

SECTION A – 16 MARKS

Question 1

- (i) Best Pest Control Services has seventy-five technicians who are experts in pest control. The management decides to train these technicians again in order to keep pace with the growing technological changes and improve pest control techniques. What type of training should the management impart to these technicians? [1]
- (a) Orientation Training
 - (b) Job Training
 - (c) Refresher Training
 - (d) Safety Training
- (ii) A Debenture issued by a company by creating a fixed or a floating charge on the company's assets is known as: [1]
- (a) Non-Convertible Debenture
 - (b) Mortgage Debenture
 - (c) Redeemable Debenture
 - (d) Unsecured Debenture
- (iii) With reference to Credit Card, which one of the following statements is **INCORRECT**? [1]
- (a) The cardholder makes payments after using the card.
 - (b) Some incentives/gifts are made available to the cardholders.
 - (c) The cardholder has to deposit some money in advance with the issuer bank.
 - (d) In certain cases, the cardholder has to pay an annual fee for the credit card.
- (iv) A business firm should have extra funds to meet future emergencies. Identify the type of working capital indicated here. [1]
- (a) Special
 - (b) Seasonal
 - (c) Initial
 - (d) Regular
- (v) Principles of Management are not as accurate as principles of Science because: [1]
- (a) they are absolute.
 - (b) they deal with human behaviour which is unpredictable.
 - (c) they are rigid.
 - (d) they are not universally accepted.
- (vi) An awareness of business environment enables an enterprise to take advantage of early opportunities instead of losing them to competitors. Which benefit of understanding the business environment is highlighted in the above statement? [1]

- (a) Customer Focus
 - (b) Early Warning Signal
 - (c) First Mover Advantage
 - (d) Public Image
- (vii) State whether the following are True or False
- (a) Recession is an 'inherent constraint' in almost all manufacturing organisations.
 - (b) As a function of marketing, Warehousing creates time utility. [4]
 - (c) Directing initiates action in an organisation.
 - (d) Customer orientation is a modern approach to marketing.
- (viii) **Assertion:** Services cannot be standardised.
Reason: Services are homogenous in nature.
- (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion. [1]
 - (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
 - (c) Assertion is true but Reason is False.
 - (d) Assertion is False but Reason is true.
- (ix) _____ organisations are formed spontaneously as a result of social interaction among employees in an organisation. [1]
- (x) Management as a _____ refers to a systematised branch of knowledge and a separate field of study. [1]
- (xi) Organisation and development of financial market has created a surge in primary and secondary capital market. [1]
Which dimension of Macro environment is referred to in this statement?
- (xii) Ms. Anamika visited a reputed dealer of electronic goods to buy a bluetooth headset. The salesman at the shop forced her to buy a particular brand of headset. [1]
Which consumer right of Anamika was violated?
- (xiii) Which barrier to communication arises when the sender and receiver interpret a message differently? [1]

Comments of Examiners

- (i) Many candidates wrote 'Job Training', 'Orientation Training' or 'Safety Training' as answer which was incorrect. The different types of training imparted to the workers at different levels were not known to several candidates.
- (ii) Majority of the candidates answered this question correctly. However, a few candidates wrote unsecured/convertible/redeemable debentures instead of mortgaged debentures.
- (iii) Majority of the candidates could answer this question correctly. However, some candidates chose option 'd' or option 'b,' indicating a lack of proper understanding of cash credit.
- (iv) Most of the candidates answered this part correctly. However, some candidates confused seasonal working capital with special working capital and mistakenly identified the answer as seasonal working capital. A few candidates even wrote 'initial capital' as their answer.
- (v) Most of the candidates answered this question correctly, but a few selected multiple incorrect options.
- (vi) Some candidates answered correctly, while most provided 'early warning signal' instead of 'first mover advantage,' as they were confused by the word 'EARLY' in the question.
- (vii) This question was well answered by most of the candidates. However, some candidates did not have a clear understanding of a business cycle, and functions of marketing was not clear to them. Additionally, some candidates confused the functions of management, and the modern concept of marketing was also not clear to them.
- (viii) Most candidates answered this question correctly, but some failed to understand the features of 'services.'
- (ix) Many candidates answered this question correctly. The mention of social interaction in the question helped them arrive at the correct answer. However, a few candidates responded with terms like 'grapevine,' 'formal,' or variations such as 'nonformal' and 'unformal.'

Suggestions for teachers

- Teach various types of training with practical examples.
- Discuss application-based questions to reinforce the meaning of each type of training. An excursion to a factory or business should be conducted to understand, in real time, the types of training provided workers.
- Discuss the concept of debentures for enhanced clarity. Reiterate every term while explaining the different types of debenture.
- Give practical examples to bring about conceptual clarity. Show the students a debit card, a credit card, a cheque and a demand draft to help them understand the terms.
- Teach the concept in a comparative manner to the students.
- Explain working capital using a flow chart to effectively illustrate the understand types of working capital.
- Conduct a short assessment after completing the relevant topic for revision and conceptual clarity.
- Explain why management is considered a social science to enhance students' understanding of the concept.
- Give adequate practice of MCQs, assertion-and-reasoning questions, and real-life case studies, such as Reliance Jio, which took advantage of the opportunity by purchasing 2G spectrum and capturing a large market share in the telecommunication sector.
- Instruct students to carefully read the questions for understanding before answering.
- Discuss examples of companies that have conducted SWOT analysis in class.
- Explain formal and informal organisations in detail for better conceptual clarity.
- Employ methods of role play to explain the topic and reference the school environment to help students understand it more effectively.
- Clearly distinguish the concepts of management its characteristics.

- (x) Only a few candidates could answer this question correctly. Many candidates answered this question with ‘Science’ or ‘profession,’ which was incorrect.
- (xi) Some candidates used words like ‘economical,’ ‘economy,’ or ‘economics’ instead of ‘Economic Environment,’ which changed the context of their answers. Additionally, some candidates incorrectly wrote ‘political environment.’
- (xii) Majority of the candidates correctly answered this question barring a few who wrote ‘Right to Information’ instead of ‘right to choose.’
- (xiii) Most of the candidates answered this question correctly. A few interpreted it as a perspective, personal barrier, physical barrier, or psychological barrier. Some candidates gave multiple answers.

Suggestions for teachers

- Train students to use accurate terminologies with correct spellings and make them aware of the consequences of incorrect pronunciation or spelling, as it can change the meaning of their answers.
- Provide practical examples to help students understand the concepts clearly and retain the subject matter more effectively.
- Practice source-based questions with the students.
- Discuss various case studies related to the rights and responsibilities of consumers in class.
- Hold group discussions to help students retain the subject matter effectively.
- Explain the barriers to communication by emphasizing key words.

MARKING SCHEME

Question 1

(i)	(c) or Refresher Training
(ii)	(b) or Mortgage Debenture
(iii)	(c) or The cardholder has to deposit some money in advance with the issuer bank.
(iv)	(a) or Special
(v)	(b) or they deal with human behaviour which is unpredictable.
(vi)	(c) or First Mover Advantage
(vii)	(a) False (b) True (c) True (d) True
(viii)	(c) or Assertion is true but Reason is False.
(ix)	Informal
(x)	discipline
(xi)	Economic environment
(xii)	Right to Choose
(xiii)	Semantic Barrier or Language Barrier

SECTION B – 32 MARKS

Question 2

[4]

- (i) Decentralisation of authority implies a systematic dispersal of authority at all levels of management for decision making.

In the light of the above statement, explain *any four* merits of Decentralisation in an organisation.

OR

- (ii) Though Planning is an important function of management, it may not always give desired results.

Justify this statement by explaining *any four* limitations of Planning.

Comments of Examiners

- (i) Very few candidates attempted this question. Candidates failed to provide a substantial explanation and instead wrote about the features of decentralization rather than merits. Some candidates confused the terms 'decentralization' and 'delegation' and wrote about the features of delegation.

OR

- (ii) Majority of the candidates attempted this question but failed to provide an appropriate explanation for the header. Some candidates offered only a one-sentence explanation; for example, under the heading 'Costly process,' they wrote simply, 'Planning is a costly process.'
Some candidates wrote about the features of planning, while others discussed its advantages instead of its disadvantages.

Suggestions for teachers

- Facilitate systematic revision of each topic with regular oral feedback to help students build their understanding of concepts.
- Clearly explain the concept and highlight the differences between the delegation of authority and decentralization.
- Elucidate that the features of a term derive from its meaning, whereas the merits of a term reflect the application of its concept.
- Provide sufficient written practice to enable students to formulate better answers and in a more coherent manner.
- Make students aware of the changes in the pattern of the paper and instruct them to follow the rule of four: four features, four merits, and four demerits.

□

MARKING SCHEME

Question 2

(i)	Merits of Decentralisation 1. Reduces the burden of top executives 2. Motivates the subordinates 3. Better decisions 4. Foster innovation / creativity 5. Leads to growth and development of managers 6. Effective communication 7. Efficient supervision & control/ helps in evaluating the performance of different departments
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	8. Democratic management 9. Quick decision <i>(Any four)</i>
OR	
(ii)	Limitations of Planning 1. Expensive process as it involves spending money, time and effort. 2. Time consuming as collection, analysis and interpretation of data is involved. 3. Rigidity as people tend to adhere strictly to plans and do not accommodate to the changes in the environment. 4. Lack of accuracy 5. False sense of security 6. Resistance to change/Psychological barriers 7. External factors/changes/limitations 8. Human influence/Groupism <i>(Any four)</i>

Question 3

[4]

JSW Co. purchased goods on credit from SDW Co. and paid the amount after two months. Name the short-term source of finance used by the buyer and state *any three* features of this source.

Comments of Examiners

Most candidates answered this question correctly. However, some candidates confused trade credit with other types of credit, providing explanations related to instalment credit, credit cards, cash credit, or intercorporate deposits. Instead of writing about the features of trade credit, they wrote about its advantages.

Suggestions for teachers

- Explain trade credit from a business perspective.
- Emphasize that questions must be read thoroughly before answering.
- Highlight the unique features of each short-term source of finance; for example, in trade credit, no interest is charged and clarify this to the students.
- Clearly explain the differences between installment credit, cash credit, credit cards, and trade credit to the students.

MARKING SCHEME

Question 3

Trade Credit/ Mercantile Credit

Features of Trade Credit

1. Credit extended by one firm to another firm.
2. Incidental to sale or purchase of goods and services.
3. Does not include consumer credit or instalment credit.
4. Credit period 15 days to 3 months.
5. No advance payment needed.
6. 'Buy now Pay later' / reflects the buyer's power to buy now and pay later.

7. No security needed.
8. Credit depends on goodwill of the buyer.
9. No interest is payable.

(Any three features, each feature should be written in a sentence/ or paragraph)

Question 4

[4]

The capital structure of XYZ Ltd. is highly geared. Explain *any four* factors that were considered by its Finance Manager while formulating such a capital structure for the company.

Comments of Examiners

Only a few candidates answered this question correctly. Many of the candidates wrote about the factors considered in determining fixed capital or working capital. Some candidates discussed factors affecting financial planning and were conceptually unclear that capital consists of both ownership funds and debt funds. Most candidates failed to explain trading on equity. Additionally, some candidates did not write the headings properly; for example, instead of using 'Exercise of Control' as a heading, they simply wrote 'Control' and followed it with a one-line explanation.

Suggestions for teachers

- Train students to write answers by providing proper explanation and not just expand abbreviation. Each point should be dealt with elaborately with appropriate explanations.
- Instruct students to read questions carefully before answering.
- Teach with the help of a comparative study and with examples for conceptual clarity.
- Provide more answer writing practice.

MARKING SCHEME

Question 4

1. Trading on equity
2. Exercise of control / Dilution of control
3. Nature of Business
4. Need for flexibility
5. Cost of Financing
6. Period and Purpose of finance
7. Capital Market conditions
8. Statutory requirements
9. Cash flow position

(Any four, heading and brief explanation)

Question 5

[4]

From the statements given below, identify and briefly explain each principle of management by Henri Fayol.

- (i) A place for everything and everything in its place
- (ii) Absence of nepotism and favouritism

Comments of Examiners

- (i) Many of the candidates could correctly identify the principle of 'order,' but the explanations provided were often taken directly from the question itself. Some candidates explained only material order or social order, while only a few addressed both. Additionally, some candidates described social order as "the right person in the right job," instead of "the right person in the right place." Most candidates' explanations appeared generalized and included multiple answers.
- (ii) Most of the candidates could correctly identify the principle of equity. However, some candidates used words such as 'Equally,' 'Equality,' 'Equal,' and 'Equitable,' which changed the meaning of the principle completely. Some candidates repeated sentences from the question, while a few wrote about all the principles of management, demonstrating confusion about the specific function of management addressed in the question.

Suggestions for teachers

- Provide sufficient practice with case studies along with group discussions in the classroom.
- Conduct oral drilling to identify the principles of management.
- Explain the meaning and impact of the principles on the organization with clarity.
- Discuss various common errors, such as writing only one aspect of the principle of order, in class to highlight the need to avoid such mistakes.
- Emphasize the importance of using the correct terminology; for example, students used the term "resources order" instead of "social order" while explaining the principle of order.
- Reiterate that spelling mistake can change the meaning or concept of a term and the answer, and thus should be avoided.
- Instruct students to avoid giving multiple answers to the questions.

MARKING SCHEME

Question 5

(i)	Order This principle states that there should be an orderly placement of resources (manpower, money, materials, etc.) in the right place at the right time. This ensures the proper use of resources in a structured fashion. There must be material and social order in an enterprise.
(ii)	Equity Fayol believed that an effective manager is always sympathetic, kind, honest and impartial with employees. In other words, kindness and justice should be exercised by management in dealing with their employees. This would then create loyalty and devotion among the employees. Management should treat all employees with justice and kindness.

Question 6

[4]

Ms. Jasdeep, the Production Manager in a reputed manufacturing company believes in *planning* to achieve the desired goals while Mr. Philips, the Sales Manager in the same company thinks that *controlling* is the best way to achieve the desired results.

Briefly explain the relationship between the *two* functions of management highlighted above.

Comments of Examiners

Few candidates answered this question correctly. Many candidates failed to explain the interrelationship between planning and controlling; instead, they treated them as isolated concepts, discussing planning in one paragraph and controlling in another.

Some candidates wrote about the differences between the two functions of management, but the impact of one function on the other was not explained by majority of the candidates. Most candidates used phrases like 'each of them is blind without the other' or referred to 'two blades of scissors,' but few candidates who identified the relationship between planning and controlling were able to provide appropriate explanations or write four correct points regarding the relationship.

Suggestions for teachers

- Clarify how the function of controlling affects planning and vice versa while teaching planning as a function of management.
- Provide sufficient answer-writing practice with a variety of questions to enable students to address all types of questions. Additionally, instruct that each answer must contain an adequate explanation.
- Discuss the interrelationship between different terms.

MARKING SCHEME

Question 6

Relationship between two functions of Management

1. Closely interrelated and interdependent
2. Planning has no meaning / purpose without controlling and controlling has no base without planning / Planning is a prerequisite to Controlling.
3. Controlling requires standards against which performance can be measured and Planning needs past data to be effective.
4. Controlling is necessary to achieve plans.
5. Controlling is necessary to revise future plans, rectification of mistakes and formulation of new plans.
6. Both Planning and Controlling are forward looking and backward looking.

(Any four points must be explained briefly)

Question 7

[4]

Differentiate between Recruitment and Selection by giving *any four* points.

Comments of Examiners

Majority of the candidates could answer this question correctly. However, a few candidates gave one-word explanations while writing the differences. Additionally, the differences did not correlate, as the points presented were invalid and the explanations overlapped.

Furthermore, points related to recruitment were given under selection and vice versa. This indicates that the candidates are rote learning without developing comprehension. The explanations given by the candidates lacked conceptual clarity.

Suggestions for teachers

- Instruct students to write the differences in tabular form and to compare the topics on the same basis, as it helps avoid the repetition of points.
- Discourage students from answering in one word.
- Discourage students from engaging in selective study of any topic.

MARKING SCHEME

Question 7

Basis	Recruitment	Selection
Meaning	Searching for prospective employees and stimulating them to apply for the job	Choosing the right candidates having the required qualification
Nature	Positive process	Negative process
Aim	To create a large pool of candidates	To eliminate the unsuitable candidates while the objective of the selection process is to fill the vacant position
Process	Simple process	Complex process
Number	No restrictions on the number of candidates	Only limited number of candidates are selected
Order	Done prior to selection	Done after recruitment

(Any four differences)

Question 8

[4]

- (i) What is *marketing research*? State *any two* features of Marketing Research.

OR

- (ii) What is *branding*? State *any two* merits of Branding.

Comments of Examiners

- (i) Very few candidates attempted this question. The three important points of marketing research—identifying problems, finding solutions, and making decisions—were not mentioned by the candidates. Only two out of the three required points were mentioned by some candidates. A few candidates wrote about the features of marketing research as general statements, often in a repetitive manner. Some candidates instead discussed the importance or objectives of marketing research and provided the definition of a market instead of marketing.

OR

- (ii) This question was attempted by most of the candidates. Many candidates lost marks because they only wrote the meaning of branding rather than its objectives. Some candidates confused branding with labelling, while others discussed the advantages of trademarks. Additionally, some candidates who wrote about the merits repeated points that were overlapping.

Suggestions for teachers

- Provide systematic revisions to help students retain the subject matter and avoid confusion between the features and importance of marketing research.
- Train students to underline key points, which will help them formulate better answers.
- Teach marketing research in bullet points, and to reinforce the topic, ask students to write a summary of the lecture.
- Provide more examples to help students understand the topic clearly.
- Explain the need to answer according to the question asked and emphasize that the meaning of any term includes its objectives.

MARKING SCHEME

Question 8

- (i) Marketing research is a systematic investigation into all phases of marketing to find answers to marketing problems / take marketing decisions./ Marketing research is the systematic gathering, recording, and analysis of qualitative and quantitative data about issues relating to marketing product and services. The goal is to identify and assess how changing elements of the marketing mix impacts customer behaviour./ Market research is a systematic process of obtaining, analysing, and interpreting data for actionable decision-making.

(Any one definition)

Features of Marketing Research

1. It gathers records and analyses data about marketing problems.
2. It understands the needs and preferences of the consumers.
3. Competition and brand image of the product can be judged.
4. Forms the basis for launching new products/ and redesigning existing product.
5. It is a facilitating /ancillary function of marketing.

(Any two features written in complete sentences)

OR

- (ii) Branding is a process of assigning a distinctive name or symbol to a product by which it is remembered which helps to differentiate between it and the other products.
Merits of Branding:

1. Product differentiation
2. Facilitates advertising
3. Differential pricing
4. Lower selling costs
5. Ease in introduction of new products
6. Wider market
7. Status symbol
8. Creates brand loyalty
9. Enhances goodwill/reputation
10. Ensures quality
11. Legal protection

(Any two merits written in complete sentences)

Question 9

Mr. Deepak purchased a washing machine from a renowned E-Commerce platform for ₹ 25000. He ensured that he received a cash memo.

Unfortunately, his clothes got damaged in the first wash due to a manufacturing defect in the machine's rotator.

- (i) Mr. Deepak can be called a responsible consumer. Give *one* reason to support this statement. [1]
- (ii) Which provision under Consumer Protection Act, 2019 enables Mr. Deepak to claim a compensation for the manufacturing defect in the washing machine? [1]
- (iii) Mention *any two* points of mandatory information which E-Commerce platform must provide to a consumer. [2]

Comments of Examiners

- (i) Most of the candidates attempted this question and answered it correctly. However, many of them could not justify the fact as to why they felt Mr. Deepak was a responsible consumer. Some candidates misinterpreted the question and wrote that Deepak is not a responsible customer since he did not check the product before buying it.
- (ii) Very few candidates wrote the correct answer, 'Product liability.' Several candidates wrote 'Right to seek Redressal,' while many other stated that the 'Right to Receive Compensation' was violated under the Consumer Protection Act 2019. Some candidates also wrote that Mr. Deepak should go to the District Commission or Consumer Court.
- (iii) Most of the candidates listed price, date of manufacturing, expiry date, and quantity as separate points. For mandatory information, some wrote that a cash memo must be given, while others mentioned the invoice of the product and

Suggestions for teachers

- Teach the Consumer Protection Act, 2019, using real-life case studies and discuss them in detail.
- Make students aware of and familiar with the provisions of the amended Consumer Protection Act of 2019 by assigning related projects and assignments.
- Familiarize students with each provision of the Act and terms like "product liability."
- Ensure that amendments to the Act are discussed, and keep students updated on these changes.
- Explain the e-commerce rules with relevant real-life examples.

the rights to consumer awareness and consumer education. Some candidates incorrectly wrote that obtaining a cash memo is mandatory information.

MARKING SCHEME	
Question 9	
(i)	Mr. Deepak insisted /requested for a cash memo which shows that he is a responsible consumer
(ii)	Product Liability
(iii)	Mandatory information provided by E-Commerce entity 1. Return policy 2. Refund policy 3. Exchange policy 4. Warranty and guarantee/Quality assurance 5. Delivery and shipment 6. Mode of payment 7. Country of origin 8. Grievance redressal mechanism 9. Product specification (Any two points)

SECTION C – 32 MARKS

Question 10

- (i) Explain *any five* external factors of Micro environment that influence a business organisation. [5]
- (ii) State *any three* components of Social environment. [3]

Comments of Examiners

- (i) Majority of the candidates answered this question correctly. However, some candidates mixed up internal factors with external factors of the microenvironment, while a few others who wrote the header correctly could not provide an appropriate explanation. Some candidates mainly focused on synonyms such as government, producers, stakeholders, wholesalers, buyers, and sellers. Additionally, some candidates wrote about the features of the business environment, while others discussed the components of the macroenvironment.
- (ii) Many candidates repeated the same component—culture, tradition, and lifestyle—across three different points while discussing various components. Some candidates mixed up social components with points that either covered demographic trends or social trends.

Suggestions for teachers

- Guide students to ensure that a comprehensive explanation follows the header in their answers and to use headings from the chapter without improvisation.
- Instruct students to avoid duplication or overlapping points in their answers.
- Encourage students not to provide vague or ambiguous explanations while attempting to give exhaustive explanation.

MARKING SCHEME

Question 10

(i)	Five external factors of Micro environment that influence a business organisation 1. Customers 2. Competitors 3. Suppliers 4. Marketing intermediaries (Middleman) 5. Financiers/Investors 6. Publics <i>(Any five)</i>
(ii)	Components of Social environment 1. Demographic trends 2. Social attitudes/ Culture 3. Family structure 4. Social concerns/ Social Well-Being 5. Education levels <i>(Any three)</i>

Question 11

- (i) Ms. Rubina, a first-time investor, does not understand the difference between securities with voting rights and securities without voting rights. [5]
 Give *any five* differences between the two types of securities to help her understand the difference.
- (ii) Expand UPI and briefly discuss its meaning. [3]

OR

- (i) Rajiv's daughter has secured a seat in a Law college. The college has asked for the payment of admission fee through the financial instrument payable on demand. [5]
 Identify and explain the financial instrument indicated above. Can it be issued online? List *any two* of its features.
- (ii) Write a short note on Sweat Equity Shares. [3]

Comments of Examiners

- (i) Majority of the candidates wrote about the differences between equity shares and preference shares. Many candidates presented their answers with headings, using various points of difference. While some points, such as convertibility, were correct, the answers often failed to connect equity and preference shares, indicating a complete lack of understanding of the topic.
- (ii) The majority of the candidates failed to provide the full form of UPI. Instead, they defined it as 'phone payment' and listed features of UPI that were actually advantages of E-Banking, such as being available 24/7, convenient, and safe.

OR

- (i) Some candidates correctly identified it as a bank draft, while most others mistakenly identified it as IMPS, NEFT, RTGS, net banking, a credit card, or a bank overdraft. Candidates who identified the financial instrument correctly overlooked the part of the question that asked whether it can be issued online, resulting in lost marks.
- (ii) The majority of the candidates confused sweat equity shares either with rights shares or ESOPs, mentioning only that employees, shareholders, or owners were given shares, rather than specifying both employees and directors. Some candidates confused sweat equity shares with bonus shares, stating that they are given free of cost. The candidates did not provide sufficient explanations to score full marks.

Suggestions for teachers

- Ensure that students have updated knowledge about the subject matter.
- Refer to the previous year's pupil performance to avoid common errors.
- Equip students with the correct terminology, such as using 'dividend' for returns on shares and 'interest' for debentures.
- Instruct students that abbreviations should not be spelled incorrectly.
- Ensure that students are informed about the latest banking trends and facilitate learning about them through project work.
- Explain in detail the various financial instruments and their features that can be used to remit money from one place to another.
- Clearly explain the unique features of rights shares, ESOP shares, bonus shares, and sweat equity shares.
- Emphasize that the unique features of each type of share distinguish it from other shares.

MARKING SCHEME

Question 11

(i)	Basis	Shares / Securities with voting rights	Debentures / Securities without voting rights
	Status of holder	Shareholders are part owners	Debenture holders are creditors
	Yield	Shareholders get dividends as return on investment	Debenture holders get interest
	Rate of return	Dividends fluctuate depending on profits	Interest is fixed generally
	Change on assets	Shares carry no mortgage or security against assets.	Debentures are issued against the security of certain assets
	Terms of issue	Issue of shares at premium/discount is subject to certain conditions prescribed by The Companies Act.	No restriction on the terms of issue of a debenture.

	Right on return	Dividend cannot be claimed as a matter of right	Interest can be claimed as a matter of right.
	Term of repayment	Shares are repaid only on winding up	Debentures are repaid according to the terms of issue.
	Order of repayment	Shareholders are paid after debenture holders upon winding up of the company.	Debenture holders are paid before shareholders upon winding up of the company.
	Convertibility	Shares are not convertible into debentures.	Debentures can be converted to equity shares.
	Tax deduction	Dividends are not deducted from the income while calculating Income Tax.	Debenture interest is deductible from profits while calculating tax.
	Risk	High	low
	Participation	Have voting rights/ Can participate in Management	No voting rights/ can't participate in management
(Any five)			
(ii)	UPI – Unified Payments Interface Meaning 1. Single window mobile payment system 2. Developed by National Payments Corporation of India (NPCI) 3. Money can be sent and received via a UPI ID/QR Code/Scan Code 4. An active bank account is needed to use UPI. 5. Eliminates the need to enter bank details or other sensitive information each time a customer initiates a transaction.		
OR			
(i)	Demand Draft It is a type of a cheque drawn by a bank on its own branch or another bank in favor of third party or to his order. Yes, it can be issued online Features of Demand Draft 1. Easy and convenient 2. Safe remittance of money 3. A Commission is charged by the issuing bank 4. No danger of dishonour 5. Online request can be made for issue of a Demand Draft through Net Banking 6. Payee need not have a bank A/c to encash a demand draft 7. Payable on demand (Any two features)		
(ii)	Sweat Equity Shares 1. These are shares issued by the company to employees or directors. 2. They are issued at a discount to the market price.		

	3. They may be issued for consideration other than cash. 4. They are issued for providing technical know-how or making available intellectual property rights. 5. They have a lock-in period of three years. 6. Employees can reject the offer and accept cash instead as the remuneration. 7. To retain talent (Any three points)
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Question 12

- (i) Motivation is a psychological phenomenon which arises from human needs and wants. [5]

In the light of above statement, explain Maslow's theory on Motivation.

- (ii) Explain *method* as a type of Plan. [3]

Comments of Examiners

- (i) Majority of the candidates substituted the word 'physiological' with 'psychological.' Many candidates did not follow the chronological sequence while writing about Maslow's theory, which resulted in a loss of marks. Additionally, many of them confused social needs with self-esteem needs. Some candidates drew a diagram without providing an explanation, and thus were not awarded any marks for it.
- (ii) Most candidates did not adequately explain the concept of 'method' as a type of plan. Many confused 'method as a type of plan' with 'procedure as a type of plan.' Some candidates provided incorrect examples to illustrate 'method as a type of plan' or described it as a standing plan used for routine jobs. As a result, candidates scored poorly on this question.

Suggestions for teachers

- Reiterate to the students that a spelling mistake can change the answer.
- Insist that following the correct sequence when answering questions about Maslow's theory is essential; failing to do so will result in a loss of marks.
- Clearly explain the features of each type of plan.
- Provide practical examples of different types of plans.

MARKING SCHEME

Question 12

(i)	Abraham Maslow's theory of Motivation 1. Physiological needs 2. Safety needs 3. Social needs 4. Esteem needs 5. Self-actualisation need (*Sequence of hierarchy to be maintained)
(ii)	Method as a type of Plan 1. Best way of doing work

2. Maximizes efficiency and economy
3. Result of research
4. Standardisation and simplification
5. Formalised and standardised way of routine jobs
6. Detailed and specific guidance for day-to-day action
7. One step of a procedure/ always a part of procedure.

(Any three points in a paragraph or statements)

Question 13

Read the case given below and answer the questions that follow.

Pooja has started a small company that manufactures steel and aluminium rods used by construction firms. She has made a large capital investment in this venture and also hired an excellent sales team. Their marketing approach is to contact the buyers directly and explain the features of their product. They have a complete control over the distribution of their products.

- (i) Identify the type of product manufactured by Pooja's company. [1]
- (ii) Briefly explain *any two* features of the product identified in subpart (i). [2]
- (iii) State the channel of distribution used by the company in the above case. [1]
- (iv) Identify and briefly discuss *any three* objectives of the element of Promotion Mix used by the Sales team in the above case. [4]

Comments of Examiners

- (i) Most candidates failed to identify the goods correctly, mistakenly referring to them as producer goods, capital goods, or industrial goods instead of industrial goods. A few candidates answered in a comprehension format, incorrectly identifying the goods as steel and iron rods.
- (ii) Most candidates wrote about raw materials or types of industrial products rather than the features of the products. Some candidates mentioned tangibility as a feature, which was insufficient.
- (iii) Many candidates made the common error of stating 'direct contact with buyers' or 'short channel' as the distribution channel for the company. Some candidates drew a diagram but failed to mention all the distribution channels.
- (iv) Many candidates incorrectly identified elements of the promotion mix as sales promotion or advertisement, providing the objectives of those elements instead. Some candidates listed all the elements of the promotion mix—advertising, sales promotion, personal selling, and publicity—but failed to identify them according to the question.

Suggestions for teachers

- Emphasize that case studies are not comprehension passages, so words should not be directly taken from the case studies to answer the questions that follow.
- Provide practice with a variety of case studies so that students do not get confused and can answer different types of questions with clarity.
- Initiating group discussions in class will offer varied perspectives on different cases.
- Guide students to ensure that diagrams are accompanied by written explanations, and encourage them to use diagrams, as they can be more explanatory.
- Explain the channel of distribution using a proper flow chart.
- Clarify to students that only one answer is expected for each question, and discourage multiple answers for the same question.

MARKING SCHEME

Question 13

(i)	Industrial product
(ii)	Features of industrial product: 1. Derived demand 2. Few buyers 3. Geographical concentration 4. Shorter distribution channel 5. Technical consideration 6. Leasing out 7. Reciprocal buying
(iii)	Producer/ Manufacturer to consumer / zero level channel of distribution/ Direct Channel
(iv)	Personal Selling / Salesmanship Objectives of Personal Selling 1. To increase sales 2. To convert the interest in desire created by advertising into demand. 3. To introduce new products through demonstration and explanation 4. To redress grievances and objections of customers 5. To persuade customer to carry the brand 6. To persuade customer to switch over from rival brands 7. To collect feedback form customer/ Market information 8. To do the complete job of selling <i>(Any three objectives to be briefly discussed)</i>