ANALYSIS OF PUPIL PERFORMANCE
ISC EXAMINATION 2013

PART III
HUMANITIES & COMMERCE

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS,
NEW DELHI

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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. Poonam Sodhi and the ISC Division of the Council 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.

Gerry Arathoon
Chief Executive & Secretary

September 2013

INTRODUCTION

The Council has consistently been bringing out the “Pupil Performance Analysis” document since 1994. This document is reviewed every year and changes incorporated based on suggestions received from various quarters which include experts in the field of education as well as heads of schools and teachers, in order to make the study more useful and meaningful.

This document comprises of qualitative analysis of performance of pupils at the ISC examinations. Performance Analysis has been carried out for the most popular subjects that are largely ascribed to, by the schools. The purpose of this study is to enable teachers to see at a glance, overall performance of all candidates who have taken the examination and examiners comments on each question. This would enable the teachers to understand the assessment of the ISC examinations better and would help them to guide their students more effectively.

The qualitative analysis details the assessment criteria followed for evaluation of answer scripts. Once the process of evaluation of scripts is over, examiners are requested to give detailed comments on the performance of candidates for each question. This includes the examiners’ response on what constitutes a good answer; common errors made by candidates while answering the questions; their popularity with students and overall performance of students.

Mrs. Shilpi Gupta along with Mrs. Desiree Tennent have done commendable work in ensuring that this document is prepared well in time, in order to be of value to you for guiding students who will be appearing for the ISC Examination.

Poonam Sodhi
Deputy Secretary

September 2013

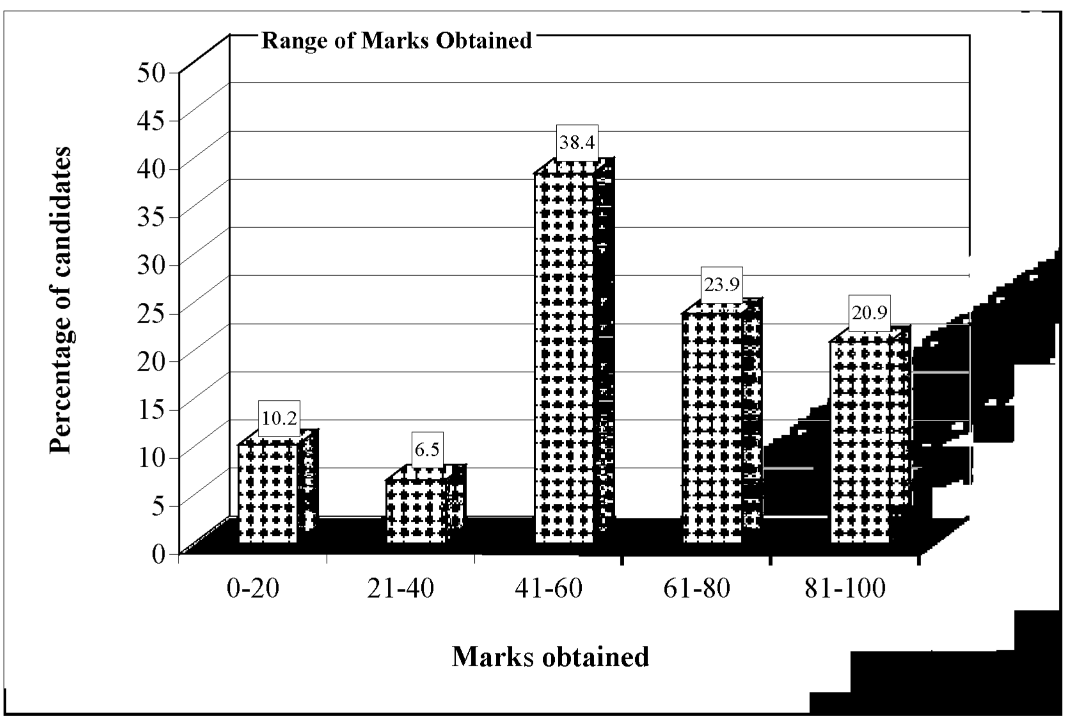
HISTORY

A. STATISTICS AT A GLANCE

Total number of students taking the examination	2,812
Highest marks obtained	100
Lowest marks obtained	1
Mean marks obtained	58.66

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	287	184	1081	671	589
Percentage of candidates	10.2	6.5	38.4	23.9	20.9
Cumulative Number	287	471	1552	2223	2812
Cumulative Percentage	10.2	16.7	55.2	79.1	100



B. ANALYSIS OF PERFORMANCE

PART I

Answer **all** *questions*

Question 1 **[20]**

(i) Who laid the foundation of the Federation Hall in Bengal in 1905? What was its objective?

(ii) Who was elected President of the Indian National Congress in Surat in 1907?

(iii) Give *any one* example of Sir Sayyid Ahmad's efforts to spread Western sciences and culture among the Indian Muslims.

(iv) Why were the Indian Muslims critical of the British after the First World War?

(v) What was the most significant provision of the Nehru Report?

(vi) What was the significance of the Khilafat Movement?

(vii) Where did Gandhiji's first experiment with Satyagraha (1917) take place?

(viii) Why did the British authorities arrest the Congress leaders on 9th August, 1942?

(ix) What was the objective of setting up the All India States People's Conference?

(x) Give *any one* reason for India's decision to follow the policy of Non-Alignment.

(xi) Which event led to hyper inflation in Germany in 1923?

(xii) What is the significance of the *Night of the Long Knives* incident?

(xiii) Why did the property owners in Italy support the Fascists?

(xiv) How did Hitler use the Reichstag Fire incident to strengthen his position?

(xv) Give *one* example of Anglo-French appeasement of Hitler.

(xvi) Why was the battle of Britain regarded as the first major turning point of the Second World War?

(xvii) Which event during the Cold War marked the completion of the Iron Curtain in Europe in 1948?

(xviii) In what way was the establishment of NATO a reversal of America's foreign policy?

(xix) Why did the General Assembly adopt the 'Uniting for Peace Resolution'?

(xx) What was the immediate reaction of the Arab States to the creation of the new State of Israel in 1948?

Comments of Examiners

(i) Ananda Mohan Bose was mistakenly referred to as Ananda Mohan Ghosh. There were many other answers based on guess work eg. Surendranath Banerjee, Tilak and other Congress leaders.
The objective of the Federation Hall was confused with the meeting at the Town Hall.

(ii) Most candidates wrote 'Rash Behari Bose' instead of 'Rash Behari Ghosh'.

(iii) Most candidates attempted this question satisfactorily.

(iv) Some candidates wrote about Muslim politics in general and the grievances of the Indian Muslims without any specific reference to the situation in Turkey and the humiliation of their spiritual head – the Sultan of Turkey.

(v) Some candidates wrote 'Dominant Status or Dominion States' instead of 'Dominion Status'. The 'most significant' provision was interpreted wrongly by some other candidates. Many confused dominion status with Poorna Swaraj/complete Independence.

(vi) In some cases the answer to Q(iv) was repeated and the causes leading to the launch of the Khilafat Movement were explained. There was no mention of the significance of the Movement or its impact on Hindu-Muslim relations in India.

(vii) Several candidates overlooked the year (1917) in the question and mentioned South Africa. Some wrote Bihar but did not specify the place i.e. Champaran.

(viii) A number of candidates wrote about the repressive methods adopted by the government without any reference to the Quit India Resolution/Movement.

(ix) Most candidates did not know the difference between Princely/Indian States and British Indian Provinces. They attempted to 'deduce' the answer from the nomenclature of the organization. So the answers were vague generalisations in the context of the Freedom Struggle.

(x) This part was answered correctly by most candidates.

(xi) The date (1923) was specified in the question but it was overlooked/ignored by the candidates who mentioned the wall street crash/Depression of 1929 as the reason for hyper inflation in 1923.

Suggestions for teachers

- Objective revision exercises on important historical personalities & related events is a useful tool to minimize confusion and reinforce retention and factual recall.
- Concepts that tend to create confusion must be clearly explained.
- The importance of using correct constitutional terminology must be stressed. The differences between Dominion Status and Poorna Swaraj must be highlighted and the concepts clearly explained.
- The correlation between international events and political developments in India must be clearly established.
- Train students to read every question carefully and correctly and identify the key words. They must be taught to distinguish between the terms-causes, consequences and significance.
- Timelines must be used to develop a sense of chronology.
- A comparative study of the three Gandhian movements in a tabular form is an effective method to minimize errors.
- The distinctions between Indian States and British Indian provinces must be highlighted. A map should be used for a clearer understanding.
- Familiarize students with the dates of significant landmarks and turning points in history

(xii) A detailed account of the incident was given by several candidates without any reference to the significance of the event.

(xiii) The term 'Communism' was confused with 'Communalism' by several candidates.

(xiv) Many candidates wrote partially correct answers. While many candidates stated that the Fire was used to arouse anti-Communist fears, they did not explain how these fears were exploited by Hitler to his advantage in the elections that followed.

(xv) The Anglo-German Naval Agreement was mentioned as an example of the Anglo-French appeasement by some candidates.

(xvi) Responses were by and large, satisfactory. A few candidates with a superficial understanding and knowledge of military history made major factual errors eg. Britain was defeated by Germany; Japan was defeated by Britain, etc.

(xvii) Some students seem to think that the symbolic 'iron curtain' was a physical barrier. So they wrote about the 'Berlin Wall' instead of the Communist takeover of Czechoslovakia. A few merely mentioned Czechoslovakia without any reference to the event.

(xviii) Many candidates did not understand the question. They explained the formation and objectives of NATO without any reference to the requirements of the question.

(xix) Taking a cue from the question, many candidates merely mentioned 'peace'. They failed to develop it further in the context of the role of the Security Council, the veto power of the permanent members and their failure to deal with an international crisis.

(xx) There were some vague answers dealing with the emotional reactions of the Arabs eg. "they were sad / unhappy / angry etc. Specific political / military / diplomatic responses were not mentioned in some cases.

- All the major battles mentioned in the Scope of syllabus, must be taught with specific reference to (i) causes (ii) consequences & (iii) significance. It is imperative to use maps as a teaching aid during a lesson on military history. War movies are an effective tool to generate and sustain interest in the topic.
- The distinction between a physical barrier and an ideological divide must be emphasized. The concept of the Iron Curtain must be clearly explained.
- Revision class exercises should include questions that stimulate a student's ability think logically and present inferential facts in a precise, systematic manner.
- The Uniting for Peace Resolution must be taught against the backdrop of the Korean War.
- The background to the Arab-Israel conflict must be comprehensively discussed for a better understanding of associated problems.
- Enhancement of language skills and word power must be encouraged.

MARKING SCHEME

Question 1.

(i) Ananda Mohan Bose,

To emphasize the indestructible unity of Bengal.

(ii) Rash Behari Ghosh

(iii)
- MAO College / Aligarh Muslim University/Aligarh College
- Scientific Society
- Mohammedan Literary Society
- Mohammedan Educational Conference

(iv)
- Britain defeated Turkey in the First World War.
- Dismembered the Turkish Empire (breach of faith).
- The British abolished the Caliphate – office of the religious head of all Muslims.

(v) To frame a constitution for the new Indian Dominion, acceptable to all parties.

(vi) The Non-cooperation Movement merged with the Khilafat Movement strengthened the National Movement and / Hindu – Muslim unity.

(vii) Champaran, Bihar

(viii) The Quit India Resolution had been passed on the 8th August / The British arrested the leaders because they wanted to deprive the Quit India Movement of leadership / to curb the Quit India Movement.

(ix) To coordinate the nationalist struggles in the Princely States.

(x) To strengthen newly independent nations to preserve their independence / not to join the power bloc, enable these countries to save themselves from the domination of the Super Powers / promote international peace / to get economic assistance from both blocs / to focus on India's economic development.

(xi) Occupation of the Ruhr by French troops.

(xii) It enabled Hitler to eliminate his dangerous rivals – the SA (Storm Troopers)/ Ernst. Rohm. and secure his position./ Gained the support of the army (Reichswehr)

(xiii) The Fascists would guarantee law and order that would help to protect preserve their property from the Communists.

(xiv) Hitler used the fire to stir up fear of communism and as a pretext for banning the party.

(xv)
- German rearmament not checked
- No action against Hitler's occupation of the Rhineland
- No protest after the Anschluss.
- The Munich Pact – transfer of Sudetenland to Germany.

(xvi)	The Germans had been checked for the first time.
(xvii)	The Communist takeover of Czechoslovakia (1948)
(xviii)	The USA renounced her policy of isolation/adopted a policy of active involvement/pledged themselves in advance to military action.
(xix)	To effectively deal with a global crisis in the event of a political deadlock due to the veto-power of the permanent members of the security council.
(xx)	The new Jewish State was attacked by the Arab States. / They refused to accept the legality of Israel.

PART II

SECTION A

Question 2

Various factors were responsible for the rise of radical nationalism in India in the early years of the 20th century. In this context, explain the following:

(a) The contributions of Tilak in popularising radical nationalistic ideas. **[6]**

(b) The impact of Curzon's policies on the rapid growth of Radical Nationalism. **[4]**

(c) The growth of revolutionary dispositions (1904 – 1907). **[6]**

Comments of Examiners

(a) Some answers included unnecessary details of Tilak's career and achievements. The scope of the question was confined to (a) Tilak's contributions to the spread of radical nationalism (b) in the early years of the 20th century.

(b) Many candidates gave a detailed account of the partition of Bengal and its development into the Swadeshi and Boycott Movement. They did not mention the other reactionary policies implemented by Curzon.

(c) This subpart was not attempted by some candidates while others went beyond the requirement of the question and presented facts on revolutionary activities in the post WWI period. Some confused 'revolutionary dispositions' with 'radical nationalism'.

Suggestions for teachers

- An interactive session with the students will enable them to develop the necessary skills to identify the key words in the question, understand its requirements and present facts relevant to the question.
- Apart from the Partition of Bengal, all the other reactionary policies of Curzon must be clearly explained. The impact of these policies on the national movement must be highlighted.
- Advise students to restrict their answers to the time frame stipulated in the question.
- The difference between radical nationalists and the revolutionary groups following the 'cult of the bomb' must be clearly explained.

MARKING SCHEME

Question 2.

(a) The contributions of Tilak in popularising radical nationalistic ideas:

- He founded and edited (i) *Kesari* and (ii) *Mahratta*
- Preached nationalism in its columns and taught the people to become courageous, self reliant and selfless fighters in the cause of India's independence.
- Organized Akharas and Lathi clubs.
- Established the Deccan Education Society/ Fergusson College – New English School.
- In 1893 he started using the traditional religious Ganpati festival to propagate nationalist ideas through songs and speeches.
- In 1895 he started the Shivaji festival to stimulate nationalism.
- Organized an all-Maharashtra campaign for boycott of foreign cloth.
- He initiated a no-tax campaign in Maharashtra. He asked the famine stricken peasants of Maharashtra to hold payment of land revenue if their crops had failed.
- Openly criticized the heartless behaviour of British officials during the plague epidemic in Poona.
- He gave the idea of Swaraj and popularized it through the slogan "Swaraj is my birthright and I shall have it."
- He was sentenced to 18 months imprisonment for protesting against British injustice.
- Became a living symbol of the new national spirit of self-sacrifice and courage.
- Propagated ideas of Swadeshi and Boycott.
- Assumed leadership of the Swadeshi and Boycott Movement.

[Any 6 points to be briefly explained]

(b) The impact of Curzon's policies on the rapid growth of Radical Nationalism:

Curzon's anti-Congress attitude convinced Nationalist leaders of the increasing hostility of the British Rule and the futility of expecting any progress under foreign rule. During his viceroyalty a number of Laws were passed attacking the existing political rights of the people. These included:

- Sedition Act of 1898 made it an offence to provoke anti-British feelings among Indians.
- Calcutta Corporation Act, 1899 – reduced the number of elected Indian Members.
- Indian Official Secrets Act, 1904 – restricted freedom of the Press.
- Universities Act, 1904- increased official control over Indian Universities.
- Partition of Bengal, 1905

(Any 4 points to be briefly explained)

(c) The rise of revolutionary dispositions (1904 – 1907):

- They came up due to the frustration caused by the failure of the political struggle – failure of Swadeshi and Boycott Movements – Government repression.
- Official arrogance and repression angered the Bengali youth (eg. Aurobindo Ghosh, Jatindranath Banerjee, etc) and filled them with consuming hatred for British Rule.
- All legal avenues of peaceful protest and political action were blocked – option was to follow the cult of the bomb.
- They were convinced that only force could combat force – inspired by methods of Irish terrorists Nihilists, ie; assassination of unpopular officials
- 1904 Ganesh Savarkar organized Abhinav Bharat Society.
- After 1905, several newspapers like *Yugantar/Sandhya* in Bengal and *Kal* in Maharashtra encouraged revolutionary disposition.
- Anushilan Samiti – a secret society of young revolutionaries was established in Dacca.
- Revolutionary societies were also established outside India by leaders like Madame Cama, Ajit Singh, V.D. Savarkar & others.
- In 1907, an attempt was made on the life of the Lt. Governor of Bengal / Khudiram Bose & Prafulla Chaki, bombarded the carriage of an unpopular judge / they threw a bomb at Lord Hardinge.

[Any 6 points to be briefly explained]

Question 3

(a) Discuss the events leading to the establishment of the Muslim League with reference to the following: **[10]**

(i) The Hindi Urdu controversy.

(ii) The demands of the Shimla deputation.

(b) State *three* important objectives of the Muslim League when it was formed. What was the British government's attitude towards the League? **[6]**

Comments of Examiners

(a) (i) In some cases the facts were reversed – candidates wrote that Hindi was the official language and the Muslims demanded the inclusion of Urdu. Some stated that the government replaced Urdu with Hindi. This indicates superficial study and lack of logical thinking. In other cases, the sequence of events was not developed to explain how it led to the formation of the Muslim League.

(ii) Candidates wasted precious time and energy by giving a detailed account of the Shimla deputation instead of focusing on the requirement of the question i.e., demands of the Deputation. Some mentioned only one demand i.e., separate electorates. The other demands were either not listed or specifically stated.

(b) Some candidates wrote that one of the objectives of the Muslim League was to counteract the influence of the Congress. The question however, was confined to the objectives at the time of its inception. Many candidates did not include facts related to the use of the League as an instrument of the British policy of Divide and Rule.

Suggestions for teachers

- Discourage rote learning without any understanding of the topic.
- Encourage student to develop answers in a logical sequence.
- Proposals/plans/features of Commissions/Acts and the demands of deputation, political parties, etc. should be listed point wise.
- Objective revision tests at regular intervals can facilitate retention.
- The attitude of the British government should be explained in the context of its policy of Divide and Rule.

MARKING SCHEME

Question 3.

(a) Hindi – Urdu controversy:

(i)
- In UP, petitions could be submitted to offices and courts in Urdu only.
- The Hindus protested against this and demanded inclusion of Hindi in the administration.
- The government issued an order instructing officers and courts to accept petitions written in Hindi also.
- This angered the Muslims who organised protest meetings throughout the province.
- Nawab Mohsin-ul-Mulk, secretary of the M.A.O. College Trust, severely criticised the government for granting equal status to Hindi and Urdu in U.P.
- The Hindus also held meetings to meet the challenge. Relations between the two communities deteriorated.
- The controversy continued for months.
- The Governor of U.P. warned that all special concessions to the Muslims would be withdrawn if the hostility continued.
- The Muslims now felt the need to organise themselves on a national basis like the Congress, to present and agitate for their demands and protect their interests.

(Any five points to be briefly explained)

(ii) The Shimla Deputation – Demands:

A Muslim Deputation led by Aga Khan met the Viceroy, Lord Minto and presented the following demands:

1. Separate Electorates – Muslims would vote for Muslim candidates.
2. Weightage in Representation on the basis of their position in India about a hundred years back and not on numerical strength.
3. Separate representation in the Municipal and University Bodies.
4. Greater representation in Civil, Military and Judicial Services.
5. Muslim judges in the High Courts.
6. Government aid in founding a Muslim University.

(Any five points to be briefly explained)

(b)
- To promote among Indian Muslims feelings of loyalty towards the British government.
- Remove misconceptions that may arise as to the intentions of Government in relation to Indian Muslims.
- To protect the political and other rights of the Muslims and to place before the Governments their needs and aspirations in mild and moderate language.
- To prevent the rise of any feeling of hostility between Muslims and other communities without adversely affecting the objectives of the League.

(Any three points)

- The British welcomed the promotion of the League.
- They announced that they would protect the special interests of the Muslims.
- The British used the League as an instrument to counteract the growing power of the Congress and the national movement. / Divide and Rule.
- They supported the League to prevent the emerging Muslim intelligentsia from joining the National Movement.
- Granted the Muslims separate electorates (Act of 1909)

(Any three points)

Question 4

(a) Why was the Simon Commission sent to India in 1927? How did the Indians react to it? **[4]**

(b) Give an account of the significance, events and developments of the Civil Disobedience Movement from the Dandi March in 1930 to the signing of the Gandhi-Irwin Pact in 1931. **[8]**

(c) Highlight the main features of the Gandhi-Irwin Pact that led to the suspension of the Civil Disobedience Movement. **[4]**

Comments of Examiners

(a) Some candidates did not attempt the first part of the question. Many gave only one reason while others confused the Government of India Act 1919 with the Act of 1909.
(b) Several candidates confused the Civil Disobedience Movement with the Non-Cooperation Movement.
(c) Many answers were not comprehensively presented. All the terms agreed upon by both the signatories should have been listed.

Suggestions for teachers

- Develop in students the habit of focussing on the key words, eg. why/ how/ when/ which/ who/ what/ mention/ explain, etc. Drill exercises like working out previous years' ISC question papers will reinforce this habit.
- Important developments during the Gandhian phase must be taught comprehensively. A comparative study of the three Gandhian Movements presented in a tabular format should include the following:
  (i) Causes (ii) Objectives
  (iii) Programme (iv) Progress
  (v) Results (vi) Significance.
- Emphasize the fact that a pact is an agreement between two individuals/ parties/ countries, etc. Therefore, the decisions taken by *both* sides must be stated.

MARKING SCHEME

Question 4.

(a)
1) The Act of 1919 had provided for the appointment of a Commission to enquire into the working of the constitutional reforms introduced by that Act.
2) The British government appointed the Simon Commission to examine the question of further constitutional reforms.
3) General elections was due in England in 1929 and the Conservative government did not want to leave the appointment of the Commission to its successor government which would in all probability, be a Labour government.
4) All the members of the Commission were Englishmen – this was highly resented by the Indians.
5) The Congress decided to boycott the Commission at every stage and every form.
6) The Muslim League and Hindu Mahasabha decided to support the Congress decision.
7) An all India Hartal was organised on the day the Commission reached Bombay.
8) Wherever the Commission reached, it was greeted with hartals and black flag demonstrations under the slogan "Simon go back".

9) The government used brutal suppression to crush the protest movement.

(any 4 points including at least one point from 1 to 3)

(b)

1) The Lahore session of the Congress in 1929, passed a historic resolution, declaring Poorna Swaraj (Complete independence) as its goal.
2) On 31st December 1929, the newly adopted Indian tricolour flag was hoisted.
3) 26th January 1930 was fixed as the first Independence Day, to be celebrated every year with people taking the Pledge of Independence.
4) The Congress also announced the launching of a Civil Disobedience Movement under Gandhi's leadership.
5) Gandhi presented the 11-point charter of demands which was ignored by the government.
6) The Civil Disobedience Movement was <u>launched</u> by Gandhi on 12th March 1930 with the historic Dandi March.
7) With 78 chosen followers, Gandhi <u>walked</u> from Sabarmati Ashram to Dandi, a village on the Gujarat sea coast.
8) On 6th April, Gandhi reached Dandi where he <u>picked up a handful</u> <u>of</u> salt as a symbolic gesture of violation of the salt law and defiance of British rule.
9) <u>The programme</u> of the movement involved violation of salt laws, boycott of liquor, boycott of British goods, non-payment of taxes and revenue and violation of other laws, eg. Forest laws.
10) The movement <u>spread</u> rapidly throughout the country.
11) <u>Women</u> responded sympathetically to Gandhi's call and participated actively.
12) In the NWFP, <u>Abdul Ghaffar Khan</u> (Frontier Gandhi) organised a brigade of Pathan volunteers – the Khudai Khidmatgars and started an anti-government movement that included non-payment of taxes.
13) The <u>Garhwali soldiers</u> in Peshawar refused to open fire on non-violent mass demonstrators. This was an indication that nationalism had penetrated the British Indian army, the chief instrument of British rule.
14) In the North East, <u>Rani Gaidilieu of Nagaland</u>, revolted against British rule.
15) The government used <u>ruthless repressive methods</u> to crush the movement – lathi charges, firing, imprisonment, censorship.
16) The Congress leaders <u>boycotted the First round Table Conference</u> in 1930, in London.
17) The First Round Table Conference failed.
18) The government realised the urgent need to persuade the Congress to attend the Second Round Table Conference. Irwin and Gandhi negotiated a settlement in March 1931– the Gandhi Irwin Pact.

(c) The main features of the Gandhi-Irwin Pact that led to the suspension of the Civil Disobedience Movement:

- The Government decided to release non – violent political prisoners.
- Granted remission of all fines not yet collected.
- Conceded the right to make salt for consumption, in villages along the coast.
- Agreed to give back to Congressmen their confiscated properties
- To permit peaceful picketing of liquor and foreign cloth shops
- Gandhiji decided to suspend the Civil Disobedience Movement
- Agreed to take part in the deliberations of the Second Round Table Conference.

Question 5

(a) Several changes in circumstances after the end of the war in 1945, led to a change in the attitude of the British Government towards India. Explain. **[6]**

(b) State the main provisions of the Cabinet Mission Plan. **[6]**

(c) How did the League react to the proposals of the Cabinet Mission Plan? **[4]**

Comments of Examiners

(a) The various changes in circumstances were not systematically presented by several candidates. Only one or two points were explained in detail.
(b) Some provisions of the Cabinet Mission Plan were confused with those of the Mountbatten Plan. In some cases there were factual errors in the provision related to grouping of provinces.
(c) Candidates were required to discuss the reactions of the Muslim League only to the proposals of the Cabinet Mission Plan but some also included the reactions of the Congress.

Suggestions for teachers

– Advise students to write different points instead of writing the same point differently. Marks are not awarded for repetitive answers.
– Prepare or ask students to prepare a tabular, comparative representation of the terms/proposals of the Cabinet Mission Plan and the Mountbatten Plan. Highlight the differences.

MARKING SCHEME

Question 5.

(a) Changed attitude of the British Government:

1. World War II had changed the balance of power in the world. USA and USSR emerged as super powers.
2. Both supported India's demand for freedom./international pressure
3. The war had shattered Britain's economic and military powers.

4. Post war economic reconstruction was an urgent necessity.
5. The British Indian Government could no longer depend on Indian personnel in the administration and the armed forces to suppress national movements. / intense Indian nationalism.
6. Soldiers in the British Indian army were inspired by patriotic ideas.
   (Example: INA, Naval mutiny in Bombay, Strikes in the Indian Air Force).
7. The Labour Party (Clement Atlee) in power in England were sympathetic to Indian aspirations for freedom.
8. The British Government was grateful for India's support during the war.
9. The INA trials generated powerful anti-British feelings.
10. India on the brink of a Civil War – (communal tensions)

(*Any three points*)

(b) The main provisions of the Cabinet Mission Plan.

1) An All India Federation of British Indian Provinces and Princely States was formed.
2) Limited powers for Central government-defence; foreign affairs; communication
   - All other subjects / departments to be under the control of the provinces.
3) Grouping of Provinces
4) A- Madras, Bombay Central Province, United Province, Bihar, Orissa
   B- Punjab, Sind, NWFP, Baluchistan
   C-Bengal, Assam
5) Constituent Assembly to frame the Indian Constitution.
6) Federal Union with three tiers: Union Centre, Regional groups of Provinces, Provinces.
7) Provinces were free to form regional unions
8) They could frame provincial constitutions
9) India given an option to remain in or withdraw from Commonwealth
10) Formation of Interim Government at Centre headed by Viceroy.

(c) How did the League react to the proposals of the Cabinet Mission Plan?

Reaction of Muslim League:

- Criticized the Plan because creation of Pakistan was not explicit
- Jinnah interpreted regional grouping of provinces as defacto-recognition of demand for Pakistan.
- Accepted proposal in June 1946.

(Any two points)

Question 6

(a) Discuss the origin of the Kashmir problem and the events that culminated in its accession to the Indian Union. **[6]**

(b) Give a brief account of the conflict between India and Pakistan that arose as a result of partition, with specific reference to the following: **[10]**

(i) Indus waters dispute.

(ii) Refugee problem.

Comments of Examiners

(a) Many candidates did not attempt this question, but those who did, scored high marks.

(b) (i) There was some confusion over the tributaries, arising from inadequate knowledge of the geographical features of the region.

(ii) In many answers, there was far too much emphasis and elaboration on the communal issues. The other vital aspects of the refugee problem were not explained by many candidates.

Suggestions for teachers

Supplement text book contents with adequate material. Students may be asked to download information from relevant websites suggested by the teacher.

– A map must be used while explaining this topic for better understanding and recall.

These topics should be taught under the following heads:

- the various aspects of the problem;
- measures adopted to resolve the conflict;
- degree of success of these measure.

MARKING SCHEME

Question 6.

(a)

1. Kashmir bordered India and Pakistan.
2. The Maharaja was Hindu while 75% of the population were Muslims.
3. Kashmir strategically very important to both India and Pakistan.
4. A popular movement led by Sheikh Abdullah wanted integration with India.
5. But the Maharaja did not sign the instrument of Accession, hoping to stay independent. He feared democracy in India and communalism in Pakistan.
6. In August 1947, the government of India felt that the Kashmiri people should decide which dominion they wanted to join.
7. Since October 1947, several Pakistan sponsored incursion of Pathan tribes men (helped by regular officers of the Pakistan army), led by the self-styled General Tariq, took place.

8. The invaders rapidly pushed towards Srinagar, and the ill-trained state forces proved no match for them.
9. On 24^{th} October, the Maharaja appealed to India for assistance.
10. Nehru did not insist on accession but was pressurized by Mountbatten and Patel and Sheikh Abdullah also for uniting with India.
11. On 26^{th} October 1947, the Maharaja acceded to India.
12. Sheikh Abdullah was installed as head of the State administration.
13. India announced a referendum to be held once law and order was restored.
14. Indian troops air lifted to Kashmir.
15. Srinagar was saved and the raiders driven out of the valley but
16. Retained control of the North West part of the State which Pakistan calls Azad Kashmir and India calls Pakistan occupied Kashmir.
17. The conflict continued for some months.
18. The government of India agreed in December 1947 to refer the matter to the Security Council of the UNO.
19. The security Council tended to side with Pakistan.
20. In accordance with a UN resolution, both India and Pakistan accepted a ceasefire line (the state remains effectively divided along this line).
21. However, UN mediation proved fruitless.
22. In 1951, the UN provided for a referendum once Pakistan had withdrawn its forces.
23. But Pakistan has not done so and the resolution remains a dead letter.
24. In view of Pakistan's presence, the question of a plebiscite is dead as far as the government of India is concerned.
25. In 1951, a constituent Assembly met in J and K to frame a constitution.
26. The accession of Kashmir to India was ratified by the constituent Assembly
27. In 1956, it adopted a constitution legalizing the status of J and K as a unit of the Indian Union.
28. Since then J and K has remained the main obstacle in the relations of India and Pakistan. India regards Kashmir's accession as final and irrevocable.
29. Pakistan continues to deny this claim.
30. India has fought two wars with Pakistan over Kashmir and has accused Pakistan of encouraging militancy in the state.

(b) (i) Indus waters dispute:

1. The Indus river dispute arose because of West Pakistan's dependence on the Indus and its tributaries for water supply, hydel power and irrigation.
2. However, these rivers rise in India, and the head-works of their canal system are also in India.
3. Partition cut through what had been a complex and unified system of canals.
4. Initially, India and Pakistan signed interim agreements for the sharing of the waters.

5. But in the 50's the Indian government revealed plans to carry water from these rivers to irrigate a large part of the Rajasthan desert (now the IGN in Ganganagar district).
6. Afraid that this would deprive them of their share of the river waters, Pakistan protested strongly and blamed India for natural calamities like droughts and floods.
7. In 1951, chairman of the Tennessee Valley authority suggested a common programme for both countries to jointly develop the Indus waters system.
8. Prolonged negotiations followed in which an important role was played by chairman of the World Bank, Eugene Black.
9. An amicable solution was found in 1960 with the Indus Waters; Treaty
10. Pakistan to have use of the Western rivers (Indus, Jhelum, Chenab) while India was to have the use of the Eastern rivers (Ravi, Beas, Sutlej)
11. The Indus waters Commission was set up to settle any disputes and act as a common forum for discussions.
12. The World Bank also helped Pakistan by organising massive loans for building of strong dams and irrigation canals in Pakistan.
13. Despite wars and other problems, both countries have adhered to this agreement.

(ii) Refugee problems:

1. By mid 1948, about 5.5 million non-Muslims had moved into India and a very large number of Muslims left India for Pakistan.
2. According to the Government of India, the non-Muslims left behind them property worth 500 crores in West Pakistan.
3. The Muslim losses in India is put at Rs.100 crores.
4. Claims and counter claims were discussed and some kind of settlement arrived at.
5. By 1951, the problems of the rehabilitation of the West Punjab refugees had been tackled, though at great cost.
6. But the exodus from East Pakistan continued for longer and put pressure on the states West Bengal, Tripura, and Assam.
7. Eventually, the Prime Ministers of both countries signed, the Nehru-Liaqat Pact in 1950 to resolve the problems of minorities.
8. But the migration of Hindus continued from East Pakistan.

SECTION B

Question 7

By the end of 1932, the Weimar Republic seemed to be on the verge of collapse. Meanwhile, Hitler and the Nazis had been carrying out a propaganda campaign setting out Nazi solutions to the problems. In this context, answer the following:

(a) What were the economic problems facing the Weimar Republic? **[8]**

(b) What made the Nazis so popular? **[8]**

Comments of Examiners

(a) In some cases, instead of discussing the economic problems only (as per the requirement of the question), all the problems of the Weimar Republic were included in the answer. Time and focus was lost, resulting in a sketchy presentation of the economic problems. In several cases, the sequence of events was not followed.
(b) Some candidates did not know the difference between (i) workers and farmers and (ii) industrialists and landowners.

Suggestions for teachers

- The need to focus on the key issues in the question must be reiterated at regular intervals. Specific key points must be listed and then explained.
- Guide students to present facts in a systematic, logical sequence.
- The different sections of people in Germany must be listed and their problems and aspirations defined. The specific measures adopted by Hitler to win their loyalty and gratitude must be explained, one section at a time- not generally.

MARKING SCHEME

Question 7.

(a) Economic problems facing the Weimar Republic:

- In 1919 Germany was close to bankruptcy due to the enormous expense of the war.
- Her attempt to pay reparations instalments made matters worse
- In 1922, Germany declared that she could not make any further payments.
- In January 1923, French troops occupied the Ruhr. German industry in Ruhr was paralysed
- This resulted in galloping inflation and fall of the mark.
- Economic prosperity of Weimar Republic was largely dependent on American loans.
- The Wall Street crash shattered the US Economy – US stopped giving further loans – began to call in many of the short term loans
- Many banks closed down
- German exports were severely reduced because industrial boom had led to worldwide overproduction.
- Factories were closed down.
- unemployment rose to nearly 4 million by the end of 1931.
- To deal with the crisis, Chancellor Bruning adopted radical measures like – reduce social services, unemployment benefit, salary and pension, reparation payment stopped and high tariffs were introduced.
- Measures did not produce quick results.
- Government lost support of all groups in society and by the end of 1932 was on the verge of collapse.

(b) The Nazis became popular because:

- Offered national unity
- Self-sufficiency
- prosperity
- full employment (eg. schemes of public works, etc).
- Increased exports
- Reduced imports
- Promised to overthrow humiliating Versailles Settlement.
- Nazi private army (SA) became attractive employment opportunity for young unemployed Germans.
- Strength through joy organisation made the workers happy.
- Anti-Communist policies reassured industrialists and
- Wealthy land owners fearful of Communist Revolution.
- Farmers supported Hitler because of the declared aim of self-sufficiency
- Hitler's extraordinary political abilities: tremendous energy, will power oratorical skills impressive philosophy (Mein Kampf). Was perceived as a sort of saviour (Messiah).
- Contrast in Weimar Republican Party and Nazi Party: while WRP was respectable, but dull and ineffective, the Nazi Party promised strong decisive Government and restoration of national pride.
- Deciding factor: Economic crisis and the inability of the Republic to deal with it.
- His handling of the incident of the Night of the Long knives won him he support of the Reichswehr.

(any eight points)

Question 8

(a) Describe the changes in Mussolini's foreign policy towards Germany from 1934 to 1940. **[10]**

(b) How did Mussolini's involvement in World War II eventually lead to his downfall? **[6]**

Comments of Examiners

(a) Many candidates merely reproduced, verbatim, the textual contents on Mussolini's foreign policy, whereas the question specified 'changes' in his policy towards Hitler during the period 1934-1940. Several answers also included an elaborate account of the motives for the Abyssinian invasion.
(b) The answers given by many candidates were incomplete. Many valid points were missing. Some responses suggest superficial or selective study.

Suggestions for teachers
- Encourage and motivate students to read and understand the question correctly and then develop the answer with appropriate facts, logically and systematically.
- Every aspect of a topic as defined by the Scope of the Syllabus must be comprehensively taught. The tragic consequences of Mussolini's aggressive foreign policy and his involvement in the war must be linked to his downfall.

MARKING SCHEME

Question 8.

(a) The changes in Mussolini's foreign policy towards Germany from 1934 to 1940:

- 1934- 1940: Mussolini's attitude towards Hitler changed from extreme suspicion to increasing dependence on him.
- 1934: Mussolini supported the Austrian government of Chancellor Dollfuss/When Dollfuss was murdered by Austrian Nazis encouraged by Hitler – Mussolini sent troops to the Brenner Pass / Hitler's first attempt at Anchlus failed due to Musollini's intervention.
- Clear warning to Hitler not to proceed.
- 1935, when Hitler announced conscription, Mussolini joined Britain and France in the Stresa Front and condemned Hitler.
- But disillusioned by Anglo-German Naval Agreement – became suspicious of Britain's selfish motives – could no longer depend on Britain's friendship.
- 1935: Mussolini's attack on Abyssinia (no need for a detailed account of the invasion, only how it marked a turning point in his policy towards Germany)
- League announced sanctions against Italy
- Britain and France keen not to antagonize Italy imposed half-hearted sanctions
- Mussolini angered by the sanctions
- Began to draw closer to Hitler who had not criticized the invasion nor applied sanctions.
- 1936: Spanish Civil War, Mussolini along with Hitler sent troops to help General Franco/hoping to set up a third Fascist state in Europe/naval bases in Spain to attack France

- 1936; Rome-Berlin Axis Pact,
- 1937 Italy joined Japan and Germany in the Anti-Comintern Pact
- 1938 : Mussolini dropped objections to Anschluss: Hitler successfully achieved the union of Austria and Germany
- 1938 Mussolini's popularity revived at Munich Conference: he produced the plan for the handover of the Sudetenland
- 1939 Mussolini tried to emulate Hitler's takeover of Czechoslovakia by pointless invasion of Albania
- 1939: Mussolini signed Pact of Steel with Germany which promised assistance in the event of war
- Mussolini joined the war in 1940, hoping to gain territories in France and North Africa

(Any ten points)

(b) Mussolini's involvement in World War II eventually lead to his overthrow:

- Italy could not deal with the expenses involved in sustaining the war.
- The War highly unpopular in Italy/ Italian people disliked dependence on Germany
- Italian army inefficient and badly equipped
- Declaration of war against US
- Italian public suffered hardships – increased taxes, shortages, bombing raids on major cities
- Resentment and anger among people.
- Italian army suffered a series of defeats, culminating in surrender of Italian troops in N Africa
- Allied invasion of Sicily (1943) – Fascist Grand Council voted against Mussolini
- King then dismissed him and Fascism collapsed with his overthrow

(any six points)

Question 9

(a) What were Hitler's motives for the invasion of Russia in 1941? Give a brief account of the invasion and Hitler's failure to achieve his objective by the end of 1941. **[6]**

(b) Why did Japan attack Pearl Harbour in 1941? What was its significance? **[6]**

(c) Mention *any two* important reasons for Japan's defeat in the Second World War. **[4]**

Comments of Examiners

(a) Some candidates did not state the motives for the Russian campaign. There was a general tendency to unnecessarily elaborate on the effects of the winter operations ignoring the other important aspects.
(b) Responses were not satisfactory because many candidates did not know the facts. The economic compulsions behind the attack on Pearl Harbour were not mentioned. In several cases, the attack was discussed in detail (which was not required) while the significance was overlooked.
(c) Many candidates only discussed the bombing of Hiroshima and Nagasaki and its impact. The second cause was not mentioned.

Suggestions for teachers

- A film on the Pearl Harbour attack may be shown to the students.
- There are several good movies on World War II. Military history lessons may be developed around them.
- It is necessary to arouse and sustain the interest of the students for better understanding, retention and recall.

MARKING SCHEME

Question 9.

(a) Hitler's motives for attacking the Soviet Union.

- Hitler's hatred of Communism:
- Desire for lebensraum (living space) for the growing German population
- Feared that Russia might attack Germany while she was still occupied in the West
- Hope that this would stimulate Japan to attack Russia in the Far East
- This might prevent USA entering the war

Brief account of invasion:

- 3 pronged attack towards Leningrad, Moscow and the Ukraine
- Russians caught by surprise – German blitzkrieg successfully penetrated into Russia capturing important cities
- Russians began retreating/scorched earth policy – caused German supply line problems
- Germans failed to capture Leningrad and Moscow
- Hitler failed to provide for winter offensive: onset of autumn and winter
- better equipped Russians were able to fight back
- Hitler changed his plan: concentrate on drive to the South to capture the Caucasus oil fields

(b) Japan's motives for attack on Pearl Harbour:

- Japan facing shortage of raw materials
- due to continued war in China
- wanted raw materials of South East Asia
- European empires under attack from Germany, in no condition to defend their possessions
- Only country which could prevent Japan was USA
- Sending help to Chiang Kai Shek in China
- July 1941, Japan occupied French Indo-China
- USA placed trade embargo on Japan
- insisted on withdrawal from China and Indo-China
- Negotiations with US failed
- Japan determined to get these resources by force,
- Raid on Pearl Harbour
- 7th December, 1941/surprise attack by Japanese aircraft destroyed large number of planes and battleships
- President Roosevelt declared war on Japan

Significance of Pearl Harbour attack:

- It gave the Japanese control over the Pacific
- By May 1942, the Japanese forces had captured South Asia and major American islands in the Pacific
- It caused Hitler to declare war on USA
- War became a global war
- the Axis now faced the resources of USA, British empire and Russia.
- the raid did not destroy the US aircraft carriers
- these would play a major role in the eventual defeat of Japan

(Any six points)

(c) Important reasons for Japan's defeat in the Second World War:

- Shortage of raw materials
- Took on too much – far beyond their basic capacity – Bombing of Pearl Harbour – entry of US
- Limited industrial power
- Concentrated too much on producing battle ships

- Under estimated the importance of aircraft carriers.
- Could not match the combined resources of the Allied Powers.
- Bombing of Hiroshima and Nagasaki.

Question 10

(a) Discuss the reasons for the *thaw* in the Cold War in the 1950s. Give examples to show that the *thaw* was only partial. **[6]**

(b) What led to a permanent relaxation of tensions (détente) in the 1970s? **[4]**

(c) Why did many European world leaders develop the idea of greater cooperation and unity in Western Europe after World War II? **[6]**

Comments of Examiners

In parts (a) and (b), The "thaw" in the Cold war was confused with "partial" thaw and "Détente" by some candidates.
(c) Some candidates could not understand this question in the context of the Cold war and post-World War II developments. Hence the answers were vague generalisations and lacked specificity.

Suggestions for teachers

- The 'partial' nature of the thaw must be emphasized. Conceptual clarity is a must. The difference between 'thaw' and 'détente' must be clearly explained.
- Short, objective class tests including multiple choice questions would be useful to reinforce comprehension and retention of facts.
- A timeline must be used. The causal relation between historical, contemporary developments must be established.

MARKING SCHEME

Question 10.

(a) (A)
- Death of Stalin (1953)
- New leaders like Bulganin, Khruschev wanted to improve relations with USA.
- Both sides had developed the hydrogen bomb-even a minor crisis could lead to a nuclear war.
- Khruschev was convinced that "peaceful co-existence" with the west was the one and only option to prevent a nuclear war.
- Khruschev believed that communist domination would be established not by war but by the recognition of the superiority of the Soviet economic system

- Neutral states could be won over by lavish economic aid.
- McCarthy was discredited (1954) and the anti communist hysteria in the USA declined.
- President Eisenhower proposed development of friendly ties with the Russians.
- However "thaw was only partial.

(Any four points)

(B) 1. Ruthless suppression of Hungarian uprising by Soviet Union showed limits of freedom of satellite states.

2. Warsaw Pact (1955) signed between USSR and satellite states to counter act the increasing power of NATO (West Germany joined NATO).

3. Both sides continued to build nuclear arms/ Russian lead in making ICBM and Sputnik: USA responded in kind

4. 1961: The Berlin wall was erected when Kennedy refused to withdraw from Berlin.

(Any two points)

(b) Détente in the 1970s- Reasons:

1. The Cuban missile crisis had brought USA and USSR to their senses and made them conscious of the terrifying implications of a nuclear war.
2. The process of Détente was set in motion.
3. Both sides were sickened by the horrors of the Vietnam war.
4. USSR: The expenses of keeping up with the Americans was crippling.
5. Urgent need to reduce defence expenditure: divert and utilise funds for the economic recovery of the USSR and satellite states; raising living standards to western levels. Communist block threatened by economic unrest.
6. Relations between communist China and USA began to improve in 1971. Russians who were in bad terms with China did not want to be isolated.
7. USA: Realised that there were better options of dealing effectively with communism. Military power had limitations; had proved a failure in Vietnam; signs of preference for the return to isolationism.
8. China: Anxious about its isolation; nervous about American intentions in Vietnam; unhappy with increasing tensions with USSR.
9. Nations of Western Europe: Fears that they would have to bear the brunt in the event of nuclear attack.
10. Policy of ' Ostpolitik' adopted by West Germany (better relations with Eastern Europe)

(Any 4 points)

(c) Support for greater unity in Europe:

1. Best way for Europe to recover from the ravages of World War II- pool resources and work together for mutual benefits.
2. Individual states too small and economies too weak to be economically viable and survive in a world dominated by the superpowers: USA and USSR
3. A united western Europe could effectively combat the threat of communism from Russia and influence of US (Third force).
4. European unity would help Germany to gain quicker recognition and acceptance as a responsible nation.
5. It would establish peace and stability in Europe.
6. Franco-German rivalry would come to an end.

(Any three points + explanation)

Question 11

(a) Discuss the causes and results of the Suez War in 1956. **[10]**

(b) What were the reasons for the Civil War in Lebanon in 1975? **[6]**

Comments of Examiners

(a) Many candidates knew the facts but they were presented in a haphazard manner. A logical sequence of events was not followed.

(b) There was some confusion over the categories of the Muslim & Christian groups in Lebanon.

Suggestions for teachers

- Adequate practice in writing skills - presenting facts in a systematic, logical sequence is a must.
- The fundamental religious discord among the Lebanese and its escalation in the context of the Palestinian problem must be clearly explained.

MARKING SCHEME

Question 11.

(a) The causes and results of the Suez War in 1956:

Causes:

- Colonel Nasser was aggressively in favour of Arab unity and independence, including liberation of Palestine from the Jews. He organised guerrilla fighters known as Fedayeen to carry out sabotage and murder inside Israel.
- He refused to renew the Treaty with Britain which had earlier allowed the British to keep troops at Suez.

- Nasser sent troops to Algerian Arabs in their struggle against France and prodded other Arab States into opposing the British sponsored Baghdad Pact.
- He signed an Arms deal with Czechoslovakia for Russian fighters, bombers and tanks, and Russian military experts went to train the Egyptian army.
- The Americans were outraged at this, since it meant that the west no longer controlled arms supplies to Egypt. Egypt now became part of the Cold War.
- The US refused to fund the Aswan Dam project.
- Crisis point was reached when Nasser immediately retaliated by nationalizing the Suez Canal.
- Anthony Eden, the British Conservative Prime Minister believed that Nasser was on the way to forming a united Arabia under Egyptian control and communist influence, which could cut off Europe's oil supplies at will.
- Secret talks took place between the British, French and Israelis and a plan was hatched: Israel would invade Egypt across the Sinai peninsula, whereupon British and French troops would occupy the Canal Zone on the pretext that they were protecting it from damage in the fighting.
- The War began with an invasion of Egypt by Israel and landing of British and French troops.

<u>Outcome:</u>

- A triumph for Nasser – his prestige as leader of Arab Nationalism against interfering Europeans was greatly increased
- He became a national hero.
- Egyptians blocked the Canal, Arabs reduced oil supplies to Western Europe – Russian aids replaced USA
- British action lost them an ally in Iraq
- Britain was now weak and unable to follow a foreign policy independently of USA
- Algerians were encouraged and achieved their independence from France in 1962

(b) Reasons for the breakout of Civil War in Lebanon.

1. <u>Religious Differences:</u>

The potential for the trouble was the from the beginning, since the country was a bewildering mixture of different religious groups, some Muslim, some Christian, which had developed independently, separated from each other by mountain ranges.

- There were four main Christian groups:

  Maronites, Greek Orthodox, Roman Catholic, Armenians.

- There were three Muslim groups:

  Shia, Sunni, Druze

There was a long history of hatred between Maronites and Druze.

Tension kept in check so far by the constitution (gave fair representation to all groups)

2. <u>The presence of Palestinian refugees from Israel –</u>

This complicated the situation even more. By 1975 there were at least half a million of them living in squalid camps away from the main centres of population being left wing and Muslim, alarmed conservative and Christian Maronites who looked on the Palestinians as a dangerous destabilising influence.

Fear of constant interference by Syria (chief supporter of PLO with headquarters in Lebanon).

3. <u>A dispute between Muslims and Christians over fishing right:</u>

This upset the delicate balance. It began as an apparently minor incident, but it escalated when some Palestinians sided with the Muslims, and a group of right-wing Christians known as the Phalage began to attack Palestinians. Soon a full scale civil war developed; the Maronites saw it as a chance to expel the Palestinians who had formed an alliance with the Druze.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

Q1 (i) The objective of laying the foundations of the Federation Hall.

Q 1 (ix) Objective of the All India States People's Conference.

Q 1 (xi) Event leading to hyper inflation in Germany in 1923.

Q 1 (xii) Significance of the Night of the Long Knives.

Q 2 (c) Growth of revolutionary dispositions.

Q 2 (b) The impact of Curzon's policies.

Q 3 (a) Demands of the Shimla Deputation.

Q 4 (a) Reasons for sending the Simon Commission to India.

Q 6 (a & b) Kashmir problem, Indus waters Dispute, Refugee problem.

Q 8 (b) Mussolini's involvement in WWII leading to his downfall.

Q 9 (b) Reasons for Japan's attack on Pearl Harbor.

Q 10 (a) Examples of Partial thaw.

Q 10 (c) Greater cooperation and unity in Western Europe after WWII.

(b) Concepts between which candidates got confused:

Q 2(c) Radical nationalism and revolutionary dispositions.

Q 3(a) Demands of the Shimla Deputation and objectives of the Muslim League.

Q 10(a,b) Thaw and Détente.

Q1.(xiii, xiv) Communism and Communalism.

Q 1.(v) Dominion Status and Poorna Swaraj.

(c) Suggestions for students:

- An in depth study of the course content on the lines defined by the Scope of Syllabus and should be done.
- Study on a regular basis and avoid last minute preparation.
- Answers must be presented in a logical, systematic manner. Rambling lengthy answers with irrelevant, vague, repetitive points must be avoided.
- Objective answers must be concise, precise – to the point and comprehensive.
- Work out past years papers.
- Read the question carefully & correctly, identify its requirements and answer accordingly.
- Subheadings and key points must be clearly mentioned and then explained.
- All the questions from Part 1 and five questions from Part II must be attempted and completed on time. Time management skills must be developed.
- Presentation must be neat and tidy. Handwriting MUST be legible.
- Look up websites suggested by the teacher to supplement textual knowledge.
- Historical movies, plays, novels, contemporary literature, travel, exploration of historical sites, museums etc. can add a third dimension to the study of history.

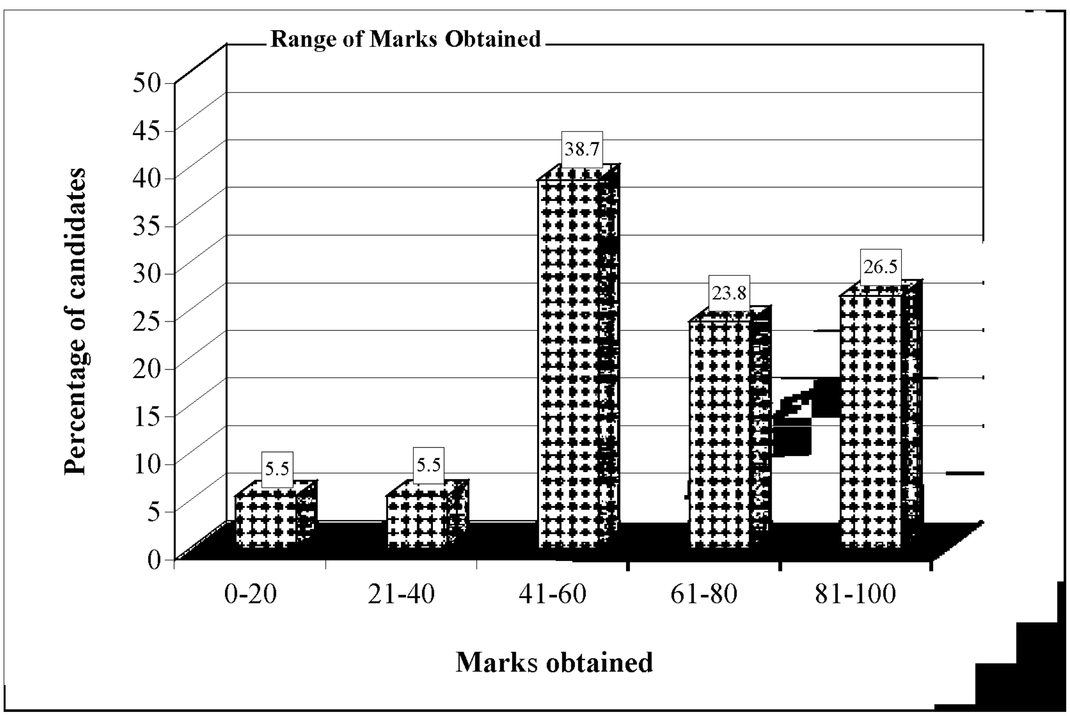
POLITICAL SCIENCE

A. STATISTICS AT A GLANCE

Total number of students taking the examination	3,223
Highest marks obtained	100
Lowest marks obtained	1
Mean marks obtained	63.95

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	177	178	1246	767	855
Percentage of candidates	5.5	5.5	38.7	23.8	26.5
Cumulative Number	177	355	1601	2368	3223
Cumulative Percentage	5.5	11.0	49.7	73.5	100



B. ANALYSIS OF PERFORMANCE

PART I
(Compulsory)

Question 1 **[15 × 2]**

Answer briefly each of the questions **(i)** to **(xv)**.

(i) Explain in brief the classification of states as suggested by Pindar and Thucydides.

(ii) Mention the difference between a *totalitarian state* and an *authoritarian state*.

(iii) How is liberal democracy a representative government?

(iv) Mention *four* essential features of a federation.

(v) Why is it necessary to have a written constitution in modern times?

(vi) Define the theory of *Separation of Powers*.

(vii) Why is bi-party system considered best for parliamentary form of government?

(viii) State *two* duties of an elected representative.

(ix) Explain the meaning of *Positive Dimension of Sovereignty of British Parliament*.

(x) Mention *any two* privileges of the members of House of Lords.

(xi) What is the role of civil servants in law-making?

(xii) State the judicial powers of the President of India.

(xiii) What is *Equity Legislation*?

(xiv) Explain the meaning of *Rule of Law*.

(xv) Mention the different steps taken by the constitution of India to combat untouchability.

<u>Comments of Examiners</u>

(i) Many candidates failed to mention the basis of classification as suggested by Pindar and Thucydides. Some did not write the perverted forms and some confused them with Plato and Aristotle.

(ii) Majority of the candidates answered this question correctly but some missed writing 'limited openness' under the authoritarian state with dictatorship.

(iii) A few students defined liberal democracy rather than giving the reason for why it is a representative government.

<u>*Suggestions for teachers*</u>

- Each philosophic classification, the basis of classification and the types should be explained in detail. The difference should be explained with the help of examples.
- The students should be taught to understand the question and answer as per the requirements of the question.

(iv) Some students confused the 'essential features' with the 'conditions necessary for success of a federation' and 'merits of a federation'.

(v) Many candidates defined a written constitution but did not mention its necessity in modern terms.

(vi) Instead of writing on the Separation of Powers between the three organs, a few candidates wrote on the division of powers between the centre and the state or power of lower and upper house of Parliament. Some candidates defined checks and balances.

(vii) Many candidates did not justify why bi-party system is best for Parliamentary form of Government and instead wrote the merits of Parliamentary government. Some others confused it with multi-party system.

(viii) Majority of the candidates wrote this answer correctly. A few candidates did not understand the meaning of 'elected representative'.

(ix) A number of candidates were not able to answer this question satisfactorily.

(x) Majority of the candidates made wild guesses and many got confused between the 'powers' and the 'privileges' of the members of the House of Lords.

(xi) A few candidates could not differentiate, between the 'political' and 'permanent' executive.

(xii) Many candidates wrote about the President's power to appoint judges and did not mention the power to grant pardon, reprieve, respite, etc.

(xiii) Majority of the candidates confused 'equity' with 'equality' before law.

(xiv) This question was answered correctly by most of the candidates except for some who confused 'rule of law' with 'role of law'.

(xv) Majority of the candidates misunderstood the question. They failed to write the steps taken by the Indian Constitution to combat untouchability and gave general remedies for untouchability.

- Importance/merits should be explained separately and the difference made clear to students.
- Precise definitions should be taught and difference between different terms should be highlighted.
- Explain to students that the 'Why' in the question has to be justified logically and it requires comprehensive study.
- Each term connected with the chapter should be made clear. Sometimes easy concepts are taken for granted and not explained.
- Functions of bureaucrats/civil servants and how is it different from political executive should be made clear and specific.
- The teachers should explain the different powers of the President in detail.
- Students should be given precise explanation about the function of the judiciary.
- Students should be taught the difference between the terms 'rule' and 'role'.
- Provisions of the Indian Constitution to combat untouchability should be discussed clearly.

MARKING SCHEME

Question 1.

(i) Pindar and Thucydides: classified the states into Monarchy, aristocracy, democracy, polity, tyranny, oligarchy and as to whether the states obeyed laws or not.

(ii) The difference between the two is one of degree and not of kind. In authoritarian state, unlike the totalitarian one, the state control over the people is not total but excessive. Limited openness is permitted.

(iii) The government in liberal democracy is elected by the people, hence it is the representative of the people.

(iv) Division of powers between the centre and states; written constitution; rigid constitution; supremacy of the constitution; impartial supreme judiciary, dual administration; dual citizenship; bicameral legislature; equality of all states. (*any four points*)

(v) A written constitution is supreme and the government has to work according to its provisions. It cannot be changed easily.

(vi) Separation of powers means that the three organs of the government, i.e. legislature, executive and judiciary should perform their functions separately because concentration of power in a single hand leads to despotism.

(vii) Bi-party system leads to a clear victory of one of the two major political parties so there is no confusion.

(viii) He acts as a trustee and delegate of the people; maintains continuous links with his constituency; has won a mandate to carry out a set of policies for the development of his constituency.

(any two points)

(ix) It means the unlimited law-making power of the British Parliament as Britain is a Unitary State.

(x) Absolute freedom of speech, no member can be arrested during the session of the House; can go directly to the monarch and discuss matters of public interest; each member has the right to get record his dissenting opinion; right to surrender their peerage and the seat in the House of Lords within 12 months of the inheritance of their peerage under the Reluctant Peerage Act, 1963. *(any two points)*

(xi) They draft the bills which the ministers submit to the legislature for law-making. They have indirect role in law-making.

(xii) The President of India has the power to grant pardon, reprieve, respite, suspension, commutation or remission in respect of criminals facing death sentences, offences against laws made under the union and the concurrent list and in all cases of punishment by a court martial. All mercy petitions depend on President's own discretion and he can seek advice of the Supreme Court.

(xiii) When a law is silent and ambiguous or appears to be inconsistent with some other law of the land, the judges depending upon their sense of justice, fairness, impartiality, honesty and wisdom decide cases. This becomes law making and is termed as *Equity Legislation*.

(xiv)	The concept, English in origin, essentially prohibits arbitrary actions by the government against an individual. Thus, no individual may be deprived of his life or property save through due process.
(xv)	Untouchability stands constitutionally prohibited and is a crime punishable by law. There is single uniform citizenship, equal rights and universal adult franchise.

PART II

SECTION A

Answer **two** *questions.*

Question 2

(a) Explain the classification of states and governments as given by Stephen Leacock. **[8]**

(b) Discuss *any six* essential features of a Presidential form of government. **[6]**

Comments of Examiners

(a) Some candidates wrote the classification of C.F. Strong, Marriot and other modern classifications. The basis of division by Leacock was not explained properly by several candidates. Examples were not given. Terms like 'limited monarchy', 'republic' 'unitary', 'federal' and others were not explained.

(b) Many candidates confused the 'features' of a Presidential form of Government with the 'merits'. Some candidates wrote the features of Parliamentary form of Government. In several cases, points were not adequate explained and at times, candidates repeated ideas in different language.

Suggestions for teachers

- While discussing the classification given by different thinkers, mention examples by giving the names of countries for each type. Students should be told to explain the terms so as to bring out the differences.
- Give practice to students in writing answers. Ask them to give relevant answers, explaining the points.

MARKING SCHEME

Question 2.

(a) As an alternative to the classification into monarchy, aristocracy and democracy, Leacock proposed the following classificatory scheme which includes all the existing forms of governments:

(1) Democratic and (2) Despotic.

These are further classified into:

(i) Limited Monarchy (ii) Republic.

These can be further subdivided into:

(1) Unitary (2) Federal

These can be subdivided into:

(i) Parliamentary (ii) Presidential

(each pair has to be explained with appropriate examples)

(b) 1. No difference between Nominal and Real Executive

2. Separation of powers between the legislature and the executive.

3. Fixed tenures of the Executive and the legislature.

4. Cabinet works as an advisory body to the President.

5. The ministers are responsible to the President.

6. Political heterogeneity. *(explain the points)*

Question 3

(a) Discuss the various conditions which are essential for the success of a federation. **[8]**

(b) Give *any six* problems faced by federal governments. **[6]**

Comments of Examiners

(a) Many candidates confused 'conditions essential for a federation' with 'features' and 'merits' of a federation. Some candidates wrote about co-federation. Several candidates just wrote three or four points without giving any explanation.

(b) Very general and repetitive points were written by a number of candidates. 'Problems of developing states' were mistaken by some candidates as 'problems faced by federal governments'. The points were not explained and in some cases, candidates gave wrong explanation to points which were correct.

Suggestions for teachers

- The difference between 'features', 'essential conditions' and 'merits of a federation' must be highlighted.
- Explain to students that learning the points is not enough. The points should be learnt along with proper explanation.
- Teach the difference between 'problems of developing states' and 'problems faced by federal governments'.

MARKING SCHEME

Question 3.

(a) Desire for union, preservation of individuality, political maturity and education; geographical contiguity; community of race, language, culture and religion, approximate equality of units; similarity of political institutions and alert political parties; similarity of social institutions and Economic development.

(any eight points to be explained)

(b) 1. The problems of clear cut and settled division of powers between the centre and the federating states.

2. Settling centre-state disputes.

3. Securing harmonious, cooperative, healthy and competitive relations between the centre and states.

4. Overcoming regional imbalances and regionalism.

5. Securing a strong central government without limiting the autonomy of the states.

6. Coordinating the policies and actions of the centre and the states.

7. Nation-building and national integration.

8. Maintaining the unity and integrity of the people of the federation.

9. Maintaining the sanctity and supremacy of the constitution of the federation.

10. Making quick decisions and to secure a full mobilisation of resources particularly during times of an emergency.

(any six points)

Question 4

(a) (i) What are the essential features of: **[8]**

(1) a *written* Constitution

(2) an *unwritten* Constitution

(ii) Why is the distinction between them a false one?

(b) Explain *any three* merits and *any three* demerits of a *rigid* Constitution. **[6]**

Comments of Examiners

(a) (i) Most candidates wrote the definition of written and unwritten constitution as features. Some candidates wrote the merits.
(ii) Candidates seemed to be confused between unwritten constitution, rigid and flexible constitution. In some cases, enough examples were not given by candidates.

(b) This question was mostly answered correctly but many candidates did not give adequate explanation.

Suggestions for teachers

– Teachers should make students aware that 'definition' and 'features' are not the same. The points should be explained properly.

– The difference between all types of constitutions should be specified clearly and with examples.

MARKING SCHEME

Question 4.

(a) Essential features of a written Constitution:

1. Written in the form of a book or document.
2. An enacted constitution made by a constituent assembly or a council or convention of the people acting through their representatives.
3. Less flexible with a special procedure for amending the constitution.
4. It is definite and can be quoted. *(any three points)*

Essential features of an unwritten constitution:

1. Not written in the form of a book.
2. Is the result of slow and gradual process of constitutional evolution.
3. Depends mostly on conventions
4. It cannot be produced in evidence.
5. The institutions of the government owe their existence and working to historical charters, rules, precedents and experiences. *(any three points)*

The distinction between a written and an unwritten constitution is a false one because:

1. In the written constitution, the written parts are in majority but there are several unwritten parts in the form of conventions, e.g. U.S.A. has a written constitution but it also has a large number of unwritten conventions.
2. In an unwritten constitution, most of the parts are unwritten but there are many written documents, e.g. Britain has a Magna carta, the Petition of Right, the Bill of Rights which are available in written form.

(any two points)

(b) Explain *any three* merits and *three* demerits of a rigid constitution:

Merits of a Rigid Constitution are:

1. Is a source of stability in administration.
2. Maintains continuity in administration.
3. It cannot become a tool in the hands of the party exercising the power of the state at a particular time.
4. It prevents autocratic exercise of powers by the government.
5. A rigid constitution is ideal for a federation. *(any three points)*

Demerits of a Rigid Constitution:

1. It fails to keep pace with fast changing socio-economic environment and needs.
2. Because of its inability to change easily, it hinders the process of social and political development.
3. It can be a source of hindrance during emergencies.
4. Its inability to change easily can lead to revolts against the government.
5. A rigid constitution is a source of conservativeness. It becomes old very soon and fails to keep pace with times.

(any three points)

SECTION B

Answer **three** *questions.*

Question 5

(a) What is the theory of *checks and balances?* Explain how it has been implemented in the US Constitution. **[8]**

(b) Explain *any six* merits of a multi-party system. **[6]**

Comments of Examiners

(a) The two basic principles of checks and balance were not written by most candidates. Some candidates wrote about the powers and functions of different organs.

(b) Majority of the candidate wrote this answer correctly. However, some gave examples which made no sense.

Suggestions for teachers

– The teachers should lay emphasis on the basic principles.

– The various checks implemented in the US constitution should be discussed in detail and candidates made to write accordingly.

– Various party systems should be explained thoroughly.

MARKING SCHEME

Question 5.

(a) The theory of checks and balances holds that no organ of power should enjoy unchecked power in its sphere. Power of one organ should be restrained and checked by the power of other two organs. The theory has two basic principles:

1. Power corrupts and absolute power corrupts absolutely.
2. Power alone is the antidote to power. The US Constitution provides for a system of mutual checks and balances among the three organs of the government:

   a. The congressional checks upon the US President are: all appointments made by the President require Senatorial approval. All treaties made by the President require Senatorial ratification; President depends upon Congress for finances; Congress removes the President by impeachment; Congress alone can declare war, it can institute investigation committees and can propose amendments to the constitution.

   b. Congressional checks upon the Supreme Court and other Courts are: Judges are appointed by the President with the approval of the Senate. The judges can be removed by the Congress through impeachment; Congress alone can establish new Courts.

   c. Presidential Checks upon the Congress are: The bills signed by the President become laws; the President can exercise suspensory veto and pocket veto on the bills passed by the congress; he can pigeon hole any bill.

   d. Presidential checks upon the Judiciary are: The judges are appointed by the President; the President has the right to grant pardon, reprieve and amnesty to any criminal.

e. Judicial checks over the Congress and the President are: The Supreme Court has the power to conduct judicial review over the laws of the Congress; it conducts judicial review over the order issued and adopted by the President; the Supreme Court is the guardian of the constitution and the impeachments are presided over by the Chief Justice of the Supreme Court. Besides these inter-organ checks, there are the following checks: The federal and the state governments check each other; the House of Representatives and the Senate check each other; the House of Representatives is elected after every two years.

(the candidates should try to write about various checks of the three organs)

(b) Merits of a multi-party system are:

1. Natural for a society with socio-economic cultural diversities.
2. More choice for the voters
3. Compels the political parties to cooperate and form alliances.
4. Ruling parties or alliances cannot behave in an arbitrary way.
5. Several alternative governments can be formed.
6. More political education for the people.
7. The Nation remains free from rigid groupism.

(any six points to be explained)

Question 6

(a) Explain how the lower house of the parliament exercises control on the Executive in India. **[8]**

(b) *The US senate is the strongest second chamber in the world.* Discuss. **[6]**

Comments of Examiners

(a) It seems that many candidates did not understand the question. They wrote how the President is controlled. They did not write about the various ways in which the executive is controlled or explain the various motions, debate on President's Address etc. Moreover, the explanation given at times was not specific.

(b) Majority of the candidates answered this question correctly.

Suggestions for teachers

- Teachers should be highlight the ways in which the legislature can control the executive both in the parliamentary and presidential form of government.
- The students should be taught the comparative part very thoroughly.

MARKING SCHEME

Question 6.

(a) The Union Council of Ministers is collectively responsible before the House of the People, i.e. the Lok Sabha for all its acts of omission and commission. The ministers remain in office so long as they enjoy the confidence of majority in the Lok Sabha. The methods by which the lower house exercises control over the executive is as follows:

1. Question Hour
2. Debate on the President's Address
3. Defeat of Money Bills leads to the defeat of the government
4. Calling Attention, Adjournment, Cut, Censure, and No-confidence Motions.
5. Statement and explanation of the working of various departments.

(all the points to be explained in detail)

(b) *The US senate is the strongest second chamber in the world*:

The US constitutional system is the strongest second chamber in the world. The reasons are:

1. Unlike the House of Representatives, the senate enjoys three special powers regarding appointments, treaties and impeachments.
2. The House is a small chamber with parity representation, representing a whole state.
3. It has co-equal powers with the House of Representatives except with respect to introduction of money bills.
4. As there is no provision for a joint-sitting in the event of a deadlock, the mutual superiority of the House is not an advantage.
5. All legislation requires the approval of both Houses. Even in the case of money bills, the senate can change everything but the title.
6. The joint conference committee method of conflict resolution tends to favour the Senate because of its long tenure, wisdom and experience.
7. Unlike the House of Representatives, the senate is a quasi-permanent House.
8. Unlike the other upper houses, the senators are directly elected by the people.
9. The power of the senate has increased more due to the solidarity and unity of the senators.
10. The senators get proportionately more time to speak.

(any six points to be explained and other similar arguments can also be accepted)

Question 7

(a) What are the different functions performed by the Executive in modern times? **[8]**

(b) Explain the *three* important rights exclusively exercised by the British Monarch. **[6]**

Comments of Examiners

(a) Some candidates wrote the functions of the political executive while some wrote the functions of the permanent executive. Several candidates wrote about the executive functioning in a parliamentary system while others wrote only about the Presidential system.

(b) Very few candidates could answer this question correctly. They wrote common powers and position of the monarch. Candidates seemed to have totally neglected or overlooked this topic.

Suggestions for teachers

- Tell candidates that questions like these have to be answered from a general point of view. The points have to be specific and explained in detail.
- Selective study should be discouraged.

MARKING SCHEME

Question 7.

(a) The different functions are:

Policy making; enforcement of laws; appointment making, treaty making, defence, war and peace functions; foreign policy-making and the conduct of foreign relations; functions relating to law making; law making under the system of delegated legislation, financial functions; judicial functions, and the grant of titles and honours.

(any eight points to be explained)

(b) Three exclusive rights of the British Monarch are:

1. Right to be consulted.
2. Right to Encourage.
3. Right to warn.

(all three points have to be explained)

Question 8

(a) Discuss the powers of the Supreme Court in the USA. **[8]**

(b) What are the features of Judicial Review in India? **[6]**

Comments of Examiners

(a) Though many candidates answered this question correctly, the original jurisdiction and the appellate jurisdiction of the U.S Supreme court were left out in some answers. Several candidates confused it with the Supreme Court of India. Clarity and objectivity was lacking in answers.

(b) Majority of the candidates did not give a proper explanation and failed to write the 'procedure established by law' as an important feature of the judicial review in India.

Suggestions for teachers

- The students should be made conversant with the specific function of courts in India, U.K and USA.
- Every aspect of judicial review in India and US should be explained in detail.

MARKING SCHEME

Question 8.

(a) The powers of the Supreme Court in the USA are:

1. Original Jurisdiction: in cases which concern ambassadors and foreign agents; those in which state is a party and disputes between two or more states and the disputes between the United States on the one side and one or more states on the other side.
2. Appellate Jurisdiction: in cases for review directly from the State courts; cases from federal district courts; receives petitions against the decisions given by Federal courts of Appeals and to review the decisions of the Courts of claims and the courts of customs and patent appeals.
3. Interpreter of the constitution
4. Guardian of the constitution
5. Role in development of the constitution
6. Guardian of Fundamental Rights
7. Role in law-making.

(any four points to be explained in detail)

(b) Features of Judicial Review in India are:

1. Both the Supreme Court and High Courts exercise the power of Judicial Review.
2. Judicial review can be conducted in respect of all central and state laws.
3. It cannot be conducted in respect of the Acts incorporated in the 9^{th} Schedule of the Constitution.
4. Judicial Review applies only to the question of law.
5. Judicial Review is not automatic
6. The Supreme Court decides the validity of the law.

(The points to be explained)

Question 9

(a) Give *any eight* remedial steps for meeting the evils of communalism. **[8]**

(b) Suggest *any six* measures to eradicate economic inequality. **[6]**

Comments of Examiners

(a) Majority of the candidates scored in this question by applying common sense and logic. However, some did not understand the meaning of 'remedy' and did not write adequately. Overlapping of points was another common phenomenon.
(b) While most of the candidates answered correctly some candidates confused 'Economic inequality' with all other types of inequalities. A few candidates confused 'eradicate' with 'effect' of economic inequality.

Suggestions for teachers

– Help students in understanding the terms - causal / reasons, effects and remedial measures / solutions to evils like communalism.
– Terms like 'effect' and 'eradicate' should be made clear.

MARKING SCHEME

Question 9.

(a) Remedial steps for meeting the evils of communalism are:

1. Reforms in the Education system.
2. A Directed Socialisation Process.
3. Proper use of Mass Media.
4. Determined fight against poverty and under development.
5. Awareness of duties.
6. Use of social service schemes in education.
7. Legal ban on all communal organizations.
8. Peace and Brotherhood committees in local areas.
9. Special police and effective use of local administration.
10. Special courts for punishing communal rioters.
11. Involvement of NGOs.
12. Keeping religion separate from politics.
13. Review of Reservation policy.
14. Preservation of communalisation of history.
15. Popularization of the Principle of Unity in Diversity.

(any eight points to be explained)

(b) The measures to eradicate economic inequality are:

1. Control of population.
2. Value based education system.
3. Promoting the interest of peasants and other weaker sections of the society.
4. Vocationalisation of education.
5. Development of rural infrastructure.

6. Increasing employment opportunities.
7. A well-planned policy towards the establishment of special economic zones.
8. Empowering the Panchayati Raj.
9. Empowering the women.
10. Effective implementation of policies and accountability of government and the bureaucracy.
11. Unity of people against the forces of terrorism which are trying to destroy Indian economy.

(any six points to be explained)

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Q.1 (ii) Difference between a totalitarian state and an authoritarian state.
- (iv) Four essential features of a federation.
- (vii) Why is bi-party system considered best for Parliamentary form of government?
- (ix) Positive Dimension of Sovereignty of British Parliament.
- (x) Any two privileges of the members of House of Lords.
- (xii) Judicial powers of the President of India.
- (xiii) Equity Legislation
- (xv) Steps taken by the constitution of India to combat untouchability.
- Q.4.a (ii) Distinction between written and unwritten constitution a 'false' one.
- Q.6 (a) Lok Sabha exercising control over the executive.
- Q.7.(b) 'Three' exclusive rights of the British Monarch.
- Q.8.(b)Features of Judicial Review in India.

(b) Concepts between which candidates got confused:

- Features of a federation, conditions essential for the success of a federation.
- Constitutional provisions of India to combat untouchability.
- Separation of powers and checks and balances.
- Different functions performed by the Executive in modern times.
- Features of Judicial Review in India.
- 'Remedial' steps for meeting the evils of Communalism.
- Measures to 'eradicate' economic inequality.

(c) Suggestions for students:

- Selective study should be avoided.
- Be aware of the day to day political, social and economic activities – national and international.
- Substantiate the answers with examples.
- Comparative study of the political systems should be done with examples.
- Read the question paper well.
- Write answers in points and explain the points.
- Do not write vague statements.
- Points should not be repeated.
- Understand the question before answering it.

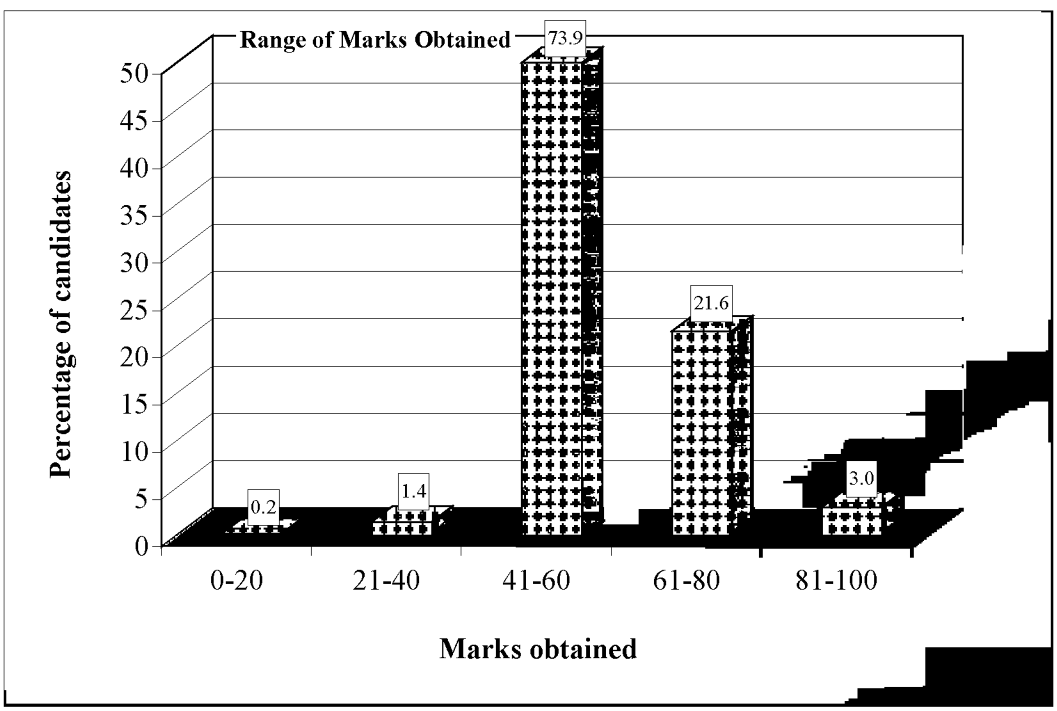
GEOGRAPHY

A. STATISTICS AT A GLANCE

Total number of students taking the examination	2,823
Highest marks obtained	97
Lowest marks obtained	11
Mean marks obtained	55.50

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	5	40	2085	609	84
Percentage of candidates	0.2	1.4	73.9	21.6	3.0
Cumulative Number	5	45	2130	2739	2823
Cumulative Percentage	0.2	1.6	75.5	97.0	100



B. ANALYSIS OF PERFORMANCE

PART I (30 Marks)

Answer **all** *questions.*

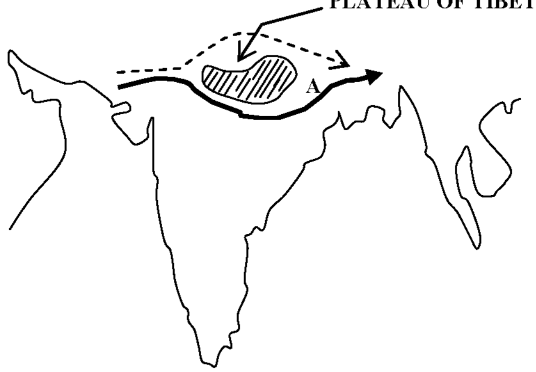
Section A

Question 1 **[10 × 2]**

(i) *Although the time of sunrise varies between Arunachal Pradesh and New Delhi, the watches show the same time.* Explain why.

(ii) Compare the land area of India with that of China.

(iii) In the diagram given below, **A** represents the path of an upper atmospheric air movement in the cold weather season.



(a) Name **A**.

(b) Explain how **A** influences the weather of India during winter season.

(iv) State *any two* ways in which Himalayas affect the Indian climate.

(v) Name the *two* streams which unite at *Devaprayag* to form into river Ganga.

(vi) Mention the *Period of Stagnant Population* and *Period of Population Explosion* in India.

(vii) State *any one* use of aluminium. Name a centre for aluminium industry in India.

(viii) What is a *port?* What advantage does the Mumbai port have over the other ports of India, in international trade?

(ix) Distinguish between a *major industrial region* and a *minor industrial region.*

(x) Define the term *micro-region.* Name *any one* micro-region in India.

Comments of Examiners

(i) Many of the answers were incomplete, as candidates were unable to explain that the variation in the time of sunrise was because of variation in local time. Some of the candidates did not refer to standard time and standard meridian, while some gave the standard meridian incorrectly.

(ii) Most answers were incorrect as (i) the land area was mentioned incorrectly; (ii) The unit or " Sq. Km." not mentioned.(iii) comparison between the land areas of India & China was not given.

(iii) (a) 'A' could not be identified as the 'Westerly Jet Stream' by many candidates. Candidates referred to 'A' as 'jet stream' or 'western disturbance' or by some other vague names. Candidates seemed to be unaware of the wind circulation patterns occurring at the surface of the Earth.

(b) This was a linked question and therefore, candidates who were unable to answer the first part correctly, lost marks. However, amongst those who answered part (a) correctly, many mentioned winter rain or snow fall but were unable to identify the regions correctly.

(iv) Most candidates answered this part correctly. However, there were others who referred to the Himalayas as a climatic divide without explaining their role, naming the winds bringing rain (South West Monsoons) or mentioning the Cold winds from Siberia.

(v) Many candidates could not answer this question correctly.

(vi) A number of candidates answered this part correctly. In some cases, candidates mentioned a particular year instead of referring to the specific period. In other cases, the terminal years of the time periods were found incorrect; a few candidates unnecessarily explained why India's population stagnated or increased rapidly.

(vii)The first part was correctly answered by most candidates but in the second part, most candidates gave names of states of distribution and not a centre of the industry.

Suggestions for teachers

- Instruct candidates to explain the difference between local time and standard time. Tell students to be careful when stating the values of latitudes and longitudes and to give the correct suffixes.
- Ask students to learn vital data accurately.
- The chapter on climate should be taught with intensive use of maps and diagrams. Students should be explained clearly the part played by upper atmospheric circulations.
- While answering the question on how the Himalayas affect the Indian climate, ask students to give specific and not generalised or vague impacts.
- Explain the different phases of population growth in India graphically. This will help students to identify, comprehend and retain the phases with greater ease. The reason for increase/ decrease in population must be learnt objectively.
- Explain clearly the difference between a centre (which is a specific place/ town/ city) a state and region (which generally- explains distribution).
- Definitions need to be learnt along with the key words.
- Students should be explained that a micro- region is not only the smallest/lowest in the hierarchy of planning regions, it also centres around a single specialization.

(viii) The definition of 'port' given by many candidates was rather vague. In the second part, many candidates referred to the general advantages of Mumbai Port, without referring to its importance in international trade.

(ix) Most candidates answered this part incorrectly. They referred to irrelevant parameters eg 'many industries / less industries important industries / unimportant industries', instead of key terms and words.

(x) Most candidates gave the definition of 'micro region' only with reference to size and not function. The example was given correctly by most candidates.

MARKING SCHEME

Question 1.

(i) The difference in local time is according to sunrise, but as they are situated in India, a standard time is followed, based on Central Meridian of 82^{o} 30'E longitudes.

(ii)

India	China
area = 32,87,782 km^2	area = 95.97 lakh km^2

(iii) (a) Westerly jet stream.

(b) It brings in the influence of temperature cyclones/ Western disturbances from the Mediterranean Sea causing rainfall during winter in the NW plains and snowfall in the Himalayan region.

(iv) Himalayas intercept the South West Monsoon and force them to give rainfall in India.

They prevent cold central Asian winds from entering India.

(v) Alaknanda and Bhagirathi

(vi) Period of stagnant population is 1901 – 1921

Period of population explosion is 1951 - 1981

(vii) Aluminium is used in aircrafts, utensils, railway coaches, bus bodies, buildings, defence, nuclear, packaging and coin.

Korba in Chhatisgarh, Ratnagiri in Maharashtra, Metur in Tamil Nadu Damanjodi in Orissa, Renukut in UP, Hirakud in Orissa and Alupuram in Kerala, Angul in Dhenkal, Jaykaynagar in West Bengal

(viii) Port is a place on the coast, with docks and berthing facilities where cargo is received and distributed in the country;

Mumbai handles foreign trade with western countries and East African countries, Gulf countries/ Gulf countries.

(ix)

<u>Major Industrial region</u>	<u>Minor Industrial region</u>
It is identified on the basis of a minimum daily factory working force of 1.5 lakh.	It must have a minimum of 25,000 working labours.

(differences should match)

(x)	Smallest of the planning region with the potential for developing at least one specialization of production. Examples: Agriculture in Punjab; Hydel power in Himachal Pradesh; Tourism in Jammu and Kashmir. (*any one*)

Section B

Question 2 **[10]**

On the outline map of India provided:

(a) Mark and name a mountain range situated between the two west flowing rivers of Peninsular India.

(b) Mark and name the highest peak of the Himalayan range in India.

(c) Trace the course and name the river which has the largest extent in Peninsular India.

(d) Mark and name the State which has the highest literacy rate according to census 2001.

(e) Mark and name the main groundnut producing State in India.

(f) Trace the shortest arm of the Golden Quadrilateral. Name *any one* of its terminal towns.

(g) Mark and name the Nuclear Power Station located to the north of Tropic of Cancer.

(h) Shade an area of tropical evergreen vegetation in North East India.

(i) Shade the region of Chattisgarh.

(j) Mark the port city of Vishakhapatnam.

Note: *All the map work, including legend (Index) should be done on the map sheet only.*

Comments of Examiners

(a) The 'Satpuras' were named incorrectly as the 'Vindhyas' by many candidates, while others marked the Vindhayas instead of the Satpuras.
(b) Many candidates marked the Everest or K_2. Some candidates marked Kanchenjunga in Nepal.
(c) In some cases, river Godavari was identified and named correctly but drawn incorrectly.
(d) 'Kerala' was named and identified correctly by most candidates but the area was either extended or reduced or shown with a dot.

Suggestions for teachers

- Give adequate practice in mapwork.
- Map marking techniques need to be drilled: a dot touching the coast for a port; not using a dot but a colour or shading to show a state or a region; the colour used, the symbols used; shading to keep to actual areas; wise use of arrows if marking area is too congested - all need to be explained.

(e) The boundary of Gujarat was marked incorrectly by several candidates; in some cases, the area, instead of being shaded, was shown with a dot.
(f) Many candidates drew the Delhi-Mumbai arm. Some drew the Mumbai-Chennai arm incorrectly. In many cases, ports were located away from the coast.
(g) In some cases, Narora was marked incorrectly.
(h) The area of mountain vegetation was shaded correctly by some candidates while some others shaded the Greater Himalayas as well.
(i) Few candidates were able to show the location of Chattisgarh correctly.
(j) The location of Vishakhapatnam was not known to many candidates.

– Rivers must be drawn with reference to their source and mouth. The entire course of a river needs to be drawn out. All naming and labelling should be done on the map itself.
– A proper index needs to be prepared.

MARKING SCHEME

Question 2.

Candidates were required to give a correctly labelled map showing the exact location of the regions/places asked for.

PART II (40 Marks)

Answer any **four** *questions.*

Question 3

(a) (i) State the location and extent of *Bhabar*. Mention *any two* differences between *Bhabar* and *Tarai*. **[3]**

(ii) Name the country with which India shares the longest land boundary. Mention the length of the boundary in Kilometres.

(b) (i) Give *two* reasons as to why Western Rajasthan is a desert. **[3]**

(ii) Name *any two* Himalayan drainage systems of India.

(c) Briefly explain the geological formation of the Peninsular Plateau. **[2]**

(d) State the climatic conditions of the tropical evergreen forests in India. **[2]**

Comments of Examiners

(a) (i) Many candidates were unable to distinguish between 'location' and 'extent', and interchanged the answers. In a few cases, the location was answered correctly, but the extent was not. In a few cases, the width of the Bhabar was given as the extent of the Bhabar. In many cases, the differences in the two columns did not tally point by point.
(ii) The name of the country was given correctly by most candidates. However, most candidates failed to specify the length of the boundary correctly.

(b) (i) While a number of candidates answered correctly, others could not name the two branches of the SWM, or state that the Aravallis are parallel to the Arabian Sea Branch of the SWM.
(ii) Many candidates did not understand the term 'system'. They were unable to identify the Himalayan tributaries of the Ganga and Brahmaputra. Others simply mentioned a few tributaries including the Peninsular tributaries. Some named a few Himalayan rivers without specifying drainage system.

(c) Most candidates answered this part correctly. Others were confused between 'geological ages' and the 'geological sequence' leading to the formation of the Peninsular Plateau. A few candidates discussed why the Peninsular acts as a horst.

(d) This part was answered correctly by most candidates. However, some candidates did not specify a range of temperature or state the word 'average'; a few did not write the range of rainfall; others stated a humidity figure without the unit.

Suggestions for teachers

- Tell students that in questions in which differences are asked, the differences on both sides should tally.
- Students need to be made aware of facts like the biggest, smallest, highest, lowest, etc.
- Give practice to students in application based questions for the chapter on climate. Teach them to read and analyse graphs and diagrams.
- Concepts such as, left bank/right bank tributaries, Himalayan and Peninsular tributaries, rivers and drainage systems need to be clarified.
- Geological history and the sequence of events need to be explained clearly.

MARKING SCHEME

Question 3.

(a) (i) Location – South or foot hills of Shiwaliks.

Extent – Lies between River Indus and River Tista.

Bhabar	Tarai
8 to 16 Km wide.	20 – 30 Km wide.
Pebble studded region with porous beds.	Region of comparatively finer alluvium.
Streams disappear.	Streams reappear and forming marshy areas.
Not agriculturally suitable.	Reclaimed for agriculture.

(Differences should match – any two points)

	(ii)	Bangladesh 4096 km length	
(b)	(i)	• Arabian Sea branch of South West Monsoon blows parallel to Aravallis. • Western Rajasthan lies on the Leeward side of Aravallis to the Bay of Bengal branch of south west monsoon.	
	(ii)	• Indus and its five tributaries • Ganga and its Himalayan tributaries • Brahmaputra and its Himalayan tributaries.	
(c)	• During the pre Cambrian era, there was a large depression in which sediments was deposited and a block of crystal rocks emerged and never submerged again to form the Peninsular Plateau of India.		
(d)	• Rainfall – above 200 cms • Temperature – 24^{o}C average (24^{o}C – 27C^{o}C) • Humidity 70%		

Question 4

(a) With reference to percentage of world population, compare India's position with China and Australia. **[3]**

(b) What are the *two* main causes for an increase in the number of high population density areas in the Indian region? **[1]**

(c) Explain *any three* reasons for in-migration to the urban city of Lucknow. **[3]**

(d) With reference to the circular rural settlement pattern, answer the following: **[3]**

(i) How does this pattern develop?

(ii) Name *any two* areas where this pattern is found in India.

Comments of Examiners

(a) Candidates were unable to state the population. In some cases, population was stated in numbers which were rounded up, which was incorrect; the percentages were also given incorrectly by some candidates.

(b) Answers in many cases were incomplete. Some candidates repeated the same answer for 4(c).

(c) Most candidates were able to co-relate Lucknow as an urban centre and growth due to pull factors. In some cases, instead of writing about employment, education and health, candidates wrote about marriage as a pull factor for women.

Suggestions for teachers

– Candidates must be advised to tabulate appropriate geographical data and learn it for better analysis and assimilation, e.g. data related to the highest and lowest; biggest/ smallest, and other comparative facts.

(d) (i) Some candidates defined term correctly. However, many failed to answer satisfactorily as answers were vague and failed to convey the idea that such a settlement forms 'around a water body' and not along the banks of a river or along a coast, or 'across a water body' as stated by some.

(ii) This part was not answered correctly by most candidates as correct examples could not be given. There was confusion between – centre, state, area and region. Names of states were provided instead of areas/regions.

- Reasons pertaining to increase in population density must be clearly explained so that candidates can apply that knowledge to explain the increase of high density areas.
- Give practice to students in answering questions that require them to think.
- Students must be taught the growth of rural settlements patterns diagrammatically. The correct use of words like 'on', 'along', 'across' and 'around' are necessary and important while defining settlement patterns.
- Students should be advised to state the most typical or exemplar regions of a particular pattern of settlement, specifically without being too generalised. Instead of naming states like, Gujarat, Madhya Pradesh, etc. – as this implies that the entire state has a circular pattern of settlement, they should write - parts of Gujarat / Madhya Pradesh / Maharashtra.

MARKING SCHEME

Question 4.

(a)
- India is the second most populous country with 1028.7 million population, whereas China is the first with 1277.6 million population, in % India is 16.8%, China is 21.1% or 124.4% as compared to India.
- Australia has 18.7 million or 0.3% or 1.8% in comparison to India.

(Any one criteria - % figure or statement.)

(b)
1. Development of agricultural areas
2. Development of industries
3. Increase in urbanisation OR

(1) Presence of raw material

(2) Availability of transport

(3) Security, livelihood, etc.

(c) Pull Factor: is when an area of vast scope attracts people from other areas offering modern facilities and employment, education, medical facilities, political problems, riots, etc.

(d) (i) With the presence of any perennial water body in the centre.

(ii) Upper Ganga – Yamuna Doab,

Trans – Yamuna region,

Parts of Madhya Pradesh, Gujarat and Maharashtra. *(any two)*

Question 5

(a) (i) Why is there a need for environmental management? **[2]**

(ii) What is meant by *sustainable development?*

(b) What are the *two* reasons for the arable land degradation in India? **[2]**

(c) Mention *three* ways in which modern means of irrigation are more advantageous than the ancient methods of irrigation. **[3]**

(d) (i) Mention *two* ways in which tube-wells are better than ordinary wells as a form of irrigation. **[3]**

(ii) Name *any two* alternative methods of irrigation.

Comments of Examiners

(a) (i) Few candidates were able to answer this question correctly. Most candidates defined environmental management or they were unable to explain why conservation is required. Their answers were incomplete – with emphasis only on 'pollution free environment'.

(ii) This question was well answered by most candidates. However, a few candidates gave incomplete answers, without stating the two different parts. They wrote, 'sustainable development is that which enables the future generations to meet their needs', but did not mention the 'present generation', while others left out 'conservation for future use'.

(b) Some candidates did not seem to know the meaning of the term 'arable' and gave reasons like, 'deforestation, overgrazing and shifting cultivation' – which are mainly causes for degradation of forested lands. Candidates left out key words like, 'excessive use of fertilizers', or repeated the same points like, 'over irrigation' and 'soil salinity' as separate points.

(c) Most of the candidates were able to attempt this part well.

Suggestions for teachers

- Complete definitions must be learnt.
- Ask students to go through the syllabus and scope thoroughly. Selective study must be avoided.
- Students must be taught to write or explain in a precise manner. Examples and differences should be cited.
- Candidates need to comprehend and write precise answers, with data if required.
- Help candidates to differentiate between alternative methods of irrigation, modern methods of irrigation and conservation of water.

(d) (i) Answers were found to be incomplete in most cases. Candidates failed to explain the superiority of tube wells over ordinary wells in terms of larger area of land irrigated (area was not correctly quantified). The idea that tube wells are mechanised and thus more efficient was left out by some candidates.
(ii) Many candidates gave the answer as, watershed development and rain water harvesting instead of alternative methods like micro-irrigation and sprinkler irrigation.

MARKING SCHEME

Question 5.

(a) (i) To plan, review, assess, decide and create a pollution free environment to protect life for future.

(ii) Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

(b) Excessive use of chemical fertilisers, over irrigation, salinity, water logging.

(c) 1. They are perennial sources of water.

2. They can irrigate larger area.

3. They are easy to operate.

(d) (i) Tube-wells generally irrigate two hectares per day whereas surface wells irrigate only 0.2 hectares per day.

Tube-wells can bring up water / irrigate in quick time with the help of machines, whereas, wells take longer time.

(ii) Micro irrigation schemes, sprinkler, drip irrigation

Question 6

(a) (i) Name *any two* methods of fishing. **[4]**

(ii) Mention the leading State for fish production in the Western Coast of India. State *two* reasons for the development of the fish industry in India.

(b) What is understood by the term *market gardening*? State a reason for its development in India. **[2]**

(c) Compare tea production of India with Sri Lanka. **[2]**

(d) State *any four* conditions essential for the generation of hydro-electric power. **[2]**

Comments of Examiners

(a) (i) While most candidates answered this part correctly, a few named the implements used, e.g. – wrote about 'catching fish with net'; others wrote – 'pelagic fishing', 'demersal fishing', etc.
(ii) Many candidates identified the state correctly. In some cases, the reasons given by candidates were vague and incomplete. The most obvious reason – i.e. the 'natural factors' was left out in many answers.

(b) Several candidates were unable to provide the definition of 'market gardening' and defined 'horticulture' instead, thus omitting the essential key expressions. Reasons given for its development were also very vague and not identified correctly in some cases.

(c) Some candidates answered correctly. For others, the comparison was incomplete as points in the corresponding columns did not tally. Ranking of India and Sri Lanka in terms of export and production was not mentioned in some cases.

(d) This part was answered well by most candidates. Some candidates missed out key words – e.g. 'perennial' for large volume of water, 'sufficient height' for water falling and 'huge' for capital investment. Some mentioned words like 'market' and 'capital outlay' without any explanation.

Suggestions for teachers

- Explain the difference between methods of fishing and implements and their details therein. Students should be taught to learn the text thoroughly and not to resort to selective study.
- Advice students to list out leading states.
- Teach students to explain reasons behind particular geographical observations completely and specifically.
- Give precise definitions to students.
- While teaching, identify the key words for the students.

MARKING SCHEME

Question 6.

(a) (i) Drifting, trawling, seining and lining *(any two)*

(ii) Kerala

- Use of mechanised boats
- More fishing harbours are developed
- Subsidies are given to fishermen to improve fishing methods.
- Natural factors – tropical waters along coastline, undented coastline, shallow waters.

(*any two points*)

(b) Market gardening is the growing of fruits and vegetables in suburban areas for commercial purposes, sale in urban markets.

Reason:

(1) Efficient land use and natural resource.

(2) Creating skilled employment for rural masses.

(c)	Production of Tea in India	Production of Tea in Sri Lanka
	• 1st largest producer in the world.	• 3rd largest producer in the world.
	• 1st largest exporter of tea in the world.	• 2nd largest producer in the world
	• Grows black and green tea	• Grows only black tea
	• Main area – NE states and Nilgiri hills in S. India.	• Main area – S. of Badulla and N. of Kandy.
		(any two differences)
(d)	• Perennial flow of large volume of water • Water should fall from a sufficient height • A ready market • Huge capital investment	

Question 7

(a) (i) What is the importance of transport as an infrastructural resource to industrial economy? **[3]**

(ii) Briefly discuss *any two* natural factors that govern the distribution of roads in India.

(b) Mention any *one* disadvantage of airways and *any one* disadvantage of pipelines as a mode of transport. **[2]**

(c) Name a recently developed port of Tamil Nadu. What is its main purpose? **[2]**

(d) State *three* ways in which radio and television are useful means in mass communication. **[3]**

Comments of Examiners

(a) (i) Candidates answered this question vaguely. They did not clearly state that transport is a link between raw material and factories and finished goods and markets. Many candidates were confused and failed to understand the question. They discussed the general importance of roads instead.

(ii) Many candidates answered this part correctly. However, others failed to understand what 'natural factors' entail. Many discussed human factors instead of natural ones. They failed to explain that hilly terrain is not suitable for building roads. Many made contradictory statements like – "lots of roads can be built in the mountainous regions".

Suggestions for teachers

- Explain to candidates that the 'importance of transport in the industrial economy' must essentially relate to production and consumption of goods.
- Teach students to differentiate between natural and human factors influencing transport.
- Ask students to avoid selective study.

(b) This part was answered correctly by majority of the candidates. Some candidates confused 'limited carrying capacity' with 'cannot carry heavy and bulky goods'. Regarding pipelines – some candidates wrote "pipelines leak" which was an incomplete answer.

(c) Many candidates wrongly identified the port as Vishakhapatnam and therefore could not answer the second part correctly. A specific answer was required – particular to the port. General answers such as, "to export and import various products" or "to trade with other countries", etc. were also given by a few candidates.

(d) This part was generally answered correctly by most candidates. A few candidates tended to repeat the same point.

MARKING SCHEME

Question 7.

(a) (i)
- A vital link between production and consumption.
- A vital link between production and distribution
- It leads to an integrated social – political and economic development.
- Transportation facilities are required to carry various factors to manufacturing sites (may also be explained with the help of examples).

(any two points)

(ii)
- Flat level land
- Availability of rich fertile land
- High density of population

(any two points)

(b) Disadvantages of airways:
- Costliest mode of transport
- Affected by weather conditions
- Has limited carrying capacity
- Use of non-renewable energy source – petroleum as a fuel *(any one point)*

Disadvantage of pipelines:
- They are not flexible
- Their capacity cannot be increased once laid
- Security management is difficult
- Underground pipelines cannot be easily repaired
- Underground leakage detection is also difficult *(any one point)*

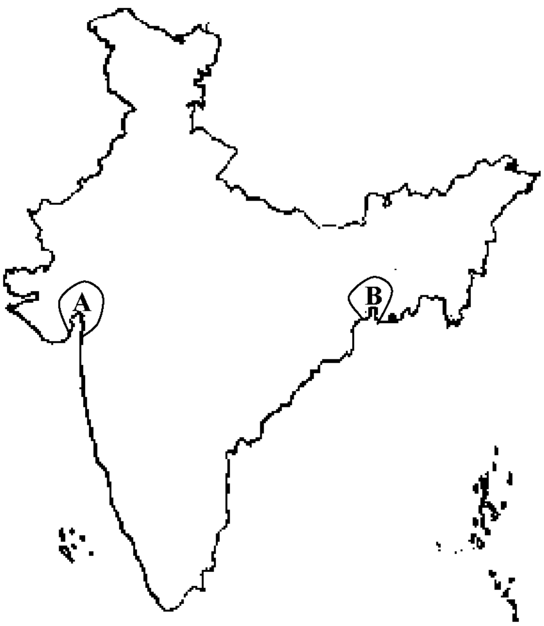
(c) Tuticorin:
- To carry on trade with Sri Lanka

(d)
- Creating awareness about national policies and programmes among the masses
- Educational programmes for schools

- Healthy entertainment
- Promoting social justice
- Promoting research and development in broadcast technology
- Information about current affairs *(any three)*

Question 8

(a) On the given sketch map of India:



(i) Identify the industrial regions **A** and **B**. **[3]**

(ii) Identify *any one* factor that has contributed to the growth of:

(1) Region A

(2) Region B

(b) State *two* ways in which Cotton industry in India is influenced by climatic conditions. **[2]**

(c) Name the leading State for sugar industry in Peninsular India. Name its *two* centres. Why is there a shift of the sugar industry from North India to Peninsular India? Give *two* reasons. **[3]**

(d) (i) What are *petrochemicals?* **[2]**

(ii) Give one reason for slow growth of international tourism in India.

Comments of Examiners

(a) (i) While some candidates identified the regions correctly, many candidates named the most important industrial centre (Ahmedabad and Kolkata) instead of the Gujarat Industrial Region and the Hugli Industrial Region. Many candidates incorrect by named Region A as the 'Ahmedabad Region' and Region B as the 'Kolkata- Haldia region'.

(ii) Many candidates failed to name the raw material based on which the industries have developed. Some named the industry but not the raw materials on which the industries have grown. In some cases, candidates discussed the general geographical advantages of the regions.

(b) In most cases, climate as a factor influencing cotton 'growing' and not cotton 'processing' were stated. Candidates were unsure about the influence of a humid / dry climate on the spinning of cotton yarn; instead, they wrote how adverse climatic conditions like, strong winds, rainy and stormy weather affects cotton plants and crop. Some also wrote about various problems faced by the cultivators because of adverse climate.

(c) Many candidates were not able to identify the leading state. The centres were also incorrectly named by several candidates. The second part of question was well handled by most of the candidate.

(d) (i) An incomplete definition of petrochemicals was given by most candidates. Some candidates defined petrochemicals as chemicals derived from petroleum resources or simply as 'petroleum refinery products'.

(ii) The reasons were identified correctly by most candidates. A few candidates mentioned strikes and bands instead of terrorist attacks.

Suggestions for teachers

- Explain clearly the difference between centre /area /region /state. Industrial regions with their major / important centres should be listed out and learnt.
- Make students identify the factors of location for each region. It should be made clear to students that it is not an industry which is a factor of location and that the main reasons for the location and growth of an industrial region pertains to the availability of raw materials.
- Ask students to read the question carefully and understand what is required.
- Explain to students that only one State leads and not many.
- Ask students to tabulate leading states with reference to particular resources for greater retention.
- Stress upon learning complete definitions.
- Ask students to learn problems related to international tourism and domestic tourism separately.

MARKING SCHEME

Question 8.

(a) (i) A – Gujarat Industrial Region

B – Hugli Industrial Region

(ii) A– Availability of raw cotton for growth of cotton textile industries OR

Discovery of oil and establishment of petrochemical industries *(any one)*

B– Availability of jute, tea in West Bengal and Assam OR

Discovery of coal and iron ore in Chotanagpur plateau.

Served by Kolkata port *(any one)*

(b)	Cotton textile industry. Humid climate does not allow breaking of thread	
(c)	Maharashtra – Mannad, Kolhapur, Ahmednagar, Sangli Solapur, Pune, Satara, Nasik	*(any two)*
	Shift of Sugar industry: – Yield / unit area is high – Long crushing season of 7 – 8 months – Well managed co-operative sugar mills – New large mills with modern machineries – Mills are close to farm and high extraction of sucrose content.	*(any two)*
(d)	(i) Petrochemicals are chemicals and compounds derived from petroleum resources. (ii) Terrorist attacks, riots, poor infrastructural development	*(any two)*

Question 9

(a) How is *multi-level planning* different from *single level planning.* **[2]**

(b) Explain the following levels of planning in the regional economical development: **[2]**

(i) Block level planning

(ii) Panchayat level planning

(c) With reference to mining in Chattisgarh, name two minerals each mined from the following centres: **[2]**

(i) Surguja district

(ii) Bastar and Durg districts

(d) What is an economist's contribution to the development of a region? **[2]**

(e) With reference to Haldia Port, state the following: **[2]**

(i) Its location

(ii) The two main items of trade

Comments of Examiners

(a) This question could not be answered satisfactorily by several candidates as definitions and differences could not be identified and paired. Many candidates failed to identify the characteristic features of multilevel planning. Some gave incomplete answers – "single level planning is done at one level multilevel planning has many levels".

(b) (i) Most candidate were unable to give correct answers. Many candidates did not mention that each district is divided into blocks of 100 villages with a population of 60,000. These figures were either not mentioned or stated incorrectly. Some candidates did not mention the participation of local population in implementing the plans. Several candidates referred to the Block Development Officer as a Block Collector or District Collector.

(ii) Many candidates failed to mention that 'Panchayat' is an elected body. They did not mention village/ block/ district when writing that it is a 3- tier structure. In some cases, mixed answers were given - e.g. gram panchayat merged with block and district. Some candidates did not mention the 3- tier structure of the Panchayat.

(c) (i) This part was answered correctly by most candidates. However, in some cases, only one of the two minerals was mentioned.

(ii) Some candidates gave examples of minerals separately for Bastar and Durg. They were not sure of minerals found commonly in both districts.

(d) Most of the candidates answered this part correctly. A few were unable to explain the tools of an Economist. Some others gave incomplete answers.

(e) (i) Many of the answer for the location of Haldia Port was rather vague and general – candidates wrote – "in West Bengal"; "a few kilometres away from Kolkata". Many candidates failed to mention the exact location.

(ii)Many candidates got confused between the industries and goods which pass through the port – therefore they wrote 'fertilizers' and 'petrochemicals'. Others mistakenly mentioned the items of trade of Kolkata port – tea, jute, iron ore, etc. instead of mineral oil and petroleum products.

Suggestions for teachers

- Teach students how to match points and mark out features of single level and multilevel planning. Tell students that feature of both types of planning should be mentioned and that the differences should match.
- Students should be drilled to identify and number features characteristic of different planning levels.
- Stress upon writing complete answers.
- Explain the location of Haldia port with particular reference to the rivers Haldia and Hugli – the use of keywords and terms help.

MARKING SCHEME

Question 9.

(a)

Single level planning	Multi level planning
It is done at national level and the planning process is centralised.	It is where various levels of planning takes place and country is divided into small territorial units.

(b) (i)

- Block level planning: is when each district is divided into blocks consisting of about 100 villages with a population of about 60,000.It is the lowest level of planning under Multi level Planning.
- The aim is to mobilise local resources and participation of local people in decision making and implementation of the development scheme.
- The planning is initiated under a Block Development Officer and a team of various specialists and village level workers.
- The main focus is to solve local problems with the help of the extension officers in the field of agriculture, animal husbandry, cooperation, education, health, etc.

(any one point)

(ii) Panchayat: it is an elected body in which villages as voters elect their representatives. The Panchayat Raj system has a 3 tier structure: (i) Village level (ii) Block level (iii) District level.

(c) (i) Surguja – Coal, iron ore, bauxite

(ii) Bastar and Durg - limestone, iron ore, dolomite *(any two of each)*

(d)

- To enhance general productivity level
- Per capita income
- Efficiency of a worker
- Overall improvement in quality of life in general
- Elimination of poverty. *(any two points)*

(e) (i) Location: - confluence of rivers Hugli and Haldia 105 km distance from Kolkata.

Main items of trade – mineral oil and petroleum products.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Naming the Himalayan drainage systems.Q3(b)(ii)
- Comparative question on population data of India, China and Australia. Q. 4 (a)
- Reasons for increase in high population density areas. Q.4(b)
- Comparative representation of tea production – meaning rank in production and export. Q.6(c)
- Confusion over need and objectives of environmental management.Q5(a)(i)

(b) Concepts between which candidates got confused:

- Basic concept of local time and standard time.
- The concept of major and minor industrial regions.
- Definition / idea of market gardening.
- Single level planning and multilevel planning.
- Correlation between transport and industry.

(c) Suggestions for students:

- Study the syllabus thoroughly. Avoid selective study.
- Learn definitions thoroughly and completely, along with examples.
- A diagrammatic study of topics of Unit I – i.e. Physical features, climate must be done. Relevant examples, cross section of important features and differences are important.
- Population studies require particular reference to the tables of data. They are important for the identification of highest/lowest; largest/smallest states and finding reasons for the same.
- Advantages/disadvantages, reasons for concentration / lack of different types of transport network are important.
- Practice Map work regularly.
- Plan out revision work.
- Avoid vagueness while writing answers. Practice answering questions appropriately, using key words and relevant terms.
- While giving differences, the points of difference should match.

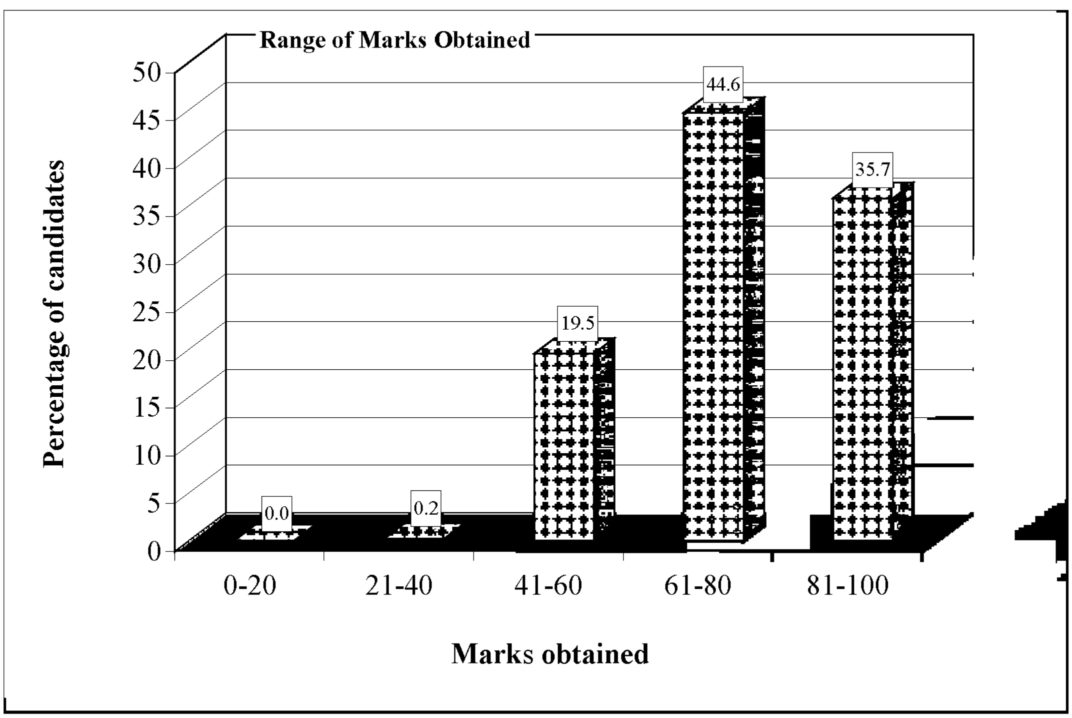
SOCIOLOGY

A. STATISTICS AT A GLANCE

Total number of students taking the examination	1,761
Highest marks obtained	100
Lowest marks obtained	25
Mean marks obtained	74.94

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	0	3	343	786	629
Percentage of candidates	0.0	0.2	19.5	44.6	35.7
Cumulative Number	0	3	346	1132	1761
Cumulative Percentage	0.0	0.2	19.6	64.3	100



B. ANALYSIS OF PERFORMANCE

PART I (20 Marks)

*Answer **all** questions.*

Question 1

Answer briefly each of the following questions: **[10×2]**

(i) Define *social institutions*.

(ii) Explain *teknonymy*.

(iii) Mention *two* features of tribal economy.

(iv) Distinguish between *levirate* and *sororate*.

(v) Write *two* functions of marriage.

(vi) What is *dual-organization*?

(vii) Define *taboo*.

(viii) Briefly explain *globalization*.

(ix) What is *shifting axe cultivation*?

(x) Mention the *four* linguistic divisions into which tribals of India are divided.

Comments of Examiners

(i) 'Social institutions' was vaguely defined by many candidates. Some candidates gave examples of social institutions, instead of the definition.
(ii) Most answers were correctly written.
(iii) Most of the candidates were able to answer this part correctly. Some candidates got confused and wrote on the economic life of the tribals.
(iv) The terms 'levirate' and 'sororate' were confused with 'polyandry' and 'polygyny' by a number of candidates. Some candidates interchanged the meanings of 'levitate' and 'sororate'.

Suggestions for teachers

- Explain the term 'Social Institution' as a structural and functional machinery.
- Give specific definitions to students, with the key words.
- Explain the difference between polyandry & polygyny and levirate & sororate. The words 'actual' and 'potential' need to be highlighted.

(v) Most of the candidates were able to attempt this part correctly.
(vi) Candidates seemed to be confused while attempting this part. They did not mention the concept of the structure being dual organization. Most of the candidates defined a phratry and moiety as a dual organization.
(vii) Most of the candidates answered this part well.
(viii) Some candidates confused 'Globalisation' with 'Global warming'.
(ix) Most candidates wrote the meaning of 'shifting axe cultivation' correctly, along with its features.
(x) Many candidates got confused, or gave wrong linguistic divisions. Many wrote about geographical zones and race division.

- Specify the different features of tribal economics.
- The concept of phratry, moiety leading to the structure of dual organisation needs to be explained well with clarity.
- Explain the term 'globalisation' as a sociological concept.
- Explain the concept of slash and burn method of agriculture.
- Students need to focus on the linguistic zones correctly.

MARKING SCHEME

Question 1.

(i) Social Institutions: Social institutions represent the social structure and the machinery through which human society organises, directs and executes the multifarious activities required to satisfy human needs.

(ii) A person is referred to as the father or the mother of his/her child, Teknonymy i.e. Khasi.

(iii)
1. The exploitation of nature is carried in the absence of technological aid and therefore is ineffective and inadequate even wasteful. It is illustrated by shifting axe-cultivation.
2. Money as a medium of transaction and measurement of value and a medium of exchange is not as widely used in the primitive society as in the modern.
3. The profit motive in economic dealings is generally absent. The role of an incentive is fulfilled by a sense of mutual obligation, sharing and solidarity.
4. Cooperative and collective endeavour has been hailed as one of the main characteristics.
5. The rate of innovation, internal or induced, is very low in these societies, they are comparatively stable and there is little of progress.
6. Regular market as an institution is absent.
7. Most of the economic activities of primitive people are directed towards the manufacture of consumption goods rather than production of goods.
8. Specialization based on specially acquired specific technical abilities is absent. Division of labour is based on sex.

(any two points)

(iv)	Levirate – The practice of being made actual or potential mate to one's husband's brothers. Ex: Toda, Khasa. Sororate: - When several sisters are simultaneously or potentially married to the same man. e.g. Sema-Naga.
(v)	1. Regulation of sex life – sex life has to be controlled and regulated in a proper manner to avoid chaos and confusion in society. 2. Marriage leads to the establishment of the family: sexual satisfaction offered by marriage results in self-preparation. 3. Provides for economic cooperation – marriage makes division of labour possible on the basis of sex. 4. Marriage contributes to emotional and intellectual inter-stimulation of the partners: it brings life-partners together and helps them to develop intense love and affection towards each other. 5. Marriage aims at social solidarity – Marriage not only brings the individuals together but also their respective families. *(any two points)*
(vi)	If all the claims of a tribe are constituted into just two practices, then the emergent type of social structure is called dual organization. Eg. Toda, Tartharal; Teivaliol. *(definition and example)*
(vii)	Taboo: Taboo is a word taken from a Polynesian word *Tabu*, "to forbid" is used to designate all the restrictions communicated through verbal don't dos' and generally associated with ritualistic behaviour.
(viii)	Globalization: The word is related to express that the whole world has become one unit. It means that all the countries of the world are inter-dependent on each other. In fact, the world has become a big family.
(ix)	Shifting axe cultivation: Consists of felling trees a little before the sowing season and setting on fire. Every time, a piece of land loses its fertility a new land is cleared for farming.
(x)	a. Indo-European or Aryan b. The Dravidian c. The Austric d. The Tibeto-Chinese (Sino-Tibetan)

PART II (50 Marks)

*Answer any **five** questions.*

Question 2

(a) Write a note on the causes of the emergence of phratry in tribal societies. **[5]**

(b) Explain the various degrees of kinship giving *one* example for each. **[5]**

Comments of Examiners

(a) Most candidates were able to attempt this part correctly. Some wrote the answer without giving specific headings. Some gave Morgan's explanation for origin of clans.

(b) Candidates gave brief definitions of primary, secondary and tertiary kinship. In several cases, kinship was not clearly defined. In most cases examples/diagrams were not given. Ego's relation with his primary, secondary and tertiary was not well classified.

Suggestions for teachers

– Explain the concept of phratry clearly. Headings based on Lowie - fusion, fission, extinction and generalization should be given. Then the explanations can be given along with some examples.

– Explain ego's concept and the ego's relationship with each of the kin. Here the definition of kinship can be given along with affinal and consanguineous kinship. Diagrams can be used to clarify the concept.

MARKING SCHEME

Question 2.

(a) Firstly, several Clans may combine together without losing all features that marked their separateness. Original distinct features are maintained even after they combine.

Secondly, a Clan may grow so large in numbers, it splits up into lesser groups without completely severing the bond.

E.g. Ito, Oraon, Munda *(any one example)*

Thirdly, Extinction – Toda like – dual organization, came into existence through the dying out of all but the exogamous clans – One clan may grow so rapidly that its members were taking spouses from all other clans – making inter – marriage difficult – joined together. E.g. Gond.

Fourthly, on the basis of Lowie - maintains that clans and moieties may arise separately for separate reasons but may combine later on into one organization, though being part of the same social system.

(b) 1. If a person is related to the ego directly – ego primary kin. E.g. father (primary consanguineous)

Δ = 0 (consanguineous)   Δ=0 affinial

1 ego   ego

2. Any kin related to ego through primary kin – secondary kin – e.g. ego's father's brother (secondary consanguineous), step mother (secondary affinal – or any other suitable example)

Δ = 0 (consanguineous) (0) = Δ = 0 affinial

| ego | ego

3. Secondary kin of primary kin or primary kin of secondary kin – tertiary kin, e.g. ego's father's brother's wife

0 = Δ – Δ = 0

ego

with degree.

Question 3

(a) Explain *hypergamy* as one of the forms of marriage. **[5]**

(b) Discuss Morgan's evolutionary scheme of family. **[5]**

<u>Comments of Examiners</u>

(a) 'Hypergamy' with the concept of Hindu society was not explained by many candidates. The reason why Manu made this law was also not given by candidates. Several candidates did not mention Caste barriers or explain Kulinism.

(b) While a number of candidates were able to give a satisfactory answer, some got confused between punaluan and consanguine family. Several candidates failed to give proper terms for evolutionary Scheme of family.

<u>Suggestions for teachers</u>

- Explain the concept of hypergamy and hypogamy well. The castes in which women can get married, reasons for hypergamy need to be explained. The concept of Kulinism with consequences should also be explained.
- Teach students to write the correct order of the evolutionary scheme, as one stage follows the next. Headings need to highlighted.

MARKING SCHEME

Question 3.

(a) According to Manu – to prevent a woman from losing caste and becoming ritually impure – hypergamous (anuloma) marriage is prescribed – a man can marry only in his caste or from below, but a woman can marry from her own caste or above. Hypogamy (pratiloma) – marriage of a woman to a man from a lower caste is not permitted.

Eg. Brahmin – kshatriya – Vaish – Sudra

Consequences Kulinism (for Brahmin girls, in order to avoid dowry or being spinster)

Marriage by capture among sudras (for sudra men to avoid bride price or being bachelor or polyandrous)

[*definition, example, consequences, one example for boys and girls*]

(b) Much anthropological research and speculation has gone into examining the historical origins of the family. Morgan has postulated an evolutionary scheme of family.

1. The Consanguine family – intermarriage in a group of siblings.
2. The Punaluan family – intermarriage of several sisters, with each other's husbands in a group. The joint husbands were not necessarily brothers or wives not being necessarily related to each other.
3. The Syndyasmian or pairing family – marriage between single pairs, without giving the right of exclusive cohabitation – continued during the pleasure of the parties.
4. The Patriarchal family – marriage of one man with several wives – each wife being secluded from every other.
5. The Monogamian family – marriage between single pairs, with the married couple having exclusive cohabitation with one another.

(each of the five points with explanation)

Question 4

(a) Analyse Frazer's *types of magic* with suitable examples. **[5]**

(b) Make a comparative study of *religion* and *science*. **[5]**

Comments of Examiners

(a) Most candidates made mistakes in this answer. They wrote about the types of magic, specifying black and white magic, instead of writing on Homeopathic and Contagious magic.

(b) Sketchy answers were given by some candidates. Similarities were also given in some cases, which were not asked for. Several candidates gave the difference between Religion and Magic instead of Religion and Science.

Suggestions for teachers

- Frazer's types of Magic must be explained clearly: (a) Like produces like; (b) Once in contact always in contact.
- Ask students to write clear and precise differences. Headings can be given which can be elaborated upon.

MARKING SCHEME

Question 4.

(a) (i) Like produces like.

(ii) Once in contact always in contact.

The first one is called Law of similarity – Homoeopathic or Imitative magic, eg. Chota Nagpur – thunder with rumbling noise – go to the hill top, sacrifice a pig, roll down boulders from hill tops, light fires to create a cloud of smoke in the hope of rain; human sacrifice of khond; banned ceremony of the Tehri – Garhwal – death by strangulation; burning effigies.

The second one is called the Law of contact or Contagious magic. Eg. Primitives are unwilling to use each other's clothing, nail cutting, hair trimming – not because of hygiene but because the belongings are regarded as parts of the person to whom these belonged.

(b) Religion and Science:

1. Religion is based on faith and rituals whereas science depends on observation, experiment, verification.
2. Ritualism, religious fundamentalism and fanaticism are rooted in religion whereas Science is based on logic and cause and effect relationship.
3. Science deals with empirical world, religion deals with supernatural world.
4. Science is fact; religion is logic and philosophy.
5. Religion is a social reality, science is a natural reality.
6. True religion and true science both are for human welfare.

(5 points with explanation)

Question 5

(a) Discuss the nature of *primitive law*. **[5]**

(b) Examine *any five* features of family. **[5]**

Comments of Examiners

(a) Most of the candidates were able to attempt this part well. Several candidates wrote more than what was required - they also highlighted the differences between primitive law and modern law.

(b) This part was generally attempted correctly by candidates. A few candidates 'functions' with 'features' of family.

Suggestions for teachers

- Give practice to students in writing answers.
- Tell students to learn McIver's features of family which is most common. Students should give headings and then elaborate.

MARKING SCHEME

Question 5.

(a)

1. It is largely conceived of in terms of the kinship bond, not the territorial tie.
2. Ethical norms and public opinion – Homogeneous Society – public opinion is exclusive, strong, no multiplicity of ethical standards – uniformity.
3. Wrongs against the state can hardly be recognised. A wrong is a personal wrong. The kin of the wronged will avenge themselves.
4. Collective cognizance – Eg. of Eskimos.
5. A breach of the norm would amount to sin – collective opinion against – incest, adultery, witchcraft, etc.
6. Primitive Law was preponderantly Criminal Law. Lowie showed the errors of assumption involved. He pointed out inter-personal relations are governed by fixed status – contractual basis is absent.

[five points with explanation]

(b) MacIver's features.

1. Universality – all the aspects of an individual's life – family is found all over the world – Besides, there is no conclusive evidence that there was a time when the family did not exist.
2. Emotional basis: The bonds that tie members of a family together are the outcome of emotional factors such as love and not intellectual factors like reason.
3. Educative role: The most adaptive years of every individual's life, that is, his childhood, are spent in his family – he gets the earliest and the most fundamental lessons in socialization – super – ego is formed.
4. Limited size: The family throughout the world is characterized by its precision.
5. Nuclear position: prepares the individual for participation in all these secondary groups, for their demands, and situations.
6. Sense of responsibility – Even though emotions and feelings are the main basis of family life, it is not completely devoid of reason – A sense of responsibility among its members in relation to each other is an aspect which is more rational.
7. Social regulation: Society that is the collective, keeping the wider view in mind, has to ensure by evolving mores and folkways, on the basis of which the wider network of social relationships is dependent for its success – for example, restrictions on divorce.
8. Persistence and change: family as an institution is the most permanent, as an association it is subject to constant change in composition.

(*any five points with explanation)*

Question 6

(a) Discuss the main economic problems faced by tribals in India. **[5]**

(b) Explain the role of mass media in creating social change. **[5]**

Comments of Examiners

(a) Most candidates wrote about the problems faced by the tribals, without specifying the economic problems. Since the question was focused on economic problems, this aspect needed to be highlighted.

(b) While most candidates answered this part correctly, some wrote long answers highlighting the types of media, which was not required.

Suggestions for teachers

- Classify and categorize different problems faced by the tribals in India under separate headings. Economic, Social, Cultural, Health problems should be highlighted.
- Ask candidates to the questions carefully and understand what they are expected to write.

MARKING SCHEME

Question 6.

(a) Economic problems of Tribals in India:

1. Exploitation at various levels by outsiders.
2. Unprofitable agriculture; outdated modes of cultivation; lack of irrigation facilities, etc. lead to low crop yield.
3. Problem of land ownership; tribal land being taken away by non-tribals.
4. Unemployment and underemployment.
5. Non-availability of banking facilities.

(each point with explanation)

(b)

1. Mass media plays a vital role in influencing the opinion of the masses – politically, socially or culturally.
2. The audio-visual or print sources of mass media create social, cultural, and political awareness which lead to social change.
3. It propagates governmental and non-governmental welfare programmes for citizens.
4. It highlights the sensitive and hidden issues which often lead to social change.
5. It influences the process of modernization, westernization and also globalization which leads to social change.

(each point with explanation)

Question 7

(a) Discuss the racial classification of tribals in India. **[5]**

(b) Write a note on the concept of property and its inheritance in tribal societies. **[5]**

Comments of Examiners

(a) Some candidates gave the geographical classification instead of racial classification.

(b) Brief answers were given by candidates. Some candidates wrote about property transmission among Hindus. The concept of wealth display was not mentioned in many answers.

Suggestions for teachers

– Ask students to read the questions carefully.

– The concept of potlatch and wealth display should be mentioned.

MARKING SCHEME

Question 7.

(a) Racial Classification:

1. The Negrito
2. The Proto-Australoid
3. The Mongoloid
   a. Paleo - Mongoloids
      - Long – headed
      - Broad headed

   b. Tibeto - Mongoloids
4. The Mediterranean:
   a. Palaeo – Mediterranean
   b. Mediterranean
   c. Oriental
5. The Western Brachycephals:
   a. Alpinoid
   b. Dinaric
   c. Armenoid
6. The Nordic:
   - The Kadar, Irula, Paniyan of South India with Frizzy hair – Negrito strain
   - The tribes of middle India belong to the Proto – Australoid.
   - The brachycephalic Mongoloids of North Eastern India, with typical features of the face and eye.
   - A slightly different Mongoloid type with medium stature, high head and medium nose, living in the Brahmaputra valley.

(b)
1. In primitive society the motion of property is closely related to display and expenditure of wealth rather than to its accumulation.
2. In nomadic tribes (food gathering), there is no concept of property.
3. Property can be held and inherited individually or jointly. E.g.
   - Herdsman hold their pastures jointly
   - Cultivators own their lands jointly or independently.
4. From New Zealand multi possessory rights are reported. There are several possessors who use the same thing for different purposes.
5. The rules of inheritance may be patrilineal or matrilineal or some kind of combination of both.
6. The inheritance can be individual or collective as practised in society.

(any five points with explanation)

Question 8

(a) *The role of a teacher is very important in educational system*. Justify the given statement. **[5]**

(b) Discuss the status of women in modern India with reference to important legislations that have been framed by the government for the empowerment of women. **[5]**

Comments of Examiners

(a) The role of a teacher was correctly written by most candidates. The problems faced by teachers were not written in some cases.

(b) Many candidates did not write the legislations or wrote incorrect legislations. Some mentioned the status of women in ancient India. Several candidates got confused and wrote about the status of women in tribal society.

Suggestions for teachers

– Give practice to students in writing answers within a given time.

– The recent legislations should be given to students. Legislations beginning from the Anti-Sati Act to the recent laws made for women need to be mentioned.

MARKING SCHEME

Question 8.

(a) The teacher is the soul of the educational system – their cooperation to the life and welfare of society is of paramount importance:

1. Transmission of the intellectual and ethical heritage of humanity to the young.
2. Enrichment of this heritage and extension of the boundaries of knowledge;
3. Development of personality – the teacher is expected to acquire, and advance knowledge - to live in accordance with a high standard of moral integrity in which social status and economic renewal go hand in hand. Problems – less paid – no scope of promotion – nowadays capable teachers do not join the profession – shifting to other professions for more remunerative salary – private tuitions – faulty infrastructure.

(b) Increase in literacy rate – higher education – joining every profession – politics – decision makers – legislations like – anti rape; anti dowry; women inheritance bills, etc..

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Hypergamy.
- Frazer's types of magic.
- Racial classification of tribals.
- Concept of property.
- Status of women in India and legislations.

(b) Concepts between which candidates got confused:

- Frazer's types of magic and black and white magic.
- Levirate and Sororate with polygyny and polyandry.
- Globalization with global warming.
- Racial classification and geographical classification.
- Dual organization and moiety.

(c) Suggestions for students:

- Study regularly and systematically.
- Write the answers in point form. Headings should be underlined. Differences can be written in column form.
- Give diagrams wherever needed. This will help in explaining the answer well.
- Clarify doubts related to terms and their meanings on a regular basis.
- Try to connect a concept or a topic learnt in class to what you see around you and what you read in the newspapers and magazines.
- Utilize the time allocated for reading the question paper, understand the question and its requirements before attempting to answer.
- Address exactly what the question is asking. Do not put down everything you know in a particular topic.
- Answer each part of the question.
- Substantiate the answers with examples.
- In a 'define' question, first define the concept, and then give an example to illustrate. Do not just give an example without definition.
- Manage your time effectively to ensure that all the answers are completed on time
- Presentation should be neat and tidy and handwriting clearly legible.

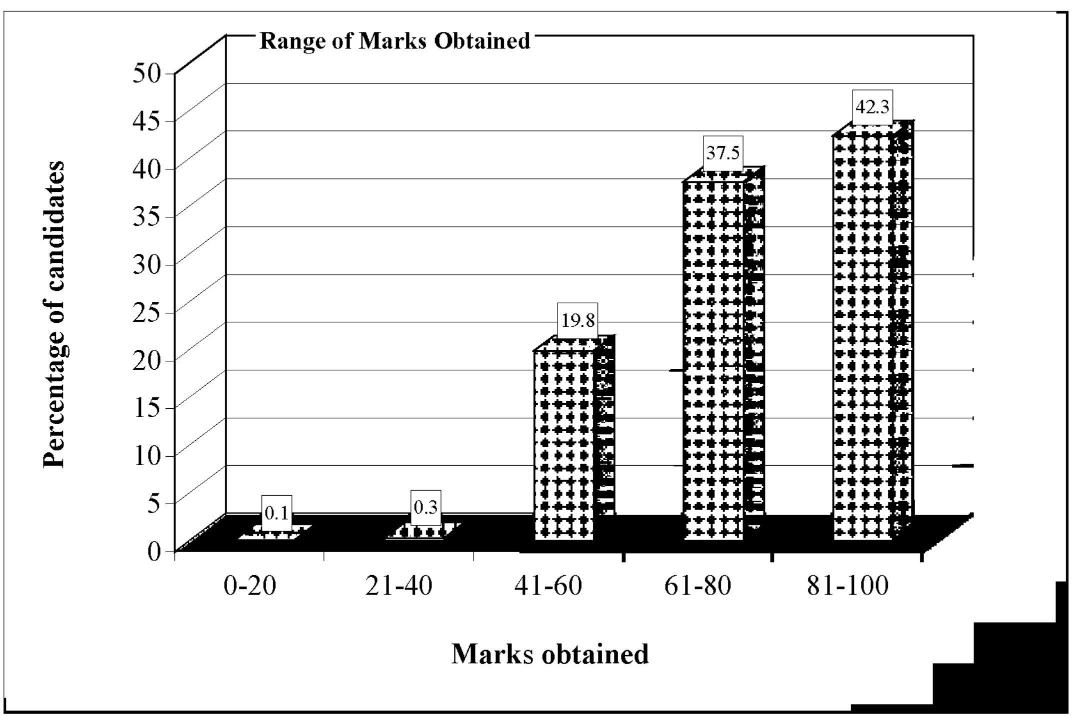
PSYCHOLOGY

A. STATISTICS AT A GLANCE

Total number of students taking the examination	1,517
Highest marks obtained	100
Lowest marks obtained	17
Mean marks obtained	76.15

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	1	4	301	569	642
Percentage of candidates	0.1	0.3	19.8	37.5	42.3
Cumulative Number	1	5	306	875	1517
Cumulative Percentage	0.1	0.3	20.2	57.7	100



B. ANALYSIS OF PERFORMANCE

Question 1 **[20]**

Answer briefly all the questions **(i)** to **(xx):**

(i) Explain the term *aptitude.*

(ii) Mention *any two* stages of GAS model of stress.

(iii) Give the full form of MMPI.

(iv) Give *two* characteristics of *histrionic personality disorder*.

(v) What is *Albert Bandura's Theory of Personality called?*

(vi) When can an individual be termed as a criminal?

(vii) According to Julian Rotter, what is meant by *internals* and *externals*?

(viii) What is *free association?*

(ix) Mention *any two* components of attitude.

(x) Explain *object permanence* according to Piaget.

(xi) Name the *principle* in accordance with which *ego* operates.

(xii) Define *personality* according to Eysenck.

(xiii) Explain the term *source trait*.

(xiv) Who put forward the 'g' and 's' factors of intelligence?

(xv) Mention *any two* personality types put forward by Kretschmer.

(xvi) What is meant by the term *sublimation?*

(xvii) Mention *any two* categories of *Guilford's structure of intellect model*.

(xviii) Explain the term *social influence*.

(xix) What is *maturation?*

(xx) What is meant by the term *mental age?*

Comments of Examiners

(i) Most of the candidates answered this question well. However, a few confused it with 'intelligence' and some wrote the definition of 'achievement' instead of 'aptitude'. For some, the key words were not clear like, 'special ability' and 'acquire skill after training'.

(ii) Majority of the candidates answered this question well.

(iii) Most of the candidates wrote the correct answer. A few candidates lost marks due to distortion of one of the four words or for incorrect spellings.

Suggestions for teachers

– While explaining 'aptitude', words like 'special ability' or 'potential', 'acquired skill after training' must be highlighted.

– Stress upon the full form of tests and insist upon learning the correct spellings.

(iv) Majority of the candidates described the characteristics of histrionic personality disorder but failed to give the key traits like ‘manipulative’ attention seeking’ ‘seductive’, etc.

(v) Some candidates lost marks because they wrote ‘observational learning’ instead of writing the name of the personality theory.

(vi) While attempting this question, a few candidates failed to mention the legal aspect or the age.

(vii) Many candidates failed to specify the terms as per Julian Rotter’s theory; they defined ‘internals’ as introvert and ‘externals’ as extroverts.

(viii) A large number of candidates managed to write part of the answer correctly. Some missed out on the term ‘free association’ as a ‘technique of psychoanalysis’.

(ix) Majority of the candidates answered this question satisfactorily. A very few distorted the names of the components.

(x) Many candidates misunderstood the concept of ‘object performance’. They understood it as ‘out of sight, out of mind’.

(xi) This part was mostly answered well by candidates.

(xii) Most of the candidates failed to score full marks in this answer, as they gave Allports’ definition instead of Eysenck’s definition.

(xiii) Majority of the candidates answered this question well, except for a few who got confused. Some candidates just defined traits without emphasizing ‘source traits’ as the key dimension of personality.

(xiv) Majority of the candidates answered this question correctly but some did not give the full name – Charles Spearman. A few candidates omitted writing ‘Charles’ while some others misspelt ‘Spearman’.

(xv) Most of the candidates answered this question correctly, except for a few who wrote the personality type of Sheldon instead of Kretschmer.

(xvi) Majority of the candidates answered this question quite well. A few candidates failed to mention key words like ‘defense mechanism’ or ‘socially acceptable form of behaviour’. Some candidates linked the term ‘sublimation’ with Chemistry.

(xvii) Most of the candidates answered this question well, barring a few who distorted the words like ‘products’ to productive and ‘contents’ to contention.

- Each personality disorder needs to be highlighted with its distinguishing features.
- Explain the difference between ‘delinquency’ and ‘criminality’ in terms of legal aspect and age.
- The concept of ‘internals’ and ‘externals’ as put forward by Julian Rotter must be explained with examples.
- While explaining the term ‘free association’ specify Sigmund Freud’s technique of ‘Psychoanalysis’.
- The three components of attitude, i.e. affective, behavioural and cognitive should be referred to and explained with examples.
- Explain ‘source traits’ and ‘surface traits’ with examples and highlight the difference between the two.
- Stress upon writing the full names of psychologists with correct spellings.
- Personality type must be taught in a tabular form so as to facilitate better understanding.
- Students must be taught the importance of ‘operation’, ‘content’ and ‘product’ as vital parts of Guilford’s Model of Intellect.
- Students must be trained to write or memorize with an understanding so as to remember important aspects essential for each definition.
- The specific definitions of growth, development and maturation need to be taught along with their differences and examples. While explaining the term ‘maturation’ the genetic/biological/pathological aspects need to be mentioned.

(xviii) A few candidates gave incomplete answers omitting words like 'change' (or influence) or social agents like contact with people around him/her or cause of the change i.e. interaction or meeting people.

(xix) Many candidates failed to write the correct meaning as they did not mention the 'genetic' aspect. Some defined 'development' instead.

(xx) In majority of the cases the mental age was explained as I.Q. Candidates wrote the formula for determining I.Q. Others gave incomplete definition without mentioning it as a score.

– 'Mental Age' is an important concept of Stanford Binet Test of Intelligence and must be taught thoroughly along with I.Q. While teaching in Class, the concept of 'mental age' and 'ceiling age' must be clarified.

MARKING SCHEME

Question 1.

(i) Aptitude refers to special abilities in a particular field of activity. It is a combination of characteristics that indicate an individual's capacity to acquire some specific knowledge or skill after training.

(ii) Stages of GAS model:

Alarm Reaction / Stage of Resistance / Stage of Exhaustion. *(any two)*

(iii) Full form of MMPI: Minnesota Multiphasic Personality Inventory

(iv) Characteristics of persons with histrionic personality disorder:

(a) Immature (b) Self-centred (c) Seductive, attention getting behaviour (d) Manipulative, they get others to do their bidding by indirect tactics (e) they are flamboyant (f) such people imagine ailments or illnesses that actually have psychological origins. *(any two)*

(v) Albert Bandura's Theory of Personality is called: Social Cognitive Theory of Personality.

(vi) A person of 21 years and above convicted by the Court of law for violating the provisions of Indian Penal Code is called a criminal.

(vii) According to Rotter, individuals who believe that they exert considerable control over the outcomes they experience are internals. On the other hand, individuals who believe that they have little control over the outcomes they experience are called externals.

(viii) A verbal reporting by persons undergoing psychoanalysis of everything that passes through their minds, no matter how trivial it may appear to be is called free association.

(ix) Components of attitude: Cognitive aspect, affective aspect / emotional and behavioural (conative) aspect. *(any two)*

(x) The fact that objects continue to exist when they pass from view is known as object permanence, according to Piaget in the sensory-motor stage.

(xi) The principle in accordance with which ego operates: Reality Principle.

(xii) Personality according to Eysenck: According to Eysenck, personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determines his unique adjustment to the environment.

(xiii)	According to Cattell, key dimensions of personality that underlie many other traits, e.g. cool vs warm, easily upset vs calm and stable.
(xiv)	‘g’ and ‘s’ factors of intelligence: Charles Spearman.
(xv)	Personality types put forward by Kretschmer: • Pyknic (having fat bodies) • Athletic (balanced body) • Leptosomatic (lean and thin) *(any two)*
(xvi)	Sublimation: A defence mechanism in which threatening unconscious impulses are channelled into socially acceptable forms of behaviour.
(xvii)	Categories of Guilford’s structure of intellect model: Operations / products / contents
(xviii)	Social influence: Social influence is the change in an individual that occurs because of contact with other people. People are affected by the presence, opinions, or behaviour of others.
(xix)	Maturation: are the changes determined largely by our genes.
(xx)	Mental age: is a type of score expressing mental development in terms of the age level at which a child is performing. For e.g. if a 5 year old boy does as well at an intelligence test as the average child of 7, his mental age is 7.

Question 2

(a) Give an account of *Howard Gardner’s Theory of Intelligence*. **[5]**

(b) Describe in detail the *Strong Campbell Interest Inventory*. **[5]**

Comments of Examiners

(a) Most of the candidates answered this question well except a few who failed to mention the name of the theory – Multiple Intelligence. A few candidates gave seven types of intelligence instead of eight.

(b) Some of the candidates gave wrong number of items in SCII. They missed some important points like, 325 items grouped into seven parts; ways of responding, i.e. L, I, D in the first five parts and ‘yes’, ‘no’, ‘?’ in the next two parts. Only a few mentioned that it could be scored by a computer.

Suggestions for teachers

- Candidates should be explained the eight types of intelligence with examples put forward by Howard Gardener.
- Make candidates aware of the number of items and parts.

MARKING SCHEME

Question 2.

(a) *Howard Gardner's Theory of Intelligence:*

Howard Gardner proposed a unique theory of intelligence called the theory of multiple intelligences. Gardner meant that each intelligence is a relatively autonomous intellectual potential, which is capable of functioning independently of the others. The different types of intelligences are as follows:

1. Linguistic Intelligence: This type of human intelligence is responsible for all kinds of linguistic competence – abilities, talents and skill, available in human beings. It consists of the ability to write in words and to use language to express and appreciate complex meanings. Authors, poets, journalists, speakers, exhibit a high degree of linguistic intelligence.
2. Logical Mathematical Intelligence: makes it possible to calculate quantity, consider propositions and hypotheses, and carry out complete mathematical operations. Scientists, accountants, engineers and computer programmers all demonstrate this intelligence.
3. Spatial Intelligence: instils the capacity to think in dimensional ways as do sailors, pilots, sculptors, painters and architects. It enables one to perceive mental images; to create, transform or modify images; to migrate oneself and objects through space and to produce or decode graphic information.
4. Body Kinaesthetic Intelligence enables one to manipulate objects and fine-tune physical skills. It is evident in athletes, dancers, surgeons and craftspeople. In Western societies, physical skills are not as highly valued as cognitive ones and yet elsewhere the ability to use one's body is a necessity for survival and important features of many prestigious roles.
5. Musical Intelligence is evident in individuals who possess a sensitivity to pitch, melody, rhythm and tone. Those who demonstrate this intelligence include composers, conductors, musicians, critics and instrument makers as well as sensitive listeners.
6. Naturalistic Intelligence consists of observing patterns in nature and human made systems. Skilled naturalist include farmers, botanists, hunters, ecologists and landscapers.
7. Interpersonal Intelligence is the capacity to understand and interact effectively with others. It is evident in successful teachers, social workers, actors, or politicians.
8. Intrapersonal Intelligence: refers to the ability to construct an accurate perception of oneself or use such knowledge explaining and directing ones life.

(b) *Strong Campbell Interest Inventory*: (SCII) – Merged form of Strong Vocational Interest Blank by Edward K. Strong and David P Campbell 1974 – The inventory consists of 325 items grouped into seven parts. In the first five parts, the examinee records his preferences by marking L, I or D to indicate. *Like*, *Indifference*, or *Dislike*. The items in these five parts fall into the following categories: occupations, school subjects, activities (e.g. making a speech, repairing a clock, raising money for charity) amusements and day to day contact worth various types of people (e.g. very old people, military officers, people who live dangerously).

The remaining two parts require the respondent to express a preference between paired items and marking a set of self descriptive statements 'Yes' 'No' or '?'

The subject is to make a heavy dark mark for each answer. The SCII can be scored only by computer, through several designated scoring agencies, scores on all parts of the inventory are expressed as standard scores.

Scoring:

- Can be scored only by computer
- Scores on all parts of the inventory are expressed as standard scores (M = 50, SD = 10)
- The test takes 25 minutes. After scoring, an individual can then view how his/her personal interests compare with the interests of people in a specific career field.

Question 3

(a) Discuss in detail *Maslow's Humanistic Theory of Personality*. **[5]**

(b) Describe the *Wechsler Adult Intelligence Scale*. **[5]**

Comments of Examiners

(a) Majority of the candidates answered this question correctly. A few candidates failed to explain self actualization in detail and others missed out the concept of 'peak experience'.
(b) Most candidates missed out at least one or two subtests out of the 11 subtests. Other candidates did not mention verbal I.Q. performance I.Q. and full scale I.Q.

Suggestions for teachers

- The difference between Maslow's Theory of Motivation (needs hierarchy) and personality theory which goes beyond motivation and extends to self actualization must be explained well. Also peak experience must be explained separately.
- The concept of verbal I.Q., performance I.Q. and full scale I.Q. must be explained clearly.

MARKING SCHEME

Question 3.

(a) *Maslow's Humanistic Theory of Personality*: He suggested the concept of a needs hierarchy. This concept suggests that human needs exist in a hierarchy, ranging from Physiological needs, on the bottom through safety needs, social needs, esteem needs, and finally self actualization needs at the top.

According to Maslow, lower order needs must be satisfied before we can turn to more complex, higher order needs. Presumably, higher-order needs can't serve as motives until lower-level needs have been satisfied.

The needs hierarchy is only a part of Maslow's theory of personality. He has also devoted much attention to the study of people who, in his terms, are psychologically healthy. These individuals have self-actualization – a state in which they have reached their fullest true potential. Self-actualized people accept themselves for what they are; they recognise their shortcomings as well as their strengths. Being in touch with their own personalities, they are less inhibited and less likely to conform than most of us. Self actualized people are well aware of the rules imposed by society, but feels greater freedom to ignore them than most persons.

Finally, self actualized persons sometimes have what Maslow describes as peak experiences – instances in which they have powerful feelings of unity with the universe and feel tremendous waves of power and wonder. Such experiences appear to be linked to personal growth for after them individuals report feeling more spontaneous, more appreciative of life and less concerned with the problems of every day life. E.g. Albert Einstein, Eleanor Roosevelt.

(b) The Wechsler Adult Intelligence Scale:

David Wechsler developed a scale for measuring intelligence in 1939. The WAIS is an individual test. It consists of two parts, the verbal part has six tests and non-verbal or performance part has five tests which require a minimum of language. The full scale is a combination of the two. It is used for 16 to 64 years and takes 1hour.

S. No.	Test	Description
		Verbal Tests
1	Information	29 questions are given, which intend to test a recall of knowledge concerning wider varieties of information.
2.	Comprehension	14 items which intend to measure understanding of knowledge concerning a certain object, event or the meaning of proverbs.
3.	Arithmetic	14 arithmetical problems which intend to measure numerical ability, given orally and are to be solved through mental manipulation. No paper and pencil allowed.
4.	Similarities	13 items which intend to measure abstract verbal reasoning, require the examinees to compare two

		objects and determine the relationship between the two.
5.	Digit span	Intends to measure meaning for digits. In the first part, the examinee is required to repeat in the same order 3 to 9 digits presented in a forward direction and in the second part, he is required to repeat the digit in a backward direction.
6.	Vocabulary	Intends to measure verbal ability, 40 words of increasing difficulty are presented and the examinee is required to tell their meaning.
	Performance Scale	
7	Digit symbol	9 digits each with different symbols are given. The numbers in jumbled order are given and the examinee is to write the matching symbols with each digit.
8.	Picture completion	Measure the ability to analyse parts from the whole. 21 cards each contains a picture from which something is missing – the testee is to fill in the missing part.
9.	Block Design	Intends to measure the ability to analyze the complex whole.
10.	Object Assembly	Examinees attempt to solve picture puzzles.
11.	Picture Arrangement	Examinees arrange 6 sets of pictures to make a sensible story.

This test is a point scale. Measuring full scale IQ, Verbal IQ and performance IQ.

Question 4

(a) Describe *Rorschach Inkblot Test* for assessing personality. **[5]**

(b) Explain *any five* stages of *Erik Erikson's Psychosocial development*. **[5]**

Comments of Examiners

(a) Most of the candidates were not sure of the number of cards. Some failed to define projective test separately. Others omitted the complete introduction of the test. In some cases, the interpretation was not well explained.

(b) This question was generally answered well by candidates though a few mixed up the names of the stages. Some candidates did not mention the names. A few others failed to describe the stages in detail. In some cases, the age ranges of the stages were omitted.

Suggestions for teachers

- Teach students to give an introduction to each answer.
- The discussion of the administration, scoring and the interpretation must be done in detail.

– Each stage must be explained with the name and the age-range. Correlation with the Freudian Psychosexual stages may be done for better retention.

MARKING SCHEME

Question 4.

(a) *Rorschach Ink Blot Test*: The projective technique projects the subject's characteristics through subject's thought processes, needs, anxieties and conflicts. The subject consciously projects his/her own desires, hopes, fears, repressed wishes, etc. This not only reveals his inner or private world but also gives indications on the basis of which his total personality may be assessed.

The Rorschach Ink Blot Test was developed by Hermann Rorschach - consists of 10 cards on which there are ink blots. Five are black and grey and two cards are red, in addition to grey and white and the last three are multicoloured. The shapes are completely unstructured – the shape of the blots does not have any specific meaning.

Administration of the Tests:

1. Cards represent with proper instruction asking the subject to say what he/she sees in it, what it looks like to him/her, etc.
2. No time limit: Can give as many responses as possible.
3. The position of the response in which the cards are being held, emotional expressions and other factors are noted.

Scoring Analysis and interpretations: Scoring is categorised into four.

1. Location
2. Contents
3. Originality
4. Determinants

(1) Location – is referred to the part of the blot

(W) indicates that the subject is seeing the card as a whole.

(w) indicates that the subject has failed to see the problem as a whole.

(d) indicates minor details involving petty issues or less important matters.

(D) indicates major details

(S) indicates the subject's response to the white space within the main outlines

Contents

Scoring symbols	Contents of the response
H	Human forms
A	Animal forms
Ad	Animal detail
Hd	Human detail
N	Natural objects like, rivers, green fields
O	Inanimate objects like Lampshade, pot, etc.

In originality: for each of the 10 cards, certain responses are scored as popular using the symbol P because of their occurrence while others, which contain something new and indicate originality are represented as O.

Determinants take note of the manner of perception.

(F) – Form of the blot.

(C) – its colour

(M) – its movement

(K) – its shading

Interpretation:

1. If the number of Ws is greater than d or D, then the person is said to be mature, intelligent and is expected to possess the ability to synthesize.
2. Greater frequency of colour at the expense of human movement indicates an extrovert nature while domination of M over colour an introvert.
3. Dominance of shading responses expresses anxiety, depressed attitudes and feeling of inferiority.
4. Relatively greater emphasis on movement indicates the richness of the subject's imaginative life.

(b) Stages of Erik Erikson's Psychosocial development:

Erik Erikson's theory deals with development across the entire life span. Erikson believes that each stage of life is marked by a specific crisis or conflict between competing tendencies. Only if individuals negotiate each of these hurdles successfully can they continue to develop in a normal healthy manner.

8 stages in Erikson's theory

Stage 1: Basic trust vs basic mistrust (birth to about one year)

- Corresponds to the oral psychosexual stage.
- Trust shown by ease of feeding, depth of sleep, bowel relaxation.
- Depends on consistence and sameness of experiences provided by caretaker or outer provider.

- Second six months: teething and biting move infant from getting to taking.
- Weaning leads to nostalgia for lost paradise.
- If basic trust is strong, child maintains hopeful attitude, develops self-confidence.
- Oral zone associated with mode of being satisfied.

Stage 2: Autonomy vs Shame and Doubt (about 1 to 3 years)

- Corresponds to the muscular-anal stage.
- Biologically includes learning to walk, feed, self-talk.
- Need for outer control, firmness of caretaker before development of autonomy.
- Shame occurs when child is overtly self-conscious through negative exposure and punishment.
- Self-doubt can evolve if parents overly shame child, e.g. about elimination
- Anal zone associated with mode of holding on and letting go.

Stage 3: Initiative vs Guilt (3 to 5 years)

- Corresponds to the phallic psychosexual stage.
- Initiative arises in relation to tasks for the sake of activity, both motor and intellectual.
- Guilt may arise over goals contemplated (especially aggressive goals).
- Desire to mimic adult world; involvement in oedipal struggle leads to resolution through social role identification.
- Sibling rivalry frequent.
- Phallic zone associated with mode of competition and aggression.

Stage 4: Industry vs Inferiority (6 to 11 years)

- Corresponds to the latency psychosexual stage.
- Child is busy building, creating, accomplishing.
- Receives systematic instruction and fundamentals of technology.
- Danger of sense of inadequacy and inferiority if child despairs of tools, skills, and status among peers.
- Socially decisive age.
- No dominant zone or mode.

Stage 5: Identity vs Role Confusion (11 years through end of adolescence)

- Struggle to develop ego identity (sense of inner sameness and continuity).
- Preoccupation with appearance, hero worship, ideology.
- Group identity (with peers) develops.

- Danger of role confusion, doubts about sexual and vocational identity.
- Psychosexual moratorium, stage between morality learned by the child and the ethics developed by the adult.
- No dominant zone or mode.

Stage 6: Intimacy vs Isolation (21 to 40 years)

- Tasks are to love and to work.
- Intimacy is characterized by self-abandonment, mutuality of sexual orgasm, intense friendship, attachments that are life-long.
- Isolation is marked by separation from others and view that others are dangerous.
- General sense of productivity in this stage.
- No dominant zone or mode.

Stage 7: Generativity vs Stagnation (40 to 65 years)

- Generativity includes raising children, guiding new generation, creativity, altruism.
- Stagnation not prevented by having a child; parent must provide nurturance and love.
- Self-concern, isolation and absence of intimacy are characteristics of stagnation.
- No dominant zone or mode.

Stage 8: Integrity vs Despair (over 65 years)

- Integrity is a sense of satisfaction that life is productive and worthwhile.
- Despair is a loss of hope that produces misanthropy and disgust.
- Persons in the state of despair are fearful of death.
- An acceptance of one's place in the life cycle is characteristic of integrity

(any five stages)

Question 5

(a) Describe Piaget's pre-operational stage of cognitive development during childhood. **[5]**

(b) Explain the *two* eating disorders as a major concern of adolescence. **[5]**

Comments of Examiners

(a) Most of the candidates did not use the right terms and headings of symbolic play, decentration, ego centrism, decontextualization and principle of conservation. There was a common mistake where candidates stated the age range as 2-7 years instead of 18 – 24 months. As a result many mentioned the characteristics of operational stage only.

Suggestions for teachers

- Explain to students the relevance of the various transitory phases by their NAMES. The basic principle on which it rests must be mentioned.

(b) Many candidates combined the two disorders into one category. Quite a few candidates did not write the characteristics of individuals suffering from eating disorders.

– While teaching in Class, the typical characteristics of Anorexia Nervosa and Bulimia Nervosa need to be explained and the difference highlighted.

MARKING SCHEME

Question 5.

(a) Piaget's pre-operational stage of cognitive development during childhood:

Sometime between the ages of 18 to 24 months. Piaget suggested toddlers acquire the ability to form mental images of objects and events. At the same time, language develops to the point at which they begin to think in terms of verbal symbols – words. These developments mark the transition to Piaget's second stage, the preoperational stage. This term reflects Piaget's view that at this stage children don't yet show much ability to use logic and mental operations.

During the pre-operational stage, which lasts upto about 7 years, children are capable of many actions they could not perform earlier. For e.g. they demonstrate symbolic play in which they pretend that one object is another – that a pencil is a rocket for e.g. such play is marked by three shifts that afford unique insights into how children's cognitive abilities change during this period. One is decentration in which children gradually begin to make others rather than themselves the recipients of their playful actions – for instance, they begin to feed their dolls or dress them. The second shift is decontextualization. Objects are made to substitute for each other, as when a child pretends that a twig is a spoon. The third change involves integration –combining play actions into increasingly complex sequences. For instance, when I was a little boy, I had a collection of toy cars and I now realize that as I grew older I played with them in even more intricate ways.

The thought process of pre-operational children is more advanced than those in the preceding stage. Piaget emphasised that these children are still immature in several respects. They can use mental symbols but their thinking remains somewhat inflexible, illogical, fragmented and tied to specific contexts. One way in which they think of preoperational children as immature involves what Piaget termed egocentrism - children's inability to understand that others may perceive the world differently than they do.

Children in the preoperational stage seem to lack understanding of relational terms such as lighter, larger, softer. Further, they lack seriation, the ability to arrange object order along some dimensions. Finally and most importantly they lack a grasp of what Piaget termed as the Principle of conservation – knowledge that certain physical attributes of an object remain unchanged even though the outward appearance of the object is altered.

(b) Eating Disorders are of two types:

Anorexia Nervosa: Anorexia involves an intense and excessive fear of gaining weight. In other words, people with this disorder relentlessly pursue the goal of being thin, no matter what this does to their health. They often have distorted perceptions of their own bodies believing that they are much heavier than they really are. As a result of such fears and distorted perceptions, they starve themselves to the point where their weight drops to dangerously low levels.

There is an intense fear of becoming fat so it is more common among females than males. This has led researchers to propose that far more than males, adolescents and young women feel tremendous pressure to live up to the images of beauty shown in the mass media, to be as thin as the models who are held up as paragons of female desirability. If they are not this thin, they reason, they will be viewed as unattractive.

That intense social pressure does indeed play a role in Anorexia nervosa is suggested by the findings.

Bulimia Nervosa: In this disorder, individuals engage in recurrent episodes of binge eating – eating large amount of food within a short period of time, followed by some kind of compensatory behaviour designed to prevent weight gain. This can involve self-induced vomiting, the misuse of laxatives, fasting or exercising so excessive that it is potentially harmful to the person's health.

The cause is once again in "thin is beautiful" - it seems to play an important role. Anorexics do tend to perceive themselves as much heavier than they really are.

Question 6

(a) Discuss how work related situations cause stress in an individual. **[5]**

(b) Explain the effect of stress on health. **[5]**

Comments of Examiners

(a) This question was well answered by most of the candidates. A few candidates lost marks as they either missed out points or just mentioned the points without explanation.
(b) Majority of the candidates were able to answer this question well.

Suggestions for teachers

– Distinction of work related conditions in an industry or work place must be made from any other type of work.
– Discuss the following with students: cause of bronchial asthma; peptic ulcer; coronary disease; diabetes; immune system.

MARKING SCHEME

Question 6.

(a) Work related situations cause stress in an individual:

In this competitive age and importance given to work culture many people spend more time at work than in any other single activity.

People today are more career conscious and the need for money to lead luxurious life and also the need to work and get job satisfaction and many other related factors have motivated the modern men and women to work hard and work for a longer duration than their physiological limit. Under these circumstances, jobs and careers have become the major source of stress. Many other factors produce stress in work place besides long hours of work. They are sexual harassment, gender discrimination, bias and prejudice towards lower class people, too much competition with co-workers to get a promotion, bad behaviour of employer or immediate supervisor, low salary but more work, discrimination on the ground of race and caste, honesty and merit not being rewarded and so many other factors.

Sometime back, it came out in the media that a computer engineer in India committed suicide because of over load of work.

A scientist working in famous institute at Bombay committed suicide because he was superseded. Many high level executives, engineers and administrators leave their job by resigning and join elsewhere because of work place stress. Misbehaviour of the management with the employees day in and day out produces work place stress which slowly kills the man physically and psychologically. Instances are many to substantiate this point.

Similarly, under-load or being asked to do little also can cause stress. It produces strong feelings of boredom and becomes very stressful. When somebody who is quite efficient is asked to do less work, he feels neglected and perceives this as an insult to his ability and intelligence. Less work is equally harmful like overwork. Everything should therefore be balanced in work place to work in a relaxed and hassle free way. Too much bossism and autocratic attitude also produces stress.

Other work related stress are role conflict which means the employee becomes the target of conflicting demands from different groups of people. Newly recruited executives or CEOs or managers of a particular company or organisation are pressurized by their subordinates (who are old employees) to take immediate action on their various grievances. The various labour unions and associations put tremendous pressure to improve their physical environment, work assignment, salary, fringe benefits, while the employer or the boss wants and expects the manager to do just the opposite. This type of conflict due to incompatibility leads to pressure and stress. The poor manager is in between "Do and Don't do", and it produces a stressful situation for him.

Another work related factor that can sometimes generate intense levels of stress involves performance appraisals, the procedures used for evaluating employees' performance. If employees perceive these as fair, employee stress tends to be low; if employees view them as arbitrary or unfair, it is almost certain to be high. After all, no one wants to feel that rewards such as raises, promotions, or bonuses are being distributed in an unjust manner.

Work-related issues are of great interest to experts in a branch of psychology called industrial / organisational psychology.

(b) The effect of stress on health:

The link between stress and personal health, according to medical experts, is very strong indeed (Kiecolt-Glaser & Glaser, 1992). In fact, some authorities estimate that stress plays some role in 50 to 70 percent of all physical illness (Freese, 1985) Moreover, included in these percentages are some of the most serious and life-threatening ailments known to medical science. To list just a few, stress has been implicated in the occurrence of heart disease, high blood pressure, hardening the arteries, ulcers, asthma, cancer and even diabetes (brief explanation).

How does stress produce such effects? The mechanisms involved remain to be determined precisely, but growing evidence suggests that the process goes something like this. By draining our resources and keeping us off balance physiologically, stress upsets our complex internal chemistry. In particular, it may interfere with the efficient operation of our immune system – the elaborate internal mechanism through which our bodies recognise and destroy potentially harmful substances and intruders, such as bacteria, viruses, and cancerous cells. Foreign substances that enter our bodies are known as antigens. When they appear, certain types of white blood cells (lymphocytes) begin to multiply. These attack the antigens, often destroying them by engulfing them. Other white blood cells produce antibodies, chemical substances that combine with antigens and so neutralize them.

Prolonged exposure to stress seems to disrupt this system. For example, in studies with animals, subjects exposed to inescapable shocks demonstrated reduced production of lymphocytes relative to subjects exposed to shocks from which they could escape (Ader & Cohen, 1984). Studies of the effect of stress on animals and humans suggest that a variety of stressors, including disruptions in interpersonal relationships, loneliness, academic pressure, daily hassles, and the lack of social support, can interfere with our immune systems.

For example, in one study Cohen and his colleagues (1992) explored the effects of social stability on the immune systems of monkeys. During the year preceding the study, all of the monkeys lived in stable (unchanging) social conditions. When the study began, however, the monkeys were randomly assigned to stable or unstable social conditions for a period of twenty-six months. Monkeys spent time in various forms of social interaction including affiliative behaviours such as engaging in passive physical contact with other group members and grooming them. They reasoned that if social support serves as a stress buffer, then the monkeys in the unstable group that engaged in the least amount of affiliative behaviours would experience the greatest negative impact on measures of immune functions. The results of the experiment confirmed these predictions.

In short, social support may be an important buffer against the adverse effects of chronic stress. These results are relevant to people too. For example, persons who are divorced or separated from their spouses often experience reduced functioning in certain aspects of their immune system, compared to individuals who are happily married. (Kiecolt-Glaser et al. 1987-1988). Additionally, some recent evidence suggests that the effects of stress on our immune system may be less for people who have effective ways of dealing with their stressors than for those who do not. For example, some studies have shown that optimism, regular exercise, and feelings of control over stressful events are associated with reduced suppression of our immune system under stress (Taylor, 1991). Such findings are both unsettling and encouraging. On the other hand, they suggest that our complex, high stress lifestyle may be undermining our ability to resist many serious forms of illness, at least to a degree. On the other hand, they indicate that reductions in such stress may be of major benefit to our overall health.

Question 7

(a) Briefly explain the five axes of DSMIV. **[5]**

(b) Discuss *any three* characteristics of each of the following: **[5]**

(i) Disorganised Schizophrenia.

(ii) Catatonic Schizophrenia.

Comments of Examiners

(a) Most candidates answered well. A few just named the axes without explaining them in detail and some just explained the five axes without giving the names.

(b) (i) In this question many candidates failed to give the typical characteristics of Disorganized Schizophrenia, instead, general characteristics of Schizophrenia were given

(ii) A number of candidates failed to mention the typical characteristics of catatonic schizophrenia.

Suggestions for teachers

- Train students to write complete answers Characteristics of each Axis must be known with examples.
- While teaching, emphasize the general symptomatology at first and then elaborate on the different clinical subtypes of Schizophrenia.
- Each subtype is marked differently from the other. To help students to retain better, they must be briefed with case studies of patients (Schizopherenia).

MARKING SCHEME

Question 7.

(a) The Five Axes of DSMIV: As has been the case since the advent of DSM-III in 1980, DSM-IV evaluates an individual according to five foci or 'axes'. The first three axes assess an individual's present clinical status or condition.

- Axis I: The particular clinical syndromes or other conditions that may be a focus of clinical attention. This would include schizophrenia, generalized anxiety disorder, major depression and substance dependence. Axis I conditions are roughly analogous to the various illness and disease recognized in general medicine.
- Axis II: Personality disorders. A very broad group of disorders that encompass a variety of problematic ways of relating to the world, such as histrionic personality disorder, paranoid personality disorder, or antisocial personality disorder. The last of these, for example, refers to – developing, persistent and pervasive pattern of disregard for accepted standards of conduct, including legal strictures. Axis II provides a means of coding for long-standing maladaptive personality traits that may or may not be involved in the development and expression of an Axis I disorder. Mental retardation is also diagnosed as an Axis II condition.

- Axis III: General medical conditions. Listed here are any general medical conditions potentially relevant to understanding or management of the case. Axis III of DSI-IV may be used in conjunction with an Axis I diagnosis qualified by the phrase, "Due to a specifically designated" general medical condition – for example, where a major depressive disorder is conceived as resulting from unremitting pain associated with some chronic medical disease.

On any of these first three axes, where the pertinent criteria are met, more than one diagnosis is permissible, and in fact encouraged. That is, a person may be diagnosed as having multiple psychiatric syndromes, such as Panic Disorder and Major Depressive Disorder; disorders of personality, such as Dependent or Avoidant; or potentially relevant medical problems, such as Cirrhosis (liver disease often caused by excessive alcohol use) and Overdose, Cocaine. The last two DSM-IV axes are used to assess broader aspects of an individual's situation.

- Axis IV: Psychological and environmental problems. This group deals with the stressors that may have contributed to the current disorder, particularly those that have been present during the prior year. The diagnostician is invited to use a checklist approach for various categories of impinging life problems – family, economic, occupational, legal, etc. For example, the phrase "Problems with Primary Support Group", may be included where a family disruption is judged to have contributed to the disorder.
- Axis V: Global assessment of functioning. This is where clinicians note how well the individual is coping at the present time. A 100-point rating scale, the Global Assessment of Functioning (GAF) Scale, is provided for the examiner to assign a number summarizing a patient's overall functionability.

(b) Characteristics of Disorganised and Catatonic types of Schizophrenia:

(i) Disorganised Schizophrenia: The onset of this disease usually occurs in adolescence and develops gradually. In this disorder the affected person retreats from the stress of life by regressing to a silly childish level of behaviour and by withdrawing into a fantasy world of his own, with accompanying emotional disintegration of the personality with most dramatic psychotic symptoms like symbolic language disturbances and symbolic actions hallucinations particularly auditory, and delusions of sexual, religious hypochondriacal and persecutory nature.

Hebephernia represents withdrawal in an extreme form. The patient no longer remains interested in the world around him. His silly and inappropriate giggling, weeping or laughing behaviour does not result from stimuli but from stimuli from within the imaginary world in which he lives. In severe cases the withdrawal and regression is so extreme that in many ways the person behaves in many ways like an infant. It is an incurable stage and the patient continues to exist on the level of his choice in the strange world of his own creation.

Criteria for Disorganized Schizophrenia

- Disorganized speech
- Disorganized behaviour
- Flat or inappropriate affect
- No evidence of catatonic schizophrenia *(any three)*

(ii) Catatonic types of Schizophrenia: The catatonic schizophrenia is diagnosed mainly on the patient's behaviour functioning between stuporous depression and wild excitement. Consequently, his motor behaviour may be inhibited (stupor) or alternately he may break out into an inexplicable burst of over activity (catatonic excitement).

During his periods of stupor the patient may remain for hours in a bizarre posture. For example, he may sit, stand, or keep his limb in a particular position for hours on end or he may manifest symptoms like muscular rigidity (rigidity of the muscles and a general resistance to movement), waxy flexibility (remaining in any position in which he is put), echopraxia (mimicry or imitation of what others do, echolatia (automatic repetition of words said by another) and negativism (resisting even the simplest request). He may repeatedly carry out complicated stereotyped movements such as handing the parts of his chair in a certain sequence symmetrically with both hands or walking endlessly up and down the ward; some step in one direction and an equal number of steps in the other.

In the excited phase of catatonia, the patient becomes extremely over active, agitated, aggressive and destructive. During such periods, he may shout, throw himself around, tear his clothes, assault others, or injure and mutilate himself. The violence of the catatonic patient is unbridled.

In addition to the motor symptoms, the catatonic patient display typical schizophrenic thinking and affect. They may frequently experience fears, hallucinations and delusions involving ideas of grandeur and of persecution.

The genesis of catatonia may be searched into some sound psychological basis. The meaningless behaviour, the stereotype physical activity, the stupor or violence are actually never senseless in the light of the patient's inner conflicts and repressions. A psychological trouble arising out of conflicts and frustrations (for example sex frustrations and feelings of guilt concerning sex behaviour) may become a potent source for the catatonic functional psychosis.

Criteria for Catatonic Schizophrenia:

In catatonic schizophrenia, the clinical picture is dominated by at least two of the following:

- Immobile body or stupor
- Excessive motor activity that is purposeless and unrelated to outside stimuli.
- Extreme negativism (resistance to being moved, or to follow instructions) or mutism.
- Assumption of bizarre postures, or stereotyped movements or mannerisms
- Echolalia or echopraxia. *(any three)*

Question 8

(a) What is *attribution?* Explain the *internal* and *external* causes that determine understanding of others' behaviour. **[5]**

(b) Explain *any five* ways of changing individual's attitude by persuasion. **[5]**

Comments of Examiners

(a) Majority of the candidates answered this question well. However, several candidates failed to mention 'consensus', 'consistence' and/or 'distinctiveness' and some did not give and an explanation of the interplay of these three factors.
(b) Majority of the candidates answered this question well.

Suggestion for teachers
- Instruct candidates to give a clear explanation of the terms in relation to internal and external causes to understand behaviour.

MARKING SCHEME

Question 8.

(a) Attribution: The process through which we seek to determine the causes behind others' behaviour is known as attribution.

We examine others' behaviour for clues as to the causes behind what they say and do, then reach our decision. What kind of information do we consider? This depends on the specific question we want to answer. For instance, one basic issue is: Did another person's actions stem from internal causes (e.g. their own traits, intentions, or motives) or from external causes (e.g. luck or factors beyond their control in a given situation). To answer this question, we often focus on information about (1) Consensus – whether other people behave in the same way as the person we're considering; (2) Consistence – whether this person behaves in the same manner over time; and (3) distinctiveness – whether this person behaves in the same way in different situations. If very few people act like this person (consensus is low), this person has behaved in the same way over time (consistence is high), and this person behaves in much the same manner in many situations (distinctiveness is slow), we conclude that the behaviour stems from internal causes: This is the kind of person the individual is and will probably remain. In contrast, if all three factors (consensus, consistence and distinctiveness) are high, we are more likely to conclude that people behave as they do because of external causes – for instance, that they may have no choice, (Kelly, 1972). We'd reach this conclusion if many other students also criticized the professor, if this student criticized the same professor on other occasions and if the student did not criticize other professors.

(b) Ways of changing individual's attitude by persuasion:

In the early twenty-first century, the business of changing attitudes – or at least trying to change them – seems to grow every bigger and more intense: television commercials, magazine ads, billboards, warning labels on products, and who knows? - The goal remains the same; to change people's attitudes and so, ultimately, their behaviour. To what extent are such efforts at persuasion – efforts to change attitudes – really effective? Let's see what psychologists have learned about these issues:

1. Experts are more persuasive than non-experts (Hovland and Weiss, 1951). The same arguments carry more weight when delivered by people who seem to know what they are talking about than, when they are made by people lacking expertise.
2. Messages that do not appear to be designed to change our attitudes are often more successful in this respect than ones that seem intended to reach this goal (Walster & Festinger, 1962). In other words, we generally don't trust – and generally refuse to be influenced by persons who deliberately set out to persuade us. This is one reason why the soft sell is so popular in advertising – and in politics.

3. Attractive sources are more effective in changing attitudes than unattractive ones (Kiesler and Kiesler, 1969). This is one reason why the models featured in many ads are highly attractive and why advertisers engage in a perpetual search for appealing new faces.
4. People are sometimes more susceptible to persuasion when they are distracted by some extraneous event than when they are paying full attention to what is being said (Allyn & Festinger, 1961).
5. When an audience holds attitudes contrary to those of a would-be persuader, it is often more effective for the communicator to adopt a two-sided approach, in which both sides of the argument are presented, than one-side of an issue, acknowledging that the other side has a few good points in its favour serves to disarm the audience and makes it harder for them to resist the source's major conclusions.
6. People who speak rapidly are often more persuasive than persons who speak more slowly (Miller et al., 1976). So, contrary to popular belief, we do not always distrust fast-talking politicians and salespersons.
7. Persuasion can be enhanced by messages that arouse strong emotions (especially fear) in the audience particularly, when the message provides specific recommendations about how a change in attitudes or behaviour will prevent the negative consequences described in the fear-provoking message (Leventhal, Singer & Jones, 1965).

(any five)

Question 9

Write short notes on *any two* of the following: **[5 × 2]**

(a) Ways of combating prejudice.

(b) The role of psychology in promoting the efficiency in workplace or industry.

(c) Characteristics of Obsessive Compulsive Disorder.

Comments of Examiners

(a) Majority of the candidates either discussed only two to three ways of combating prejudice, or they just mentioned the points without explanation.
(b) This question was answered well by most of the candidates.
(c) Most of the candidates only defined 'obsession' and 'compulsion' without enlisting their typical behavioural characteristics like preoccupation with details, extreme perfectionism, extreme rigidity and stubbornness, etc.

Suggestions for teachers

- Students should be explained that prejudices, despite having social function, have a psychological basis. Also, the basic theories and their underlying principles must be taught.
- Teach Obsessive Compulsive Disorder with the distinguishing characteristics. To help students understand better, examples of different forms of OCD must be discussed.

MARKING SCHEME

Question 9.

(a) Ways of combating prejudice:

- Breaking the cycle of prejudice, learning not to hate.
- Direct inter-group contact. The potential benefits of acquaintance.
- Recategorization: Resetting the boundary between us and them.
- Inter-caste and international marriages.
- Good inter-personal relationship.
- Mutual exchange of ideas.

(explain any five with examples)

(b) The role of psychology in promoting the efficiency in workplace or industry.

1. Recruitment and hiring the right personnel – use of intelligence and aptitude to select the right person for the right job.
2. Devise procedures to enhance work motivation – setting goals, providing benefit plans, enrichment plans for jobs.
3. Designing appropriate and satisfying performance appraisal plans.
4. Design an effective and safe work environment – pay careful attention to human abilities and limitations.
5. Plan a productive environment, free from most kinds of distractions like noise, intense temperature, etc.
6. Appoint consultants to promote HRD.
7. Prepare training programmes for improving efficiency of the personnel.
8. Help to develop group morale – team building
9. Enhance leadership skills.
10. Enhance employee –employer relationship
11. Provide social support system
12. Assist in coping with stress.

(any five with brief description)

(c) Characteristics of Obsessive Compulsive Disorder:

Most people with obsessive compulsive disorder who come for treatment experience both obsessions and compulsions. Although, earlier estimates were that as many as 25% experienced pure obsessional disorder without any compulsive rituals (Richman & Hodgson, 1980) recent estimates from research conducted in the development of the DSM-IV are that over 90% of those who come for treatment experience both obsessions and compulsions. When mental rituals or compulsions such as counting are also included as compulsive behaviours, this figure jumps to 80%. In 90 percent of cases, the compulsions are seen as functionally related to the obsessions (Riggs & Foa, 1993). For example, it can be predicted that some with an obsession about dirt and contamination will have washing rituals. However, in epidemiological samples where people in the community are being diagnosed, but who are often not presenting for treatment, the picture that emerges is rather different. In one such study, 40 percent experienced obsessions only and 30 percent experienced compulsions only (Weissman et al., 1994).

Most of us have experienced minor obsessive thoughts, such as whether we remembered to lock the door or turn the stove off. In addition, most of us occasionally engage in repetitive or stereotyped behaviour, such as checking the stove or the lock on the door, or stepping over cracks on a sidewalk. In the case of obsessive-compulsive disorder, however, the thoughts are much more persistent and distressing. They interfere considerably with everyday behaviour. Nevertheless, research indicates that normal and abnormal obsessions and compulsive behaviours exist on a continuum, with the primary difference being in the frequency and intensity of the obsessions and in the degree to which the obsessions and compulsions are troubling and to which they are resisted (Gibbs, 1996; Rachman & Hodgson, 1980, S. Kirk, 1997).

Types of Obsessive Thoughts: Obsessive thoughts may center on a variety of topics. A recent review concluded that in patient and non-patient (epidemiological community) samples, the content of obsession consist most often of contamination fears, fears of harming self or others, and pathological doubt. Other fairly common themes are concerns about or need for symmetry, sexual obsessions, and obsessions concerning religion or aggressions. These themes are quite consistent cross-culturally and across the lifespan (Gibbs, 1996).

Obsessive thoughts involving themes of violence or aggression might include a wife being obsessed with the idea that she might poison her husband, or a daughter constantly imagining pushing her mother down a flight of stairs. Even though, such obsessive thoughts are only very rarely carried out in action, they remain a source of often excruciating torment to a person plagued with them.

Types of Compulsions: People with OCD feel compelled to perform repeatedly acts that often seem pointless and absurd even to them and that they in some sense do not want to perform. The compulsive acts in patient samples are of five primary types: cleaning, checking, repeating, ordering/arranging, and counting (Antony et al, 1998) with many people showing multiple kinds of rituals. For a smaller number, the compulsions are to perform various everyday acts such as eating or dressing extremely slowly (primary obsessional slowness) and for others the compulsions are to have things exactly symmetrical or "evened up" (Rasmussen & Eisen, 1991). Washing rituals vary from relatively mild ritual-like behaviour, such as spending 15 to 20 minutes washing one's hands after going to the bathroom, to more extreme behaviour, such as washing one's hands with disinfectants for hours every day to the point that the hands bleed. Washing rituals appear to be far less common in non-patient samples than in patient samples. Checking rituals also vary from relatively mild, such as checking all the lights, appliances, and locks two or three times before leaving the house, to very extreme, such as going back to an intersection where one thinks one may have run over a pedestrian and spending hours checking for any sign of the imagined accident**.** Both cleaning and checking rituals are often performed a specific number of times and thus also involve counting. Compulsive rituals are sometimes covert or cognitive in nature, involving feelings and thoughts.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Concept of maturation – Q1(xix)
- Strong Campbell Interest Inventory – Q2(b)
- Rorschach Inkblot Test – Q4(a)
- Piaget's preoperational stage of cognitive development – Q5(a)

(b) Concepts between which candidates got confused:

- Julian Rotter's 'internals' and 'externals' were confused with Jung's introvert and extrovert.
- Instead of the term 'mental age' most of them wrote about I.Q.
- Criminal and delinquent.
- Eysenck's and Allport's definition of Personality.
- Source and Surface traits.
- Maturation and Development.
- Wechsler Adult Intelligence Scale (Verbal and Performance Subtest).
- Aptitude and Intelligence/ achievement.
- Five Axes of DSM IV.

(c) Suggestions for students:

- All topics from the syllabus must be studied. Avoid selective studies.
- Practice writing long answers with emphasis on descriptions, implications and appropriate evaluation.
- For clarity of concepts, examples, including researches and case studies must be read with care.
- Read as many books as possible on relevant topics.
- Before writing the answers please pay attention to the command words of a question (discuss, describe, explain, mention, define, etc.)
- Be more specific and present answers in an organised manner.
- Answer in point form or try presenting the answer in separate paragraphs with underlined keywords instead of vague, abstract essays.
- Learn the correct spellings of the full names of psychologists, psychological tests and theories, etc.
- Use technical/factual terms whenever required.
- Give examples, studies and diagrams where necessary.

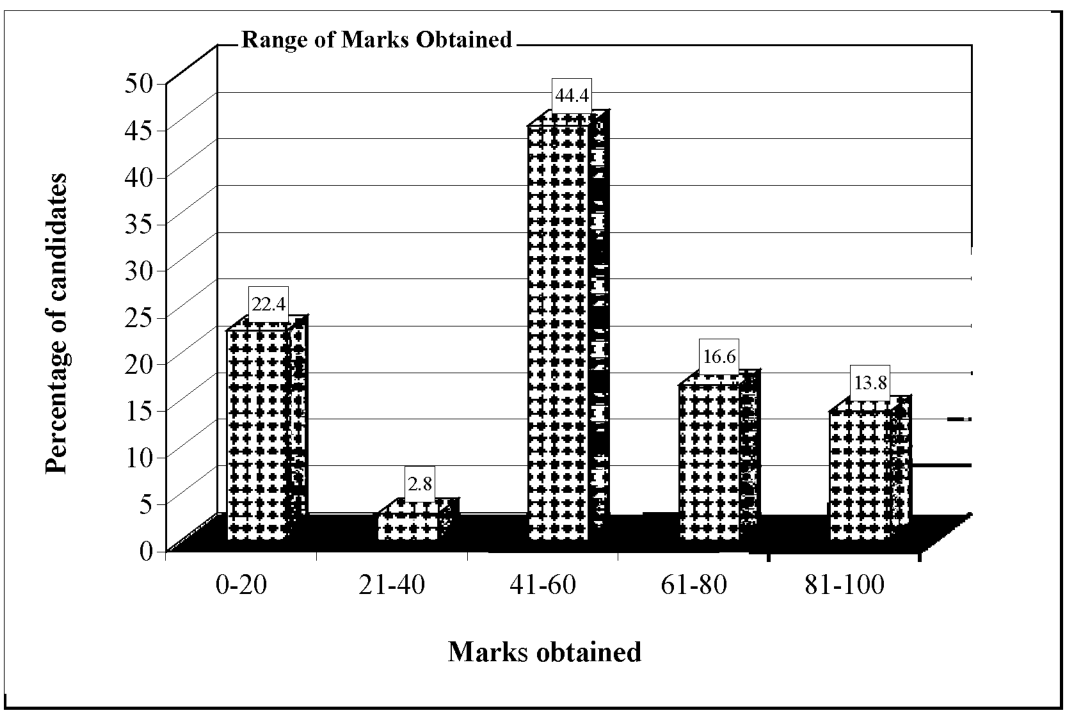
ECONOMICS

A. STATISTICS AT A GLANCE

Total number of students taking the examination	28,154
Highest marks obtained	100
Lowest marks obtained	0
Mean marks obtained	50.62

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	6308	795	12490	4675	3886
Percentage of candidates	22.4	2.8	44.4	16.6	13.8
Cumulative Number	6308	7103	19593	24268	28154
Cumulative Percentage	22.4	25.2	69.6	86.2	100



B. ANALYSIS OF PERFORMANCE

PART I (30 Marks)

*Answer **all** questions.*

Question 1

Answer briefly *each* of the following questions: **[15×2]**

(i) What does zero cross elasticity of demand between two goods imply? Give an example to explain.

(ii) Why is the marginal cost curve U shaped?

(iii) Differentiate between *monopoly* and *monopsony*. Give an example for each.

(iv) What is *market period?* What is the shape of the supply curve in this period?

(v) Give *two* assumptions of the law of Variable Proportions.

(vi) Explain the meaning of *price ceiling* with the help of a diagram.

(vii) Why is the Central Bank considered to be the *lender of the last resort*?

(viii) What is *Vote-on-account budget*?

(ix) Explain how taxation can be used to reduce inequality of income.

(x) What is meant by *unlimited legal tender*?

(xi) Distinguish between CRR and SLR.

(xii) Calculate the value of multiplier if MPC is equal to MPS.

(xiii) Define *GNP at factor cost*. How is it different from national income?

(xiv) Explain with the help of an example, how inflation affects the debtors.

(xv) How does an increase in the price of a commodity affect its quantity demanded? Show it with the help of a diagram.

Comments of Examiners

(i) A few candidates defined 'Cross elasticity of demand' instead of 'zero cross elasticity of demand.

(ii) The answer to 'the law of variable proportions' was stated correctly by a large number of candidates but some did not explain the impact of the behaviour of marginal product in the stages of the Law.

Suggestions for teachers

- The concept of zero cross elasticity of demand that two goods are not related to each other should be explained with the help of examples.
- Clarify the difference between monopoly and monopsony with proper examples.

(iii) Many candidates were not aware of the term 'monopsony'. Errors were also found in the example.
(iv) 'Market period' was confused with short period by some candidates. In some cases, the behaviour of supply was not explained properly.
(v) A few candidates wrote that a few factors are variable whereas it is only one factor which is variable.
(vi) Candidates failed to mention 'legal price' or 'price set by the Government'. Some did not label the position of price ceiling in the diagram.
(vii) A large number of candidates did not mention 'financial emergency' or 'financial crises. They simply wrote that the Central Bank lends money to commercial banks.
(viii) Many candidates were confused with vote on account under budget procedure and vote on account as a type of budget.
(ix) Several candidates gave an incomplete answer - they did not mention progressive tax system.
(x) A number of candidates failed to classify the meaning of 'unlimited legal tender'.
(xi) Candidates did not explain CRR as a proportion of cash deposit; a large number of candidates had no concept of SLR.
(xii) Many candidates failed to understand the question. They could not calculate value of MPC=1/2. The formula for multiplier was also not known to many candidates.
(xiii) GNPfc was defined by many candidates from the point of view of product method and NIT was subtracted from it, which was incorrect.
(xiv) Some candidates were confused between 'debtors' and 'creditors'. They missed writing essential words like, fall in the purchasing power of money during inflation.
(xv) A number of candidates did not draw the correct diagram to show the relation between increase in price and quantity demanded. Some drew both demand and supply which was not required.

- Effects of time periods should be taught to students. They should also be told that supply is perfectly inelastic in market period.
- Explain all assumptions of variable proportions to students for better understanding.
- Explain that price ceiling is the maximum legal price which can be charged. The difference between price ceiling and floor price should also be explained.
- Students should be taught the importance of the words 'last resort', 'financial emergency/ crisis.'
- Tell students to read the syllabus thoroughly and to avoid selective study.
- Candidates should be taught the meaning of each term limited/ unlimited legal tender, separately.
- Candidates should be told that CRR is the ratio of cash deposits received by commercial bank which is to be kept in cash with Central bank. SLR is the ratio of cash deposits received by commercial banks that is to be kept in the form of liquid securities and gold with itself.
- Teach the correct relation between MPC and MPS and the formula for the multiplier (K=1/1–MPC) should also be taught.
- Explain to students that it is the fall in the purchasing power of money during inflation that makes the debtors gain.

- Students should be told that GNPfc is the sum total of factor income in the form of rent, interest, wages and profit received by normal residents. The difference can be shown in the form of an equation.
- Explain the difference between extension and contraction of demand with the help of a diagram.

MARKING SCHEME

Question 1.

(i) If two goods are not related to each other, cross elasticity of demand will be zero.

Example: Petrol, bread

(ii) MC curve is U shaped due to law of variable proportions. In the first stage, there is increasing returns to factor.

MP increases with increase of output, so MC falls. When MP reaches maximum, MC falls to minimum. In the decreasing stage, MP falls and MC rises.

(iii) Difference between Monopoly and Monopsony:

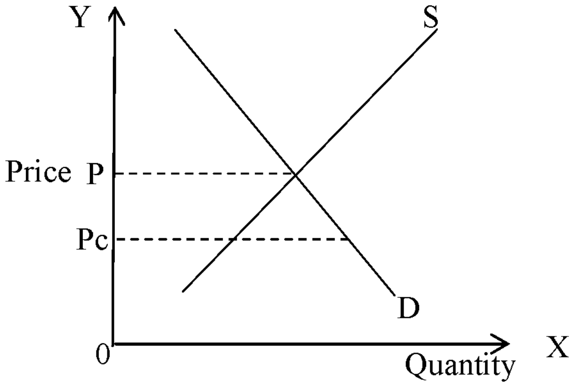
- Monopoly is a market condition where there is only one seller, however under Monopsony there are a large number of sellers.
- The number of buyers are large under Monopoly whereas under monopsony there is only one buyer.

(definition and example of each)

(iv) Very short period is termed as the market period. It is the period during which the quantity of a commodity available for supply is absolutely fixed. The supply curve is perfectly inelastic.

(v)
- Any two of the following :
- The state of technology is given and remains unchanged.
- It is assumed that there is one variable input and the others are fixed
- The technology is such that it is possible to change factor proportions.
- It is assumed that all the units of the variable factor are homogeneous and are equally efficient.

(vi) Price ceiling is the maximum legal price which the suppliers can charge for a particular good or service. This maximum permissible price is fixed by the government to make certain goods available at affordable prices to the lower income groups. The ceiling price has to be below the equilibrium price to be effective and it results in excess demand.



Pc is the ceiling. It is lower than equilibrium price.

(vii) Central banks lend to commercial banks, financial institutions etc. in times of unanticipated emergencies. The Central bank assumes the responsibility of meeting all the demands for funds by commercial banks in times of crisis.

(viii) Sometimes, the budget has to be split up during a particular year. The government may or may not continue for the full year on account of the fact that election is due. The budget covers part of the year which is called vote on account budget.

(ix) The government can impose progressive direct tax and progressive indirect tax to reduce inequality of income.

Progressive direct tax: when income increases, percentage of tax also increases.

Progressive indirect tax – more taxes on luxury items.

(x) Payment can be made at any extent. The receiver cannot refuse. Unlimited amount can be paid like paper currency.

(xi) Cash Reserve Ratio (CRR) refers to that portion of total deposits of commercial bank which it has to keep with the Reserve Bank of India in the form of cash reserves.

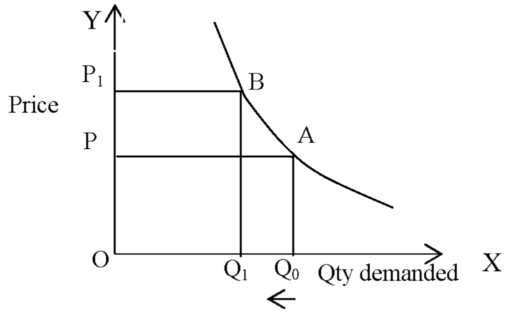
Statutory Reserve Ratio (SLR) refers to that part of the total deposits of a commercial bank which it has to keep with itself in the form of cash reserves, gold and government securities. This is in addition to CRR.

(xii) Since MPC + MPS = 1, when MPC = MPS it will mean that MPC = ½ as well as MPS = ½ . The value of K(multiplier) will be :

$1 / (1- MPC) = 1/ 1-½ = 2$

(xiii) Gross National Product at Factor Cost: It is the sum total of earnings received by various factors of production in terms of wages, rent, interest etc. by normal residents of a country in a year.

National income = NNP_{FC}, GNP_{FC} – depreciation = National Income.

(xiv)	During inflation the debtors as a group stand to gain. (to be explained with an example)
(xv)	When the price of a commodity increases, demand for the commodity falls. This is called contraction of demand. 

PART II (70 Marks)

*Answer any **five** questions.*

Question 2

(a) Explain with the help of a well labelled diagram how a perfectly competitive firm earns normal profit in short run equilibrium. **[4]**

(b) Why does the TC curve start from the Y axis and the TVC curve from the Origin? **[4]**

(c) Discuss *four* features of *Oligopoly.* **[6]**

Comments of Examiners

(a) Many candidates drew average variable cost curve instead of average cost curve to show normal profit. Conditions of equilibrium were not shown and labelling of diagram was generally wrong.

(b) Several candidates did not mention that TFC remains constant. They simply wrote that TVC is zero at zero level of output. The explanation for the same was not satisfactory.

(c) The vital feature of Oligopoly, i.e. 'intense competition' was not mentioned by many candidates. There was confusion in understanding of Oligopoly amongst candidates.

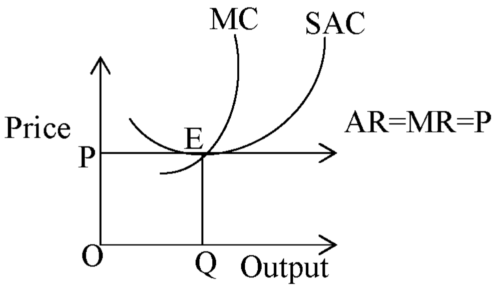
Suggestions for teachers

- Emphasise upon equilibrium conditions. The difference between average cost and average variable cost should be made clear. Students should be told to draw a well labelled diagram.
- Tell students to answer the question logically. They should be told that TFC does not change. The gap between TC and TVC should be explained.
- Students should be told the unique features of Oligopoly like, 'intense competition'. Examples should be taught from the real world.

MARKING SCHEME

Question 2.

(a) MC = MR and MC cuts MR from below.



The curve SAC is tangent to AR = MR = P line, the firm covers only SAC including normal profits. The firm is in equilibrium at point E. It earns Normal profits.

Normal profit means TC = TR

TC = AC $\times$ OQ

TC = PE QO

TR = AR $\times$ output

TR = PEQO

TR = TC = PE QO

(b) TC starts from Y axis because TC = TFC + TVC. TFC is constant and even at zero level of output TFC is incurred. TVC is the cost for variable factors, which is not incurred at zero level of output. Therefore, it starts from the origin.

(c) Four features of oligopoly - few sellers, intense competition, restricted entry, selling cost, indeterminant demand curve.

(any four)

Question 3

(a) Complete the following table and draw a supply curve for the firm A: **[4]**

Price per unit	Supply by firm A	Supply by firm B	Market Supply
2	5	5	?
3	?	10	17
4	9	?	24
5	11	20	?

(b) Explain what happens when the market price is less than the equilibrium price. **[4]**

(c) Explain the four determinants of supply of a commodity. **[6]**

Comments of Examiners

(a) Majority of the candidates were able to fill up the blank spaces correctly. Some drew the market supply curve instead of supply curve of firm A. In a few cases, the diagram was not labelled properly.

(b) Several candidates were confused with price ceiling. They failed to explain how equilibrium is restored by market forces of demand and supply.

(c) The explanation given by several candidates was not satisfactory. A few of candidates also explained 'determinants of demand'.

Suggestions for teachers

- Encourage students to apply their knowledge in conceptual questions. They should be told to read the question paper carefully.
- Explain the difference between market price and administered price. Emphasis should be on the mechanism which is taking place to reach equilibrium. Excess demand should be shown in diagram.
- Teach students the determinants of economic variables. They should explain these with proper reasoning. Clear cut demarcation must be made between factors affecting demand and factors affecting supply.

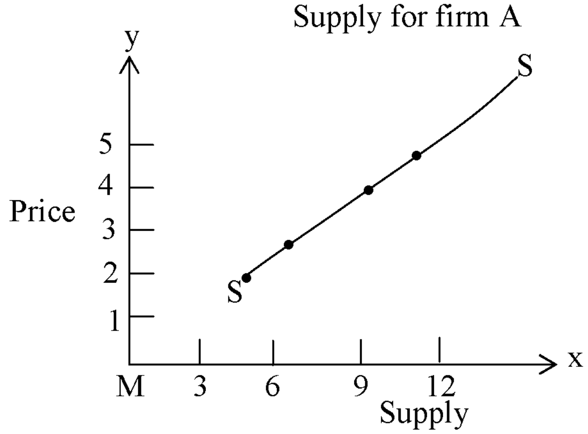
MARKING SCHEME

Question 3.

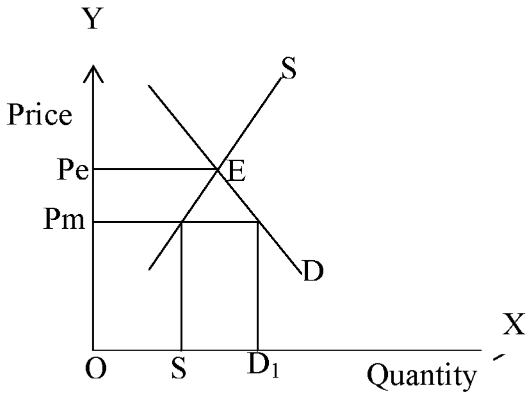
(a)

Price per unit	Supply by firm 'A'	Supply by firm 'B'	Market Supply
2	5	5	**10**
3	**7**	10	17
4	9	**15**	24
5	11	20	**31**

Supply for firm A



(b) If the market price is less than equilibrium price, then there will be excess demand. Supply is OS and demand is OD_1. Excess demand = SD_1. Price increases, demand will fall, supply will increase and equilibrium will be reached.



(c) Four determinants of supply are:

(i) Price of the commodity

(ii) Price of inputs

(iii) Technology

(iv) Goals of the firm

(v) Government policy. [*any four can be explained*]

Question 4

(a)	Explain the nature of the AR and MR curves under perfect and imperfect competition.	**[4]**
(b)	Explain any one *internal* and any one *external* economy of scale.	**[4]**
(c)	How does a producer attain equilibrium under perfect competition through the MR and MC approach?	**[6]**

Comments of Examiners

(a) In case of imperfect competition, wrong position of AR and MR was shown by some candidates. The role of price, the determining factor or the nature of AR/MR curves in the two market conditions were not explained correctly in several cases.
(b) Many candidates mentioned the correct points but the explanation for the same was not satisfactory.
(c) A number of candidates did not write the conditions of equilibrium correctly. Some wrote about break-even point and shut down point unnecessarily. In a few cases, the MC curve was not drawn correctly.

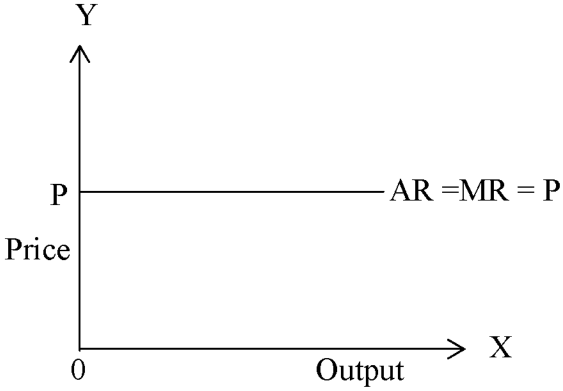
Suggestions for teachers

- Students should be taught to draw proper diagrams under perfect competition, price remaining same at all levels of output and curve a horizontal straight line. Under imperfect competition firm is required to reduce price if it wants to sell more. AR falls, MR falls and can become zero or even negative.
- Candidates should be told to draw correct diagrams and conditions for equilibrium should be explained.

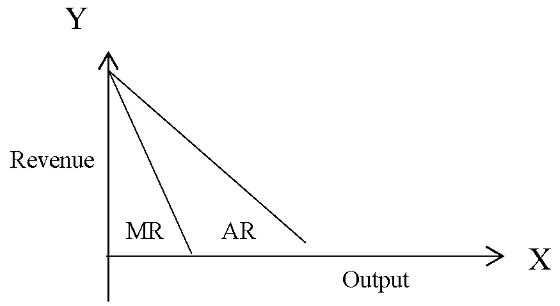
MARKING SCHEME

Question 4.

(a) A firm under Perfect competition is able to sell additional units of the output at the ruling prices. Since the price is given and remains same, the average revenue is price; it remains constant at all levels of output. Since every additional unit is sold at the same price, it follows that the firm's marginal revenue is also constant and equal to the price of the product.



A firm under imperfect competition is required to reduce the price if it wants to sell more output. As it increases the output it must reduce the price more and more to sell additional output. Hence the average revenue falls continuously as the output increases. It cannot become zero. Marginal revenue falls continuously, can become zero or even negative.



(b) Any one of the following internal economy to be explained:

Technical, Managerial, Marketing, Financial economy, etc.

Any one of the following external economy to be explained:

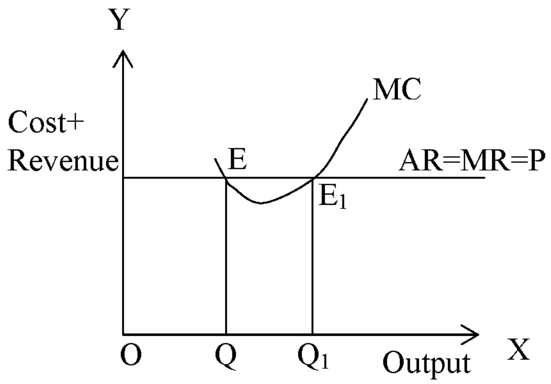
Cheaper inputs, Technological economy, Supply of skilled labour, Flow of information, Localisation, etc.

(c) MR and MC approach conditions are:

(i) MR and MC = P in perfect competition (necessary condition). If MR or P is not equal to MC then MR or P will be greater or less than MC. MR = MC.

MR or P > MC $\Rightarrow$ addition to revenue is more than addition to cost. Hence, it is profitable for the firm to continue production. Output goes beyond OQ. If MR or P < MC then addition to cost is more than addition to revenue. Profit will reduce. Hence, firm will reduce output. Beyond OQ, firm reduces output.

(ii) MC curve should be rising at point of equilibrium or MC should cut MR from below at point E_1.



Question 5

(a) Explain how the *income effect* and the *substitution effect* are the reasons for the downward slope of the demand curve. **[4]**

(b) Price elasticity of demand for a product is unity. A household buys 50 units of this product when its price is ₹10 per unit. If its price rises to ₹12 per unit, how much quantity of the product will be bought by the household? **[4]**

(c) A marginal utility schedule of a person is given below. Discuss the law underlying the given schedule: **[6]**

Pen (units)	1	2	3	4	5
MU (utils)	25	20	15	10	5

Comments of Examiners

(a) Under 'income effect', instead of real income or purchasing power, effect of change in income on demand was explained by some candidates. This was conceptually incorrect.
(b) Some of the candidates used wrong formula i.e. writing P in place of Q. In many cases ΔQ was added to the original quantity instead of subtracting it.
(c) Very few candidates could answer this part correctly. Most of candidates were confused between the Law of Diminishing Marginal Utility and Consumer's Equilibrium. Labelling of diagrams was also not correct in some cases.

Suggestions for teachers

- Use of essential words like 'real income' or 'purchasing power' is required in explaining income effect. For substitution effect, words like 'relatively cheaper' or 'costlier' and 'relative price change' was required.
- Give plenty of practice in problems on price elasticity of demand in various forms. The operation of Law of demand needs to be kept in mind.
- Tell candidates that the explanation of the Law must be with reference to the diagram drawn. Candidates should write the statement, assumptions, draw the proper diagram and explain it.

MARKING SCHEME

Question 5.

(a) Income effect: A change in demand on account of change in real income resulting from change in the price of the commodity is known as income effect. When the price of the commodity falls the consumer can buy more of it because of the increase in his purchasing power.

Substitution effect: The substitution effect is the effect that a change in the relative prices of substitute goods has on the quantity demanded. The consumers substitute the cheaper good for the costlier one demanding more of the good whose price has fallen.

(b) $E_p = \frac{\Delta Q}{\Delta P} . \frac{P}{Q}$

$1 = \frac{50 - X}{10} \times \frac{10}{50}$ $\Delta P = 2$ $P = 10$

$1 = \frac{50 - X}{10}$ $\Delta Q = ?$ $Q = 50$ $e = 1$

$10 = 50 - X$

$X = 40$ units

OR $1 = \frac{\Delta Q}{2} \times \frac{10}{50}$ $\Delta Q = \frac{1 \times 2 \times 50}{10} = 10$

At rise in price Quantity bought = 50 – 10 = 40 Units.

(c) The law underlying is the Law of Diminishing Marginal Utility.

Statement;

Assumption;

Explanation and then the diagram.

Question 6

(a) Calculate MPC, MPS and APC from the following data: **[4]**

Income (Y)	Consumption
100	95
110	104

(b) Discuss the fiscal measures used to solve the situation of *deficient demand*. **[4]**

(c) Explain how the equilibrium level of income can be determined by *aggregate demand* and *aggregate supply*. **[6]**

Comments of Examiners

(a) Candidates calculated APC once, whereas they should have calculated it twice. In some cases, APC was calculated as a ratio of total consumption expenditure (95+104) at different levels of income to total income (100+110) i.e. APC= 95+104/100+110. This was a wrong solution.
(b) The fiscal measures were not well explained by a number of candidates. Some wrote monetary measures under fiscal measures. There was confusion with excess demand.
(c) Few candidates could attempt this question correctly. They were confused with the diagram used to explain multiplier process. Some candidates unnecessarily made C+I line upwards. Some showed the 45° line as the C+I line.

Suggestions for teachers

– Give more practice to students in calculation of MPC, MPS & APC. These basic concepts should be made clear to students.
– Give students a clear idea regarding the fiscal and monetary measures. The difference between deficient and excess demand should be highlighted. The role of taxation and public expenditure under different economic conditions should be explained.
– The shapes of curves of AD and AS should be explained with great care.

MARKING SCHEME

Question 6.

(a)

Income (Y)	Consumption	APC=C/Y	ΔC	ΔY	MPC=ΔC/ΔY	MPS=1-MPC
100	95	95/100-0.95	-	-	-	-
110	104	104/110=0.94	9	10	9/10=0.9	0.1

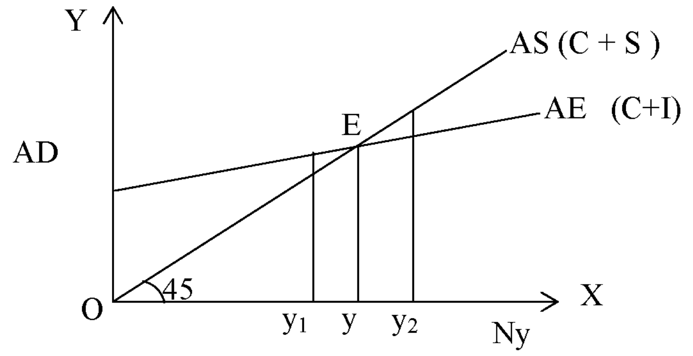
(b) Deficient demand is defined as the amount by which aggregate expenditure falls short of the aggregate output at full employment level.

Fiscal measures are:

(a) Reduce taxation so that the purchasing power can be increased.

(b) Increase public expenditure – more income generated. More money comes into the economy.

(c) In terms of aggregate demand-aggregate supply approach, equilibrium level of income and output in the economy is where the demand for goods and services is equal to the aggregate supply. (*to be explained in detail with the help of the diagram*).



Question 7

(a) Explain the following functions of money: **[4]**

(i) Medium of exchange

(ii) Store of value

(b) Explain how *bank rate* and *open market operations* can be used by the Central Bank to control credit. **[4]**

(c) How do commercial banks create credit? Explain with the help of an example. **[6]**

Comments of Examiners

(a) (i) Many of the answers given by candidates were not satisfactory.

(ii) A few candidates did not mention that money is stored for future use. Some candidates wrote that money is saved in the bank.

(b) Improper definitions of 'bank rate', e.g. it is the rate at which banks give loans to common people, were given by some candidates. In case of 'open market operations', instead of sale and purchase of Government securities or bonds, candidates mentioned shares and debentures.

(c) Candidates had no concept of primary and derivative deposits. Creation of credit undertaken by multiple banking system, balance sheet and formula were not explained.

Suggestions for teachers

- Highlight how and why money has evolved to solve problems of barter system.
- Explain the difference between 'measure of value' and 'store of value'.
- Clearly explain the terms 'bank rate' and 'open market operations' and how are these used by the Central bank to control credit.
- Explain the process of credit creation as – primary and derivative deposit, credit creation by multiple banking system, process and explanation of the formula.

MARKING SCHEME

Question 7.

(a) Following functions to be explained :

- Medium of exchange - Money commands the general purchasing power to purchase goods and services which people want. It is generally and widely accepted as the medium through which most all purchases and sales are made.
- Store of Value - People keep their wealth in the form of money. Storing of money has solved the difficulties of barter system.

(b) The two important methods to be discussed in detail:

Bank Rate- The bank rate or the discount rate is the rate at which the central bank gives loans to the commercial banks or rediscounts the approved first class bills of exchange and government securities held by the commercial banks. The central bank can control the volume of credit by making changes in the bank rate. For example when there is inflation in the economy the bank rate can be increased to contract credit.

Open Market Operations-It refers to the sale and purchase of government and other approved securities by the central bank in the money and capital markets. The central bank will sell the securities when it wants to reduce credit and buys them when it wants to increase the money supply.

(c) A very important and unique function of the Commercial banks is that they have the power of credit creation. In the process of acceptance of deposits and granting of loans, commercial banks are able to create credit.

(The process to be discussed with the help of an example.)

Question 8

(a) Explain *any two* objectives of the fiscal policy in a developing economy. **[4]**

(b) What is *primary deficit* and *fiscal deficit* in a government budget? What is the implication of the primary deficit on the economy? **[4]**

(c) Explain *cost-push inflation* with the help of a diagram. **[6]**

Comments of Examiners

(a) The answers to this question were not satisfactory. Some candidates wrote about Economic growth, but did not mention why we need economic growth i.e. how it leads to improvement of standard of living. Reasons to support the objectives were also not given in some cases.

(b) For 'fiscal deficit' under capital receipt, candidates failed to mention 'excluding borrowing'. The implication of primary deficit was not properly explained.

Suggestions for teachers

– Students should be taught the rationality of the objectives. They should be told why economic growth is taken as an objective i.e. it leads to high production, more consumption, better standard of living and employment.

(c) Many candidates were confused between the diagrams of demand pull and cost push inflation. The point of full employment was not shown. In some cases, labeling of the diagram was incorrect.

- Explain the terms with the statement and equations.
- Explain the demand pull and cost push inflation clearly to students. Proper AD and AS curves must be drawn showing how prices will rise.

MARKING SCHEME

Question 8.

(a) Any two of the following to be explained:

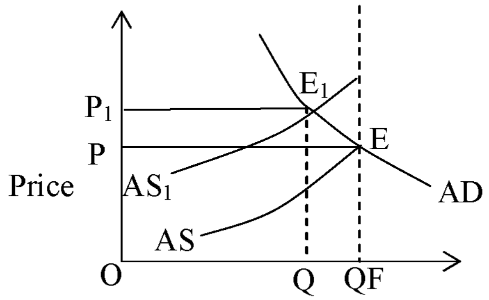
- To attain high rate of economic growth.
- To achieve price stability.
- Aim at reducing inequalities of income and wealth.
- To attain equilibrium in balance of payments.

(b) Fiscal Deficit = Total budgetary expenditure-Revenue receipts - Capital receipts excluding borrowings.

Primary Deficit refers to the difference between the fiscal deficit and the interest payments. Primary deficit = Fiscal Deficit - Interest payment.

Primary deficit is a measure of the Fiscal discipline of the government, i.e. The way the government is conducting its affairs. The interest burden grows with higher borrowing by the government. This growing interest burden is estimated by primary deficit. Excluding interest burden will show the real position of the Government.

(c) Cost push inflation refers to the inflationary rise in the prices which arise due to increase in costs. It is mainly caused by increase in the wage costs and increase in profit margin. (To be explained with the help of diagram)



Increase in cost has shifted the aggregate supply from AS to AS_1.

Equilibrium has also shifted from E to E_1.

The output reduces and price increases from OP to OP_1.

Question 9

(a) Classify the following as final or intermediate goods. Give reasons for your answer. **[4]**

(i) A car purchased by a company for business purposes.

(ii) Pen or paper purchased by a consumer.

(b) Discuss two reasons why the per capita real income is considered to be a better index of economic welfare than gross domestic product. **[4]**

(c) Calculate national income and GDP_{mp} by the income method using the following information: **[6]**

	Items	₹ in crores
(i)	Private final consumption expenditure	1300
(ii)	Net factor income earned from abroad	50
(iii)	Mixed income of self employed	500
(iv)	Subsidies	100
(v)	Indirect tax	200
(vi)	Consumption of fixed capital	1000
(vii)	Operating surplus	5000
(viii)	Compensation of employees	1500

Comments of Examiners

(a) The reasons for why a car purchased by a company for business purposes is an intermediate good or why a pen or paper purchased by a consumer is a final good were not justified by many candidates.

(b) Many candidates did not explain real per capita income with reference to economic welfare correctly. They misinterpreted the question as gross domestic product and economic welfare.

(c) Several candidates were confused between income method and expenditure method.

Suggestions for teachers

- Students should be taught that nature of use of product determines the type of a product, whether it is a final product or an intermediate product.
- Students should be told the relevance of per capita income and real per capita income as a measure of economic welfare and how it would lead to a better standard of living.
- More practice of different types of problems should be given to students. Using one line equation for calculation of national income causes problems, therefore stepwise calculation is advisable.

MARKING SCHEME

Question 9.

(a)
- A car purchased by a company is an intermediate good as it is used for further production.
- Pen or paper purchased is a final good as consumer uses it.

(b) Per capita real income is considered to be a better index of economic welfare than GDP due to the following reasons:

1. From the point of view of economic welfare, what is important is the availability of goods and services on average and this is indicated by per capita availability of goods and services will fall as a result of higher growth rate of population. This will result in the fall of people's standard of living and thereby fall in the economic welfare.
2. While taking national income as an indicator of economic welfare, national income should be taken in real terms and not in nominal terms. Real income is a better index because it eliminates the impact of price changes on national income.

(c) CoE + O.S. + Mixed income of self-employed = NDP_{FC}

1500 + 5000 + 500 = NDP_{FC}

Rs. 7000 cr = NDP_{FC}

NNP_{FC} or national income = 7000 + NFIA

= 7000 + 50 = Rs.7050 Cr.

GDP_{MP} = NDP_{FC} + consumption of fixed capital + Net Indirect Tax

7000 + 1000 + (200 – 100) = Rs 8100 Cr

GDP_{MP} = NNP_{FC} + Depreciation - NFIA + NFI (NIT)

= 7050 + 1000 - 50 + (200 – 100) =

= 8100 Cr

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Why is the marginal cost curve U-shaped? Q1(ii)
- Explain the meaning of price ceiling with the help of a diagram. Q1(vi)
- Vote on account budget. Q1(viii)
- Why does the TC curve start from the Y-axis and TVC curve from the origin? Q2(b)
- Explain what happens when the market price is less than the equilibrium price? Q3(b)
- How does a producer attain equilibrium under perfect competition through MR and MC approach? Q4(c)
- Explain how the equilibrium level of income can be determined by aggregate demand and aggregate supply? Q6(c)
- How do commercial banks create credit? Q7(c)
- Discuss two reasons why the per capita real income is considered to be a better index of economic welfare than gross domestic product? Q9(b)

(b) Concepts between which candidates got confused:

- Price ceiling and market price, confusion between administered price and market price.
- CRR and SLR
- Vote on account budget and vote on account as a budget procedure.
- Income effect and effect of change in income on demand.
- Aggregate demand curve and aggregate supply curve.
- Determination of equilibrium income and multiplier process.

(c) Suggestions for students:

- Study the syllabus thoroughly. Avoid selective study.
- Understand the meaning of each economic term.
- Ask questions from teachers to clear all doubts. Understanding of terms and concepts should be clear.
- Make full use of the reading time allotted.
- Practice drawing and labelling diagrams.
- Practice solving numericals.
- Give precise and to the point answers.

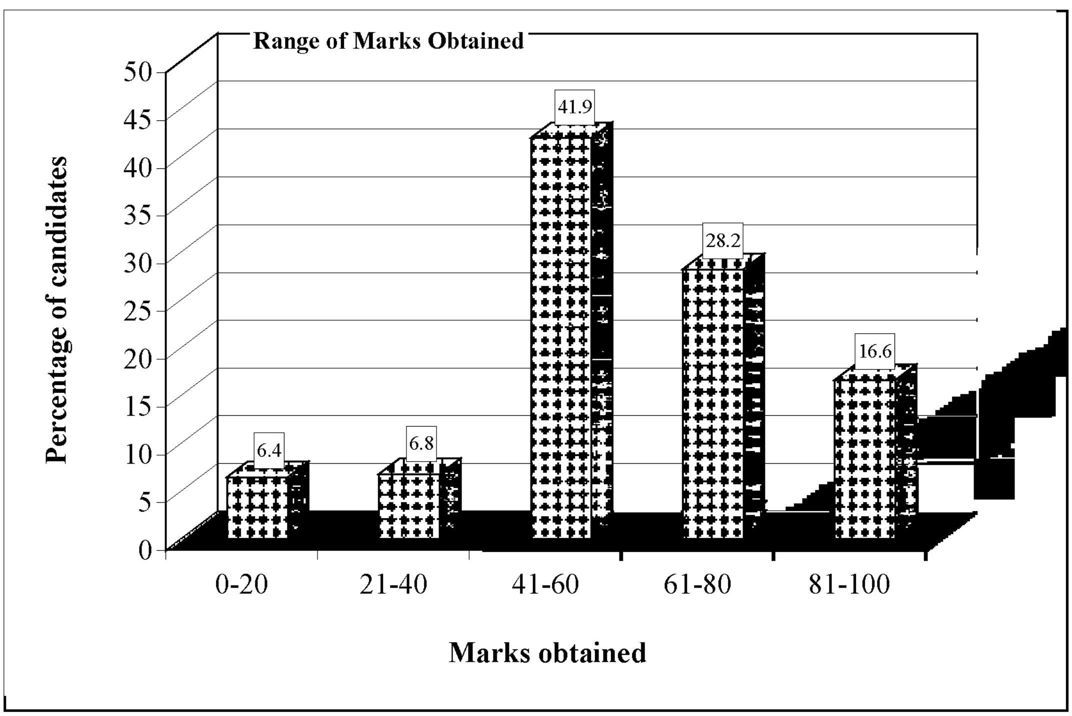
COMMERCE

A. STATISTICS AT A GLANCE

Total number of students taking the examination	25,727
Highest marks obtained	100
Lowest marks obtained	0
Mean marks obtained	59.79

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	1659	1747	10792	7255	4274
Percentage of candidates	6.4	6.8	41.9	28.2	16.6
Cumulative Number	1659	3406	14198	21453	25727
Cumulative Percentage	6.4	13.2	55.2	83.4	100



B. ANALYSIS OF PERFORMANCE

PART I (30 Marks)

*Answer **all** questions.*

Question 1 **[15×2]**

Answer briefly each of the questions **(i)** to **(xv)**.

(i) Define a Public Limited Company.

(ii) What is meant by *Discounting of a Bill?*

(iii) Give *two* disadvantages of written communication.

(iv) Define the term *market*.

(v) Give the significance of *Association Clause* of the Memorandum of Association.

(vi) Give *any two* factors that influence the price determination of a product.

(vii) What is meant by *Cumulative Preference Shares?*

(viii) Explain *Joint Venture* in relation to multinational corporations.

(ix) State *any two* differences between *savings deposit* and *fixed deposit*.

(x) Mention the steps involved in the *organising* function of management.

(xi) State *any two* features of 'labelling' in relation to marketing.

(xii) What is *Certificate of Commencement*?

(xiii) What is Economic and Non-economic environment of business?

(xiv) Expand the terms:

(a) AIDCAM

(b) EXIM Bank

(xv) Explain *management* as a group.

Comments of Examiners

(i) Most of the candidates were able to answer the question correctly. A few candidates were confused between a 'Government company' and a 'private limited company' as also between 'private limited company' and 'public limited company'. Some candidates mentioned the merits of Public Ltd. Co. instead of its meaning. The concept of paid up capital was not understood by many candidates and a few mentioned minimum members instead of minimum capital.

(ii) Some candidates mistook the credit instrument for bill of goods purchased. The concept of discounting bill before maturity was not mentioned in the answers of some candidates. Many candidates were not clear if the buyer or seller discounts the bill with the bank.

(iii) Most of the candidates answered this question correctly. In some cases, candidates wrote advantages instead of disadvantages. A few candidates wrote the demerits of oral communication. In some cases, scope of 'written communication' was given instead of disadvantages.

(iv) Almost all candidates were able to write this answer this part correctly. Some of the definitions were too brief and the meaning did not come across clearly. A few candidates wrote the meaning of 'marketing' instead of 'market'.

(v) Some candidates mistook the 'Association Clause' to mean the 'Articles of Association'. Many candidates were confused between the various clauses of the Memorandum of Association and some explained the importance of M.O.A. The significance was not explained categorically. In some cases, instead of the declaration made by the subscribers, candidates stated it to be made by directors, shareholders, members, promoters, partners, etc. Very few candidates mentioned that the subscribers agree to take up qualification shares.

(vi) Majority of the candidates were unable to attempt this question correctly and some of the factors mentioned had no connection to the topic in the question.

(vii) While several candidates could answer the question satisfactorily, some mentioned the return on preference shares as interest. A few candidates were confused between the various types of preference shares and were not clear as to how and when the accumulated dividend is paid.

Suggestions for teachers

- The difference between the types of companies must be clearly explained to students.
- The difference between authorised/nominal capitals paid up and subscribed capital must be explained with a numerical for better understanding.
- Emphasise upon the importance of the words, minimum, paid up and transferability in relation to share capital.
- Explain discounting of bill with an example. It is important for the student to know that discounting is done before maturity of the bill and its utility for the drawer of the bill must be stated.
- The modern meaning of 'market' must be explained clearly to the students and differentiated from 'marketing'.
- Encourage the correct usage of terms like partners, members, subscribers, investors, board of directors, etc. and their significance.
- Name and explain how the internal and external factors impact the price of a product and students must be taught to write the direct relation to the factor given. Real life examples with factors that brought about a price change can be given.
- The two aspects of cumulative preference shares; accumulation of dividend till paid and dividend is paid out of profits, must be clear to the students.
- The concept of ownership and borrowed capital must be brought out clearly in the class and the difference between dividend and interest must be revised periodically.

(viii) Most of the candidates were able to state correctly the contract/partnership/agreement in the case of joint ventures, but missed out the part on sharing of ownership. At times, 'Joint Venture' was confused with 'franchising' and 'turnkey projects'. Some explained the meaning of MNCs.

(ix) Majority of the candidates attempted this question correctly. A few confused 'fixed deposits' with 'recurring deposits' and 'savings deposits' with 'current account'. Some of the candidates mistook restriction on frequent withdrawals from saving account as 'no withdrawals allowed'. Another common misconception was that 'fixed deposits' do not require KYC (know your customer) norms.

(x) Some candidates did not write the steps in order; in other cases, organising function was confused with directing, controlling or management functions. In a few cases, the meaning of organising was explained instead of the steps.

(xi) Some candidates wrote the meaning of labelling instead of the features and some confused 'labelling' with 'packaging'.

(xii) Some candidates were confused between the terms 'Certificate of Incorporation' and 'Certificate of Commencement'. Many merely stated that the statement was necessary for starting the business without any explanation of the certificate. The point that only a public company requires the certificate was not mentioned by some candidates and at times, candidates got confused with private limited companies.

(xiii) Majority of the candidates were unable to answer this question correctly. Natural environment was explained by most candidates and a few mentioned economic activities or explained only economic environment.

- The point that a joint venture with regard to an MNC is always in the form of a company, must be explained.
- The functioning of each form of MNC should be explained clearly.
- The difference between a temporary partnership (non-corporate) in the form of a joint venture and a more permanent sharing of equity and risk between two corporates from different countries must be highlighted.
- The comparison between the four types of deposit accounts must be discussed simultaneously through different parameters in a tabular format. This will lead to a better understanding of the deposits.
- The individual features must be explained from the point of view of utility/usage /functions of the deposit accounts.
- Students must be taught the importance of steps in a process.
- Particular distinction must be made between the various stages of floatation of a company as per the Companies Act.
- Each of the steps in the organising process and the resultant effect must be brought out clearly in a chart or discussions. A school activity like dramatics or a debating event can be taken up as an example and the process explained.

(xiv) Very few candidates were able to expand the term in entirety and failed to connect the acronym to personal selling. Majority of the candidates gave the wrong expansion. In some cases, a paragraph explaining EXIM bank was given instead of a mere expansion of the term.

(xv) Some candidates were not clear as to the points to be covered in this question and question was answered only partially. The management concepts other than as a group activity were explained by some candidates.

- A product label can easily be organised to show to the students. The students can be asked to state the usefulness of the label, thereby deriving the features of the same.
- The students need to be familiarised with the dimensions of business environment. The forces /factors of each of the dimensions can be illustrated with examples. Students can be asked to state the factors they are familiar with and this could be linked to the business.
- Students can be asked to make a list of the common acronyms in the different units of the syllabus and taught with capital letter presentation. This will make it easy to remember and emphasize on learning the spellings.
- The members of the group that make up management must be explained along with the objective for which it is formed.

MARKING SCHEME

Question 1.

(i)
- Has a minimum paid-up capital of five lakh rupees or such higher paid-up capital as may be prescribed.
- Does not restrict the transfer of its shares;
- Does not limit the number of members
- Can invite the general public to subscribe to its shares and debentures.
- Can invite or accept deposits from the public.
- Is not a private company
- Is a private company which is a subsidiary of a company which is not a private company.

(*any two*)

(ii) Discounting of bill is the purchase of bills of exchange at the face value less the interest at current rate till the due date. The owner of the bills can get cash immediately through his bank account and need not wait for payment until the bills fall due. On maturity date, the bank collects the payment of discounted bills from the drawee. In case the bill is dishonoured, the borrower who discounted the bill is liable to make payment to the bank

(iii) Disadvantages of written communication:

1. It is time consuming
2. It is more expensive/ costly/ not economical
3. It is difficult to maintain secrecy/ lack of secrecy
4. It is formal/ follows scalar chain
5. It is rigid and there is little scope for making alterations
6. It involves formalities and red tape/ delays
7. Different people may interpret it differently/ subject to interpretation
8. Clarifications if needed cannot be given immediately.
9. Response is not immediately available/ feedback.
10. It lacks personal touch. (*any two*)

(iv) The term market means the sum total of the environment in which resources, activities and attitude of buyers and sellers affect the demand for products and services. It is a mechanism through which products and services are exchanged, sold and transferred.

A market is a centre in which forces leading to exchanges of title to a particular product operate and towards which and from which the actual goods tend to travel.

A market means a body of persons who are in intimate business relations and carry on extensive transaction in any commodity

(v) The subscription or Association Clause in a memorandum of association contains the full names, occupations and addresses of subscribers to the Memorandum. The subscribers make a declaration under their signatures duly attested by witnesses that they desire to be formed into a company and agree to take qualification shares, if any. There must be at least seven signatories in case of a public company and at least two in case of a private company. The importance of this clause is that it reveals the persons who have promoted the company.

(vi)
- Objective: price of a product depends upon the firm's objective. A firm may decide out of several objectives, e,g, profit maximisation, a specific level of profit, target level of sales, a particular share of the market, prevailing market price, etc. The price fixed for the product must be in line with the firm's pricing objective.
- Cost: Essentially, retail price are cost of production and distribution plus the profit margins. No business can survive for long without covering its costs. In the long run price should cover the total cost per unit but in the short run price should cover variable cost.
- Demand
- Competition

- Quality and Service
- Buying Motives
- Promotional strategy
- Government control
- Risk – bad debts and seasonal fluctuation

(any two self-explanatory statements)

(vii) Cumulative preference share is a share which has a right to claim its fixed dividend of the current year out of the future profits, if company does not earn profits in the current year.

The dividend in their case will go on accumulating, unless paid. The accumulated arrears of dividend shall be paid before anything is paid out of the profits to the holders of any other class of shares.

Preference shares are always cumulative unless otherwise stated.

(viii) Joint Venture: Establishing or entering into a contract with a local firm for manufacturing or marketing some product or service. The MNC's and local company Share the ownership and control.

(ix)

Savings deposit	**Fixed deposit**
To motivate savings habit	To earn interest
Pass book and cheque book issued.	Only fixed deposit receipt is given/ no pass book or cheque book
Withdrawals and deposits allowed	No further deposits, withdrawal on maturity
No loans against saving bank a/c	Loans can be given against F.D
Rate of interest is low	Rate of interest is high

(any two)

(x) Following are the steps of organising:

1. Identifying the activities required for achieving the objectives.
2. Classifying these activities into convenient group and assigning these groups of activities to appropriate persons.
3. Delegating authority and fixing responsibility for carrying out the assigned tasks.
4. Coordinating these authority responsibility relationships throughout the enterprise.

OR

Identifying

Classifying

Assigning

Delegation

(xi) 1. Specifies the contents and other features of the product.
2. Helps in grading and standardisation.
3. Provides information required under law.
4. Attracts the people to buy/ silent salesman.
5. Defines the identity of the product.
6. Is designing a label to be put on the package.

(xii) A Certificate of Commencement of business is a certificate which authorises a public company to commence its business from the date stated. This Certificate is issued by the Registrar of Companies when the company fulfils the prescribed formalities and submits the following documents with the Registrar:
1. a copy of the prospectus or a statement in lieu of prospectus.
2. a declaration that directors have taken up and paid for their qualification shares.
3. a declaration that the shares payable in cash have been allotted equal to an amount, not less than the amount of minimum subscription.
4. a declaration that the company has applied for and obtained permission for the shares to be dealt on a recognised stock exchange.
5. Statutory declaration. OR

This Certificate is a conclusive proof that the public company has complied with all the legal formalities and that it is legally entitled to commence business.

(xiii) (The economic environment consists of the factors and forces concerning means of production and distribution of wealth.) (It includes all such forces of economic development which influence the product market scope of business.) Its main components are nature of economic system of the country. Organisation and development of capital market, economic policies, industrial development, etc.

(The non-economic environment refers to social, political, legal and technological environment of business.) Social environment concerned with social values and attitudes, customs and traditions, legal environment consists of all the laws relating to business, political environment includes constitution of the country, foreign policy and political stability etc. and technological environment refers to the state of science and technology in the country.

(xiv) (a) AIDCAM: Attention, Interest, Desire, Conviction, Action, More sales
(b) EXIM Bank: Export and Import Bank/ Export Import/ Export Import bank of India

(xv) As a group management refers to all those persons who perform the task of managing an organisation. All the activities of managers from the chief executives to the first supervisors are collectively known as a management team. As a group, management is a rule making and rule enforcing body. Managers can be family managers, professional managers or civil servants, senior managers of companies, are very powerful and respected groups. Modern society, management constitutes a hierarchy of authority because managers at different levels possesses varying degree of authority. It has a network of superior subordinate relationships. Management refers to a group of people well versed in planning and takes on enterprise towards the attainment of definite objectives.

PART II (70 Marks)

Answer any **seven** *questions.*

Question 2

(a)	Explain *any four* advantages that host countries derive from multinational corporations.	**[4]**
(b)	Discuss *any six* privileges enjoyed by a Private Limited Company.	**[6]**

Comments of Examiners

(a) Many candidates were able to give the correct points but with inappropriate explanations. The headings were repeated in the sentences as explanations.
Some candidates explained the superiorities of MNCs without linking them to the merits derived by the host nation and a few wrote the merits gained by MNCs.

(b) Merits of private limited companies were stated instead of the privileges by some candidates and some made a comparative statement of the two. The concept of exemption from legal formalities and restrictions were not clear to many candidates.

Suggestions for teachers

- Students must be made to understand that the financial, marketing, managerial and technical superiorities translate into a host of advantages to the under developed and developing economies. And the benefits derived by both, host nations and MNCs must be clearly explained with examples to the students.
- It is important to make students understand the ambiguity between 'privileges' and 'merits' and give them sufficient practice in school assessments. The merits of private limited may be a result of such privileges, but all merits do not translate into privileges. The various exemptions enjoyed by private limited companies must be explained in detail.

MARKING SCHEME

Question 2.

(a)
1. Foreign Capital: Developing countries require huge capital investment for rapid industrialisation. They suffer from shortage of capital due to low rate of savings. Multinationals have huge capital resources at their common. They provide direct foreign investment by selling up subsidiaries and joint venture in host countries.
2. Transfer of Technology: Developing countries lag behind in technology. These countries require modern technology to utilise their idle resources. Multinational corporations employ advanced technology and latest marketing techniques. Developing countries get modern technology from multinationals. Products manufactured with such technology can stand in the world market.

3. Economies of large scale production: MNCs produce and sell in bulk. World wide operations help to increase productivity and reduce per unit costs of production and selling. Sophisticated techniques and innovative marketing methods also help to lower production costs by bringing economies in the use of labour, materials, capital, etc.
4. Employment generation: MNCs create direct and indirect employment in production, marketing and service activities. The entry of MNCs help in increasing opportunities for gainful employment to people of the host country. As a result, investment and income levels increase.
5. Export promotion
6. Research and development
7. Expansion of market
8. Managerial revolution
9. Higher standard of living.
10. Fillip to domestic industries
11. Integration of national economies. *(any four)*

(b) Following are the privileges enjoyed by a private limited company:

1. Minimum number of members: a private ltd. company can be started by two persons as compared to a public Ltd. company which requires seven persons for the same purpose.
2. Requirement as to minimum capital: Unlike a public company, needs a minimum paid-up capital of rupees one lakh only.
3. Certificate of commencement of business: A private Ltd. company can commence business immediately after its incorporation. Unlike a public Ltd. company, it is not required to wait for the commencement of the business till the grant of the certificate of commencement of business.
4. No Prospectus: A private Ltd. Company is not required to issue or file prospectus or statement in lieu of prospectus with the Registrar.
5. No Statutory Meeting or Statutory Report: a private Ltd. company is neither required to hold statuary meeting nor is required to file copies of statutory report with the Registrar.
6. Quorum: To constitute quorum for the general meeting of a private company two members present are sufficient unless the Articles of the Company provides otherwise.
7. Exemptions as to directors.
8. Index of members.
9. Exemptions from various legal formalities with regard to the shares to be issued, allotment of shares, issues of right shares, disproportionate voting rights, etc.
10. Exempted from restrictions, concerning remuneration of managerial personnel, appointment of persons to office of profit, intercompany investment and publication of accounts.
11. Minimum number of directors: a private limited company can have only two directors whereas a public company must have at least three directors. *(any six)*

Question 3

(a) Why should businesses assume social responsibilities? Give *any four* reasons in support of your answer. **[4]**

(b) Discuss *any six* responsibilities of a business concern towards the consumers. **[6]**

Comments of Examiners

(a) A number of candidates were confused with the requirement of this question. Most of the candidates explained the various corporate social responsibilities assumed by businesses instead of the reason why businesses should assume social responsibilities.

(b) Several candidates repeatedly explained customer satisfaction without stating other responsibilities. Some of the answers were rather vague and not related to the topic in hand. Instead of responsibilities of a business concern in general, duties of retailers and personal salesmen were explained with much duplication of points.

Suggestions for teachers

- The students must be made to understand the cause and effect relationship of assuming social responsibilities.
- The responsibilities of business and reasons must be explained separately with cases and illustrations and the differences highlighted. The interdependence of the various sections of society and the business may be brought out. It can also be explained from the point of view of the various stakeholders of the business.
- In addition to the above, the responsibilities from the various aspects of the product, price, quality and features must be discussed. Students must be given practice in writing self-explanatory sentences to explain a point.

MARKING SCHEME

Question 3.

(a)

1. Self- interest – Businessmen can succeed better by fulfilling the demands and aspirations of society. People who have had a higher standard of living and have been exposed to an environment conducive to healthy growth make better employees and customers for business than those who are poor, ignorant and oppressed.
2. Creation of society – Business is a creation of society and uses the resources of society. Businessmen should respond to the demands of the society and should utilize the social resources at their command for the benefit of the people.
3. Social power – Businessmen have considerable social power, their decisions and actions affect the lives and fortunes of all of us. They collectively determine for the nation such important matters as amount of employment, rate of economic progress and distribution of income among various groups.

4. Public image – A business can improve its image in public by assuming social obligations. Good relations with workers, consumers and suppliers help in the success of business. Social obligations include the confidence and faith of people in a business enterprise.
5. Social awareness – Consumers and workers are well informed about their rights. Consumers expect better quality products at reasonable prices. Similarly, workers desire fair wages and other benefits. If business does not fulfil its obligations, there will be industrial unrest and conflict in society.
6. Free Enterprise- If businessmen do not accept and discharge their social obligations they will lose their freedom. For example, the government has passed the Consumer Protection Act to prevent businessmen from indulging in adulteration, black marketing and other anti-social practices. Thus, social responsibilities are essential for avoiding governmental action against business.
7. Law and Order – Business can survive and grow only when there is law and order in society. If business exploits the weaker sections of society for too long, these sections will take the law in their own hands. The resulting chaos will threaten the very survival of business.
8. Moral Justification –Business has money and talent with which it can assist the government in solving problems like unemployment, illiteracy, scarcity of foreign exchange etc.
9. Socio-cultural Norms –Businessmen who help in preserving and promoting the cultural heritage will naturally enjoy the patronage of the society and the government.
10. Professionalization
11. Trusteeship *(any four)*

(b)
1. To provide the goods and services needed and desired by consumers.
2. To provide goods and services of better quality at reasonable prices.
3. To provide current information about goods and services.
4. To avoid malpractices such as adulteration, black marketing, misleading advertising, etc.
5. To redress the grievances of consumers effectively and promptly.
6. To comply with the laws aimed at protection of consumers.
7. To provide prompt and effective after sale services.
8. To ensure a fairly wide distribution of products during shortage. *(any six)*

Question 4

(a) Distinguish between *bonus shares* and *right shares*. **[4]**

(b) Define *debentures*. Describe *any four* types of debentures. **[6]**

Comments of Examiners

(a) Most of the candidates scored well in this question. In a few scripts, the basis of comparison between bonus shares and right shares was not the same in all the points. Some candidates interchanged the headings. Some candidates wrote the differences in paragraph form, without matching points of difference.
Some candidates were unable to distinguish the meaning correctly and hence the successive points were also incorrect; a few candidates did not understand that bonus shares also increase the share capital of the company.

(b) In some cases, features of debentures were given instead of the definition. In other cases, a debenture was explained in detail as loan without mentioning that it is issued by a company. Very few candidates were able to give a complete definition. In some cases, types of debentures were confused with types of preference shares. A few candidates were able to name the types but interchanged the explanation or gave incomplete explanations

Suggestions for teachers

- The students must be able to distinguish firstly between shares issued for cash and bonus shares. It is also important to distinguish when and why they are issued and the associated rights. The conditions for issue of right share to existing shareholders must be clear to the students.
- The meaning of the term fully paid up must be explained from the point of view of types of share capital. The teacher must insist that all differentiations are written in tabular form and stated under a common basis.
When defining debenture the salient points need be explained clearly. The definition must cover the basic features of a debenture. The types of debentures must be explained clearly from various points of view like convertibility, registration, redemption and security issued for the debenture loan.

MARKING SCHEME

Question 4.

(a)

Basis	Right Shares	Bonus Shares
1. Meaning	Whenever a company comes out with a further issue of shares which is after two years of formation or one year of first allotment, they must be offered to existing shareholders first. Such shares are called right shares.	When companies having large undistributed profits issue fully paid up shares to their existing shareholders, free of charge, in proportion to their existing shareholdings, they are known as bonus shares.
2. Fully paid up	Right shares may be partly paid up	Bonus shares are always fully paid up.
3. Cash	Right shares bring cash to the company's coffers.	Bonus shares do not bring any cash to the company's coffers.
4. Separate bank account	Till the concerned stock exchange approves the allotment money allotment money must be kept in a separate bank account in a scheduled bank.	A separate bank account is not required for Bonus shares as no money is to be received by the company.
5. Purpose of issue	Right issue is made for raising funds to meet the growth and diversified needs of the company.	Bonus issue is made to capitalise undistributed profits.
6. Right of renunciation	Right to renounce all or part of shares of it.	No such facility is available.
7. Guidelines	The Companies Act 1956, Section 81, regulated the issue of Right Shares.	There is no section of Companies Act to regulate issue of Bonus Shares.
8. Minimum subscription	Rights issue must comply with minimum subscription requirement as prescribed.	Issue of bonus shares does not involve minimum subscription.

(any four)

(b) A debenture is an instrument issued under the common seal of the company, acknowledging its debts to the holder under the terms and conditions specified in the instrument.

Types of debentures:

1. Secured and unsecured Debentures: Secured debentures: In case of secured debentures the payment of interest and principle amount is secured by some charge on any part or the whole of the fixed or floating assets of the company. Unsecured debentures are not secured by any charge on any asset of the company.

2. Redeemable and unredeemable Debentures: Redeemable debentures are issued for a particular period, fixed or uncertain, and on the expiry of that period, the principal amount is returned to the debenture holders. In case of irredeemable debentures, the principle amount is not refunded at any time except, in the event of winding up of the company.
3. Registered and bearer Debentures: Registered debentures stand in the name of their holders, which are recorded in the books of the company. Interest is payable only to registered debentures holders. They are transferable only by a transfer deed. Bearer debentures are transferable by a mere delivery any possessing bearer or holder thereof is the owner and received interest through coupons. These debentures are not recorded in the books of the company.
4. Convertible and non-convertible debentures: Convertible debentures are those which have the option of getting a part or the full value of their investment converted into equity shares on a fixed date or after a certain period of time. They are issued to allow the debenture holders to participate in the future prosperity of the company. Non convertible debentures do not enjoy any such rights to get themselves converted into equity shares.

(definition and any four points)

Question 5

Briefly discuss *any five* principles of management as formulated by Fayol. **[10]**

Comments of Examiners

Most of the candidates scored well in this question except for a few who explained the Principles of Scientific Management and functions of management.
Some of the candidates were unable to explain the principles in detail and at times missed out on the positive impact of applying the principle or negative effect of not applying them.
In a few cases, the candidates were confused between the principles of Unity of Command and Unity of Direction and the explanation of both principles was interchanged.
The principle of Authority and Responsibility was understood to be provided to different personnel, by some candidates.
Scalar Chain with gang plank was explained, but without mentioning that it is a chain of command and communication.
The principle of Order was explained by a few candidates as discipline instead of material and social order.
The Equity principle was described as equality and equal pay for all employees.

Suggestions for teachers

- Each principle of Fayol needs to be explained from the management point of view. The importance of applying the principle and the effect of it must be explained clearly with examples from a business organisation.
- The teachers must give particular attention to these principles as they consist of commonly used words but have a deeper and significant meaning with reference to a business organisation.
- The students must be given practice in writing the various principles to include the meaning and impact and cautioned against just writing the meaning of the word.

MARKING SCHEME

Question 5.

1. Division of work -Dividing total task in to compact jobs and allocating to different persons. This leads to speed, accuracy and increase in output. It is applicable to all kinds of work, technical as well as managerial.
2. Authority and Responsibility - Authority and responsibility must go hand in hand. Authority without responsibility leads to irresponsible behaviour while responsibility without authority will make a person ineffective. Authority is right to get work done and responsibility is to do the job to the best of ones ability.
3. Discipline - implies obedience, respect of authority and observance of the established rules and regulation. It is essential for the smooth running of organisation. Good supervision at all level, clear and fair rules and built in system of penalties will to maintain discipline.
4. Unity of command - an employee should receive orders from one superior only and be accountable to him. Dual command will undermine authority, weaken discipline, divide loyalty and create confusion, delays, etc.
5. Unity of direction there should be one head and one plan for a group of activities having the same objective.
6. Subordination of individual interest to general interests - interests or goals of the organisation must prevail upon the personal interests of individuals. Constant supervision is necessary to prevent promotion of personal interests at the cost of the organisation.
7. Remuneration - must be fair, reasonable and satisfactory both to the employees and the employer. It must reward effort so as to motivate higher productivity.
8. Centralisation - everything that increases the importance of subordinates role is decentralisation and everything that reduces it is centralisation. Both are a matter of proportion and the right proportion should be decided.
9. Scalar chain - it is the chain of superiors ranging from the ultimate authority to the lowest rank. It is a chain of communication establishing by the chain of command. It should be followed diligently and in emergencies a gangplank can be used.
10. Order - is material and social order. It implies a proper place for everything and everything in its right place and a place for everyone and everyone in his appointed place. This is important for successful functioning.
11. Equity - management should treat the employees with justice and kindness. There should be equity of treatment in dealing with subordinates and no discrimination. Nepotism and favouritism affect the motivation and morale.
12. Stability of tenure - a reasonable security of service should be provided to all employees. This helps to develop loyalty and attachment of employees. Labour turnover, not needed, increases cost of selection and training and spoils the image of the firm.
13. Initiative - employees at all levels should be encouraged to think out and execute the assigned tasks in a better way. It is a source of strength of an organisation. They must be inspired to suggest improvements in the formulation and implementation of plans.

14. Spirit de corps- there must be team spirit and cooperation among the members of an organisation. Unity is strength and this lies in the cooperation and harmony in individual efforts. Group efforts are more than the aggregate of individual contribution on account of esprit de corps.

(Any five with explanation)

Question 6

(a) Discuss *any four* advantages of using e.mails as a device of business communication. **[4]**

(b) Distinguish between *informal communication* and *formal communication*. **[6]**

Comments of Examiners

(a) The candidates gave the merits from their personal point of view instead of the business. In some cases, instead of explaining the advantage of the device, the candidates wrote on the results of using e-mail, for a business; like more profits, expansion, etc. Candidates explained about booking orders, following up debtors, after sales service without linking it to speed, flexibility, confidentiality, convenience etc. of e- mails.

(b) The headings, 'formal communication' and 'informal communication' were interchanged in some cases. Points given by candidates were some from formal and some from informal communication. A few candidates were confused and wrote differences between written and oral communication. In several cases, synonyms were written as separate points.

Suggestions for teachers

- The merits of e-mail are because of the features of speed, convenience, flexibility, etc. – this should be explained to students.
- Distinguish between the concepts by covering an exhaustive list of points so as to avoid repetition by students. It must be clarified that both formal and informal communication takes place between the same set of personnel in the organisation.
- While discussing this topic, students must be alerted to the similarities with written and oral communication.
- Instruct students to write differences preferably in a tabular form and if written in paragraphs, insist that points need to be matched.

MARKING SCHEME

Question 6.

(a) Advantages of E-mail in business communication:

1. It is the quickest means.
2. Does not disturb the receiver at the other end.
3. Flexible. Message can be altered.
4. Transmission of message over telephone is inconvenient. But E-mail is convenient because the message can be retrieved at any time.
5. Can be saved for future reference.
6. Can be confidential.
7. Can be sent to any corner of the world at a nominal cost/ economical.

(any four with explanation)

(b)

Basis	Formal Communication	Informal Communication
1. Nature	Well planned, systematic and authorised	unplanned, erratic and unauthorised
2. Flow	It flows through the chain of command	It flows through unofficial channels
3. Basis	It is based on authority	It is based on social interaction of people.
4. Flexibility	It is rigid	It is flexible
5. Speed	Slow speed/time consuming	Fast/ less time consuming
6. Responsibility	Easy to fix responsibility	Responsibility cannot be fixed.
7. Method	Generally written	generally oral
8. Path	Fixed, beginning and end are known.	Variable, beginning and end are known
9. Contents	Work related information	Personal views and feelings
10. Purpose served	Organisational needs	social needs
11. Personal touch	Lacks personal touch	It has personal touch
12.Prediction	Predictable and authentic	unpredictable
13. Source	Can be traced	Difficult to trace source
14.Accuracy	Often accurate	Often distorted

Question 7

(a) Describe *any four* objectives of advertisement. **[4]**

(b) What is *marketing mix*? Explain the elements of marketing mix. **[6]**

Comments of Examiners

(a) Most of the candidates wrote correct answers except for a few candidates in whose answers the heading and the explanation of the objectives did not match. At times, the same explanation was given for more than one point and clear distinction of points was not made. In several cases, 'eliminating middlemen' and 'reducing costs' was confused with 'increasing sales' and 'reducing costs'. In some cases, social advantages of sustaining the press and employment provision were mentioned by candidates.

(b) A few candidates were unable to name the four Ps of marketing; 'production' was mentioned instead of 'product'. Many candidates did not explain the meaning of marketing mix and only named the elements. A number of candidates named the 4 Ps but did not state the objectives; nor did they describe the elements of each 'P' in the mix. Only a handful of the candidates mentioned the Ps connected to services.

Suggestions for teachers

- Students must be taught the difference between economic objectives and social objectives.
- The objectives of advertising must be discussed from the point of view of the seller.
- Tell students that when learning the 4 Ps, it is important to state how they are the total marketing program/ system of the organisation.
- The students must learn to explain the individual Ps through their various elements.

MARKING SCHEME

Question 7.

(a) Objectives of Advertising:

- To create and maintain demand
- To educate consumers
- To introduce a new product
- To reduce or eliminate middlemen
- To face competition
- To build goodwill and creating a brand image
- To support salesman and reduce selling expense
- To improve standard of living
- Minimising seasonal fluctuation
- Creating confidence among customers
- To support dealers
- To increase sales and reduce cost

(any four with explanation)

(b) Marketing mix refers to the combination of four basic elements which constitute the core of a company's marketing system. These four elements are Product, Price, Place and Promotion. Marketing mix is a total marketing program of an enterprise. Marketing mix is a dynamic concept – it changes with the change in customer needs and profile. The basic purpose of marketing mix is to satisfy the needs and wants of customers in most effective manner.

(naming of 4Ps, objective of mix)

Elements of Marketing Mix:

(i) Product Mix – Product range, Quality, Brand name, Packaging and labelling, after sales service, warranty against defective goods

(ii) Price Mix – Price to be charged – Discounts and allowances – Terms of credit

(iii) Place Mix – Channel of distribution, distribution policy, transportation, warehousing, inventory control

(iv) Promotion Mix – Advertisement, Personal Selling, Sales Promotion, Publicity, Public relations

(v) People

(vi) Physical facilities

(vii) Process Management

(any four, minimum 2 elements of each 'P' to be mentioned)

OR

Product Mix - represents the tangible and intangible elements offered to the customer in order to satisfy his need. Product refers to a combination of various features relating to the product or service to be offered for sale. It involves decision concerning the quality, size, range, package, brand name, label, warranty and services.

Price Mix - pricing is the process of translating the value of a product or service in terms of money. It is the fundamental to all marketing efforts. Price mix is not simply the determination of a base price but the terms and conditions of sale i.e. transportation cost, discount, credit allowances etc.

Place Mix - refers to distribution of products to make them available to customers for purchase and consumption. It involves two broad functions namely the choice of distribution channel and physical distribution consisting of transportation and storage or warehousing. Inventory control is another important component in the mix.

Promotion Mix - All the activities involved in informing and persuading the customers are collectively known as promotion mix. It involves information, persuasion and influence. It includes advertising, sales promotion, personal selling and publicity.

(explain each 'P' with its accompanying elements if any)

Question 8

(a) Explain *any four* advantages of borrowing funds from financial institutions. **[4]**

(b) Explain *any six* advantages of investing in mutual funds. **[6]**

Comments of Examiners

(a) Some candidates explained loans in general or with reference to commercial banks with the points being repeated. Most candidates were unable to mention merits beyond borrowing funds and were not specific to the question.
Very few candidates were able to mention the specialised facilities available from financial institutions. In several cases, the explanation of points was very brief and was a mere repetition of the heading in a sentence.
Some of the candidates explained the rationale of financial institutions rather than borrowing from them.

(b) The meaning of mutual fund investment was not clear to some of the candidates. They were unable to explain the merits in a satisfactory manner. Some mentioned the types of MFs. In some cases, it was treated as any other investment and returns from them were called by different names. Explanations were very sketchy at times.

Suggestions for teachers

- The difference between specialized financial institutions and commercial banks, wholesale banking and retail banks must be explained clearly to students.
- Special functions like underwriting, merchant banking and non-financial assistance must be explained in detail.
- The students must be taught to link the advantages to the functions of mutual funds.
- The meaning of the terms liquidity, transparency, and flexibility must be clearly explained. The students must understand that mutual funds are not risk free; the risk is spread due to diversified investments.
- Teach students that tax relief does not mean from all taxes. It is available only on the dividend received from mutual funds and not all income; capital gains tax has to be paid.

MARKING SCHEME

Question 8.

Advantages of borrowing funds from financial institutions:

- Larger Funds: Financial institutions can provide huge funds for large scale and capital intensive industries. They provide finance to meet the growing needs of industry.
- Long term finance: Financial assistance is available for longer period. Business firms can obtain funds for modernisation, expansion and diversification plans.
- Easy repayment: Financial institutions allow the borrowing firms to make repayment in convenient instalments. In case of genuine difficulties, the repayment period can be extended and additional funds can be obtained.

- Economical: Deserving enterprises are provided funds at lower rate of interest. Special attention is paid to the needs of new entrepreneurs, women entrepreneurs, entrepreneurs from backward regions. Funds are made available at reasonable security.
- Development assistance
- Underwriting Facility
- Non-financial assistance
- Planned (five year plans) assistance.
- Merchant banking facilities
- Guarantees for loan raised by businesses from other sources including from markets.

(any four with explanation)

(b) Advantages of Mutual finds:

- Reduced risks: Mutual funds invest in cross section of industries and sectors. The investment risk is diversified because all stocks or debentures are not likely to decline at the same time.
- High liquidity: In open-ended schemes, an investor can get back his money within a few days at NAV related price from the mutual fund. Investment in closed ended schemes can be sold in the stock market at the prevailing market price.
- Professional Management: A mutual fund is managed by skilled professional who are backed by a well-equipped investment research team. Investors get the benefit of such expertise and research at no extra cost.
- High return: Mutual funds have the potential to provide a higher return than bank deposits. This is because of diversified portfolio of carefully selected securities.
- Operational flexibility: Mutual funds offer a wide choice to investors. They provide facilities like systematic investment plan, systematic withdrawal plan, retirement plan, etc, to suit the needs and convenience of investors.
- Tax relief: Income earned from mutual funds as dividend is tax free. Long term capital gains are taxable at a low rate.
- Low cost
- Transparency
- Convenience
- Capital formation.

(any six with explanations

Question 9

(a) What is the significance of *Articles of Association* for a Joint Stock Company? Give *any three* contents of the Articles of Association. **[4]**

(b) Explain *any six* qualities of a good salesman. **[6]**

Comments of Examiners

(a) Many candidates stated the definition instead of the significance of AOA. Most of the candidates confused AOA with MOA. In some cases, the significance of the different clauses was explained in detail instead of the AOA.

(b) Most of the candidates were able to attempt this question correctly. A few candidates mixed up the adjectives relating to the salesman, and the explanation for the heading remained incomplete. Some of the candidates did not understand the vocational qualifications of a salesman.

Suggestions for teachers

- The major significance of AOA can be explained through the three 'R's. Rules, Rights, Relationship of management concerning the internal affairs of a company.
- The AOA defines the mode and manner in which business of the company is to be carried on - can be explained through examples from say financing of shares, debentures or even declaration of dividend, etc.
- The teachers must explain the qualities of a good salesman under various categories broadly and also the specific adjectives related to that quality. This will help the students avoid repeating them .and give a clear understanding of the qualities required for a skilled salesman to increase sales.
- The meaning of vocational qualities must be clearly explained to include knowledge of company, product, customers, competitors and selling techniques.

MARKING SCHEME

Question 9.

(a) Significance of Articles of Association:

- Articles of Association of a company contain the rules and regulations relating to the management of its internal affairs.
- Articles of Association define the rights, powers, and duties of management.
- Articles of Association define the mode and manner in which business of the company is to be carried on.
- Articles of Association contain the manner in which change in the internal regulations of the company may be made from time to time.

- Articles lay down the relation between the company and members and between members and members.

  Three contents of Articles of Association:

  – Adoption of preliminary contracts
  – Number and value of shares
  – Allotment of shares
  – Calls on share
  – Lien on shares
  – Accounts and audit
  – Seal of the company
  – Procedures for winding up
  – Dividend and Reserves
  – Alteration of share capital
  – Share certificates and share warrants
  – Conversion of shares into stock
  – Meeting and proceeding
  – Voting rights, proxies and polls
  – Appointment of directors
  – Borrowing powers
  – Dividends and reserves
  – Accounts and audit
  – Procedure for winding up
  – Seal of the company

  (any three given in Table A of Schedule I of Companies Act out of xviii)

(b) Qualities of a good salesman:

- Physically fit and mentally alert
- Cheerful disposition
- Aptitude
- Patience and Perseverance
- Tact and confidence
- Sincere and courteous
- Knowledgeable about product

- Knowledge about company
- Knowledge of selling techniques
- Knowledge of customers
- Knowledge of competitors

Any six - heading and explanation (at least two adjectives)

Question 10

Write short notes on:

(a) Audio-visual media of advertisement. **[3]**

(b) Ploughing back of profits. **[4]**

(c) Technological environment of a business concern. **[3]**

Comments of Examiners

(a) Instead of a short note, some candidates explained in detail two or three of the audio visual media. A few candidates did not state the merits or demerits and merely listed the various media with a brief statement.

(b) Most candidates were able to answer this question correctly. A few candidates spoke of profits being kept aside but did not state that they were reinvested in the business. Some candidates stated that the retained earnings were invested outside the business for better earnings. Some of the candidates stated the meaning but did not mention the merits and demerits.

(c) Almost all candidates were able to explain the meaning of technological environment. Many candidates failed to give the impact of technological environment on the business or its factors or elements.

Suggestions for teachers

- The students must be given practise in writing short notes. Short notes must be precise and must include the meaning, features, merits, demerits, impact and examples.
- The students must be made to understand that ploughing back of profits has two aspects; retaining and reinvesting.
- Technological environment can be best explained through examples. The students can have a debate on the positive and negative impact of adopting technology.
- The factors that influence technological environment can be explained from the point of rules and regulations governing them.

MARKING SCHEME

Question 10.

(a) Audio- visual media of advertisement:

Audio-visual advertising refers to advertising through TV, films, radio, etc, which combine sound with sight.

It appeals to both ears and eyes; secondly the product can be demonstrated along with a running commentary on its special features and uses.

TV and films have become on important medium of advertising in recent years. They have a dramatic impact on the minds of viewers and product can be demonstrated and their uses can be explained. The message has a wide appeal and geographical selectivity is possible. But this media is a very costly medium and only well established firms can afford it. Television advertisements have a short life and back reference is not possible. Film advertising involves considerable waste as the message is usually ignored by people. It lacks flexibility and timeliness and its effectiveness cannot be measured.

(Meaning, two merits, two demerits)

(b) Ploughing back of profits:

Investment of retained earnings of a company for its development and growth is called ploughing back of profits. Retained earnings are a popular source of finance for modernisation and expansion programmes.

- It is the most convenient and no legal formalities are involved.
- The financial structure of the company remains fully flexible. No charge is created on the company's assets.
- Use of retained earnings does not dilute the ownership. It adds to the financial strength and credit worthiness of the company.
- It can be used for various needs like equalising dividend, to repay loans etc.
- Frequent capitalisation of profits may result in over capitalisation. Secondly, it may be used to manipulate share prises on the stock exchange.
- Heavy investment of earnings year after year may cause dissatisfaction among shareholders as they get low dividend and fourthly, it is an unstable source as profits may not remain the same in future.
- May lead to monopolies and concentration of wealth.
- May lead to unbalanced industrial growth.

(Meaning, purpose, two merits, two demerits)

(c) Technological environment of a business concern:

Technological environment refers to the state of science and technology. In the country and related aspects such as the rate of technological change, institutional arrangement for the development and application of new technology, manufacturing processes and equipment, etc. Technology means systematic application of scientific and other organised knowledge of practical tasks.

Technological environment depends upon several factors such as spirit of invention and innovation among people, facilities for research and development, incentives and concessions for development and application of new technology, legal protection, etc.

Technological environment exercises a significant, influence on industry and commerce, advertisement in technology help to improve productivity and quality. Technological progress increases competitiveness of industry by reducing costs. But advanced technology requires huge capital investment and skilled manpower. Rapid change in technology increase obsolescence of plant, machinery and skill. New technology often faces resistance due to change required in organisations, skills and human relations.

(Meaning, two factors, two impacts)

GENERAL COMMENTS:

Topics found difficult by candidates in the Question Paper:

Question 1	(v)	Association Clause
	(vii)	Cumulative Preference Shares
	(x)	Organising process
	(xiii)	Economic and Non-economic environment of business
	(xiv)	AIDCAM
	(xv)	Management as a group
Question 3		Social Responsibilities of business
Question 4		Bonus shares and Rights Issue
Question 7		Marketing mix
Question 8	(b)	Mutual Funds
Question 10	(c)	Technological Environment

Concepts between which candidates got confused:

Question 1	(i)	Public Ltd. And Private Ltd. Companies
	(iii)	Written and Oral communication
	(v)	MOA & AOA
	(viii)	Partnership and Joint Venture of MNCs.
	(ix)	Savings and fixed deposit
	(xii)	Certificate of Incorporation and Commencement

Question 2	(b)	Merits and privileges of Private Limited Companies
Question 3	(a)	Social Responsibilities
Question 4	(b)	Types of debentures and preference shares
Question 8	(a)	Borrowing from commercial banks and specialized financial institutions.
Question 10	(a)	Audio and video communication.

(c) Suggestions for students:

- Understand each and every commercial term in all Units.
- Make brief notes on the various Units with key words.
- To be regular and punctual and pay attention in the class.
- Revise all topics and do not resort to selective studies.
- Make collective notes from different text books.
- Complete the syllabus on time and provide enough time for revision.
- Improve general knowledge by reading financial pages of the newspapers and know the terms commonly used.
- Devote reading time to collecting your thoughts and choosing the questions to answer.
- Read the questions twice before you start answering them.
- Divide the time between Part I and Part II sensibly and stick to it.
- Give answers that are in line with the question.
- Except for mention and name questions, give and state questions must have self-explanatory sentences for answers.
- Avoid repetition of points in the answer.
- Give equal importance to both the headings and the explanations.
- Read your answers once you have finished the paper and correct the errors.

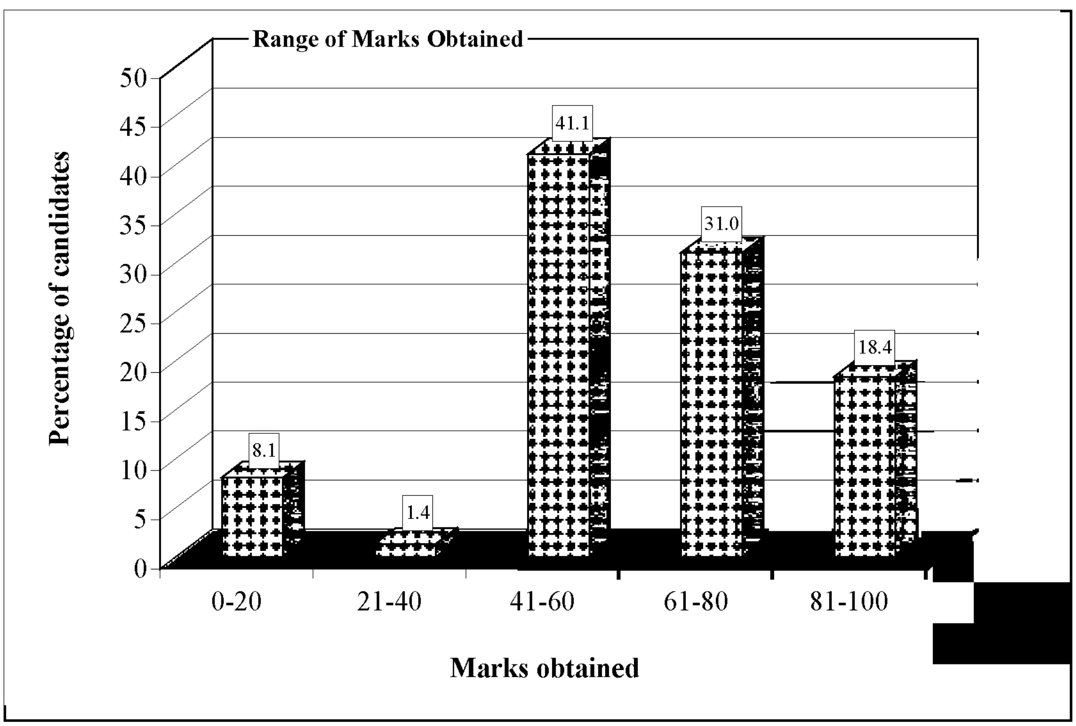
ACCOUNTS

A. STATISTICS AT A GLANCE

Total number of students taking the examination	25,851
Highest marks obtained	100
Lowest marks obtained	0
Mean marks obtained	61.18

Percentage of candidates according to marks obtained

	Mark Range				
	0-20	***21-40***	***41-60***	***61-80***	***81-100***
Number of candidates	2099	349	10624	8022	4757
Percentage of candidates	8.1	1.4	41.1	31.0	18.4
Cumulative Number	2099	2448	13072	21094	25851
Cumulative Percentage	8.1	9.5	50.6	81.6	100



B. ANALYSIS OF PERFORMANCE

PART I (30 Marks)

*Answer **all** questions.*

Question 1 **[10 × 2]**

Answer briefly each of the following questions:

(i) Give *two* differences between *Net Profit* and *Cash from Operations*.

(ii) When does Loss on Issue of Debentures arise?

(iii) Give *two* differences between *Authorized Capital* and *Issued Capital*.

(iv) Why is the word *Memorandum* affixed to the *Memorandum Joint Venture Account*?

(v) How is double entry completed in the General Ledger when ledgers are kept under the Self Balancing System?

(vi) What is the accounting treatment of Employees Provident Fund appearing in the Balance Sheet of a partnership firm at the time of its dissolution?

(vii) Give the formula for computing Price Earning Ratio.

(viii) Give *two* differences between *Reserve Capital* and *Capital Reserve*.

(ix) How will the firm show the amount payable to the retiring partner, if it is not in a position to immediately pay the amount due to him on his retirement?

(x) What accounting steps are taken by a partnership firm when a new partner is unable to bring the business guaranteed by him?

<u>Comments of Examiners</u>

(i) Several candidates distinguished 'Net Profit' from 'Cash Flow Statement'. Many candidates were not clear that Net Profit is the result of all activities of the business while CFO indicates the flow of cash only from its operating activities.

(ii) Most of the students wrote this answer satisfactorily.

(iii) Majority of the students wrote this answer satisfactorily. However, a few explained 'Authorized Capital' as unissued capital and 'Issued Capital' as one which has been paid up.

(iv) By and large most of the candidates wrote this answer satisfactorily. A few candidates wrote about Memorandum Balance Sheet instead of Memorandum Joint Venture Account.

<u>*Suggestions for teachers*</u>

- The chapter on Cash Flow Statement should be started by explaining to the students, with figures, how the cash generated from business activities need not be equal to its net profit.
- A clear distinction between the cash basis and the accrual basis of accounting must be explained in Class XI itself and then reiterated while doing this chapter.
- Annual report of any company should be shown to the students.

(v) Candidates were able to answer this question with ease. However, a few wrote ‘Total Debtors Account’ and ‘Total Creditor Account’.

(vi) A few candidates wrote ‘transferred to Revaluation A/c’. Another group of candidates did not mention the side of the Realization A/c to which Employees Provident Fund had to be transferred. Some candidates considered it as an appropriation of profit instead of an outside liability and mentioned that it be transferred to the ‘Partners’ Capital Account’.

(vii) Majority of the candidates could handle this question well. However, a few ended up writing the formula for Earning per Share instead of Price Earning Ratio.

(viii) By and large most of the candidates wrote this answer satisfactorily. A few candidates who could not attempt this question properly wrote Capital Reserve as capital kept as reserve and Reserve Capital as reserve kept for future use. Some candidates, due to language problem, could not express the differences in a proper manner.

(ix) Candidates were able to answer this question with ease.

(x) Most candidates wrote about ‘Goodwill Compensation’.

- Teachers should explain the entries for issue of debentures based on the terms of their redemption.
- A Memorandum of Association and Prospectus of a Company could be shown to the students which would help them to understand Authorized and Issued Capital.
- Kinds of share capital should be explained clearly to students and if in every question done on issue of shares, the students are also asked to present the Share Capital in the Balance Sheet of the company, then kinds of share capital will be absolutely clear to them.
- Explain to students how the Memorandum Joint Venture Account is not a part of the double entry system and that it is basically a statement prepared to find out the P/L made on the venture when each co-venturer records only his own transactions.
- Explanation of appropriation of funds, charge against profits and outside liabilities is a must for the entire unit of Partnership.
- In ‘Dissolution of Partnership’, explain to the students that appropriation of profits for specific assets have to be transferred to the Realization A/c.
- Explain to the students that all outside liabilities have to be paid off.
- Explain to the students the components of the formulae instead of making them do rote learning.

- Insist that students do not write short forms like EPS and FA (which could stand for Fixed Assets / Fictitious Assets)
- Lay stress on the theoretical aspect of the chapter 'Issue of Shares' and frequently test the students on the theory questions.
- Explain the treatment of closing the retiring partner's capital a/c.
- The topic 'Guarantee of profits' includes all its three forms- firm guarantees a minimum profit to a partner, one partner guarantees a minimum profit to another partner, one partner guarantees a minimum profit to the firm.
- Explain to the students that it is profits which are guaranteed and not goodwill.

MARKING SCHEME

Question 1.

(i)

Basis	Net Profit	Cash from Operations
1.Meaning	It indicates the net result of activities carried out during an accounting year.	It indicates the cash flow as a result of operating activities.
2.Non-cash operating item(depreciation)	It is calculated after taking into account the effect of non-cash operating items.	It is calculated after excluding the effect of non-cash operating items since these items represent merely the book entries.
3.Non- operating items	It is calculated after taking into account the effect of non-operating items	It is calculated after excluding the effect of non-operating items since these items do not relate to operating activities.

(*any two*)

(ii) Loss on issue of Debentures arises at the time of Issue of Debentures when they are <u>redeemable at a premium</u>.

(iii)

Authorized Capital	Issued Capital
1. It refers to that amount of capital which is stated in the MOA of the company as its share capital with which the company is registered. 2. Its amount is determined after considering the present and future requirements. 3. It can exceed issued capital/ the maximum that a Co. can raise	It refers to that part of the nominal capital of the company which is given to the public for subscription. Its amount is determined after considering the present requirements. It cannot exceed authorized capital/ it can be equal / less than the authorized capital. (*any two*)

(iv) The word memorandum is affixed to the Memorandum Joint Venture Account because it does not comply with the principles of the Double entry system

OR

Each co-venturer maintains a record of only his transactions and not of the other co-venturers. So the expenses and revenues of all co-venturers are recorded in the Memorandum Joint Venture A/c in order to determine the P/L made by the venture.

OR

Incomplete records are maintained by each co-venturer.

OR

It is a statement and not an account.

(v) By preparing - Debtors Ledger Adjustment Account

Creditors Ledger Adjustment Account

(vi) Employees Provident Fund A/c Dr.

To Realization A/c / to cash a/c

OR

EPF is transferred to the credit side of the Realization a/c

OR

EPF is paid off

(vii) Price Earning Ratio = $\dfrac{\textit{Market Price Per Share}}{\textit{Earning Per Share}}$

(viii)	Basis	Reserve Capital	Capital Reserve
	1. Creation	Created out of uncalled capital.	Created out of capital profits.
	2. Special resolution	Special resolution is required to create reserve capital.	No resolution is required for creating capital reserve
	3.Disclosure in Balance Sheet	It is not disclosed in the Company's Balance Sheet	It is disclosed in the Balance Sheet under the head Reserves and Surplus.
	4. Time when it can be used.	It can be used/ called up only at the time of winding up.	It can be used only during the life of the company.
	5.	To pay off the creditors	To write off capital losses

(*any two*)

(ix) By transferring the amount due to him, to his loan account which will then be shown on the liability side of the Balance Sheet of the reconstituted firm. OR

Retiring Partner's Capital A/c Dr.

To Retiring Partner's Loan A/c

(x) When the new partner fails to bring the business guaranteed by him, the shortfall in profit arising there-from will be debited to his Capital Account and credited to the Profit and Loss Appropriation Account.

OR

Partner's Capital Account Dr

To P/L Appropriation Account (with the shortfall in the guaranteed profit)

Question 2 **[10]**

Alex, John and Sam are partners in a firm. Their capital accounts on 1st April, 2011, stood at ₹1,00,000, ₹ 80,000 and ₹ 60,000 respectively.

Each partner withdrew ₹5,000 during the financial year 2011-12.

As per the provisions of their partnership deed:

(a) John was entitled to a salary of ₹1,000 per month.

(b) Interest on capital was to be allowed @ 10% per annum.

(c) Interest on drawings was to be charged @ 4% per annum.

(d) Profits and losses were to be shared in the ratio of their capitals.

The net profit of ₹75,000 for the year ended 31st March, 2012, was divided equally amongst the partners without providing for the terms of the deed.

You are required to pass a *Single Adjusting Journal Entry* to rectify the error. (Show the workings clearly)

Comments of Examiners

Several candidates were unable to calculate interest on drawings by taking the average time period.
Many candidates did not cancel the incorrect profits given to the partners.
A few candidates did not calculate the annual salary of the partner.
Many candidates were able to do the entire working notes correctly but were unable to pass the adjusting journal entry.

Suggestions for teachers

- Be fully conversant with the scope of the syllabus. Give equal importance to all topics.
- Give adequate practice to students to calculate interest on drawings.
- Explain to the students that a partner who had got more than his share of earnings because of the provisions of the deed not being followed has to compensate the partner who has got less.
- Emphasis should be laid on detailed working notes (in any form) for a question on past adjustments.

MARKING SCHEME

Question 2.

Sam's Capital a/c	Dr	9,275	
To Alex's Capital a/c			1,275
To John's Capital a/c			8,000

(Being error rectified / Being adjustments for salary, int.on capital and int.on drawings made)

Working Notes:

P/L Appropriation A/c

Particulars		₹	Particulars		₹
To Salary- John		12,000	By Net Profit		75,000
To IOC					
Alex	10,000		By IOD		
John	8,000		Alex	100	
Sam	6,000	24,000	John	100	
			Sam	100	300
To Profit					
Alex	16,375				
John	13.100				
Sam	9,825	39,300			
		75,300			75,300

Table Showing Adjustments						
Partner	Amount to be Debited/ Credited Cr	 Dr	 Net Dr/ Cr	Amount has been Credited	Dr/ Cr
Alex	10,000 +16,375	(100)	26,275 (Cr)	25,000	1,275 (Cr)
John	12,000 + 8,000 +13,100	(100)	33,000 (Cr)	25,000	8,000 (Cr)
Sam	6,000 +9,825	(100)	15,725 (Cr)	25,000	9,275 (Dr)

PART II (70 Marks)

*Answer **any five** questions.*

Question 3 **[14]**

Reliable Ltd. was registered with an authorized capital of ₹ 20,00,000 in ₹10 per equity share. It invited applications for issuing 1,00,000 equity shares at a premium of ₹2 per share. The amount was payable as follows:

On application ₹4 per share (including premium)

On allotment ₹3 per share

Balance on 1st and Final Call.

Applications were received for 1,30,000 shares. Applications for 10,000 shares were rejected and the application money received on them was refunded. Pro-rata allotment was made to the remaining applications. Amount overpaid on these applications was adjusted towards the amount due on allotment. Sameer, who had applied for 1,200 shares, failed to pay the allotment and call money. The company forfeited his shares, out of which 800 shares were reissued to Sanjay at ₹9 per share fully paid up.

You are required to:

(i) **Pass the Journal Entries in the books of the company through Calls in Arrears Account.**

(ii) **Prepare the Share Allotment Account.**

Comments of Examiners

Majority of the candidates answered this question satisfactorily.
A few candidates who went wrong in this question solved it on the basis of shares applied. They did not take pro-rata allotment into account.
Some candidates cancelled Securities Premium A/c while passing the journal entry for forfeiture, although securities premium had been received.
Some candidates did not pass the journal entries through calls-in-arrear a/c despite it being mentioned in the question.

Suggestions for teachers

- Explain the concept of allotment ratio thoroughly including its application in case of pro rata allotment.
- Explain to the students how securities premium once received cannot be cancelled. This can best be done by preparing a B/S of a company.
- Treatment of calls-in arrear should be taught by opening call-in-arrear a/c.

MARKING SCHEME

Question 3.

Particulars		L.F	Debit (₹)	Credit (₹)
Bank a/c	Dr		5,20,000	
To Share Application a/c				5,20,000
(Being application money received)				
Share Application a/c	Dr		5,20,000	
To Share Capital a/c				2,00,000
To Securities Premium				2,00,000
To Bank				40,000
To Share Allotment				80,000
(Being application money transferred to share capital)				
Share Allotment a/c	Dr		3,00,000	
To Share Capital a/c				
(Being amount due on allotment)				3,00,000
Bank a/c	Dr		2,17,800	
Calls-in- arrear a/c	Dr		2,200	
To Share allotment				
(Being allotment money received)				2,20,000
Share First & Final Call a/c	Dr		5,00,000	
To Share Capital a/c				
(Being call money due)				5,00,000
Bank a/c	Dr		4,95,000	
Calls-in- arrear a/c	Dr		5,000	

To Share First & Final Call (Being call money received)			5,00,000
Share Capital a/c Dr To Share Forfeiture To Calls –in- arrear (Being 1,000 shares forfeited)		10,000	 2,800 7,200
Bank a/c Dr Share Forfeited a/c Dr To Share Capital (Being 800 shares re-issued)		7,200 800	 8,000
Share Forfeited a/c Dr To Capital Reserve (Being gain on reissued shares transferred to Capital Reserve)		1,440	 1,440

Share Allotment Account

To Share Capital	3,00,000	By Share Application	80,000
		By Bank	2,17,800
		By Calls in Arrears	2,200
	3,00,000		3,00,000

Question 4 **[14]**

Arthur Ltd. reported a profit of ₹90,000 for the year ended March 31, 2012, after considering the following:

		₹
(a)	Tax provided during the year	3,000
(b)	Amortization of goodwill	12,000
(c)	Profit on sale of land	5,000
(d)	Writing off preliminary expenses	2,000
(e)	Machinery costing ₹40,000 (accumulated depreciation thereon being ₹18,000) was sold during the year at a loss of ₹17,000.	

Extracts of its Balance Sheets at the beginning and at the end of the year are given below:

	01.04.2011	31.03.2012
Accounts Receivable	16,000	20,000
Stock	15,000	12,000
Cash at Bank	10,000	8,000
Accounts Payable	11,000	9,000
Expenses Payable	5,000	6,000
Provision for Taxation	6,000	4,000
Investments (short term)	2,000	5,000
Plant and Machinery (net value)	1,30,000	94,000
Proposed Dividend	10,000	12,000

You are required to calculate Cash from Operating Activities as per Accounting Standard-3. (Show your workings clearly)

Comments of Examiners

A few candidates prepared the entire 'Cash Flow Statement' instead of only its first part - Cash From Operating Activities.

Majority of the candidates were unable to prepare 'Provision for Tax A/c' They could not distinguish between 'Tax Provided' and 'Tax Paid'.

Several candidates were unable to calculate the amount of depreciation charged on Plant and Machinery during the year from the information given.

A few candidates considered short term investments to get 'Working Capital' changes while its treatment in the preparation of CFS is a cash equivalent.

Suggestions for teachers

- Enough practice should be given to students in preparing adjustment accounts pertaining to Provision for Tax, Asset A/c at its Gross Value / Net Value.
- Doing simple problems in CFS does not suffice. Enough practice should be given on comprehensive questions.
- Practice should also be given on sums requiring just the calculation of cash from operating activities, cash from financing activities and cash from investing activities.

MARKING SCHEME

Question 4.

Cash Flow Statement of Arthur Ltd. for the year ended 31st March, 2012:

Cash Flow from Operating Activities

Net profit before tax		1,05,000
Add: Non Cash & Non Operating Expenses		
Depreciation		14,000
Loss on sale of P/M		17,000
Goodwill written off		12,000
Preliminary expenses written off		2,000
		1,50,000
Less: Non operating income		
Profit on sale of land		(5,000)
Net Operating Profit before Working Capital changes		1,45,000
Add: Decrease in Current Assets and Increase in Current Liabilities.		
• **Stock**	3,000	
• **Expenses Payable**	1,000	4,000
Less: increase in Current Assets and Decrease in the current Liabilities		
• Accounts Receivable	(4,000)	
• Accounts Payable	(2,000)	(6,000)
Cash from operating activities before tax paid.		1,43,000
Less : Tax paid		(5,000)
		1,38,000

Working Note 1:

Machinery Account

Particulars	**Amount(₹)**	**Particulars**	**Amount(₹)**
To Balance b/d	1,30,000	By Dep	14,000
		By Cash	5,000
		By Loss	17,000
		By balance c/d	94,000
	1,30,000		**1,30,000**

Working Note 2:

Provision for Tax A/c

Particulars	**Amount (₹)**	Particulars	**Amount(₹)**
To Cash	5,000	By Balance b/d	6,000
To Balance c/d	4,000	By P/L	3,000
	9,000		9,000

Working Note 3:

	₹
Net profit for the year	90,000
Add Proposed Dividend	12,000
Add Provision for tax	3,000
Net Profit before Tax	**1,05,000**

No marks will be given if net profit before the tax is determined by preparing an adjusted P/L Account as that will not be as per Accounting Standard -3.

Question 5 **[14]**

Following is the Balance Sheet of Ravi and Prakash as on 31st March, 2012:

Liabilities	**Amount** ₹	**Assets**		**Amount** ₹
Sundry Creditors	60,000	Cash		25,000
Ravi's Loan	15,000	Debtors	42,000	
General Reserve	15,000	Less provision for doubtful debts	(6,000)	36,000
Investment Fluctuation Fund	2,000	Stock		12,000

Ravi's Capital	30,000	Investments	18,000
Prakash's Capital	10,000	Plant and Machinery	41,000
	1,32,000		1,32,000

The firm was dissolved on 31st March, 2012, on the following terms:

(a) Ravi took over stock at ₹8,000.

(b) Creditors payable after two months were paid immediately at a discount of 6% per annum.

(c) Debtors realized ₹35,000.

(d) Plant and Machinery and Investments realized ₹60,000.

(e) An old computer completely written off was taken over by Prakash at ₹1,200.

(f) Realization expenses of ₹2,000 were paid by Ravi.

You are required to prepare:

(i) **Realization Account.**

(ii) **Partners' Capital Accounts.**

(iii) **Cash Account.**

Comments of Examiners

Majority of the candidates answered this question satisfactorily.
Several candidates did not take into account the time period of two months while calculating the amount to be paid to the creditors.
A few candidates posted 'By Sundry Assets Realized' and 'To Sundry Liabilities Paid' in the Realization A/c instead of 'By Bank' and 'To Bank' respectively.
Some candidates paid off the Investment Fluctuation Fund.
A few candidates solved this problem by applying the 'Garner Vs Murray Rule'. This question was not connected to this rule.

Suggestions for teachers

- Adequate practice should be given in calculating the amount at which the liabilities are to be settled or the amount realized.
- Explain to students that the effect of appropriation of profits for specific assets transferred to the Realization A/c increase the profits on realization or reduce the losses. They are not to be paid off.

MARKING SCHEME

Question 5.

Realization A/c

Particulars	Amount (₹)	Particulars	Amount (₹)
To Sundry Assets		By Sundry Liabilities	
Debtors	42,000	Prov. for D	6,000
Stock	12,000	Creditors	60,000
Investments	18,000	IFF	2,000
P/M	41,000		
To Ravi's Capital a/c		By Ravi's Capital a/c	
realization exp	2,000	Stock	8,000
To Cash a/c		By Cash a/c	
Creditors	59,400	Debtors	35,000
		P/M & Inv	60,000
		By Prakash's Capital a/c	
		Unrecorded asset	1,200
		By Loss transferred to	
		Ravi's Cap a/c 1,100	
		Prakash's Cap a/c 1,100	2,200
	1,74,400		1,74,400

Partner's Capital A/c

Particulars	Ravi	Prakash	Particulars	Ravi	Prakash
To Realization a/c	8,000	1,200	By Balance b/d	30,000	10,000
To Realization a/c (loss)	1,100	1,100	By General Reserve	7,500	7,500
To Cash a/c	30,400	15,200	By Realization a/c (expenses)	2,000	
	39,500	17,500		39,500	17,500

Cash A/c

Particulars	Amount (₹)	Particulars	Amount(₹)
To Balance b/d	25,000	By Realization a/c	59,400
To Realization a/c		By Ravi's Loan a/c	15,000
35,000		By Ravi's Capital a/c	30,400
60,000	95,000	By Prakash's Capital a/c	15,200
	1,20,000		1,20,000

Question 6 **[14]**

Neha and Tara are partners in a firm sharing profits and losses in the ratio of 3:2. Their Balance Sheet on 31st March, 2012, stood as follows:

Liabilities	Amount ₹	Assets		Amount ₹
Capital Accounts		Plant & Machinery		12,000
Neha 8,000		Land and Building		14,000
Tara 10,000	18,000	Debtors	19,000	
General reserve	12,000	Less provision for		
		doubtful debts	(4,000)	15,000
Workmen's Compensation Fund	5,000	Stock		6,000
Creditors	15,000	Cash		3,000
	50,000			50,000

They agreed to admit Prachi into partnership for 1/5th share of profits on 1st April, 2012, on the following terms:

(a) All debtors to be considered as good and therefore the provision for doubtful debts to be written back.

(b) Value of land and building to be increased to ₹ 18,000.

(c) Value of plant and machinery to be reduced by ₹ 2,000.

(d) The liability against Workmen's Compensation Fund is determined at ₹ 2,000 which is to be paid later in the year.

(e) Prachi to bring in her share of Goodwill of ₹ 10,000 in cash.

(f) She will further bring in cash so as to make her capital equal to 20% of the total capital of the new firm. **(Show your workings clearly)**

You are required to prepare:

(i) **Revaluation Account.**

(ii) **Partners' Capital Accounts.**

(iii) **Balance Sheet of the reconstituted firm.**

Comments of Examiners

A few candidates took the excess of 'Workmen Compensation Fund' after keeping aside the amount required to meet the liability, in the Revaluation A/c.
Many candidates calculated the new partner's capital equal to 20% of the combined capital of the old partner's capital instead of 20% of the total capital of the firm.
A few candidates did not treat the entire provision for doubtful debts as a gain.
Several candidates did not give the correct date of the preparation of the B/S.

Suggestions for teachers

- Explain to students the difference between the treatment of excess charge against profits and appropriation of profits and their treatment at the time of reconstitution of a partnership firm.
- Adequate practice on comprehensive questions should be given to students so that they understand the method of calculating the new partner's capital and how to adjust the capitals of the old partners on the basis of the new partner's capital.

MARKING SCHEME

Question 6.

Revaluation Account

Particulars	₹	Particulars	₹
To P/ M	- 2,000	By Prov. For D/D:	- 4,000
To Profit		By L/B	- 4,000
Neha 3,600			
Tara 2,400	6,000		
	8,000		8,000

Partners Capital Accounts

Part.	Neha	Tara	Prachi	Part.	Neha	Tara	Prachi
Bal. c/d	26.600	22,400	12,250	Bal. b/d	-8,000	-10,000	
				Cash			12,250
				Pr for GW	-6,000	-4,000	
				G Reserve	-7,200	- 4,800	
				WCF	-1,800	-1,200	
				Rev.	-3,600	-2,400	
	26,600	22,400	12.250		26,600	22,400	12,250

Balance Sheet of Neha, Tara and Prachi As on 1st April, 2012			
Liabilities	**₹**	**Assets**	**₹**
Capital a/c Neha 26,600 Tara 22,400 Prachi 12,250	61,250	Plant & Machinery 12,000 Less 2,000	10,000
Sundry Creditors	15,000	L/B 14,000 Add 4,000	18,000
Workmen Compensation Claim	2,000	Debtors	19,000
		Stock	6,000
		Cash 3,000 + 12,250 + 10,000	25,250
	78,250		78,250

Neha's adjusted Capital = ₹ 26,600
Tara's adjusted Capital = ₹ 22,400
Total adjusted Capital = ₹ 49,000

Total Capital 49,000 x 5/4 = 61,250
Prachi's Capital ₹ 61,250 – ₹ 49,000 = ₹ 12,250

Or

Prachi's Capital= 49,000 x 5/4 x 1/5 = ₹12,250

Question 7 **[14]**

(a) The following information is available from the books of Greg Foods Limited:

	₹
Equity Share Capital	1,00,000
8% Preference Share Capital	40,000
Reserves and Surplus	60,000
Investments	30,000
Current Assets	70,000

Proprietary Ratio is 0.8:1

Assuming that there are no fictitious assets, calculate the value of the fixed assets of the company.

(b) The following figures have been extracted from the records of Allen Cosmetics Limited:

	₹
Cost of goods sold	4,00,000
Current liabilities	90,000

Profit margin is equal to 20% on selling price.

Working Capital Turnover Ratio is equal to 10 times.

Determine the value of the Current Assets of the company.

(c) The following details are available from the books of Simon Gadgets Limited:

	₹
Sales	8,00,000
Opening stock	40,000
Closing stock	50,000

Gross Profit Ratio is 20%.

Calculate the Stock Turnover Ratio of the company (up to two decimal places).

(d) The following data is available from the records of Johnson and Company Limited:

Particulars	₹
Stock	50,000
Sundry debtors	40,000
Bills receivable	10,000
Advances paid	4,000
Cash in hand	30,000
Sundry creditors	60,000
Bills payable	40,000
Bank overdraft	4,000
Reserves	70,000
10 % Preference Share Capital	5,00,000
Equity Share Capital	7,00,000
Net profit after tax	1,40,000

Calculate the following (up to two decimal places):

(i) **Current Ratio.**

(ii) **Quick Ratio.**

(iii) **Return on Equity Share holders' Fund.**

Comments of Examiners

(a) Majority of the candidates answered this question satisfactorily. A few candidates lost marks in the formula of Proprietary Ratio.
(b) Many candidates could not calculate the profit margin as a certain margin of the selling price.
(c) Majority of the candidates were able to calculate the Stock Turnover Ratio but a few did not write its answer as in 'times'.
(d) Many candidates could not calculate 'Return on Equity Shareholders' Fund, as they didn't know the formula.

Suggestions for teachers

- Ask students not to write short forms in the formulae.
- Insist that students write the answer in correct units.
- Explain to the students the components of the formulae instead of making them do rote learning.

MARKING SCHEME

Question 7.

(a) $$\text{Proprietary ratio} = \frac{\text{Shareholders' funds}}{\text{Total assets} - \text{Fictitious assets}}$$

$$\text{Or } \frac{0.8}{1} = \frac{1{,}00{,}000 + 40{,}000 + 60{,}000}{\text{Fixed assets} + 30{,}000 + 70{,}000}$$

Or 0.8 (Fixed assets + 1,00,000) = 2,00,000

Fixed assets = ₹1,50,000

(b)

Selling Price	Cost Price	Profit
100	80	20
	100	$\frac{20 \times 100}{80} = 25$

Hence, 20% selling price = 25% cost price.
Hence, Net sales = Cost of goods sold + Profit

$$\text{Or, Net sales} = 4{,}00{,}000 + \frac{25 \times 4{,}00{,}000}{100}$$

Hence, Net sales = ₹5,00,000

$$\text{Working capital turnover ratio} = \frac{\text{Net sales}}{\text{Working capital}}$$

$$\text{Or, } 10 = \frac{\text{Net sales}}{\text{Current assets} - \text{Current liabilities}}$$

$$\text{Or, } 10 = \frac{5{,}00{,}000}{\text{Current assets} - 90{,}000}$$

Hence, Current assets = ₹1,40,000

(c) GP / Sales $\times 100 = 20$

GP /8,00,000 $\times 100 = 20$

GP = ₹1,60,000

Cost of goods sold = Sales – gross profit

Cost of goods sold = 8,00,000 – 1,60,000

Hence, cost of goods sold = ₹6,40,000

$$\text{Stock turnover ratio} = \frac{\text{Cost of goods sold}}{\text{Average stock}}$$

$$= \frac{6,40,000}{\frac{40,000 + 50,000}{2}}$$

Hence, stock turnover ratio = 14.22 times.

(d) (i) $\text{Current ratio} = \dfrac{\text{Current assets}}{\text{Current liabilities}}$

$$= \frac{50,000 + 40,000 + 10,000 + 4,000 + 30,000}{60,000 + 40,000 + 4,000}$$

$$= \frac{1,34,000}{1,04,000}$$

= 1.29 : 1

(ii) Quick Ratio: $\dfrac{\text{Current Assets} - \text{stock} - \text{prepaid expenses}}{\text{Current liabilities} - \text{bank over draft}}$

$$= \frac{80000}{100000}$$

= 0.8:1

(iii) Return on Equity Shareholders Funds:

$$\frac{\text{Net Profit after tax} - \text{Preference Dividend}}{\text{Shareholders Funds} - \text{Preference share capital}} \times 100$$

$$= \frac{140000 - 50000}{770000} \times 100$$

= 11.69%

Question 8 **[14]**

Andrew and Roger entered into a joint venture and agreed to share profits and losses in the ratio of 3:2 respectively.

Andrew purchased goods worth ₹ 1,00,000 in cash. He spent ₹ 10,000 on freight and insurance and dispatched the goods to Roger.

Roger got the goods released from the transport company and paid ₹ 5,000 on carriage up to the warehouse and ₹ 10,000 as rent of the warehouse.

Roger sold 80% of the goods for ₹ 3,00,000. He was entitled to receive commission @ 6% of the sales.

He later informed Andrew that the remaining goods were destroyed by fire. Since the goods in the warehouse were not insured, Roger agreed to bear the entire loss which was valued at original cost plus proportionate expenses.

The accounts were settled between the co-venturers by means of a bank draft.

You are required to prepare in the books of Andrew:

(i) **Joint Venture Account.**

(ii) **Roger's Account.**

Comments of Examiners

Most of the candidates were unable to calculate the loss to be borne by the co-venturer as they also took the proportionate recurring expenses into consideration.
A few candidates solved the problem by using a wrong method- either the Joint Bank Method or by preparing a Memorandum Joint Venture A/c.

Suggestion for teachers

– Explain the difference between non-recurring and recurring expenses. This will help the students in valuing the abnormal loss and unsold stock. All expenses incurred till the goods reach the warehouse are non-recurring expenses.

MARKING SCHEME

Question 8.

1. In the books of Andrew

Dr. **Joint Venture Account** Cr.

Date	Particulars		₹	Particulars	₹
	To cash		1,00,000	By Roger	3,00,000
	To cash		10,000	By Roger	23,000
	To Roger		5,000		
	To Roger		10,000		
	To Roger		18,000		
	To P/L	1,08,000			
	To Roger	72,000	1,80,000		
			-----------		-----------

		3,23,000		3,23,000

Dr. **Roger's Account** Cr.

Date	Particulars	₹	Particulars	₹
	To joint venture	3,00,000	By joint venture	5,000
	To joint venture	23,000	By joint venture	10,000
			By joint venture	18,000
			By joint venture	72,000
			By bank	2,18,000
			3,23,000	3,23,000

Working Notes:

	₹
Goods purchased	1,00,000
Add freight & insurance	10,000
Add carriage	5,000
Total cost of goods	1,15,000

Hence, abnormal loss = 20% of ₹ 1,15,000 = ₹23,000.

Question 9 **[14]**

Sim, Tim and Jim are partners sharing profits and losses equally. Their Balance Sheet as on 31st March, 2012, stood as follows:

Liabilities	Amount ₹	Assets	Amount ₹
Sim's Capital	2,50,000	Building	2,00,000
Tim's Capital	2,00,000	Plant and Machinery	1,00,000
Jim's Capital	1,50,000	Patent and Copyrights	1,50,000
Creditors	1,40,000	Stock	1,25,000
General Reserve	60,000	Debtors	1,50,000
		Bank	75,000
	8,00,000		8,00,000

From April 1st 2012, the partners decide to share profits and losses in the ratio 3:2:1 and for that purpose the following revised value of assets were agreed upon:

Building ₹ 2,75,000; Plant and Machinery ₹ 90,000; Patents and Copyrights ₹ 1,32,500; Stock ₹ 2,00,000; Prepaid Insurance ₹ 5,000 and Debtors ₹ 1,42,500.

Goodwill of the firm was valued at ₹ 60,000.

Partners decide not to disturb the reserves. Also, they decide not to record the revised values of assets in the books of Accounts.

You are required to prepare:

(i) **Partners' capital accounts.**

(ii) **Balance Sheet of the re-constituted firm.**

(Show your workings clearly)

Comments of Examiners

Majority of the candidates did not do the posting in the partners' capital accounts showing compensation to the sacrificing partner by the gaining partner in respect of Goodwill and General Reserve.
A few candidates distributed General Reserve in the old ratio and then wrote it off in the new ratio.
Many candidates did not follow the provisions of Accounting Standard 10/ 26 for the treatment of Goodwill.
Some candidates did not give the correct date of the preparation of the B/S.
Several candidates did not do the posting for compensation to the sacrificing partner by the gaining partner in respect of assets and liabilities being shown at the original value in the new B/S.

Suggestions for teachers

- Explain and insist on the treatment of Goodwill as per the provisions of AS 10 / 26- through one journal entry.
- Explain that the treatment of General Reserve when it has to be shown in the B/S of the reconstituted firm at the same amount can be done by passing only one adjustment entry- gaining partner compensating the sacrificing partner.
- Explain how the change in profit sharing ratio affects the capitals of the sacrificing and the gaining partner.

MARKING SCHEME

Question 9.

Partners' Capital Accounts

Part.	Sim	Tim	Jim	Part.	Sim	Tim	Jim
To Jim	20,000			By b/d	2,50,000	2,00,000	1,50,000
To Jim	10,000			By Sim			20,000
To Jim	10,000			By Sim			10,000
To c/d	2,10,000	2,00,000	1,90,000	By Sim			10,000
	2,50,000	**2,00,000**	**1,90,000**		**2,50,000**	**2,00,000**	**1,90,000**

Balance Sheet of Sim, Tim and Jim as on 1st April, 2012.

Liabilities	₹	Assets	₹
Sim's capital	2,10,000	Building	2,00,000
Tim's capital	2,00,000	Plant & mach	1,00,000
Jim's capital	1,90,000	Patents	1,50,000
Creditors	1,40,000	Stock	1,25,000
General reserve	60,000	Debtors	1,50,000
		Bank	75,000
	8,00,000		8,00,000

Working Note 1:

Dr. Memorandum Revaluation A/c Cr.

Particulars		₹	Particulars		₹
To plant & machinery		10,000	By building		75,000
To patents		17,500	By stock		75,000
To Debtors		7,500	By prepaid ins		5,000
To Sim	40,000				
To Tim	40,000				
To Jim	40,000	1,20,000			
		1,55,000			1,55,000
To building		75,000	By plant & mach		10,000
To stock		75,000	By patents		17,500
To prepaid insurance		5,000	By Debtors		7,500
			By Sim	60,000	
			By Tim	40,000	
			By Jim	20,000	1,20,000
		1,55,000			1,55,000

OR

Item	Old Value	New Value	Change
Building	2,00,000	2,75,000	75,000
Plant and Machinery	1,00,000	90,000	(10,000)

Patents	1,50,000	1,32,500	(17,500)
Stock	1,25,000	2,00,000	75,000
Pre-paid insurance	Nil	5,000	5,000
Debtors	1,50,000	1,42,500	(7,500)
Profit			1,20,000

Working Note 2:
Revaluation profit

Sim's Capital A/c Dr. 20,000
To Jim's Capital A/c 20,000

Goodwill
Sim's Capital A/c Dr. 10,000
To Jim's Capital A/c 10,000

General Reserve

Sim's Capital A/c Dr. 10,000
To Jim's Capital A/c 10,000

Working Note 3:
Sacrificing Ratio/Gaining Ratio:

Sim 1/3 – 3/6 = - 1/6 (Gains)

Tim 1/3 – 1/3 = 0

Jim 1/3 – 1/6 = 1/6 (Sacrifice)

Question 10 **[14]**

Peter's books show the following details for the month of April, 2012.

	Debit ₹	Credit ₹
Creditors Balance **(01.04.2012)**	4,000	16,000
Creditors Balance **(30.04.2012)**	10,000	?

Particulars	Amount (₹)	Particulars	Amount (₹)
Purchase (including cash ₹ 4000)	1,04,000	Bills payable renewed	1,000
Cash paid to creditors	30,000	Discount received	4,000

Bills Receivable endorsed	20,000	Return outwards	12,000
Bills Receivable endorsed dishonoured	4,000	Bills payable accepted (excluding bills renewed)	30,000
Transfer from debtors ledger to creditors ledger	5,000	Bills payable matured	5,000

You are required to prepare General Ledger Adjustment Account in the Creditors' Ledger.

Comments of Examiners

Majority of the candidates answered this question satisfactorily
A few candidates solved the question under the 'Sectional Balancing' system.
A number of candidates prepared the 'Creditors Ledger Adjustment A/c' in the 'General Ledger Adjustment A/c.
Many candidates did not do the posting for bills dishonoured for the bills which were renewed.

Suggestion for teachers
- Ask students to read the question carefully.

MARKING SCHEME

Question 10.

In Creditors Ledger

General Ledger Adjustment A/c

Dr. Particulars	Amount	Particulars	Amount **Cr**
To bal b/d	16,000	By bal b/d	4,000
To Creditors Ledger Adjustment A/c		By Creditors Ledger Adjustment A/c	
Purchases	1,00,000	Cash A/c	30,000
Bills endorsed dishonoured	4,000	Bills endorsed	20,000
Bills renewed	1,000	Transfer	5,000
		Discount received	4,000
		Return outwards	12,000
		Bills payable	30,000
		Bills payable (renewed)	1,000
To bal c/d	10,000	By Bal c/d (bal fig)	25,000
	1,31,000		1,31,000

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Past Adjustments
- Prorata allotment of shares
- Calculation of abnormal loss in Joint Venture Accounts
- Ratio Analysis- Formulae and calculations
- Cash flow from operating activities- treatment of provision for tax and depreciation on fixed assets.
- Adjustment of accumulated profits, self generated goodwill and profit on revaluation of assets and liabilities in case of change in profit sharing ratio of the partners.

(b) Concepts between which candidates got confused:

- Business guaranteed by a partner
- Self-Balancing and Sectional Balancing
- Profit margin on selling price
- Difference between tax provided and tax paid while calculating cash from operations
- Calculation of new partner's capital

(c) Suggestions for students:

- Study the entire syllabus thoroughly.
- Practice various types of sums regularly.
- Always practice sums with proper formats drawn.
- Do not neglect the Class XI syllabus.
- Do not write short forms in the ratios formulae.
- Be clear in understanding the concepts. This will help in answering the theory questions.
- Solve past years question papers.