



Examiner's Feedback Report – Module A2025-2026

The examination team hereby provides comments on the identified major strengths and weaknesses of candidate's knowledge including general exam observations.

The examination consisted of a 2 hour and 15-minute exam containing three questions subdivided in different parts where candidates were required to answer two questions carrying 50 marks each.

General Comments

Candidates often overlooked timing considerations. It was evident that a substantial portion of candidates rushed through the last question attempted when compared with the first question. In fact, one could note this in handwriting quality, as it deteriorated as the exam progressed. In addition, candidates provided shorter answers with missing necessary details in the last questions answered. Candidates typically opted to attempt the question in which they were comfortable in first.

Candidates preferred to answer question 2 and 3 in general. Question 3 was the most popular question chosen by candidates.

Students lost significant amount of marks as they lacked basic understanding of tax concepts. Consequently, their line of thinking and conclusions reached, were severely off track from the ideal answer.

Analysing candidates who were underperforming, one could conclude that the vast majority of candidates who failed the exam failed to achieve a satisfactory mark in both questions answered indicating that such candidates were deficient in their knowledge across the subject matter and not in particular areas of the syllabus for this module.

Although all three questions had a mathematical element in particular sections of each question, it is evident that candidates tended to be more uncomfortable in answering sub-questions which had a mathematical element. It was evident that candidates struggled to dissect information provided to them. It is expected that students are able to extract the tax meaning of the information provided and formulate a tax treatment for the fact pattern being presented.

A significant number of candidates have made direct references to particular articles in the law, without actually providing an insight into the concept that such articles illustrate. This shows that candidates probably had adequate capability to identify the appropriate legal text relevant to the case at hand but were unable to show an understanding of such articles, as explanations were very limited and at times non-existent.

No marks can be allocated to the mere extraction of information and repetition of the same text as answer. Candidates who struggled in basic understanding, resorted to provide non insightful answers



which were rewording of the facts presented with added assumptions. This behaviour is strongly discouraged.

It is our pleasure to note that generally candidates who acquired tax knowledge presented in this module have generally consistently showed the same level of knowledge through both questions answered.

Question Specific Comments

Questions 1

This question was an unpopular choice when compared to the other questions.

The question sought to test the student understanding of article 14(1)(m)(a). Although a number of students had a modest understanding of the said article, student failed to deeply analyse non apparent tax implications. Lack of knowledge on the application of the mention article stemmed from the lack of distinction between intellectual property as defined and the concept of goodwill.

Candidates often missed the interest expense deduction implication and failed to show the application of fundamental concepts inter relationships such as the mathematical linkages between capital allowances b/f and trading losses b/f.

Candidates who scored low in this question missed the chronological sequence of events presented thus answers were presented haphazardly.

A number of answers provided text book descriptions of the relevant provisions without any application context to the case at hand. In such circumstances candidates resorted to adding facts beyond to the case presented in order to present an answer. The latter behaviour is discouraged although presenting reasonable assumptions is acceptable.

It has been observed that some answers presented tended to present a tax treatment and half way through the explanation, a different tax treatment was presented in the answer. The latter behaviour shows that candidates attempted a guess and then whilst processing information during their writing, the analysis was changed. Candidates are expected to form a correct and flowing tax opinion and present it adequately rather than thinking and analysing whilst writing the answer.

A number of candidates resorted to provide general information on the subject matter being tested. Such answers were superficial and did not demonstrate the application of tax knowledge in the presented case.

Marks were lost consequent to candidates opting to skim through the question or not even reading the question adequately before formulating an answer.



Question 2

Surprisingly, a number of candidates showed lack of general knowledge on which countries are part of the European Union and thus concluded incorrectly some tax treatment.

It has been noted that some answers contained repetition which lead to time wasting as no marks could be picked up for such time spent. It is strongly advised that answers should be proportionate to the marks allocated. Marks allotted to the question should give a clear indication of the time that should be spent on each sub question, however this hint was at times ignored.

In attempting questions there is no room for recitals as students are expected to show case their tax knowledge via the question presented and not presenting the facts of the case in different wording as answers.

A number of candidates opted to provide an open answer which shows lack of certainty to arrive at conclusive tax position. The information presented in the questions is adequate for candidates to reach conclusive tax treatments.

It has been noted that a substantial amount of candidates opted to ignore parts of the information presented or not utilising it for any tax consideration. Candidates often failed to comment on the deductibility or otherwise of each expense presented. Marks are allocated across the data presented and thus students are expected to comment on why certain facts are irrelevant or have no impact if so. No comments on particular aspects of information presented resulted in no marks being allotted.

Question 3

It has been noted that student often lacked an understanding of the remittance basis of taxation whilst failed to show case their abilities to allocate profits to tax accounts appropriately.

The rent expense was often ignored by candidates. Marks allocated for the relevance of this fact and its implication were often lost.

A number of answers did not target what was demanded whilst the calculation of NID was satisfactory in general.

Parts of this question tested the ability of candidates to provide argumentative answers, however candidates at times resorted to provide very discrete answers due to the lack of tax knowledge.

It was surprising to observe that candidates often lacked to make a connection between the occupation i.e. Media consultant and the act performed by the same consultant i.e. disposal of a billboard. The profession and the transaction when complementary indicate a trading operation.



Comments on examination techniques

A substantial number of candidates did not possess basic examination techniques. Most candidates did not devote adequate time and resources to the answers proportionate to the marks allotted for each question. Marks are indicative of the level of in-depth analysis that each answer is expected to have.

It has been noted that a significant number of candidates produced illegible scripts or exhibited poor report writing skills whilst other candidates were unable to express themselves and communicate in English.

Candidates attempting this exam should have acquired sufficient tax knowledge such that they are able to understand the inter relationships between tax concepts and are able to apply tax knowledge to the presented cases. Candidates are expected to devote adequate time to study the legal text and supplementary course material presented during the course in order to limit to a minimum the need to search in reference material during the examination.