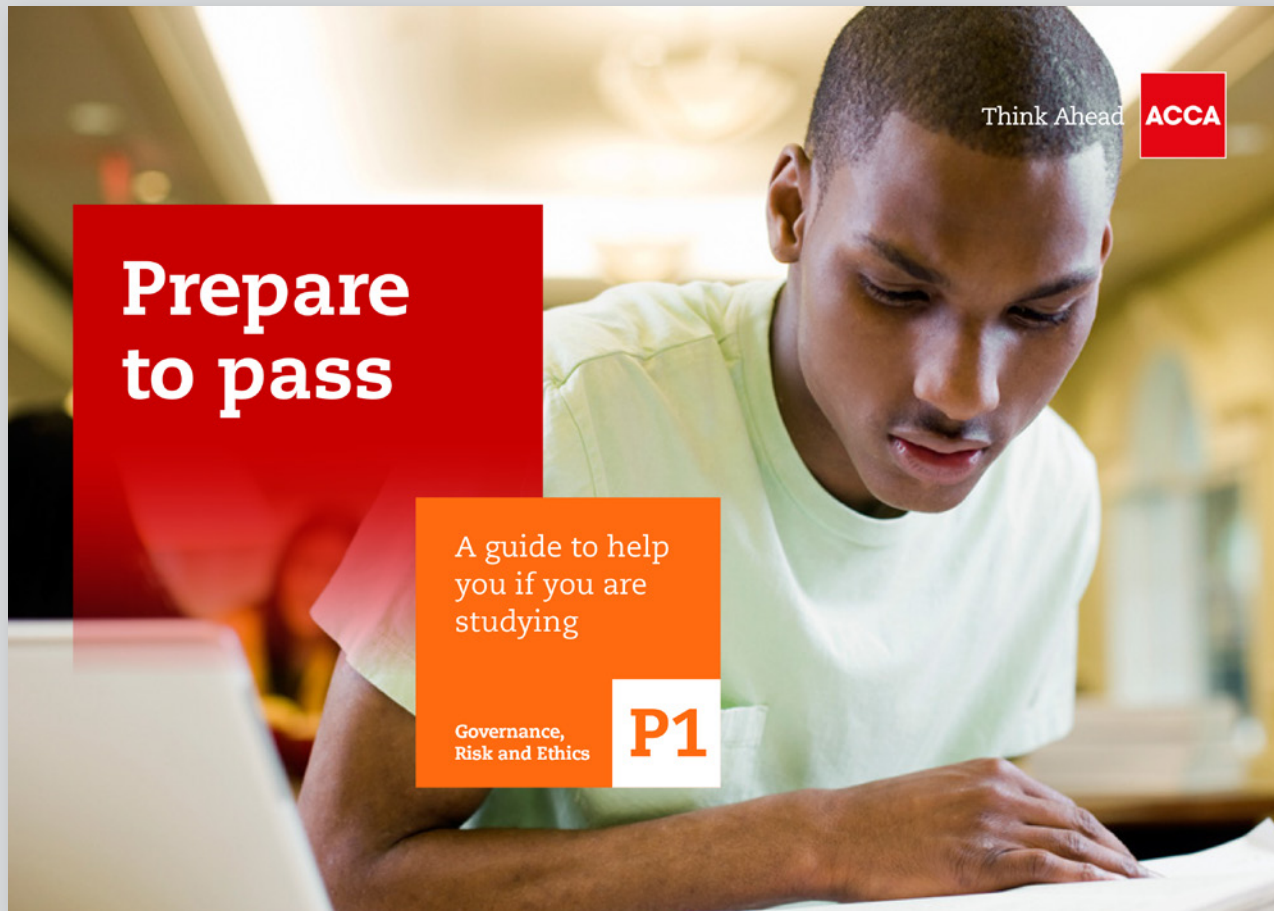


Think Ahead

ACCA



P1 Governance, Risk and Ethics – a guide to using the examiner's reports

ACCA's self-study guide for P1 is a fantastic resource designed especially to help you if you are taking P1. Hopefully you have already had a chance to take a look at this but if not you can find it by clicking on the image above.

P1 Governance, Risk and Ethics – a guide to using the examiner's reports

Part of getting started is getting to know your exam and we recommend that you use the examiner's reports as a resource here.

In addition, when you come to the revision phase we strongly recommend that you come back to these reports and look at them in more detail.

Home > Students > Exam resources > Professional level > P1 Governance, Risk and Ethics

P1 GUIDANCE FROM THE EXAMINING TEAM

RELATED LINKS

- [Video: Five minutes with the P1 examining team](#)
- [P1 examiner's approach article](#)
- [P1 examiner's approach interview](#)
- [Adobe reader](#)

The examiners' reports are an essential study resource. Read them to learn about mistakes that students commonly make in exams and how to avoid them. The guidance articles and interviews set out the general approach to the syllabus and the exam, and provide tips on how to improve your exam performance.

EXAMINER'S REPORTS ▼

EXAMINER'S GUIDANCE ▼

EXAM SUPPORT RESOURCES

Return to the exam resource finder to locate other materials to help with your studies

[SEARCH EXAM RESOURCES](#)

SYLLABUS AND STUDY GUIDE

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Think Ahead ACCA

March 2016

June 2016

September 2016

December 2016

RELATED DOCUMENTS

P1 examiner's report - June 2016

PDF 49KB

Last updated: 18 Jul 2016

You can access the examiner's reports for P1 by clicking on the image above. We suggest that at the very least you take a look at the last four – but of course you can look at as many as you like!



Examiner's reports

What are the examiner's reports?

The reports are produced after each exam sitting and provide an analysis of students' performance – what they did well and what they didn't do so well.

They tell you which parts of the exam students found challenging and identify some of the key areas where students appear to lack knowledge as well as where they have demonstrated poor exam technique. The reports refer to specific questions in the exam, looking in detail at areas which caused difficulty. They also provide lots of useful tips.

How will the reports help you when you are revising for your exam?

If you review several of these reports you will notice that there are some key themes which the examining team comment on again and again. Typically students fail for the same reasons exam sitting after exam sitting.

For you to succeed in your exam you need to try to avoid the pitfalls that have led to students failing P1.

What are we going to do now?

In this document we are going to show you how to use the examiner's reports as part of your revision phase.

P1 Governance, Risk and Ethics – a guide to using the examiner's reports

Step 1 – Read the last four examiner's reports

Read through each of the last four examiner's reports for P1.

- ✓ As you go through them note down any themes you notice which come up more than once.
- ✓ Also try to note down any areas where the examining team is providing advice – for example, you may see in the June 2016 report there is some advice about candidates producing bookwork answers and not relating answers to the scenario.

Examiner's report

P1 Governance, Risk and Ethics
June 2016



General Comments *(from paragraph 2 of the report)*

P1 questions are based on case scenarios and those candidates who studied the information in the case and applied it suitably in their answer were well rewarded. There is a temptation for candidates to use bookwork type answers and reproduce remembered notes and candidates taking this approach are unlikely to score good marks. There is sometimes a temptation to spend more time answering the questions and requirements that candidates are happier with but candidates need to answer all of the questions on the paper to receive a passing mark and so good time management is important.



Take note

You may need to read through each of the reports a couple of times – but to get you started you might note down:

Producing bookwork answers and not relating answers to the scenario

You will see this pops up several times, for example in the June 2016 report.

P1 Governance, Risk and Ethics – a guide to using the examiner's reports

Now use this page to note down other themes or advice you notice which come up... include a reference to the report – so the exam sitting and the question number, the theme and then a bit of context (see example below)

Reference	Theme	Context
J16, M16 General comments	Producing bookwork answers and not relating answers to the scenario	There is a temptation for candidates to use bookwork type answers and reproduce remembered notes and candidates taking this approach are unlikely to score good marks.

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Step 2 – Common themes identified by the examining team over the last four exam sittings

Now compare your list with our list over the following pages – how many did you identify?

Spend some time looking through the reports again with the table over the following pages at your side, to make sure you understand where each of the points comes from. You will see we have also included an additional column 'How to avoid the pitfalls' and we will talk about this in Step 3.

Reference	Theme	Context	How to avoid the pitfalls
J16, M16 General comments	Producing bookwork answers and not relating answers to the scenario	There is a temptation for candidates to use bookwork type answers and reproduce remembered notes and candidates taking this approach are unlikely to score good marks.	Application not regurgitation is crucial in this exam so when you practise questions review your answers carefully to make sure you have used the scenario appropriately.
J16 Q1		Most candidates managed the bookwork explanations but failed to gain marks on the importance in public sector.	Make sure you have used the names of organisations or people referred to in the scenario.
J16 Q2		Many candidates gave a bookwork answer around the general benefits of CPD and did not apply their answer to the case scenario and failed to gain as many marks.	When you have completed a practice question, skim through the scenario and ask yourself whether you have appropriately used the majority of the information provided in your answer. If you haven't then maybe you have not linked your answer to the scenario sufficiently.
M16 Q1		Many candidates gave bookwork answers to the risk management process and failed to gain as many marks.	Ensure you have reviewed all of the technical articles and study support videos relevant to P1 – many of these will discuss the concepts for the exam in a real life context and help you understand application.
M16 Q2	The agency relationship failing to relate the agency to the case scenario.	Many candidates gave bookwork answers to the agency relationship failing to relate the agency to the case scenario.	
D15 Q4		The second part on applying this knowledge to the ethical attitudes of the individuals involved was done less well.	
S15 General comments		There is a temptation for candidates to simply draw upon knowledge rather than apply this knowledge in their answers and reproduce remembered notes.	
S15\Q1		Candidates who answered in context and related the	



Take note

Note that this table is based on the examiner's reports for June 2016, March 2016, December 2015 and September 2015 – if you are sitting exams from December 2016 you may find some different references.

P1 Governance, Risk and Ethics – a guide to using the examiner's reports

Reference	Theme	Context	How to avoid the pitfalls
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M16 Q2		Many candidates gave bookwork answers to the agency relationship failing to relate the agency to the case scenario.	
D15 Q4		The second part on applying this knowledge to the ethical attitudes of the individuals involved was done less well.	
S15 General comments		There is a temptation for candidates to simply draw upon knowledge rather than apply this knowledge in their answers and reproduce remembered notes.	
S15 Q1		Candidates who answered in context and related the importance of internal controls to the issues in the case were well rewarded.	
S15 Q2		Candidates might have benefitted from highlighting the evidence when reading through the case to ensure maximum marks.	
M16 Q1	Mark allocation	Too much time spent describing challenges without explaining how they could be addressed; more time spent on this than the six marks indicated.	Ensure that you check how many marks are available for each requirement and aim for one well explained point per mark to be awarded.
M16 Q1	Lack of planning	Duplicated content could have been avoided through planning.	Before writing your answer spend a few minutes for each requirement thinking about what you need to include and how you are going to present it.

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Reference	Theme	Context	How to avoid the pitfalls
J16 Q1	Professional marks	The four professional marks were awarded for flow, tone, persuasiveness and structure of the statement. These should be straightforward marks for a well prepared candidate who has rehearsed the different communication types that can be examined in P1.	Understand the different communication types which can be examined in P1 by reviewing the exam technique article Professional marks .
M16 Q1		Awarded for clarity, persuasiveness, tone and flow of statement. Straightforward marks available for being clear on how statement should be structured.	Assess whether your answer to practice questions would be written well enough to obtain the professional marks. These can make the difference between passing and failing the exam.
D15 General comments		Some candidates made little attempt to write the article and others wrote from their own perspectives, signing it in their own name.	For further guidance watch the video 'Professional marks – the difference between a pass and fail' which can be found under the study support videos for P1.
S15 Q1		Evidence on this paper that students are not clear how a business letter should be structured.	Keep in mind that ACCA does not penalise poor grammar as it is recognised that English is not the first language for many students.
J16 Q2	Reading the requirements	Many candidates applied the theory to the managing director and not the conference organiser and failed to gain any marks. Candidates should read the question carefully to ensure they answer the question being asked.	As this is a common problem across many of the Professional level exams, the key here is to spend plenty of time reviewing your answer against the model answer when practising questions as well as double checking the requirement to make sure you understand what is being asked for. You need to make sure that you are answering the question that was set, so for each paragraph you have written, check it against the model answer to determine whether it aligns – and if it doesn't, then ask yourself whether what you have written actually answers the requirement.
M16 Q1		Question required students to explain the nature of non-executive committees in a public listed company – many students ignored the key word committees and discussed non-executives.	
M16 Q3		Many candidates failed to recognise the key word was stakeholders in part d(ii).	
M16 Q4		Candidates were asked to discuss other factors but continued with factors already covered. Candidates were asked to assess the importance of reporting good quality information to the board but many described good quality information with no reference to the importance of this to the board.	

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Reference	Theme	Context	How to avoid the pitfalls
M16 Q2	Lack of sufficient content	Candidates needed to find all of the dishonest behaviour exhibited by the CEO and criticise this with reference to his training and the code of ethics he was bound by.	Make sure you are using all of the facts provided in the scenario when answering the question.
S15 Q1	Not obeying the verb	Many candidates did not obey the verb in the first task as it required an explanation, a definition was insufficient.	Make sure you understand what the commonly used verbs mean. Take a look at the Student Accountant article Answering the Question for more help in understanding the verbs used in exam questions.

P1 Governance, Risk and Ethics – a guide to using the examiner's reports

Step 3 – Question practice

The key to passing P1 is question practice. Make sure you refer to the self-study guide for hints and tips but keep in mind what the examiner's reports have said. You want to try to avoid the pitfalls so use the advice given in the table at step 2 when practising your questions.

Revision phase – Question practice

- Exam-standard question practice is vital now
- Work through as many questions as possible and all mock exams included in the [Approved Content Provider](#) question and answer banks – remember these are best for question practice as they include past exam questions updated for syllabus and format changes
- Work through the most recent [past exam for P1](#) – this will provide you with a clear picture of what the exam will look like making sure you know what to expect on the day



Tips for success

- ✓ Consider blocking time in your study plan for specific questions or mock exams to ensure you cover everything.
- ✓ Don't be afraid to attempt questions you have already done – especially the ones you found tricky first time round.
- ✓ It is really important that you do some questions in full, to exam time – time management is often an issue and the more you prepare yourself the better you will perform in the exam.
- ✓ To keep motivation high, break some questions into individual parts, write plans or notes for some parts and do others in full.
- ✓ Work through the answers carefully – pay attention to areas you got wrong and understand where you went wrong – it is better to do a few questions well, than lots of questions badly.
- ✓ Try not to look at the answers before really attempting the question – you won't be able to do this in the real exam!
- ✓ Don't forget to review the marking guide too – you need to understand how marks are allocated to ensure you know how to maximise your marks.