THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2015
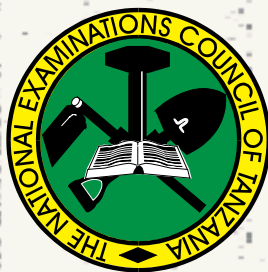
062 BOOK KEEPING

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062 BOOK – KEEPING

Table of Contents

FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Students' Item Response Analysis (SIRA) report for Form Two National Assessment (FTNA) 2015 in Book Keeping subject. The analysis provides feedback to students, teachers, parents, policy makers and the public in general on the performance of the students.

The Form Two National Assessment (FTNA) is a formative evaluation which among other things shows the effectiveness of education system in general and education delivery system in particular. Essentially, students' responses to the assessment questions is a strong indicator of what the education system was able or unable to offer to the students in their first two years of secondary education.

The analysis presented in this report intends to contribute towards understanding some of the reasons behind good or poor performance of students. The report highlights some of the factors that made students to score high marks in the questions. Such factors include: ability of the students to identify the task of the questions, to follow instructions, to write correctly in English Language and apply knowledge of the concepts related to the subject.

Students who scored low marks in the assessment failed to adhere to the demand of the questions and identify the task of the questions. They also showed inability of expressing themselves in English Language and lack of knowledge of the concepts related to the subject.

The analysis of the items has been done in order to reveal items that were correctly answered by students as well as those which were not correctly answered. It is expected that the Students' Items Response Analysis report will be useful to the educational administrators, school managers, teachers and students to identify proper measures to be taken in order to improve students' performance in future assessment administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used for improving future Students' Assessment.

Finally, the Council would like to thank all the Examination Officers, Subject Examiners, the staff of the Department of Information and Communication Technology, who participated in the analysis of the data used in this booklet and all others who participated in the preparation of this booklet.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 Introduction

This report analyses the performance of the students in Book Keeping subject for the Form Two National Assessment (FTNA) in 2015. The assessment consisted of seven (7) compulsory questions which were divided into three sections namely A, B and C. Each question in section A and B carried 10 marks while each question in section C carried 20 marks. All questions were attempted by all students (100%).

A total of 94,566 students sat for Book Keeping assessment. The results show that 60.36 percent passed the assessment with the following grades: grade A 7.76 percent; grade B$^+$ 12.04 percent; grade B 12.13 percent; grade C 13.53 percent; grade D 14.9 percent and 39.64 percent failed by obtaining grade E and F.

Book Keeping assessment results for two consecutive years shows that, in 2014 the students' performance was good compared to that of 2015. The number of students who failed in 2015 has increased by 2.64 percent compared to that of 2014 as shown in Table 1.

Table 1: Students sat for assessment in FTNA 2014 and 2015 in Book Keeping

S/N	Year	Number of Students Sat for Assessment	Passed	Percentage	Failed	Percentage
1	2014	76,609	48,264	63.00	28,345	37.00
2	2015	94,566	57,079	60.36	37,487	39.64

The analysis on individual questions is presented in the next sections. The presentation comprises of brief account of the requirements of each question and the way the students answered them. This analysis shows both strengths and weaknesses of students in answering questions. Selected extracts of students' responses are included to enable stakeholders' get the real picture of students' responses to the questions. The extracts were drawn from the scripts of students who were able to satisfy the requirements of the questions and those who were unable. It is expected that such detailed analysis will enable the key stakeholders to take appropriate measures in improving the teaching and learning of Book Keeping subject.

The performance of the students in each question was categorized as *good, average* or *weak*. The pass mark in each question was 30 percent or above. The performance of the students from 45 to 100 percent is defined as *good*,

from 30 to 44 percent the performance is *average* and from 0 – 29 percent, the performance is *weak*.

The students' performance is summarized in appendix attached at the end of this booklet with the following colours: green colour has been used to signify good performance, yellow average performance and red weak performance.

2.0 Analysis of the Items

2.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items (i - x) drawn from various topics of the form one and two syllabi. The topics were *Elementary Balance Sheet, Books of Prime Entry, Trial Balance, Classification of Accounts and Elementary Trading, Profit and Loss Account*. The students were required to choose the correct answer among the four given alternatives. The question intended to measure the students' knowledge on various concepts of Book Keeping and the application of such knowledge in their daily life.

The candidates' performance shows that, 19.1 percent scored from 0 to 2 marks out of the 10 allotted marks. 68.5 percent scored from 3 to 4 marks, 12.4 percent of the students scored from 5 to 10 marks. Among them 140 students (0.1%) scored all 10 marks. The general performance in this question was good since 80.9 percent of the students who attempted scored 3 marks (30%) or above.

Figure 1 illustrates the performance of the students in question one. Good performance in this question is contributed by the majority (68.5%) of the students who had average scores (shown by yellow colour) and few students (12.4%) who performed well. This category of students had adequate knowledge on the topics of *Elementary Balance Sheet, Books of Prime Entry, Trial Balance, Classification of Accounts and Elementary Trading, Profit and Loss Account*.
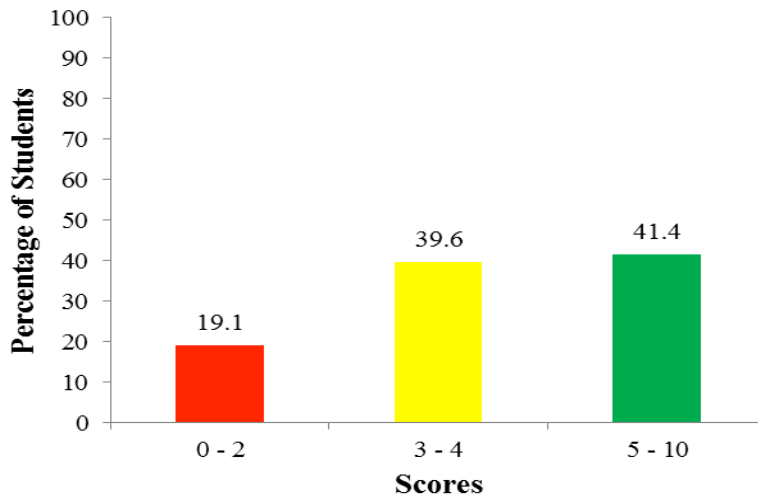
Figure 1

Figure 1 shows the percentage of the students and their scores.

In item (i), the students were required to define the term balance sheet by choosing one option among the given alternatives. The item given was as follows:

> *Which of the following is the definition of a balance sheet?*
> *A   A list of balances after calculating net profit.*
> *B   A statement of all liabilities.*
> *C   A trial balances at a different date.*
> *D   A list of balances before calculating net profit.*

In this item the majority of the students were able to choose the correct response A (*A list of balances after calculating net profit*). The students who selected option B and C were not familiar with the concept of balance sheet while those who were attracted with option D they assumed that the balance sheet is prepared before calculating net profit. The good performance in this item shows that most of the students were familiar on the topic of *Elementary Balance Sheet* and hence, they managed to identify the correct definition of balance sheet.

In item (ii), the students were required to describe the meaning of the term 'purchases day book'. The item given was as follows:

The purchases day book can be described as
A   a part of the double entry system
B   a list of purchases bought on credit
C   a list of suppliers' account
D   a list of purchases bought for cash.

In this item most of the students had adequate knowledge on the topic of *Books of Prime Entry,* because they were able to describe the meaning of 'purchases day book' by choosing the correct alternative B (*a list of purchases bought on credit*). The students who chose option A and D did not understand the question while those who opted for C thought that they were asked to indicate the account in which credit purchases were recorded.

In item (iii), the students were required to identify the meaning of the term 'trial balance' from the four given alternatives. The item given was as follows:

Which of the following describes the meaning of a trial balance?
A   Is the final account in the books.
B   Shows all the assets balances.
C   Is a list of balances on the books.
D   Discloses financial position of a business.

Most of the students were able to choose the correct response C, *Is a list of balances on the books.* In this item most of the students showed sufficient knowledge on the topic of *Trial Balance* that is why they were able to get the correct description of trial balance. The students chose option A maybe they were aware that after preparation of trial balance next step is to prepare final accounts, therefore, they found this option to be a good description of the term trial balance. Others who selected B may be had no adequate knowledge on the concept of trial balance while those who opted for alternative D may be they were confused with the definition of balance sheet.

In item (iv), the students were required to indicate which one was **not** personal account among the given alternatives. The item given was as follows:

> Which of the following is **not** personal account?
> A   Rent and debtors.
> B   Debtors and drawings.
> C   Debtors and creditors.
> D   Drawings and rent.

Most of the students were attracted by option C (*debtors and creditors*) instead of the correct response D (*drawings and rent*). Drawings may be goods or money taken out of the business by the owner and rent is the expense paid to the landlord which is nominal accounts. The option they were attracted are called personal accounts. Personal accounts are accounts which contain the name of a business, persons or firms.

Students who selected A relied only on rent and they forgot that debtor is a personal account while those who opted for B considered only drawings. In general the students failed to distinguish between nominal and personal accounts.

In item (v), the students were required to choose the correct description of the term contra entry from the given alternatives. The item given was as follows:

> What is meant by contra entry?
> A   Cash is banked before it has been paid out.
> B   Double entry is completed within the cash book.
> C   The proprietor has repaid capital in cash.
> D   Sales have been paid by cash.

In this item the majority of the students were able to choose the correct response B (*Double entry is completed within the cash book*). The good performance in this item shows that most of the students were conversant with the topic of *Books of Prime Entry* specifically on the sub-topic of two column cash book. The students who picked alternative A and C were not familiar with the concept of two column cash book. They failed to use their knowledge in order to show the entry for contra while those who opted for D assumed that cash sales is called contra entry.

In item (vi), the students were required to identify the condition in which cash discount may be given to the customer. The item given was as follows:

A cash discount is described as a reduction in the sum to be paid
A   if goods are bought on credit and not for cash
B   if either cheque or cash payment is made within an agreed period
C   if cash is paid instead of cheque
D   if trade discount is also deducted.

The majority of the students were able to choose the correct answer B (*if either cheque or cash payment is made within a previously agreed period*). The students who scored this item had sufficient knowledge on the topic of *Books of Prime Entry*. The students who selected A believed that cash discount are given when goods are bought on credit only but they did not think of period taken to pay the debt. Those who selected C and D were not conversant with the concept of cash discount.

In item (vii), the students were required to describe the meaning of the term *trade discount*. The item given was as follows:

What is meant by trade discount?
A   A discount given if the invoice is paid.
B   A discount given for cash payment.
C   A discount given to supplier.
D   A discount given to traders.

Very few students were able to identify the correct answer D (*A discount given to traders*). The majority of students who failed this question were not competent on the topic of books of prime entry; they selected an alternative B (*A discount given for cash payment*) which was incorrect answer. This group of students thought that trade discount is given when goods are purchased for cash, but in the real sense, trade discount is the difference between the actual price and the lower price offered for buying in large quantity. The students who chose A were not knowledgeable with the concept of trade discount. While some who opted for C did not know that a discount is given to buyer and not to the supplier (a person who sells goods).

In item (viii), the students were required to identify the nature of the purchases ledger among the four given alternatives. The item given was as follows:

The balance in the purchases ledger is usually
A   credit balance
B   contra balance
C   nominal balance
D   debit balance.

Most of the students had enough knowledge on the topic of Book of Prime Entry; they were able to identify the correct response A (*credit balance*). These students were able to use their knowledge of principles of double entry system and managed to identify that in the purchases ledger is where suppliers' account is found. Some who opted for B and C they had no sufficient knowledge on the books of prime entry specifically the ledgers while others who selected D confused between purchases ledger and purchases account which has a debit balance.

In item (ix), the students were required to indicate the treatment of sales returns in the trading account. The item given was as follows:

In the trading account, the sales returns should be
A   added to cost of goods sold
B   deducted from purchases
C   deducted from sales
D   added to sales.

The analysis of the students' responses indicated that the students who scored this item were able to identify the correct alternative C (*deducted from sales*). These students managed to give the correct entry for sales returns and observed the principles of double entry system. Some who chose A and B were not aware of the items treatment in trading account therefore, they used to guess the answer while who selected D they thought opposite with the correct response.

In item (x), the students were required to identify the meaning of the term journal among the four given alternatives. The item given was as follows:

> *The journal is described as*
> *A   part of the double entry system*
> *B   a form of sales day book*
> *C   a form of diary*
> *D   a supplementary to the balance sheet.*

In this question also most of the students had adequate knowledge on the topic of books of prime entry. These students were able to identify the correct description of journal by choosing alternative C (*a form of diary*). Journal is a book of original entry wherein transactions are recorded chronologically, that is, in order of date. The students who chose A believed that journal is used to complete double entry while some who selected alternative B and D did not understand the requirement of the question.

2.2 Question 2: Matching Items

The question consisted of ten (10) matching items which were drawn from the topic of *Books of Prime Entry*. The students were required to match the descriptions in **Column A** with the responses **Column B** by writing the letter of the correct response in the table provided. The items given were as follows:

*Match the items in **Column A** with the responses in **Column B** by writing the letter of the correct response in the table provided.*

Column A	Column B
(i) Used to record items that are much less common.	A Ledger
	B Real account
(ii) The individual record of a person, firm, a thing, an item of income or expenses.	C Sales ledger
	D Double entry
(iii) Each transaction is recorded in its two-fold aspects.	E Cheque
	F Account
(iv) A written order from a bank current holder addressed to the bank to pay stated money.	G Receipt
	H Journal
(v) Record which involving the assets of the business.	I Credit note
	J Purchases ledger
(vi) Record the items of expenses incurred and income earned.	K Debit note
	L General ledger
(vii) A document used to record payments of goods purchased and sold on credit.	M Invoice
	N Personal account
(viii) A document sent by the seller to the buyer to correct an undercharge in an invoice.	O Nominal account
(ix) A document sent by the seller to the buyer to correct an overcharge in an invoice.	
(x) A written acknowledgement of money received or paid.	

About 61.2 percent scored from 0 to 2 marks out of the 10 allotted marks, 32.5 percent scored from 3 to 4 marks, 6.1 percent of the students scored from 5 to 9 marks, while the remained 162 students (0.2%) scored all the 10 marks allotted. The general performance in this question was not good because about 61.2 percent of the students poorly performed.

The most poorly scored item in this question was item (viii) which required the students to identify the name of *A document sent by the*

seller to the buyer to correct an undercharge in an invoice. The correct answer was K *(Debit note)*, but most of the students opted for I *(Credit note)*. Such students failed to distinguish between *(Debit note)* and *(Credit note)* because of their close relationship and the applications of the two documents. However, their difference is that, *Debit note* is a document used to correct for an undercharge on the original invoice and it is issued when the buyer has failed to return containers or packing cases not charged for in the invoice while *Credit note* is a document which shows the decrease on claim of money and it is issued when part of goods, sold or purchased, are returned or price overcharged is reduced at a later stage. The poor performance in this item indicates that most of the students had no enough knowledge on the concept of books of prime entry.

However, item (x) *(A written acknowledgement of money received or paid)* was correctly matched by most of the students, by choosing the correct answer G *(Receipt).* This shows that, those students had sufficient knowledge on the concepts of 'cash book'.

2.3 Question 3: Books of Prime Entry

In this question the students were required to mention the types of books of prime entry.

Analysis of the students' performance in this question shows that, 33.7 percent scored from 0 to 2 marks, 18.9 percent scored from 3 to 4 marks, 13.8 percent scored from 5 to 9 marks, and 33.6 percent scored all the 10 marks out of the 10 marks allotted.

The performance in this question was good because most of the students were able to mention clearly the types of books of prime entry. This indicates that the students had adequate knowledge on this topic. Extract 3.1 illustrates a sample of student's correct responses.

Extract 3.1

3. Mention any five types of books of original entry.

(i) Sales daybook

(ii) Sales returns daybook

(iii) Purchases daybook

(iv) Purchases returns daybook

(v) The general journal (Journal proper)

In Extract 3.1 the student managed to correctly mention the types of books of original entry.

Most of the students who moderately performed (who scored from 3 to 4 marks) in this question were able to provide good responses in some parts but failed to correctly answer in other parts. This was due to the fact that they failed to mention all types of books of prime entry.

Few students who poorly performed scored from 0 to 2 marks in this question had inadequate knowledge on the concepts of books of prime entry. Some listed classes of accounts (personal, real and nominal), others listed parts of the journal (date, details, folio, debit and credit), types of ledger (sales ledger, purchases ledger, private ledger and general ledger) and few students picked some of the multiple choice options and called them the books of prime entries while others failed to well express in English Language. Moreover, few students listed objectives of learning Book Keeping subject. Extracts 3.2 and 3.3 show the samples of incorrect responses from the students.

Extract 3.2

3. Mention any five types of books of original entry.

    (i) ...Determination profit or loss...

    (ii) ...Knowledge of Credit dealing...

    (iii) Business Control...

    (iv) ......Reliable Financial position...

    (v) ...Fair tax assessment...

> In Extract 3.2 the student listed objectives of learning Book Keeping subject instead of listing the books of prime entries.

Extract 3.3

3. Mention any five types of books of original entry.

    (i) ....petty cusher...

    (ii) ....jour proper...

    (iii) ....seles proper...

    (iv) ....Cusher proper..

    (v) ......Sales proper..

> In Extract 3.3 the student failed to express well in English Language and as a result gave answers which have no meaning at all.

2.4 Question 4: Principles of Double Entry System

The students were provided with the following accounts: capital, purchases, sales, rent received, rent, drawings, machinery, debtors, creditors and stock and were required to state the nature of an account by showing whether they have a debit or credit balances.

The performance of the students indicated that, 28 percent scored from 0 to 2 marks, 43.8 percent scored from 3 to 4 marks, 22.2 percent scored from 5 to 9 marks. 5,716 students (6%) scored all the ten (10) marks allotted to this question. The general performance in this question was good.

Most of the students were able to identify the nature of the accounts showing that they had adequate knowledge on application of principles of double entry system. Furthermore, they were able to state whether the

13

account has a debit or credit balance. Extract 4.1 is a sample of the correct responses illustrating this case.

Extract 4.1

4. State the nature of the following accounts whether they are debit or credit balance.

Accounts	Nature of the Account (Debit or Credit)
(i) Capital account	Credit balance
(ii) Purchases account	Debit balance
(iii) Sales account	Credit balance
(iv) Rent received account	Credit balance
(v) Rent account	Debit balance
(vi) Drawings account	Debit balance
(vii) Machinery account	Debit balance
(viii) Debtors account	Debit balance
(ix) Creditors account	Credit balance
(x) Stock account	Debit balance

Extract 4.1 shows the student managed to state the nature of the accounts by indicating whether they are either debit or credit balance.

It was further observed that most of the students who moderately performed in this question managed to show some of the entries but failed to meet the demand of the question in other parts.

On the other hand, the students who poorly performed lacked knowledge on the topic of principles of double entry system. Some listed classes of accounts such as personal, real and nominal while others mentioned different accounts such as wages, rent, capital and sales and few students omitted the question. Extracts 4.2 and 4.3 are the samples of incorrect responses.

14

Extract 4.2

4. State the nature of the following accounts whether they are debit or credit balance

Accounts	Nature of the Account (Debit or Credit)
(i) Capital account	Debit
(ii) Purchases account	Credit
(iii) Sales account	Debit
(iv) Rent received account	Debit
(v) Rent account	Credit
(vi) Drawings account	Credit
(vii) Machinery account	Credit
(viii) Debtors account	Credit
(ix) Creditors account	Debit
(x) Stock account	Credit

In Extract 4.2 shows the student failed to state the nature of accounts in all parts of the question.

Extract 4.3

4. State the nature of the following accounts whether they are debit or credit balance

Accounts	Nature of the Account (Debit or Credit)
(i) Capital account	Nominal account
(ii) Purchases account	Personal account
(iii) Sales account	Nominal account
(iv) Rent received account	personal account
(v) Rent account	Real account
(vi) Drawings account	Personal account
(vii) Machinery account	Real account
(viii) Debtors account	Nominal account
(ix) Creditors account	Personal account
(x) Stock account	Real account

In Extract 4.3 the student showed classes of accounts instead of the nature of the accounts.

2.5 Question 5: Elementary Balance Sheet

The students were required to prepare a balance sheet from the data provided. The students' performance shows that, 38.2 percent scored 0 mark, 2.8 percent scored from 1 to 5 marks, 10.9 percent scored from 6 to 8 marks, 11.5 percent scored from 11 to 14 marks, 13.6 percent scored from 15 to 19 marks and the remained 23 percent scored 20 marks out of 20 marks allotted. The general performance in this question was good.

Figure 2 shows the performance of students in question 5, whereby majority of the students well performed in this question as it is indicated by the green colour and few students who had average performance are shown by yellow colour.
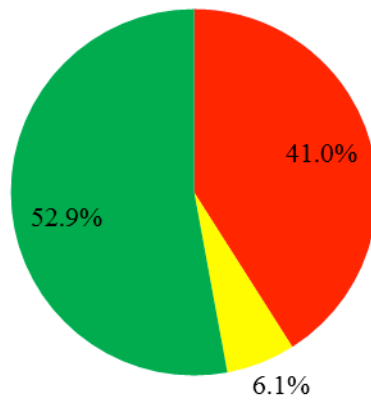
16

Figure 2

Figure 2; Pie chart showing the percentage of students with good, average and poor performance in question 5.

The students who well performed in this question, who scored from 9 to 20 marks, were able to open balance sheet and arrange the balances of account appropriately from the list of accounts provided. They also made correct transfer of items to both sides of balance sheet; that is, they correctly recorded the items left hand side and the right hand side. Moreover, they were able to balance the two sides of the balance sheet. Extract 5.1 shows a sample of correct responses.

Extract 5.1

Yamoto Company's

Balance Sheet, As at 31st Dec 2018.

Fixed Assets.			Capital		1,000,000
Buildings	500,000		Liabilities	200,000	
Fixture and fitting	100,000				
Plant and Machinary	300,000	900,000	Current liabilities		
			Creditors	350,000	650,000
Current Assets.					
Stock	100,000				
Cash at bank	250,000				
Cash in hand	50,000				
Debtors	250,000	650,000			
		1,550,000			1,650,000

Extract 5.1 shows a student who managed to correctly arrange balances of the provided accounts in the balance sheet.

The analysis further shows that, most of the students who scored from 6 to 8 marks managed to correctly enter transactions in some parts but they failed to post other transactions to the appropriate side of the balance sheet and omitted some of the transactions.

On the other hand, the students who failed in this question scored from 0 to 5 marks. Also they were not able to appropriately arrange the balances of accounts from the list provided. Some of them made wrong transfer of items to both sides of balance sheet while others prepared trial balance instead of the balance sheet. Most of the students opened the balance sheet but failed to properly record transactions while few prepared journal instead of the balance sheet. This indicates that, the students had inadequate knowledge on the concept of balance sheet. Extracts 5.2 and 5.3 show the sample of incorrect responses.

Extract 5.2

BALANCE YAMOTO COMPANY

Date	Particular	Folio	Amount	Date	Particular	Folio	Amount. (r
	Cash in hand		50,000		stock		100 000
	Debictory		250.000		Cash at bank		250 002
					Capital		1000 000
					Plant and machinery		300 000
					Fixture and fitting		100 000
					Building		500,000
					Liabilitie		200 000
					Credit		350 000
							2,900,000
			300,000		Balance	b/d	300,000
			2,900 000				2,900,000

In Extract 5.2 the student failed to properly record transactions in the balance sheet.

Extract 5.3

Yamoto Company.

Date	CURRENT LIABILITIES	DEBTORS	CREDITORS.
	Cash in hand	50,000	
	Cash at bank	250,000	
	Stock		100,000
	Buildings	500,000	
	Fixture and Fittings	100,000	
	Plant and Machinery		300,000
	Debtors	250,000	
			350,000
	Creditors		100,000
	capitals	Balance c/d	
	Liabilities	20,000	Balance b/d
		13,0000	8 50 000

In Extract 5.3 the student prepared a journal instead of preparing the balance sheet.

19

2.6 Question 6: Bank Reconciliation Statement

The students were required to prepare adjusted cash book and bank reconciliation statement. The performance in this question was poor since 47,401(50.1%) students scored 0 mark, 27.8 percent scored from 1 to 5 marks, 15.6 percent scored from 6 to 8 marks, 3 percent scored from 10 to 14 marks, 2 percent scored 15 to 19 marks and the remaining 1,460 students (1.5%) scored 20 marks out of 20 marks allotted. Figure 3 illustrates this performance graphically.
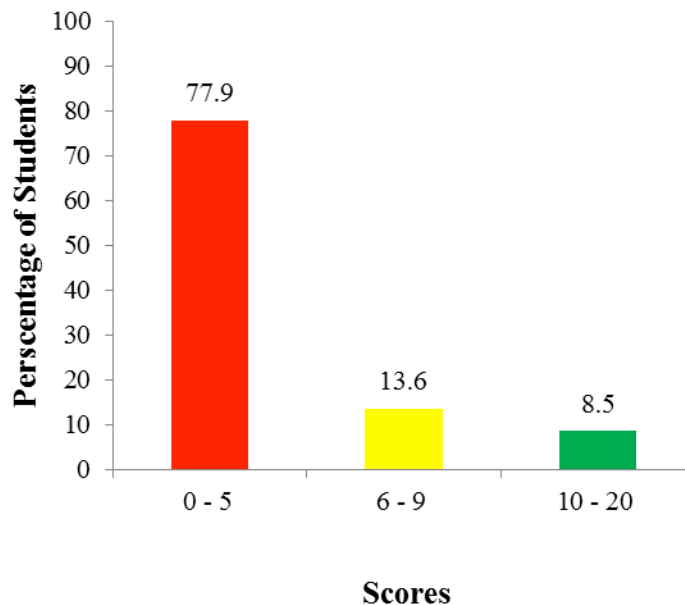
Figure 3

Figure 3 shows performance of students in question 6.

Most of the students who poorly performed; failed to enter the given transactions in an adjusted cash book and in a bank statement as required. They provided solutions that were contrary to the requirements of the question. Some prepared a document which resembles a journal and regarded it as a bank reconciliation statement while others opened statement of the cash book which they considered it as an adjusted cash book. Furthermore, it was noted that a big number of students prepared bank reconciliation statement on which they incorrectly entered entries.

Majority of the students had inadequate knowledge on the concepts of bank reconciliation statement and they failed to obey the principles of

20

double entry system. Extracts 6.1 and 6.2 show sample of the students' incorrect responses in this question.

Extract 6.1

JAJA'S CASH BOOK

	DEBIT	CREDIT
30th June 2014 showed debit balance	25,000	
Overdrawn balance of	sh 5200	
A Cheque		41,000
Bank Charges amounting		1,600
Two Cheques paid Creditors		8,800
		3600
BALANCE	30,200	18,000

In Extract 6.1 the student opened a journal which was called cash book and he/she failed to prepare bank reconciliation statement.

Extract 6.2

DR	AN ADJUSTED CASH BOOK as at 30th June 2014.							CR.	
Date	Particulars	folio	Amount		Date	Particulars	folio	Amount	
			Cash	bank				cash	bank
30th June	To cheque		41,000		30th June	By cheques		8,800	
30th June	To bank charges			1,600		By cheques			3,600
2nd July	To cheque			41,000					
			41,000	42,600	30th June	By balance		8800	3600
								32,200	39000
			41,000	42600				41,000	42,600

BANK RECONCILIATION STATEMENT as at 30th June 2014

Balance as per cash book ------- 25,000.

Add: Unpresented cheque ------ 41,000

Less: Uncredited cheque ------ 3600

Balance as per bank statement --- 57,200.

> Extract 6.2 shows that the student failed to appropriately record the transactions in the cash book and in the bank reconciliation statement as required.

The students, who had average score in this question, were able to prepare adjusted cash book but failed to enter all required transactions. Others made partial entries in both cash book and in the bank reconciliation statement. Furthermore, they were not able to get correct closing balance in the adjusted cash book and that led them to get wrong closing balance in the bank reconciliation statement.

On the other hand, the analysis of the students' responses indicated that, the students who well performed in this question were able to open the adjusted cash book and bank reconciliation statement correctly. They also managed to appropriately enter all transactions and adhered to the principles of double entry system. Moreover, they were able to get the correct closing balance in the adjusted cash book and properly prepared bank reconciliation statement.

Furthermore, only a few students managed to prepare bank reconciliation statement by using alternative method that is, they started with bank balance. The examples of such responses are shown in extracts 6.3 and 6.4.

Extract 6.3

i)

Dr			Jaja's	Adjusted Cash book as at 30th June, 2014			Cr
Date	Details	Folio	Amount	Date	Details	Folio	Amount
30th June, 2014	Balance	b/d	25,000	30th June, 2014	Bank charges		1,620
				30th June, 2014	Balance	c/d	23,400
			25,000				25,000
30th June, 2014	Balance	b/d	23,400				

ii)

Bank Reconciliation statement as at 30th June, 2014

	Tshs	Tshs
Balance as per adjusted cashbook		23,400
Add: Unpresented cheques : creditor		8,800
creditor		3,600
		35,800
less: Uncredited cheques		(41,000)
Balance as per Bank statement.		(5,200)

Extract 6.3 shows that the student managed to correctly enter all the transactions in the adjusted cash book and bank reconciliation statement starting with the balance as per cash book.

23

Extract 6.4

(i)

DR				AN ADJUSTED CASH BOOK			CR
Date	Particular	F	Amount	Date	Particular	F	Amount
30th June / 1st July	Balance	b/d	25,000	30th June	Bank Charg		1,600
				30th June	Balance	c/d	23,400
			25,000				25,000
1st July	Balance	b/d	23,400				

(ii)

Bank reconciliation statement as at 30th June 2014

Balance as per bank statement	(5,200)
Add: Uncredited Cheque	41,000
	35,800
Less: Unpresented Cheques 8,800	
3,600	
	12,400
Balance as per cash book	23,400

Extract 6.4 shows a student who prepared *bank reconciliation statement* starting with balance as per bank statement.

2.7 Question 7: Elementary Trading, Profit and Loss Account

The students were required to prepare trading, profit and loss account for the year ending 30th December, 2013 from the transactions that were provided.

The performance of the students was as follows: 28,690 students (30.3%) scored 0 mark, 26.2 percent scored from 1 to 5 marks, 24.2 percent scored from 6 to 8 marks, 8.1 percent scored from 10 to 14 marks, 6.3 percent scored from 15 to 19 marks and 4,634 students (4.9%) scored all the 20 marks allotted. The performance of the students in this question was average.

The students who well performed in this question demonstrated adequate knowledge on the concept of *Elementary Trading, Profit and Loss Account* as they were able to open trading account and correctly enter the transactions in this account. Furthermore, they obtained the correct figure for gross profit and correctly used it to prepare the profit and loss account. They also managed to enter all expenses in the debit side as well as income in the credit side of profit and loss account and finally

succeeded to obtain the correct figure for net profit. One of such responses is shown in Extract 7.1.

Extract 7.1

Dr Nankambila Trading, Profit and loss a/c at year ended 30/12/2013 Cr			
Particulars	**Amount**	**Particulars**	**Amount**
Opening stock 1.1.2013	110,000	Sales	310,000
Add: Purchases: 280,000		less: Sales returns	(16,000)
less: P/ Returns: (37,000)			
Net purchases: 243000	243,000	Net sales	294 000
Cost of good available for sale	353,000		
less: Closing stock 31.12.2013	(170,000)		
Cost of goods sold	183,000		
Gross profit c/d	111,000		
	294,000		294,000
		Gross profit b/d	111,000
Wages	20,000	Discount received	25,000
Discount allowed	10,000		
Net profit	106,000		
	136,000		136,000

Extract 7.1 shows that the student managed to correctly record all transactions in the trading, profit and loss account.

However, most of the students who moderately performed scored from 6 to 8 marks in this question managed to open trading account and correctly enter some of the transactions. Furthermore, they failed to obtain a correct figure for gross profit because some of the items were wrongly recorded and others were omitted.

The students who poorly performed in this question scored from 0 to 5 marks. This category of students showed many weaknesses in various aspects including failure to understand the demand of the question and enter transactions in the trading account. Moreover, they failed to obey the principles of double entry system, to post the transactions to the appropriate sides of the accounts and they also failed to obtain the correct figure for gross profit. Furthermore, they were not able to record

transactions in the profit and loss account. Some copied the question while others prepared journal which they called trading, profit and loss account. Few students opened trading, profit and loss account but they failed to appropriately record the transactions. Extracts 7.2 and 7.3 illustrates sample of incorrect responses.

Extract 7.2

NANKAMBILA TRADING PROFIT AND LOSS ACCOUNT FOR THE YEAR ENDED 30TH DEC 2013

Date	Particular	Folio	Amount	Date	Particular	folio	Amount
2013 Dec 30th				Jan	Sales Returns		16000
1 Jan	Opening stock		110000		Purchases Return		34000
	Sale		310,000		Discount Received		25,000
	Add: Purchase		280,000				
	Wages		20,000				
	Discount Allowed		10,000				
							88,000
	Balance	c/d	1030,000		Balance	c/d	1030000
Dec 2013 31st	Closing stock		170000				

In Extract 7.2 the student prepared trading, profit and loss account but wrongly entered the transactions.

26

Extract 7.3

NANKAMBILA TO PREPARE TRADING, PROFIT AND LOSS
ACCOUNT FOR THE YEAR ENDING 30th DEC 2013

DATE	DETAILS	DEBIT	CREDIT
30/12/2013	Sales	310,000	
	Sales returns	16,000	
	Purchases		280,000
	Purchases returns		37,000
	Wages		20,000
	Discount received	25,000	
	Discount allowed		10,000
	Opening stock 1st January, 2013		
	Closing stock 31st December, 2013	170,000	110,000
	Net profit.		64,000
		521,000	457,000

Extract 7.3 illustrates a student who prepared a journal which he/she called trading, profit and loss account.

3.0 Analysis of Performance of Candidates per Topic

The analysis of candidates' performance per topic shows that, out of 6 topics assessed in 2015, three topics: *Principles of Double Entry System, Elementary Balance Sheet* and *Books of Prime Entry* had a good performance as well as all the topics which were tested in the multiple choice questions *Elementary Balance Sheet, Books of Prime Entry, Trial Balance, Classification of Accounts and Trading, Profit and Loss Account.* Two topics, *Elementary Trading, Profit and Loss Account and Books of Prime Entry* had average performance. A topic of *Bank Reconciliation Statement* had a weak performance; in which the percentage of students who scored 30 percent or above was only 22.1 percent.

Despite the good performance, the students faced some problems in answering questions under *Bank Reconciliation Statement.* The problems encountered were mainly caused by the students' inability to make adjustment in the cash book in order to get new balance and others were not able to identify unpresented and uncredited items. Furthermore, they were

not able to show the procedure of reconciling the items of the bank and the customers.

The analysis further shows that, the students' responses in Book Keeping subject between year 2014 and 2015 failure, had increased by 2.64 percent. However, the topic which had weak performance remained to be one, (See the appendix attached at the end of this booklet).

4.0 Conclusion and Recommendations

4.1 Conclusion

The analysis given in this booklet has shown some of potentials students had in Book Keeping subject. The most notable strengths include the students' ability to identify the task of the questions, perform various calculations and correctly follow instructions in applying concepts related to the subject.

Even though, most of the students well performed in the topics of Elementary Trading, Profit and Loss Account and Books of Prime Entry, teachers should put more efforts in teaching these topics and provide more exercises to the students.

On the other hand, it has been noted that some students experienced problems in answering questions set from the topic of Bank Reconciliation Statement. Some of the students failed to correctly respond in English Language especially in question three (3) where they were required to mention types of books of original entry.

4.2 Recommendations

In order to improve the performance of the future students it is recommended that:

(a) Students should be encouraged to solve as many questions as possible. Through practice, they will learn different techniques of solving problems and tackling assessment questions.

(b) Students should have enough time to practice using English Language. They should be given a lot of tasks which will help them write, speak, read and listen to various Business texts. This will eventually help them to improve the English Language skill which is a contributing factor to their poor performance in the assessment.

(c) Teachers should guide students to identify specific tasks of the questions during the teaching progress.

(d)   Teachers should put more emphasis in teaching the principles of double entry system.

Summary of Analysis of Performance of Students in Each Topic

S/N	TOPIC	NUMBER OF QUESTIONS	PERCENTAGE OF STUDENTS WHO SCORED 30 PERCENT AND ABOVE	RECOMMENDATION
1	*Elementary Balance Sheet, Books of Prime Entry, Trial Balance, Classification of Accounts and Trading, Profit and Loss Account*	10	80.9	Good
2	*Principle of Double Entry System*	1	72	Good
3	*Books of Prime Entry*	1	66.3	Good
4	*Elementary Balance Sheet*	1	59	Good
5	*Elementary Trading Profit and Loss Account*	1	43.5	Average
6	*Books of Prime Entry*	1	38.8	Average
7	*Bank Reconciliation Statement*	1	22.1	Weak