CASE STUDIES AS A TEACHING-LEARNING TOOL IN ACCOUNTING AND MARKETING COURSES
An Instructor’s Perspective

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End of Semester Examination

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Abstract
The chapter presents the format or structure of the end-of-semester examinations of six courses: Auditing, Decision Making & Control, Integrated Case Studies, Management Accounting, and Advanced Taxation; Consumer Behavior, Marketing Principles and Retail Management. It also reproduced the instructions given to examinees. Both Accounting and Marketing disciplines tend to have only two sections in their respective examinations. Accounting tends to have problem or case type questions, whereas Marketing only multiple-choice and essay questions. The three typical sections (multiple-choice, essay) in examinations are not exhibited in the sample papers reviewed. The number of multiple-choice questions (MCQ's) varies from 20 to 40 whose value ranges from 20 to 45 marks. Essay/problems questions are worth between 60 and 100 marks. In most examinations, examinees are given an extra essay/problem question to choose.

Introduction
End of semester examination or normally referred to as final examination, or final exam for short is very important in assessing student learning and comprehension. It is in fact a tool used to evaluate the student’s mastery of the topics or chapters studied. It is the last opportunity given to every student (examinee) to demonstrate his learning and improvement after taking into account the experience he has gathered or mistakes he might have made in tests, quizzes, and middle of semester examination.

This chapter reviews the structure (or format) of one of the most recent final examination sets for the courses covered in this book that are available at the IIUM Library’s online databases. The presentation follows the sequence of the chapters of this book: Auditing, Decision Making & Control, Integrated Case Studies, Management Accounting, and Taxation; Consumer Behavior, Marketing Principles and Retail Management. The last section presents the conclusions of analysis of marks allocated for three typical sections of end-of-semester examinations.

Typical format
Each examination set contains a specified space for instructions. Some instructions tend to be longer and more precise than others. It is conceivable that the instructors of the course will inform their students in advance of the format, parts (or sections) of the examination set, distribution of marks, and guidelines of reading and attempting the examination. Students