



Cambridge International AS & A Level

SUBJECT**9706/22**

Paper 2 AS Level Structured Questions

February/March 2022**MARK SCHEME**Maximum Mark: 90

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **19** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

<p>GENERIC MARKING PRINCIPLE 1:</p> <p>Marks must be awarded in line with:</p> <ul style="list-style-type: none"> • the specific content of the mark scheme or the generic level descriptors for the question • the specific skills defined in the mark scheme or in the generic level descriptors for the question • the standard of response required by a candidate as exemplified by the standardisation scripts.
<p>GENERIC MARKING PRINCIPLE 2:</p> <p>Marks awarded are always whole marks (not half marks, or other fractions).</p>
<p>GENERIC MARKING PRINCIPLE 3:</p> <p>Marks must be awarded positively:</p> <ul style="list-style-type: none"> • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate • marks are awarded when candidates clearly demonstrate what they know and can do • marks are not deducted for errors • marks are not deducted for omissions • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
<p>GENERIC MARKING PRINCIPLE 4:</p> <p>Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.</p>

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	<p>Lack of expertise (1) Content with information that minimal records provide (1) Less time-consuming (1) Less costly (1)</p> <p>Max 2 Accept other valid responses.</p>	2
1(b)	<p>Access to full information about assets, liabilities, capital, expenses and revenues (1) More informed decision making (1) Can provide detailed information to support loan application (1) Easier to prepare financial statements/more reliable and accurate information about profits and losses (1) Opportunity for more control over business activities (1) Possibility of fraud reduced (1) Better able to meet government requirements for information (e.g. tax returns) (1) Enables analysis of performance (1)</p> <p>Max 4 Accept other valid responses.</p>	4

Question	Answer	Marks																											
1(c)	<p> Bank \$ 93 100 } (1) Discounts received 4 900 } <u>98 000</u> Less decrease in balances (2 640) (1) <u>95 360 (1)OF</u> </p> <p>Alternative method:</p> <table border="1" data-bbox="534 851 997 1892"> <thead> <tr> <th colspan="4">Total Trade Payables account</th> </tr> <tr> <th></th> <th>\$</th> <th></th> <th>\$</th> </tr> </thead> <tbody> <tr> <td>Balance c/d</td> <td>9 230</td> <td>(1) both</td> <td>Balance b/d 11 870</td> </tr> <tr> <td>Bank</td> <td>93 100</td> <td rowspan="2">(1)both</td> <td>Purchases 95 360</td> </tr> <tr> <td>Discounts received</td> <td>4 900</td> <td>(1)OF</td> </tr> <tr> <td></td> <td>107 230</td> <td></td> <td><u>107 230</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Balance b/d 9 230</td> </tr> </tbody> </table> <p>} 1 mark for both opening balances b/d</p>	Total Trade Payables account					\$		\$	Balance c/d	9 230	(1) both	Balance b/d 11 870	Bank	93 100	(1)both	Purchases 95 360	Discounts received	4 900	(1)OF		107 230		<u>107 230</u>				Balance b/d 9 230	3
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1(e)	<p>Partner (Overall Max 3)</p> <p>For: (Max 2) May bring fresh ideas/particular business skills (1) Will ease Rafiq's workload (1) Permanent source of capital (1) Shared responsibility (1)</p> <p>Against: (Max 2) Will have to share profits (1) May result in disagreements (1) Control of business has to be shared slowing decision-making (1)</p> <p>Loan (Overall Max 3)</p> <p>For: (Max 2) Rafiq remains in sole control of the business (1) Profits are not shared (1)</p> <p>Against: (Max 2) Loan interest will reduce profits (1) Liquidity will be affected by loan repayments and interest payments (1) Will business be eligible for a loan/can Rafiq offer security for loan? (1) Temporary source of finance (1)</p> <p>Decision (1) Accept other valid responses.</p>	7

Question	Answer	Marks																		
2(a)	Number of shares $900\,000 \times \$0.05 = \$45\,000$ (1)	1																		
2(b)	The amount of retained earnings / distributable reserves available for distribution (1) The amount of cash available (1) Other commitments affecting the amount of retained profit/cash (1) Shareholder expectations (1) Max 2 Accept other valid responses.	2																		
2(c)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Journal</th> <th></th> </tr> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;">Dr</th> <th style="width: 30%; text-align: center;">Cr</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>Share premium</td> <td style="text-align: center;">122 000</td> <td style="text-align: center;">(1)</td> </tr> <tr> <td>Retained earnings</td> <td style="text-align: center;">178 000</td> <td style="text-align: center;">(1)</td> </tr> <tr> <td>Issued share capital</td> <td></td> <td style="text-align: center;">300 000 (1)</td> </tr> </tbody> </table>	Journal				Dr	Cr		\$	\$	Share premium	122 000	(1)	Retained earnings	178 000	(1)	Issued share capital		300 000 (1)	3
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2(d)	<p>Retained earnings at 28 February 2022</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Balance b/d</td> <td style="width: 10%; text-align: right;">\$</td> <td style="width: 30%; text-align: right;">342 000</td> </tr> <tr> <td>Less interim dividend</td> <td></td> <td style="text-align: right;">(45 000) (1)OF</td> </tr> <tr> <td>Less bonus issue</td> <td></td> <td style="text-align: right;">(178 000) (1)OF</td> </tr> <tr> <td>Add: profit for the year</td> <td></td> <td style="text-align: right;">114 000 (1)</td> </tr> <tr> <td>Less: final dividend W1</td> <td></td> <td style="text-align: right;">(105 000) (2)OF</td> </tr> <tr> <td>Balance at 28 February 2022</td> <td></td> <td style="text-align: right;"><u>128 000 (1)OF</u></td> </tr> </table> <p>W1 Final dividend: $1\,500\,000 (1) \times \\$0.07 = \\$105\,000 (1) OF$</p>	Balance b/d	\$	342 000	Less interim dividend		(45 000) (1)OF	Less bonus issue		(178 000) (1)OF	Add: profit for the year		114 000 (1)	Less: final dividend W1		(105 000) (2)OF	Balance at 28 February 2022		<u>128 000 (1)OF</u>	6
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2(e)	<p>Avoid dilution of ownership (1) Less expensive / faster to process (1) More likely to be successful / fully subscribed as shares may be issued at a favourable price (1) To increase equity share capital (1)</p> <p>Max 3 Accept other valid responses.</p>	3

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3(a)	<p style="text-align: center;">Capital accounts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Bipin</th> <th>Feroz</th> <th>Neeru</th> <th></th> <th>Bipin</th> <th>Feroz</th> <th>Neeru</th> </tr> </thead> <tbody> <tr> <td></td> <td>\$</td> <td>\$</td> <td>\$</td> <td></td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>Goodwill adjustment</td> <td>19 500</td> <td></td> <td>19 500}</td> <td>Balances b/d</td> <td>72 000</td> <td>44 300</td> <td>57 000</td> </tr> <tr> <td>Current a/c</td> <td></td> <td>1 980</td> <td></td> <td>Revaluation W1</td> <td>9 300</td> <td>3 100</td> <td>6 200 (1)</td> </tr> <tr> <td>Non-current asset</td> <td></td> <td>15 000</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Loan</td> <td></td> <td>36 920</td> <td></td> <td>Goodwill adjustment</td> <td>19 500</td> <td>6 500</td> <td>13 000} (1)</td> </tr> <tr> <td>Balances c/d</td> <td>81 300</td> <td></td> <td>56 700</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>100 800</td> <td>53 900</td> <td>76 200</td> <td></td> <td>100 800</td> <td>53 900</td> <td>76 200</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Balance b/d</td> <td>81 300</td> <td></td> <td>56 700 (1)OF</td> </tr> </tbody> </table> <p>W1 Revaluation surplus: Non-current assets + \$23 000 – Inventory \$4400 = \$18 600 shared: Bipin \$9300, Feroz \$3100, Neeru \$6200 (1)</p>		Bipin	Feroz	Neeru		Bipin	Feroz	Neeru		\$	\$	\$		\$	\$	\$	Goodwill adjustment	19 500		19 500}	Balances b/d	72 000	44 300	57 000	Current a/c		1 980		Revaluation W1	9 300	3 100	6 200 (1)	Non-current asset		15 000						Loan		36 920		Goodwill adjustment	19 500	6 500	13 000} (1)	Balances c/d	81 300		56 700						100 800	53 900	76 200		100 800	53 900	76 200					Balance b/d	81 300		56 700 (1)OF	7
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3(c)	It will ensure retiring partner is rewarded (1) for his/her contribution to the success of the business (1) .	2
3(d)	<p>The value of goodwill is subjective (1) To apply the going concern concept (1) Value may fluctuate (1)</p> <p>Max 2 Accept other valid responses.</p>	2

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4(e)	Financial (max 3)		Non-financial (max 3)			5	
	Produces less/more profit	(1)	Would training result in possible delay in production?	(1)			
	Possible low cost of finance (dividends optional)/shareholders will expect return	(1)	Will workforce need training on new machinery?	(1)			
	Will forecasts prove accurate?	(1)	Overtime may or may not be attractive to workforce	(1)			
	Would training costs apply	(1)	Higher selling price may reduce demand.	(1)			
	Will share issue be successful?	(1)					
	Costs of share issue	(1)					
	Overall max for comments (4) Advice (1) Accept other valid responses						
4(f)(i)	Employees can be provided with achievable targets / Can assist with motivation (1) Budgetary control can facilitate responsibility accounting (1) Helps planning/co-ordination/control/communication (1) Max 2 Accept other valid responses.						2

Question	Answer	Marks
4(f)(ii)	A poorly set budget can demotivate (1) Based on estimates not accurate (1) Might encourage interdepartmental rivalry (1) May discourage innovation (1) Max 2 Accept other valid responses.	2