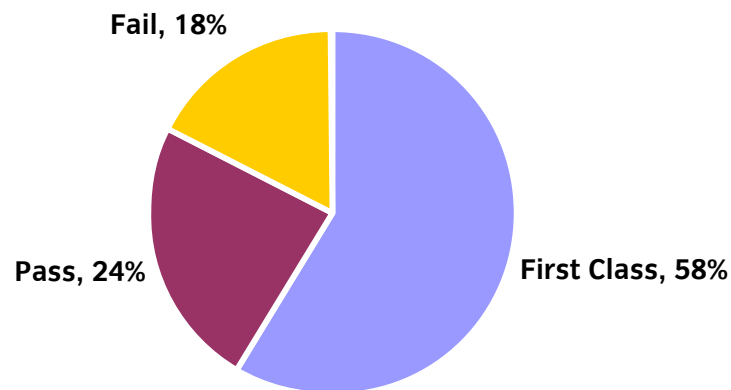


8953 Book-keeping & Accounting Level 1

General Observations

This is the final examination report on this syllabus, superseded in Autumn 2008 by a new syllabus. Some similar topics feature in the new syllabus and comments made in this report also apply to the new one. Aspects of the syllabus such as double-entry skills are key to all book-keeping and accounting syllabuses.

Candidates have generally performed well in the last year with a strong performance by nearly 60% of the candidates achieving a first class pass. Nearly a quarter of total candidates also achieved a pass by illustrating a good understanding of the theory and practice of the subject. Tutors and candidates are to be congratulated for all their hard work and commitment to the subject and in improving the structure and accuracy of answers over the life of the syllabus.



Areas of good performance

Candidates generally present book-keeping information well, whether that is in the terms of ledger accounts, final accounts or other ways of illustrating financial information. Good clear detail is essential for financial information to be well understood. Many candidates show they have a solid understanding of the principles of double-entry and examiners have seen a good accuracy.

Areas for development

Although the posting of petty cash vouchers is understood well, the reimbursement of the imprest is still causing candidates some difficulty. This is a key area of the topic and will be addressed in the new syllabus too.

As mentioned in previous examination reports some candidates have persisted in rewriting the cash book rather than beginning with the final balance given and updating it. The latter is all that is required. The final question calling for explanatory notes continues to provide answers of limited breadth and depth. Some were very short but others seen by examiners were repetitive.

Recommendations

Candidates, whenever they are providing written answers, should aim to focus on key points and enlarge upon them clearly. Usually it will be possible to define or briefly outline the point, then discuss it in the context of the question and possibly relate it to other relevant points. Examples are often useful in providing clear explanations.

The more familiar candidates are with the types of question they will encounter in the examination, the easier it will be for them to work through them accurately and quickly. Some questions from the existing syllabus and examinations will be useful resources in teaching the new syllabus too.

Tips

- It is useful if time permits for candidates to check through answers to ensure they are arithmetically accurate and that figures and comments make sense in hindsight.
- It can also be useful to review the examination paper for examples and information given in one question which may assist in answering another.

Additional comments

The rubric indicates that working should be shown. This is essential because it helps the examiner understand the thinking process of the candidate and ensures that marks are rewarded for correct steps in calculations which have several stages.

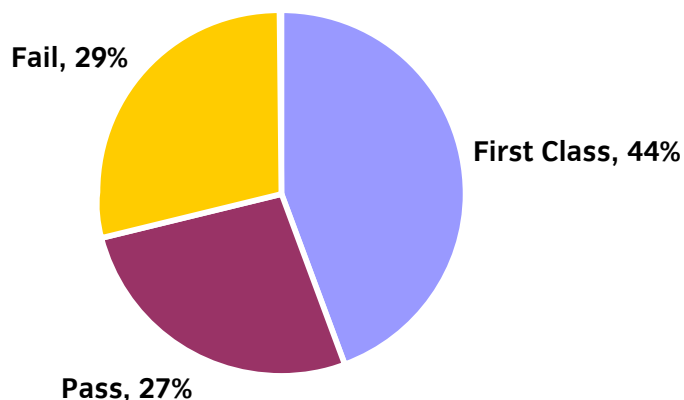
City & Guilds is keen to ensure that Centres are helped to achieve success and candidates are assisted to realise their potential. Centres and candidates are, therefore, urged to make good use of the various resources provided by City & Guilds, such as the Examination Support Guide. They are also welcome to ask for clarification of syllabus, etc. as necessary.

8953 Book-keeping & Accounting Level 2

General Observations

This is the final examination report on this syllabus, superseded in Autumn 2008 by a new syllabus. There are some similarities in topics that feature in the new syllabus, for example control accounts, and comments made in this report also apply to the new one.

Candidates have performed well in the last year. Historically about one third of candidates have achieved a first class pass so it is very encouraging to see over 40% achieving a first class pass. Level 2 Book-keeping and accounts covers some quite technical areas and results show candidates have been able to deal well with some quite complex concepts. This is an excellent performance by candidates which reflects well on their teachers.



Areas of good performance

Performance on control accounts has improved over time and candidates are now able to show their understanding of the topic well. The traditionally strong area of final accounts continued to be well answered and it has been pleasing to see improvements in the ledger account work of question 1. Reasonable attempts were seen in preparing the trial balance in the latter question but it is disappointing to see how often candidates do not show their workings.

Areas for development

The understanding of Journal entries is reasonably good but candidates sometimes appear confused where, for example, a debit entry has appeared in the books as a credit entry. It can be useful to use ledger accounts in workings to aid understanding. Some confusion was seen with suspense accounts. Question 4 requiring the completion of a cash book and calculation of working capital continues to cause problems and double-entry skills are not exhibited as well in this question as elsewhere.

Recommendations

Candidates should practice both Journal and suspense account entries and practice the types of calculation typical of question 4. Candidates show good double entry skills in other parts of Level 1 and Level 2 examination and the similarity of such work with the cash book in question 4 should be emphasised so that candidates feel as familiar with cash book completion.

Tips

- Show correct dates and narratives in answers, particularly ledgers, the cash book and journal entries.
- Show clear and full workings.

Additional comments

Practice is essential. It improves accuracy and facility with figures and provides the time for candidates to write down their workings fully and be rewarded for their thinking.

The need to show workings is particularly emphasised in this and previous examination reports because the lack of them is a major reason why candidates continue not to perform to their ability.