

QUESTION 4

4.1 Calculate the missing amounts (indicated by a, b and c) in the Fixed/Tangible Asset Note for the year ended 28 February 2014.

NO.	WORKINGS	AMOUNT
a	6 740 000 – 2 689 000 no part marks	4 051 000 ✓✓
b	140 000 – 33 600 no part marks	106 400 ✓✓
c	$5\ 600 + 11\ 000 + 20\% \times (3\ 110\ 000 - 1\ 342\ 000)$ $353\ 600 \text{ (3 marks)}$ OR: $5\ 600 + 20\% \times \left[\frac{1\ 768\ 000 \times 10}{12} + \frac{(2\ 098\ 000 \times 4)}{12} \right]$ $294\ 667 + 69\ 933 = 364\ 600$	one part correct 370 200 ✓

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4.2 METEOR SUPERMARKETS LTD**CASH FLOW STATEMENT FOR YEAR ENDED 28 FEBRUARY 2014**

Cash flow from operating activities	(1 039 900) ✓ Operational
Cash generated from operations	969 600
Interest paid	(88 500)
✓ Taxation 441 000 ✓ + 122 000 ✓ + 128 000 ✓ Details & correctly placed: 563 000 (2 marks) OR: –441 000 – 122 000 – 128 000	(691 000) ✓ Operational; one part correct & brackets 691 000: 3 marks
✓ Dividends 480 000 ✓ + 750 000 ✓ Details & correctly placed: 480 000 + 1 520 000 – 870 000 OR: –480 000 – 1620 000 + 870 000 1 mark 1 mark 1 mark	(1 230 000) ✓ Operational one part correct & brackets 1 230 000: 3 marks
Cash flow from investing activities	(4 274 600) ✓ Operational
✓ Purchase of fixed assets 4 051 000 ✓ + 330 000 ✓ Details & correctly placed: see 4.1 a	(4 381 000) ✓ Operational one part correct & brackets 4 381 000: 2 marks
✓ Proceeds from disposal of fixed assets Details & correctly placed	106 400 ✓ See 4.1b & no brackets
Cash flow from financing activities	2 325 000 ✓ Operational
✓ Proceeds from the sale of shares Details & correctly placed	2 400 000 ✓ ✓ correct & no brackets 2 400 000: 1 mark
✓ Share buy-back 50 000 x R9.50 Details & correctly placed	(475 000) ✓ ✓ correct & brackets 475 000: 1 mark
✓ Change in loan Details & correctly placed	400 000 ✓ ✓ correct & no brackets 400 000: 1 mark
Net change in cash and cash equivalents	(2 989 500) ✓ Operational
Cash and cash equivalents at beginning of year	2 488 000
Cash and cash equivalents at end of year	(501 500) ✓ [X] *

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* Operation from top OR R13 500 OR (R515 000)

Valid alternative details acceptable # Operation one part correct in the sub-section (figures/details)

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Lei Huang



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grants counseling and procurement contracts available under many agencies and programs **Multisensory Integration as a Pathway to Neural Specialization for Print in Typical And Dyslexic Readers Across Writing Systems** Susana Araújo,Tânia Fernandes,Urs Maurer,2022-06-27 The State of the Art in Student Engagement Carl Senior,2015-07-10

There is an extensive literature conducted from a range of theoretical perspectives and methodologies on the role of groups and student learning in higher education However here the concept of the group is heavily contested at a theoretical level but within higher education practice characterizing the group has tended to be clear cut Groups of students are often formed within the parameters of specific educational programs to address explicitly defined learning objectives These groups are often small scale and achieve tasks through cooperative or collaborative learning Cooperative learning involves students dividing roles and responsibilities between group members so learning becomes an independent process and outcome On the other hand collaborative learning involves students working together by developing shared meanings and knowledge to solve a task or problem From this perspective learning is conceptualized as both a social process and individual outcome That is collaborative learning may facilitate individual student conceptual understanding and hence lead to higher academic achievement The empirical evidence is encouraging as has been shown that students working collaboratively tend to achieve higher grades than students working independently However the above perspectives on student engagement assume that groups are formed within the confines of formal learning environments e g lecture theaters involve students on the same degree program have the explicit function of achieving a learning task and disband once this has been achieved However students may also use existing social networks such as friendship groups as a mechanism for learning which may occur outside of formal learning environments There is an extensive literature on the role and benefits of friendship groups on student learning within primary and secondary education but there is a distinct lack of research within higher education This ebook is innovative and ambitious and will highlight and consolidate the current understanding of the role that student based engagement behaviors may serve in effective pedagogy A unique aspect of this research topic will be the fact that scholars will also be welcome to submit articles that describe the efficacy of the full range of approaches that have been employed to facilitate student engagement across the sector

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