	Miscellaneous		900	
	Petty cash fund			4,270
	(To record payment made from petty cash fund).			
c)	Petty cash fund		4,270	
	Bank			4,270
	(To record reimbursement of petty cash fund on April 01).			

Description of Weaker Responses

The candidates who struggled with this question exhibited the following issues:
- They lacked knowledge of the correct entries required when recording the establishment of a petty cash fund, disbursement from the petty cash fund, and replenishment of the fund.
- Many of them either passed the entry for establishment with the wrong amount or completely reversed the entry, resulting in inaccuracies. Some even made entirely incorrect entries for this process.
- In the case of disbursements from the petty cash fund, the candidates made errors by crediting cash or bank instead of debiting the petty cash fund.
- When recording the replenishment of the petty cash fund, they used incorrect amounts, and in some cases, they made the entry with incorrect titles.

Image of Weaker response

	Particulars	P.R.	Debit	Credit
1-3	Cash		730	
	Payments			4270
31-3	Payments		4270	
	Cash			730
1-4	Cash		51000	
	Capital			51000

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
- Understand the expectations of the command words - Look at the cognitive level - Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) - Go through the past paper questions on that particular concept - Refer to the resource guide for extra resources	- Story Board - Cause and Effect - Fish and Bone - Concept Mapping - Audio Visual resources - Think, Pair and Share - Questioning Technique (Socratic approach) - Practical Demonstration ** For description of each pedagogy, refer to Annexure A	- Past paper questions - Discussion on E-Marking Notes - Knowledge Platform's Learn Smart Classroom
Any Additional Suggestion:		

Question No.7	
Question Text	The accountant of Anaya Associates prepared the given sales ledger control account for the month of January 2022. **Sales Ledger Control Account** <table><tr><td>01.01.2022</td><td>Balance b/d</td><td>45,000</td><td>07.01.2022</td><td>Discount allowed</td><td>12,000</td></tr><tr><td>11.01.2022</td><td>Sales</td><td>268,000</td><td>15.01.2022</td><td>Sales return</td><td>48,000</td></tr><tr><td>16.01.2022</td><td>Cheques dishonoured</td><td>37,000</td><td></td><td></td><td></td></tr></table> Prepare the general journal entries that would have been made to prepare the given control account.
SLO No.	4.2.1
SLO Text	Prepare sales (revenue) ledger control account by posting: a. credit sales (revenue) b. sales (revenue) return c. cash received from customers d. bad debts e. discount allowed f. contra set-off g. dishonoured cheques h. opening balances and closing balances
Maximum Marks	4
Cognitive Level	A*
Checking Hints	Give ONE mark for each transaction (FOUR required).
Overall Performance	The overall performance of this question was not good. Very few candidates obtained full marks. The concepts of candidates in 'Control Accounts' were very weak. Most of the candidates entered/ wrote the wrong entry for cheque dishonoured. They were even making mistakes in writing the entry for credit sales and sales discount.

Description of Better Responses	The candidates whose responses were good, had wrote the correct entries by extracting the information from the sales ledger account, especially, the last entry in which the cheque which was collected from the customer and deposited into the bank was dishonoured.
Image of Better response	

Date	Particulars	P.R.	Debit	Credit
2022 Jan 1	Account Receivable			
	Cash			
7	Sales Discount		12000	
	Account Receivable			12000
	(Discount allowed on account)			-
11.	Account Receivable		268,000	
	Sales			268,000
	(sales on account)			
15.	Sales Return		48,000	
	Account Receivable			48,000
	(Goods were returned on account)			
16.	Account Receivable		37000	
	Bank			37000
	(cheques dishonoured on account)			

Description of Weaker Responses	The candidates with weaker responses made the following mistakes: • They incorrectly wrote an entry for the balance b/d of the sales ledger account, even though there was no corresponding entry for it. • Some candidates debited cash when recording the entry for 'Sale of goods on credit,' while others wrote a completely reversed entry. • They mistakenly credited cash instead of accounts receivable when entering the transaction for 'Sales Return.' • The entry for 'cheque dishonoured' was wrongly recorded by some candidates, with some of them erroneously crediting sales. • Instead of correctly writing entries, the candidates simply listed the titles of the transactions without executing the necessary accounting entries.
Image of Weaker response	

Date	Particulars	P.R.	Debit	Credit
03-2-22	furniture fixture		450000	
	cash			450.00
	— x —			
11-1-22	cash		268000	
	Sales			268000
	—.x —			
16-1-22	cheque		37000	
	A/c Recievable			37000
	— x —			
7-1-22	Purchase		22000	
	discount		—	
	cash			22000
	— x —			

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
- Understand the expectations of the command words - Look at the cognitive level - Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) - Go through the past paper questions on that particular concept - Refer to the resource guide for extra resources	- Story Board - Cause and Effect - Fish and Bone - Concept Mapping - Audio Visual resources - Think, Pair and Share - Questioning Technique (Socratic approach) - Practical Demonstration ** For description of each pedagogy, refer to Annexure A	- Past paper questions - Discussion on E-Marking Notes - Knowledge Platform's Learn Smart Classroom
Any Additional Suggestion:		

Question No. 8	
Question Text	Complete the table by naming the document that will be issued in each of the given situations.

S. No.	Situation	Name of Document
1	Ayan issued a document against the goods sent to Nasir.	
2	Areej issued a document for the goods returned to Amina Traders.	
3	Amin, a buyer issued a document to Fahad informing about the goods to be delivered to him.	
4	Azan issued a document for the goods returned by Sayem Traders.	

SLO No.	4.1.1
SLO Text	Explain source documents used for different business transactions, i.e., voucher, purchase order, debit note and credit note.
Maximum Marks	4
Cognitive Level	U
Checking Hints	Give ONE mark for each correct document (FOUR required).
Overall Performance	The overall performance of this question was not good. Very few candidates have obtained full marks.
Description of Better Responses	The candidates with better responses accurately identified the correct documents for the transactions. However, they did not provide more than three correct documents in their answers.

Example of Better response	

Table in image:

S. No.	Situation	Name of Document
1	Ayan issued a document against the goods sent to Nasir.	Invoice
2	Areej issued a document for the goods returned to Amina Traders.	Debit note
3	Amin, a buyer issued a document to Fahad informing about the goods to be delivered to him.	memorandum
4	Azan issued a document for the goods returned by Sayem Traders.	Credit note

Description of Weaker Responses	The candidates with weaker responses exhibited the following issues: • Some of them failed to mention the name of the document and instead wrote account titles for the transactions. • Additionally, a few candidates wrote the same document name for multiple transactions, indicating a lack of understanding or confusion in identifying the appropriate documents for different scenarios.
Example of Weaker response	

Table in image:

S. No.	Situation	Name of Document
1	Ayan issued a document against the goods sent to Nasir.	Sales
2	Areej issued a document for the goods returned to Amina Traders.	Sales return
3	Amin, a buyer issued a document to Fahad informing about the goods to be delivered to him.	sales
4	Azan issued a document for the goods returned by Sayem Traders.	sales return

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom
Any Additional Suggestion:		

Question Text	The following details, related to machine, have been taken from the books of Absar Textile for the year ended on December 31, 2022.

Details	Date
Cost of machine Rs 700,000 and having book value of Rs 400,000	Jan 01, 2022
New machine purchased at Rs 200,000	Mar 31, 2022
Old machine costing Rs 80,000 was exchanged with a new machine costing Rs 110,000	June 30, 2022
Sold old machine costing Rs 160,000 having book value of Rs 100,000 for Rs 80,000	July 01, 2022

	Prepare machine account from the given details and bring down the balance as on January 01, 2023.
SLO No.	5.3.6
SLO Text	Prepare adjusting entries for depreciation expense.
Maximum Marks	6
Cognitive Level	A*
Checking Hints	Give ONE mark for computing each amount bolded (cost and depreciation) (SIX required). Give TWO marks for each correct general journal entry (THREE required). Give ONE mark for each correct posting i.e., one for debit and one for credit posting.
Overall Performance	The overall performance of this question was highly unsatisfactory due to the following reasons: • Candidates had not grasped the requirement to prepare a T Account for machinery, resulting in incorrect or missing responses. • They lack understanding of how to handle questions involving tangible fixed assets with sales or exchange scenarios. • Candidates were unaware that the account of tangible fixed assets should be prepared using the cost under the cost model. As a result, they were posting book values and selling prices instead of the correct cost amounts, leading to inaccuracies in their answers.
Description of Better Responses	The candidates who responded excellently achieved a flawless score on this question, demonstrating a comprehensive understanding of the following key points: • The candidate correctly comprehends the distinctions between cost, book value, and selling price. They accurately know that the tangible fixed asset account should be debited and credited with the cost amount, not the selling price or book value. • The candidate adeptly formatted the question in the appropriate account form, reflecting a clear understanding of the question's requirements and executing the response accordingly.

	• The candidates were well-versed in the accounting treatment when a sale or exchange of a fixed asset occurs. They understand that during a sale, the fixed asset account is only credited, whereas in an exchange, the account is debited with the cost of the new asset and credited with the cost of the asset forgone. • The candidate accurately posted the beginning balance in the machinery account with the cost amount and precisely calculated the ending balance of the machinery account.

Image of Better response	Machine
	
	2022
	Jan.1: Cost of machine 700,000 2022 Jun, 30: Old machine 80,000
	Mar, 31: New machine 200,000 Jul, 31: Sale of old machine 160,000
	Jun, 30: New machine 110,000
	  Dec, 31: Balance c/d 770,000
	  1,010,000 1,010,000
	2023
	Jan, 1: Balance b/d 770,000

Description of Weaker Responses	The candidates with weaker responses made the following mistakes: • Many candidates failed to comprehend the question's requirement and did not prepare the T Account for machinery at all. • They lacked an understanding of the distinction between cost and book value. Consequently, they incorrectly recorded the beginning balance of machinery with the book value amount instead of the cost. • Although the candidates accurately posted the purchase transaction of machinery for Rs 200,000, they struggled with the exchange transaction. They incorrectly debited the machinery with only Rs 30,000 instead of debiting it by Rs 110,000 and crediting it by Rs 80,000. • In the last transaction involving the sale of an asset, with details of its book value, cost, and selling price provided, they incorrectly credited the machinery account with its book value of Rs 80,000 instead of posting it with the correct cost of Rs 160,000. • Some candidates prepared a schedule for depreciation charges instead of creating the account for machinery. This indicates their lack of practice in the chapter on 'Tangible Plant Asset' and their limited familiarity with accounts preparation.
Image of Weaker response	machine A/c cash 700,000 cash 80,000 Dual cash 200,000 Exchange machine 30,000 Balance c/d 850,000 930,000 930,000 January 2023 1.1.23 Balance B/d 850,000

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
- Understand the expectations of the command words - Look at the cognitive level - Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) - Go through the past paper questions on that particular concept - Refer to the resource guide for extra resources	- Story Board - Cause and Effect - Fish and Bone - Concept Mapping - Audio Visual resources - Think, Pair and Share - Questioning Technique (Socratic approach) - Practical Demonstration ** For description of each pedagogy, refer to Annexure A	- Past paper questions - Discussion on E-Marking Notes - Knowledge Platform's Learn Smart Classroom

Any Additional Suggestion:
Addressing these misconceptions and practicing more with accounts for tangible plant assets can help these candidates improve their understanding and performance in similar scenarios.

Question No 10	
Question Text	Complete the given table by identifying the type of expenditure as either capital or revenue. <table><tr><th>Description</th><th>Type of Expenditure</th></tr><tr><td>Alpha coal incurred Rs 100,000 as research and development expense of mine.</td><td></td></tr><tr><td>Areej Associates paid Rs 80,000 for the purchase of merchandise.</td><td></td></tr><tr><td>Aizah and Sons paid Rs 28,000 for lubricating and repairing of machine.</td><td></td></tr><tr><td>Asna Traders incurred Rs 30,000 for installation of new cooling plant.</td><td></td></tr></table>
SLO No.	5.2.1
SLO Text	Distinguish between capital expenditures (extra ordinary expenditures) and revenue expenditures (ordinary expenditures).
Maximum Marks	4
Cognitive Level	U*
Checking Hints	Give ONE mark for each identification (FOUR required).
Overall Performance	The overall performance on this question is highly satisfactory, with the candidates' performance being above average. The majority of candidates score good, indicating a strong grasp of the concepts related to capital and revenue expenditures. Their understanding in this area is commendable, reflecting a solid foundation in accounting principles.

Description of Better Responses	The candidates with excellent responses demonstrated accurate identification of capital and revenue expenditures. Notably, they correctly recognised 'research and development expenditures' as capital expenditure and 'purchase of merchandise' as revenue expenditure. This showcases their strong understanding of the various types of expenditures and highlights their concrete grasp of the subject matter.
Image of Better response	
Description of Weaker Responses	The candidates with weaker responses struggled to identify capital and revenue expenditures correctly, and their errors can be summarised as follows: • Some candidates mistakenly labelled payments related to revenue expenditures as capital expenditures and vice versa, indicating a misunderstanding of the distinctions between the two types of expenditures. • In their attempts to respond, some candidates merely re-phrased the question without providing accurate identification of capital and revenue expenditures, showcasing a lack of comprehension of the underlying concepts.
Image of Weaker response	

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
• Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources	• Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration ** For description of each pedagogy, refer to Annexure A	• Past paper questions • Discussion on E-Marking Notes • Knowledge Platform's Learn Smart Classroom
Any Additional Suggestion:		

Annexure A: Pedagogies Used for Teaching the SLOs

Pedagogy: Storyboard
Description: A visual pedagogy that uses a series of illustrated panels to present a narrative, encouraging creativity and critical thinking. It helps learners organise ideas, sequence events, and comprehend complex concepts through storytelling.
Example: In a Literature class, students are tasked with creating storyboards to visually retell a novel. They draw key scenes, write captions, and present their stories to the class, enhancing their reading comprehension and fostering their imagination.

Pedagogy: Cause and Effect
Description: This pedagogy explores the relationships between actions and consequences. By analysing cause-and-effect relationships, learners develop a deeper understanding of how events are interconnected and how one action can lead to various outcomes.
Example: In a History class, students study the causes and effects of the Industrial Revolution. They research and discuss how technological advancements in manufacturing led to significant societal changes, such as urbanisation and labour reform movements.

Pedagogy: Fish and Bone
Description: A method that breaks down complex topics into main ideas (the fish) and supporting details (the bones). This visual approach enhances comprehension by highlighting essential concepts and their relevant explanations.
Example: During a Biology class on human anatomy, the teacher uses the fish and bone technique to teach about the human skeletal system. Teacher presents the main components of the human skeleton (fish) and elaborates on each bone's structure and function (bones).

Pedagogy: Concept Mapping
Description: An effective way to visually represent relationships between ideas. Learners create diagrams connecting key concepts, aiding in understanding the overall structure of a subject and fostering retention.
Example: In a Psychology assignment, students use concept mapping to explore the various theories of personality. They interlink different theories, such as Freud's psychoanalysis, Jung's analytical psychology, and Bandura's social-cognitive theory, to see how they relate to each other.

Pedagogy: Audio Visual Resources
Description: Incorporating multimedia elements like videos, images, and audio into lessons. This approach caters to different learning styles, making educational content more engaging and memorable.
Example: In a General Science class, the teacher uses a documentary-style video to teach about the solar system. The video includes stunning visual animations of the planets, interviews with astronomers, and background music, enhancing students' interest and understanding of space.

Pedagogy: Think, Pair, and Share
Description: A collaborative learning technique where students ponder a question or problem individually, then discuss their thoughts in pairs or small groups before sharing with the entire class. It fosters active participation, communication skills, and diverse perspectives.
Example: In a Literature in English class, the teacher poses a thought-provoking question about a novel's moral dilemma. Students first reflect individually, then pair up to exchange their opinions, and finally participate in a lively class discussion to explore different viewpoints.

Pedagogy: Questioning Technique (Socratic Approach)
Description: Based on Socratic dialogue, this method stimulates critical thinking by posing thought-provoking questions. It encourages learners to explore ideas, justify their reasoning, and discover knowledge through a process of inquiry.
Example: In an Ethics class, the instructor uses the Socratic approach to lead a discussion on the meaning of justice. By asking a series of probing questions, the students engage in a deeper exploration of ethical principles and societal values.

Pedagogy: Practical Demonstration
Description: A hands-on approach where learners observe real-life applications of theories or skills. Practical demonstrations enhance comprehension, skill acquisition, and problem-solving abilities by bridging theoretical concepts with real-world scenarios.
Example: In a Food and Nutrition class, the instructor demonstrates the proper technique for filleting a fish. Students observe and then practice the skill themselves, learning the practical application of knife skills and culinary precision.

(Note: The examples provided in this annexure serve as illustrations of various pedagogies. It is important to understand that these pedagogies are versatile and can be applied across subjects in numerous ways. Feel free to adapt and explore these techniques creatively to enhance learning outcomes in your specific context.)

Acknowledgements