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FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) of the Research Development and Consultancy Division (RDCD) of the Council and her team, who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

October 2018

**Gerry Arathoon
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The documents include a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2018 have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2018 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of, Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

October 2018

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ICSE Year 2018 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ICSE Year 2018 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

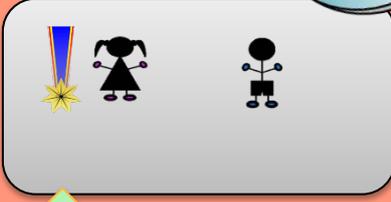
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.



The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

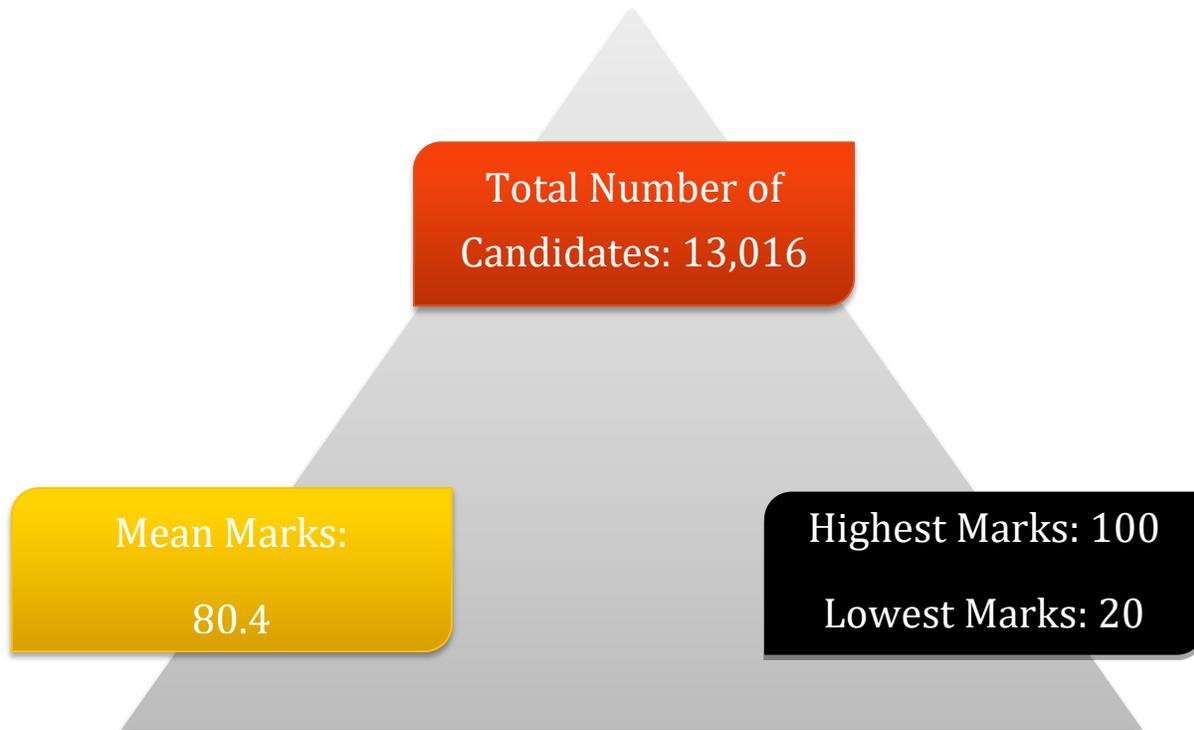
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

QUANTITATIVE ANALYSIS

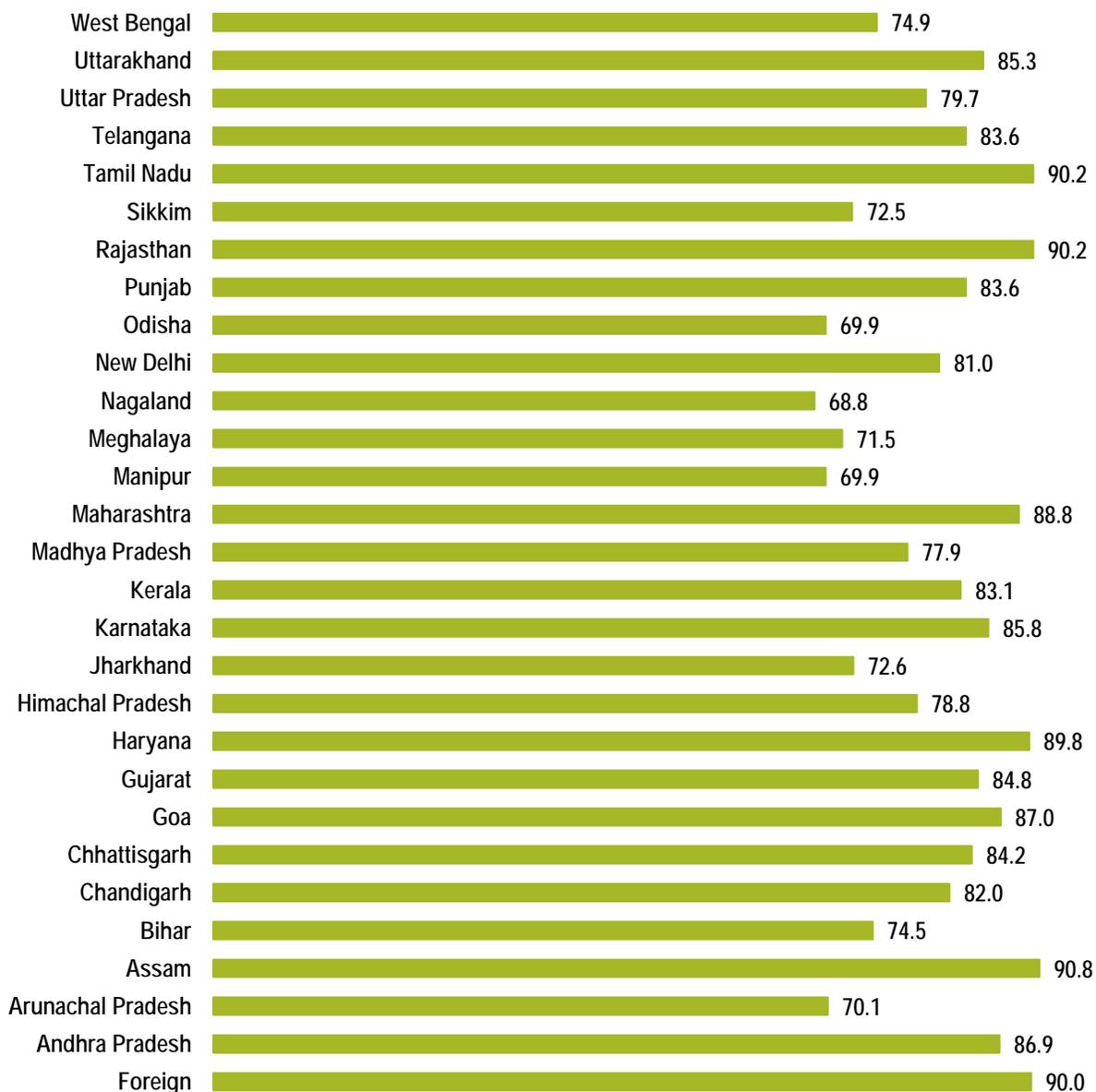


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States of Assam, Rajasthan and Tamil Nadu secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 90.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 82.2

Number of
Candidates: 5,819



BOYS

Mean Marks: 79.0

Number of
Candidates: 7,197

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	5,819	82.2	0.17	14.15*
Boys	7,197	79.0	0.15	

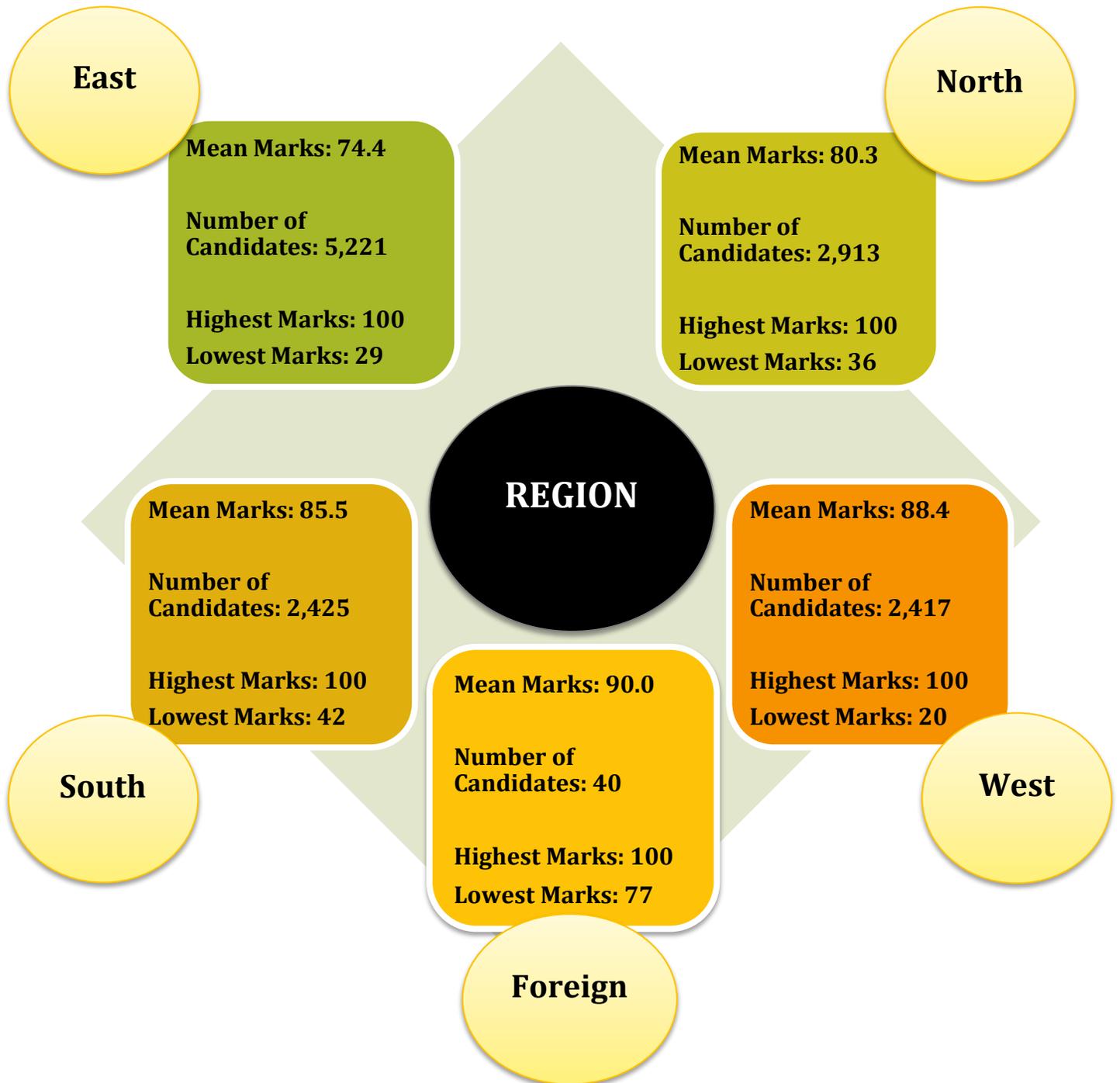
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

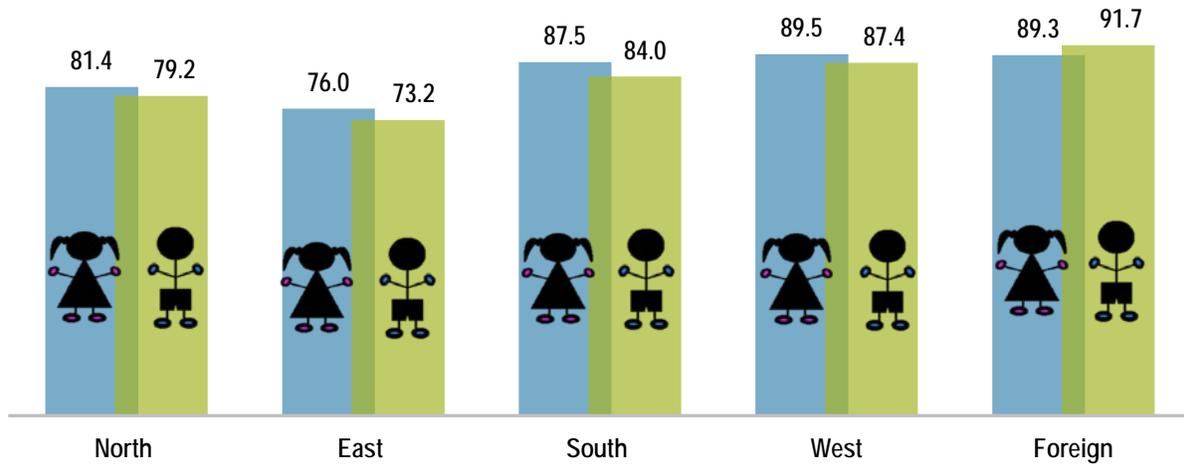




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise



Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	1,445	81.4	0.31	5.08*
	Boys	1,468	79.2	0.30	
East (E)	Girls	2,136	76.0	0.27	7.93*
	Boys	3,085	73.2	0.23	
South (S)	Girls	1,038	87.5	0.31	8.11*
	Boys	1,387	84.0	0.29	
West (W)	Girls	1,171	89.5	0.29	5.26*
	Boys	1,246	87.4	0.30	
Foreign (F)	Girls	29	89.3	1.24	-0.96
	Boys	11	91.7	2.19	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions except foreign region.

REGION (N, E, S, W)





MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

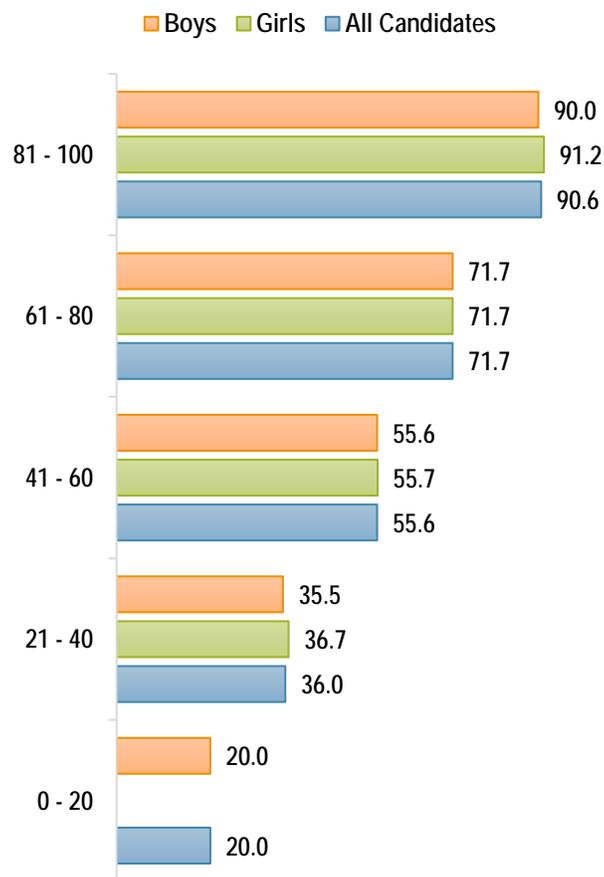
Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	3,427	91.2	0.10	8.22*
	Boys	3,505	90.0	0.10	
Bottom Range (0-20)	Girls	0	0	0	-
	Boys	1	20.0	0	

*Significant at 0.05 level

Marks Range (81-100)

Performance of girls was significantly better than the performance of boys.

Marks Range (81-100)





GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

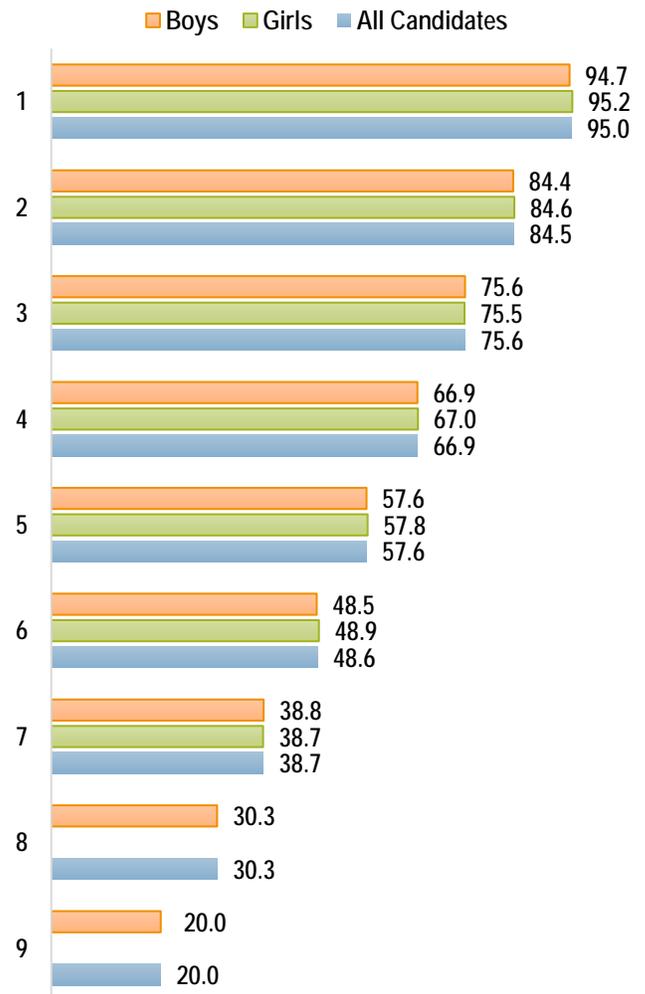
Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	2,058	95.2	0.07	4.48*
	Boys	1,826	94.7	0.07	
Grade 9	Girls	0	0	0	-
	Boys	1	20.0	0	

*Significant at 0.05 level

Grade 1

Performance of girls was significantly better than the performance of boys.

Grade 1



QUALITATIVE ANALYSIS

SECTION I (30 Marks)

Attempt all questions from this Section

Question 1

State one *difference* between each of the following:

- | | | |
|-----|---|-----|
| (a) | Spot Market and Future Market | [2] |
| (b) | Institutional Advertising and Product Advertising | [2] |
| (c) | Fixed Deposit Account and Recurring Deposit Account | [2] |
| (d) | Fixed Cost and Variable Cost | [2] |
| (e) | Recruitment and Selection | [2] |

Comments of Examiners

- (a) Several candidates were unable to answer this question correctly as they lacked clarity in the meaning of Spot Market and Future Market. Many candidates did not write the proper commercial terminology.
- (b) Most of the candidates were able to write one difference Institutional Advertising and Product Advertising.
- (c) Many candidates were unable to answer this question correctly.
- (d) Most candidates were not clear of the meaning of Fixed Cost and Variable Cost.

Suggestions for teachers

- Explain the different types of markets with relevant examples.
- Do a comparative analysis of the different types of advertisement with examples ---Show a PPT on various advertisements and make the students identify the type.
- Practical teaching helps students to learn this concept clearly. Do a project on Banking. Start a bank in the class, wherein the students open and operate the different types of accounts. Give the students a banking kit complete with account opening form, cheque books, pay-in-slip etc.
- Explain fixed cost, variable cost and semi variable cost by giving examples from real life situations.

(e) Most of the candidates answered this question correctly. However, a few candidates wrote vague answers

- Teach these costs by taking imaginary figures in a schedule and making a graph based on the figures.
- Instruct students to write the complete explanation.
- All differences should be taught with the help of examples in a tabular form, as it helps the students to get a better clarity of the concepts.

MARKING SCHEME	
Question 1	
<p>(a) Spot Market Present contract to sell goods. Goods physically transferred. Instant profit</p>	<p>Future Market Future contract – to make profit from fluctuations in prices. No actual delivery given. There can be profit or loss made due to fluctuation in price.</p>
<p>(b) Institutional Advertising The aim is to build a favourable image of the organization.</p>	<p>Product Advertising The aim is to promote the sale of a particular product, brand or service.</p>
<p>(c) Fixed Deposit Fixed amount of cash depositing to bank for a fixed period for a fixed rate of interest. (Rs.10,000/- for 2 years) High interest</p>	<p>Recurring Deposit A specific amount of cash deposited every month for a specified period. (Rs.1,000/- every month for 2 years) Less interest</p>
<p>(d) Fixed Cost</p> <ol style="list-style-type: none"> 1. Fixed Cost remains constant within a given range of activities and a given time period. 2. Fixed Costs are time-based. 3. Fixed Costs are fixed in total but vary per unit. 4. Fixed Costs decrease with increase in the volume of output. 5. It is not controllable in the short-run. 	<p>Variable Cost</p> <ol style="list-style-type: none"> 1. It varies in proportion to changes in the volume of output. 2. Variable Costs are activity-based. 3. These are fixed per unit but vary in total. 4. These increase with increase in the volume of output. 5. These are controllable in the short-run.

<p>(e) Recruitment</p> <ol style="list-style-type: none"> 1. It involves searching for prospective employees and stimulating them to apply. 2. It is said to be positive process. 3. It is the first stage in hiring. 4. It creates a pool of candidates. 5. It's a one-way traffic. 6. Recruitment precedes selection 	<p>Selection</p> <ol style="list-style-type: none"> 1. It involves comparing and choosing suitable candidates. 2. It is said to be negative process. 3. It is the second stage in hiring. 4. It chooses the right person for every job. 5. It is a two-way traffic. 6. Selection is followed by Recruitment.
<p><i>(For sub-parts (a) to (e) any other relevant point be considered)</i></p>	

Question 2

- (a) Mention any two essentials of a Brand. [2]
- (b) State any two uses of Income and Expenditure Account. [2]
- (c) Mention any four elements of Price Mix. [2]
- (d) Mention any two harmful effects of global warming. [2]
- (e) What is meant by Vestibule Training? [2]

Comments of Examiners

- (a) Many candidates, instead of writing the two essentials of a Brand wrote the advantages of branding.
- (b) Most candidates instead of writing the uses of Income and Expenditure account, wrote its features.
- (c) Most students were unable to write four elements of price mix. In many answer scripts only one element of price mix had been mentioned.
- (d) Majority of the candidates were unable to answer this question. Instead of writing effects of global warming they wrote its causes.
- (e) Most candidates were able to write the correct answer. A few candidates, however, got confused with other types of training.

Suggestions for teachers

- Explain clearly the terms and concepts related to Brand and Branding
- Differentiate between the advantages and essentials of branding.
- Discuss the elements of price mix with real life examples.
- Show videos on the causes and effects of global warming to the students.
- Organize a panel discussion on global warming in the class.
- Teach types of training with practical examples.
Tell the students to read and understand the questions before attempting them

MARKING SCHEME

Question 2

- (a) **Following are the essentials of a good brand:**
- (i) The brand name should be brief and simple.
 - (ii) It should be easy to pronounce, spell and remember.
 - (iii) It should be attractive.
 - (iv) It should be suggestive of the utility of the product.
 - (v) It should be distinctive and difficult to imitate.
 - (vi) It should be capable of registration and legal protection. *(any two)*
- (b) **Uses of Income and Expenditure Account :**
- (i) It shows the surplus or deficit arising from the activities of non-trading concern during a year.
 - (ii) It fulfils statutory requirements.
 - (iii) It serves as the basis for preparing the Balance Sheet of a Non-Trading Concern.
 - (iv) It helps in decision making for the organisation.
 - (v) It helps organisation to reduce expenditure and increase income. *(any two)*
- (c) Price policy, allowances, discounts, credit, terms of payments, price discrimination.
- (d) **Harmful effects of global warming:**
- (i) Melting of icecaps leading to submergence of low lying areas.
 - (ii) Change in the rainfall pattern and climate.
 - (iii) Increase in insects and diseases.
 - (iv) Increasing temperature will lead to rise in evaporation and transpiration, which will affect groundwater level and lead to shortage of fresh water.
 - (v) Extinction of animals and migratory birds.
 - (vi) Increase in storms, damaging breeding of sea birds and animals.
 - (vii) Rise in sea levels destroying beach nesting shelter of sea turtles.
 - (viii) Decline in male species of sea turtles creating imbalance in the ecosystem.
- {For sub-parts (a) to (d) any two relevant points would also be considered.}*
- (e) **Vestibule Training:**
- In Vestibule Training, workers are trained in a special training room by experts. This is an off-the-Job training method. It is very expensive and is therefore suitable when a large number of people are to be trained every year. In the training room, work environment similar to the workplace is created.

Question 3

- (a) Mention any two merits of external sources of recruitment. [2]
- (b) What is a Bank Draft? [2]
- (c) What do you mean by business ethics? [2]
- (d) Give two reasons for the growing importance of Public Relations to business enterprises. [2]
- (e) Give two General Utility functions of Commercial Banks. [2]

Comments of Examiners

- (a) Most candidates answered this question correctly.
- (b) Majority of the candidates were unable to explain Bank Draft.
- (c) This part was answered correctly by most of the candidates.
- (d) Most candidates were unable to comprehend the question and hence were unable to write two reasons for the growing importance of Public Relations to business enterprises.
- (e) Majority of the candidates were unable to answer this question. Instead of writing two General Utility functions of Commercial Banks, they wrote Agency functions / Primary functions of Commercial banks.

Suggestions for teachers

- Clearly bring out the differences between external and internal sources of recruitment.
- Explain the features of a bank draft.
- Explain Business ethics with examples and case studies.
- Organize discussions on value-based business.
- Teach the topic on Public Relations through class discussions.
- Give examples of the various functions of commercial banks. Relate these to similar functions in other fields. This will help the students to differentiate between the utility and agency functions of commercial banks

MARKING SCHEME

Question 3

(a)	Wide choice, fresh outlook and complete source.
(b)	A Bank draft is a type of cheque drawn by a bank either on its own branch or on another bank in favour of a third party. It is payable to the person named in it or to his order. It is always payable on demand and is therefore known as Demand draft. Bank draft does not get dishonoured.
(c)	Business ethics are a set of moral standards that a businessman must follow while carrying out business activities. Unethical action will damage the image of the company.

	Untrue propaganda causes damage in the long run while ethical business behaviour pays.
(d)	<p>Importance of Public Relations: <i>(Any Two)</i></p> <p>Building goodwill and positive image.</p> <p>Increasing sales and revenue.</p> <p>Gaining acceptance of the community.</p> <p>Communicating strategy and policy.</p> <p>Growth and diversification.</p>
(e)	<p>General Utility Functions of Commercial Banks: <i>(Any Two)</i></p> <p>(i) Issuing credit instruments: Issue of letters of credit, drafts, traveller's cheques to their customers.</p> <p>(ii) Underwriting capital issues: Banks underwrite the shares and debentures issues by companies.</p> <p>(iii) Safe custody of valuables: Banks accept jewellery, documents and other valuables for safe-keeping. They provide safe-deposit vaults for storing these valuables.</p> <p><i>{For sub-parts (a), (d) and (e) any other relevant point would also be considered.}</i></p>

Question 4

Justify a reason either *for* or *against* each of the following:

- (a) A Receipts and Payments Account is a nominal account. [2]
- (b) Some costs are semi-variable in nature. [2]
- (c) Human Resource is the most valuable asset to business enterprises. [2]
- (d) A company needs to pay for its publicity to the media owners. [2]
- (e) With reference to the concept of accounting only those transactions are recorded in accounts which can be expressed in terms of money. [2]

Comments of Examiners

- (a) Most candidates were able to justify that a Receipts and Payments Account is not a nominal account. A few candidates did not write *For* or *Against* at the beginning of the answer.
- (b) Most candidates were not able to justify that some costs are semi-variable in nature.
- (c) Most candidates were able to attempt this part correctly.

Suggestions for teachers.

- Clearly explain the features of every account.
- Explain the different types of costs by giving concrete examples and key words followed by class discussions.
- Highlight the importance of human resources through examples from the business world.

- (d) Many were able to attempt this part correctly. However, a few candidates were unable to write the proper reasons *For* or *Against* the need of a company to pay for its publicity to the media owners.
- (e) Most candidates were unable to identify that because of the money measurement principle of accounting, only those transactions are recorded in accounts which can be expressed in terms of money

- Teach the meaning and difference between *Advertising* and *Publicity* through examples.
- Clearly explain the Accounting Principles with their purpose, along with suitable examples

MARKING SCHEME

Question 4

(a)	<p>Against:</p> <p>It is a real account. It records all cash and bank transactions.</p> <p>Debit what comes in and credit what goes out.</p>
(b)	<p>For:</p> <p>Some costs are semi-variable in nature. To certain extent it is fixed and then it becomes variable. Example- telephone bill.</p>
(c)	<p>For:</p> <p>Human Resources provide the effective utilization of all other resources. The productivity of all other resources depends on the quality of human resource. Thus, it is the most valuable asset of business.</p>
(d)	<p>Against:</p> <p>Publicity is any commercially significant news which has no sponsor, is non-personal and is not paid for by the individual or organization involved in it. Mass media such as newspapers, radio and television report news and views about an organization. The organization gets free promotion.</p>
(e)	<p>For:</p> <p>A business and a business person are treated as two different and distinct identities although that business might be wholly owned by that business person. Accountants want that the business unit to be accounted for must be identified. This concept is applied to all forms of business organization for the following reasons:</p> <ul style="list-style-type: none"> (i) To ensure proper use of funds by the owners. (ii) To ascertain the success of the business. (iii) To arrive at a solution for the problem of separating business transactions from the personal transactions of the owner and to enter into transactions with outsiders in the name of the firm.

SECTION B (60 Marks)

Attempt any four questions from this Section

Question 5

- (a) Distinguish between 'Product' and 'Services'. [5]
- (b) Explain the strategies to be adopted during the Introduction Stage and the Growth Stage of Product Life Cycle. [5]
- (c) Explain 'Accounting Period Concept' with reference to concept of accounting. [5]

Comments of Examiners

- (a) Most candidates answered this question correctly.
- (b) Majority of the candidates, instead of writing the strategies of Introduction stage and Growth stage in the life cycle of a product, wrote the meanings of both the stages.
- (c) Most of the candidates were unable to expand on the fact that as per the Accounting Period Concept, an accounting period is the period for which a business unit prepares its accounts

Suggestions for teachers.

- Explain the meaning of Product and Service by giving real life examples.
- Conduct a quiz in the class to identify the features of product and service.
- With the help of a PPT do a comparative analysis of the various stages of a Product Life Cycle focusing on the strategies and their importance to be adopted in every stage.
- Give a project to the class asking the students to select a product and write the strategies to be adopted in the various stages of its life cycle.
- Clearly explain the Accounting Principles with their purpose, along with suitable examples.
- Conduct regular oral and written tests which will help the students in retaining the contents of the answers.

MARKING SCHEME

Question 5

(a)		Product	Services
	Intangibility	Product is anything tangible. That can be offered to satisfy a human want.	Services are intangible as they cannot be seen or touched. They have no physical shape.
	Perishability	Products can be stored.	Services cannot be stored for future use.
	Inseparability	Products can be separated from own.	Services cannot be separated from the service provider. They have to be produced and consumed at the same time
	Variability	Standardised.	Services can rarely be standardised or made uniform. <i>(Any other relevant point.)</i>
(b)	<p>The following strategies may be employed in the introduction stage:</p> <ul style="list-style-type: none"> (i) Proper advertisement and publicity of the product. e.g., money-back guarantee. (ii) Attractive gifts to customers as an introductory offer. (iii) Selective distribution and attractive discount to dealers. (iv) Removing technical and other deficiencies in the product. (v) Skimming the cream pricing policy. <p>The following strategies may be adopted in the Growth stage:</p> <ul style="list-style-type: none"> (i) Heavy advertising to create brand image and to stimulate sales. (ii) Expanding distribution channels to make the product available wherever demanded. (iii) Introducing new versions of the product to cater to the needs of different types of customers. (iv) Greater emphasis on customer service. (v) Keeping the price at competitive levels. 		
(c)	<p>Accounting period concept:</p> <p>The financial statements are prepared at regular intervals, generally one year to compare and contrast under tax laws. The accounting period starts from 1st April and ends on 31st March. It is an artificial time period for preparing accounts.</p>		

Question 6

- (a) What is direct selling? Mention four circumstances where direct distribution is more suitable than indirect channels of distribution. [5]
- (b) Explain any five qualities of a good salesman. [5]
- (c) Explain Matching Principle of Accounting. [5]

Comments of Examiners

- (a) Majority of the candidates were unable to answer this question. Candidates could not relate the circumstances where direct distribution is suitable. The answers were vague in most of the answer scripts.
- (b) Most candidates answered this question correctly.
- (c) Most of the candidates were unable to expand on the fact that as per the Matching Principle of Accounting, the expenses incurred in an accounting period should be matched with the revenues recognized during that period

Suggestions for teachers

- Teach Direct Selling and Channels of Distribution by giving examples of products used commonly by the students.
- For better clarity, relate direct selling with modern channels of distribution.
- Explain the qualities of a good salesman along with the importance of each.
- Keywords relating to every Accounting Principles must be explained thoroughly.
- Discuss each principle of accounting with examples for conceptual clarity

MARKING SCHEME

Question 6

- (a) Direct selling means the producer directly sells goods to ultimate consumers and there is no middleman.
Direct distribution is more suitable when: (Any four correct points.)
- (i) Aggressive selling is required to push up a new product
- (ii) The benefits of the product need to be effectively demonstrated
- (iii) Specific target customers, e.g. housewives are to be reached.
- (iv) Expensive consumer goods like jewellery or industrial goods like machines are to be sold.
- (v) Goods are heavy and bulky.
- (vi) Custom-made products require direct contact with customer.

<p>(b)</p>	<p>Qualities of a good salesman:</p> <p>(i) Good Physique: A good salesman should be physically and mentally fit for hard work. He must have sound health, good appearance, cheerful disposition and impressive voice.</p> <p>(ii) Cheerful: Pleasing manners and a smiling face are necessary to be a successful salesman. He should be polite, courteous, sociable, friendly and cooperative.</p> <p>(iii) Sincere: A good salesman is always loyal and committed to his work. He is dependable and courageous and requires a cool temperament and enthusiasm.</p> <p>(iv) Sensitive: A successful salesman should be sensitive to the needs and speculation of customers. He should be a good listener and should have patience.</p> <p>(v) Knowledgeable: A good salesman should have adequate and up-to-date knowledge about his firm, product, market, competitors and customers. He can face and convince buyers with knowledge.</p> <p>(vi) Sound memory: Keen observation, alert mind, sharp memory and ability to judge people are necessary for a successful salesman.</p> <p>(vii) Self-Confidence: Self-confidence, farsightedness, persuasive skill and initiative are equally important.</p> <p style="text-align: right;"><i>(Any five qualities of a good salesman.)</i></p>
<p>(c)</p>	<p>Matching Principle of Accounting:</p> <p>The process of ascertaining the amount of profit or loss during a particular period involves matching the revenue and expenses of that period. The matching concept emphasizes this aspect. It states that expenses incurred in an accounting period should be matched with the revenue during that period, rather than comparing cash received and cash payments. This concept requires proper allocation of cost into different accounting periods so that relevant incomes and expenses are matched.</p>

Question 7

- (a) Write short notes on: [5]
- (i) Consumer Rights
- (ii) Direct and Indirect Labour cost
- (b) Explain any two functions of a central bank of a country. [5]
- (c) Explain any two methods of On-The-Job Training. [5]

Comments of Examiners

- (a) (i) Most candidates wrote the meaning of Consumer Rights. However, they did not write the types of Consumer Rights.
 (ii) Most candidates answered this part correctly.
- (b) Majority of the candidates answered this question correctly. A few candidates, however, seemed to be confused between the functions of the Central Bank and Commercial Banks.
- (c) Most candidates, instead of explaining the methods of On-The-Job Training explained the methods of Off-the-Job training

Suggestions for teachers

- Advise the students to read question carefully before answering.
- Explain each cost in detail, aiding the explanation by relating it to daily life examples of costs.
- Stress on key words.
- With the help of a PPT do a comparative analysis of the functions of the Central Bank and Commercial Banks.
- Explain the relevance of each function of the Central bank with the objectives of Central Bank.
- Make a flow chart to explain the two methods of training and the types included under both the methods along with their importance.
- Create mind maps and train the students also to make their own mind maps for better retention.

MARKING SCHEME

Question 7

(a)	<p>(i) Consumer rights:</p> <ul style="list-style-type: none"> – Rights to safety – Rights to be informal – Right to choose – Right to be heard – Right to seek redressal – Right to consumer education. <p style="text-align: right;"><i>(Any five rights.)</i></p> <p>(ii) Direct labour cost is the cost / expense can be identified in a product or service. e.g., A carpenter's wages.</p> <p>Indirect labour cost is the cost / expense which cannot be identified in a product or service. e.g., salary of a security personnel.</p>
(b)	<p>(i) Monopoly of note issue.</p> <p>(ii) Banker's bank</p> <p>(iii) Lender of the last resort.</p> <p>(iv) Bank rate policy at risk.</p> <p>(v) Central Bank acts as banker, agent and advisor to the Govt.</p> <p>(vi) It receives and makes payments on behalf of Govt. and advises in monetary matters.</p> <p>(vii) It manages national debt.</p>

	<p>(viii) It represents Govt. in international conferences.</p> <p>(ix) The central bank advises the Govt. to impose restrictions on imports and encourage exports so as to keep the balance of payments in favour of the country.</p> <p>(x) Central bank is the sole custodian of gold, foreign exchange and all other reserves of the country.</p> <p>(xi) The central bank tries to maintain a stable exchange rate to promote country's foreign trade and investment. It buys or sells foreign currencies to maintain the exchange rate. <i>(Any two functions with correct explanation)</i></p>
(c)	<p>Methods of On-The-Job Training:</p> <p>(i) Coaching or Mentoring: In this method, the supervisor instructs or guides the trainee. The new employee learns the ins and outs of the job under the guidance of his supervisor.</p> <p>(ii) Understudy: Under this method the trainee is imparted training by a senior and experienced employee. The trainee is designated as the successor to the trainer and learns by observation and imitation.</p> <p>(iii) Assistant to: In this method the trainee is placed as an assistant to a senior executive of the firm. Ultimately, the trainee becomes competent to perform the job of the senior executive.</p> <p>(iv) Job Rotation: In this method, the trainee is periodically rotated from job to job. The purpose is to broaden his outlook and give a general background to different jobs.</p> <p>(v) Committee Membership: The trainee is made a member of a committee or a board. He interacts with other persons and learns problem-solving and decision-making skills.</p> <p>(vi) Apprenticeship Training: This method is used in technical traits and crafts in which long period is required to become proficient. The worker is attached to an experienced or senior employee. He learns while observing and assisting his senior. The purpose of apprenticeship training is to prepare employees for skilled occupations like plumbing, electrician, carpentry, etc. <i>(Any two methods with correct explanation)</i></p>

Question 8

- (a) Briefly explain the elements of public relations. [5]
- (b) Explain: [5]
- (i) Campus Recruitment
- (ii) Placement agencies as external sources of recruitment.
- (c) What is energy crisis? Discuss any two renewable energy sources that would help meet this crisis. [5]

Comments of Examiners

- (a) Most candidates answered this question correctly. A few candidates, however, explained the scope of public relations.
- (b) (i) Most candidates were unable to explain Campus Recruitment properly.
- (ii) Several candidates, instead of explaining Placement Agencies explained Employment Exchange run by the Government.
- (c) Most candidates were unable to write the meaning of energy crisis. A few candidates were confused between the Renewable sources of energy and Non-renewable sources of energy.

Suggestions for teachers

- Explain the difference between the elements and scope of public relations.
- To explain the sources of recruitment, make a flow chart showing the proper classification and sub classification of the sources of recruitment with their examples.
- Conduct regular oral and written tests which will help the students in retaining the contents of the answers.
- Teach energy crises by showing videos on the topic to the students and ask the students to make presentations on the different sources of energy

MARKING SCHEME

Question 8

(a)	Elements of Public Relations:	
	(i)	Human relations: Relations between human beings and dignity at respect.
	(ii)	Empathy: Looking from other point of view.
	(iii)	Persuasion: Convincing somebody.
	(iv)	Dialogue: Conversation with a purpose.
(b)	Campus Recruitment	Placement Agencies
	Brilliant students are spotted during their	Private employment agencies carry on the

	course and offered jobs.	staffing function on behalf of the real employee and send the short listed person to a company.
(c)	<p>When supply of energy cannot keep pace with the demand for energy, there is energy crisis.</p> <p>Renewable energy sources:</p> <ul style="list-style-type: none"> i) Solar Energy ii) Hydel power iii) Wind energy iv) Biogas energy v) Tidal energy vi) Geothermal energy vii) Ocean-Thermal energy viii) Nuclear energy 	

Question 9

Flipkart, a Bengaluru based company, which started in the year 2007 as an online book store is now India's largest e-retailer. It is popular in the books and electronics segment but it now sells products across categories including fashion, consumer durables, home décor and furniture. Flipkart is doing very good business and it acquired 100% of Myntra, but Myntra will operate as an independent entity. Mobile Brand 'Motorola' is selling their new launches in India through Flipkart. The company aims at becoming leader in every segment.

India's e-commerce market has seen growth in the past few years as more people log on to the Internet to shop online. Goods can be bought on 'cash on delivery'. Various banks like HDFC, Axis and ICICI tied up with the reputed e-sellers so as to convert online purchases into convenient equated monthly installments. Amazon, the world's largest e-retailer entered India and in few months the company has aggressively gained market share by expanding its product range and introducing the one day delivery system. Soon after Flipkart also introduced one day delivery and the same day delivery in selected towns and cities. With reference to the above:

- (a) What is online shopping? [5]
Name any three companies do online trading in India.
- (b) What are the reasons for the increase in online shopping in India? [5]
- (c) Identify the distribution channel adopted by Motorola in selling its new launches. Briefly explain few other distribution channels adopted by marketeers. [5]

Comments of Examiners

- (a) Most candidates were able to explain Online shopping. However, a few candidates confused its explanation with that of Tele-Marketing. Except for a few, most candidates were able to give the names of three companies which do online trading in India.
- (b) Most candidates were able to write the reasons for the increase in online shopping in India.
- (c) Most candidates answered the question correctly. However, a few candidates were unable to understand the question and wrote on other channels of distribution adopted by Motorola.

Suggestions for teachers

- Explain the different types of marketing with real life examples.
- Train the students to read the case-study carefully and answer questions as per their requirements.

MARKING SCHEME

Question 9

(a)	<p>Internet Shopping-It is a system of retailing of products through the internet. A seller or producer provides information about the product, its specifications, its users, reviews etc., through a website. The products could be compared with other products before purchasing. Payments can be made using a debit or credit card or opt for cash on delivery. The products ordered are delivered through their distribution network or through any courier. This is the latest method of direct selling which is very convenient as shopping can be done anytime of the day.</p> <p>Flipkart, Snapdeal, Amazon, Myntra, Jabong, and Ebay are some of the examples of the companies doing e-retailing business in India.</p>
(b)	<p>In recent years e-commerce business is gaining popularity and doing well.</p> <p>The reasons for growing e-commerce business are mainly because of the busy working schedule of men and women, increasing use of internet and youngsters shopping online, traffic congestion and city parking hassles.</p> <p>People also prefer to buy the products from these newly emerged markets from the comfort of their home at their convenient time.</p> <p>Further facilities like replacement guarantee, cash on delivery, converting online purchases into convenient equated monthly installments, same day delivery system are also factors leading to e-com business in India.</p>
(c)	<p>Motorola is adopting the shortest and the simple channel of distribution from the manufacturer to the consumer directly.</p> <p>No middleman or intermediary is present between the producer and the consumer. This channel is very fast and economical. The producer has direct contact with the consumer and full control over distribution.</p> <p>The other methods are - manufacturer – retailer – consumer.</p> <p>Manufacturer – wholesaler – retailer – consumer.</p> <p>Manufacturer – agent– wholesaler - retailer – consumer.</p>

Question 10

The oldest Indian confectionery company wants people to know that their cookies and biscuits are from the “House of Parle”. The company finds it important to reinstate the credibility and familiarity of the brand. From now onwards, the company will advertise its products under the tagline “From the House of Parle”.

Parle is sitting on a strong pedigree of many individual brands. With reference to brand equity, while the flagship Parle-G is worth Rs5000 Crore plus and by far the biggest brand in the portfolio combining nearly 30% of overall share, others like Parle 20-20 and Parle Magix Cream are among Rs 1000 Crore and Crackjack, Monaco and Hide & Seek around Rs500 Crore.

The fact that Parle is strongly associated with Parle-G, the world’s largest biscuit brand, is both a strength and a weakness. The company today suffers an image deficit compared to Britannia and ITC’s Sunfeast. With this latest campaign, Parle is careful enough not to take either of the two extreme routes – harping multiple brands or shifting focus on the corporate brand alone. Instead, it has opted for a more judicious mix.

Researchers are comparing the current Parle strategy to the Titan strategy. The watch brand, in its early days, used the tagline “From the house of Tatas”. However, when it became a big brand itself, various sub-brands like Raga, Nebula, Edge,etc. all started using the tagline “From Titan”. In the same way, Parle is trying to bring forth the main brand in the mindscape of consumers and make the sub-brands its subordinate.

With reference to the above:

- (a) Explain the brand policy Parle has taken to advertise its products. [5]
- (b) What is brand equity? Explain the brand equity Parle products are measured in and mention the sub-brand which has the highest brand equity. [5]
- (c) What is brand promotion? Explain two methods of brand promotion. [5]

Comments of Examiners

- (a) Most candidates were not able to explain the brand policy which Parle had taken to advertise its products.
- (b) Most candidates were able to explain Brand equity. A few candidates, however, confused it with Branding. Majority of the candidates were neither able to explain the brand equity in which Parle products are measured nor were they able to mention the sub-brand which has the highest brand equity.
- (c) Most candidates, instead of writing the meaning of brand promotion, wrote meaning of brand. Some candidates wrote the sales promotion methods.

Suggestions for teachers

- Explain the concept of branding with examples so that students attain clarity.
- Clearly discuss the various methods of brand promotion.
- Advise students to read carefully and understand the case study and then answer the questions accordingly.

MARKING SCHEME

Question 10

(a)	Parle has taken the brand policy that the company will advertise its brands under the tagline “From the House of Parle”. Parle is enough careful not to take any extreme route for branding policy – harping on multiple brands or shifting focus to the corporate brand alone. Instead, it has opted a judicious mix. That is, all the sub-brands will be as they are for focusing on their respective characteristic features highlighting that they are from the house of Parle.
(b)	<p>The power and value which a brand adds to a product is known as brand equity.</p> <p>The following are the details about the brand equity of Parle products:</p> <p>The company is sitting on a strong pedigree of many individual brands with high brand equity. For example, the flagship Parle G is Rs5000 Crore plus and by far the biggest brand in the portfolio, constituting nearly 30% of overall share. Parle 20-20 and Parle Magix Cream are among Rs1000 Crores and CrackJack, Monaco, Hide & Seek around Rs500 Crore.</p> <p>Parle G has the highest brand equity.</p>
(c)	<p>Brand Promotion means making a brand popular in the market.</p> <p>To bring about brand promotion, the following methods are employed:</p> <ul style="list-style-type: none">(i) Advertisement: Advertisements in the newspapers, radio, TV and other media are regularly given to make a particular brand well-known among consumers. It is due to repeated advertisements that Lux soap, Coalgate toothpaste, Titan Watch and other brands have become popular in the market.(ii) Quality Control: Brands become popular and continue to enjoy the confidence of(iii) buyers only when the quality of the brand is maintained.(iv) Publicity: Mass media such as newspapers, radio and television give news and views

about an organisation and its products or services in such a way that the image of the organisation is enhanced. News releases (for the opening of a new showroom), features articles, letters to the editor, press conference and audio visual material are the main techniques of publicity.

(Any Two)

GENERAL COMMENTS

Topics found difficult by candidates

- Publicity.
- Strategies to be adopted during Introduction Stage and Growth Stage.
- Elements of Price Mix.
- Circumstances where direct distribution is more suitable.
- Generally Accepted Accounting principles, especially the Matching Principle
- Reasons for growing Public Relations.
- Distribution channels adopted by marketers.
- Energy crisis.
- Direct selling – Indirect channels of distribution.
- Generally Accepted Accounting Principles.
- Importance of Public Relations.
- Case Study- Brand Equity.

Concepts in which candidates got confused

- Brand Equity and Brand Promotion.
- On-the-job training and Off-the-job training.
- Global warming- its causes and effects.
- Institutional advertising and Product advertising.



Suggestions for candidates

- Learn concepts with examples for better understanding.
- Make your own notes.
- Practice writing answers instead of just oral work.
- Understand basic concepts and terms through revision.
- Write differences in a tabular form.
- Solve the past years' papers.
- Avoid selective study.
- Read case studies well and correlate them with the topics learnt.
- Reading time should be used judiciously.
- Understand the requirements of the question before attempting the answer.
- The keywords that bring out the complete meaning must be underlined and included in the answer.
- Long answers should have sub-headings and must be explained in points.
- Key words should be underlined.