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# MARKING SCHEME

2007

## CLASS-XII

### COMMERCE SUBJECTS



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**DELHI**

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2007

## CLASS-XII COMMERCE SUBJECTS



**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

CBSE, Delhi-110301

November, 2007

Manuscript as such highlights the main value points and does not represent a complete ideal answer.  
Manuscript may vary from time to time and year to year.

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## PREFACE

CBSE as a pace setting national Board has constantly been striving to design its evaluation process in a manner that it is used as a powerful means of influencing the quality of teaching and learning in the classroom situation. Also, it has to be so designed that it provides constant feedback regarding the effectiveness of the course content, classroom processes and the growth of individual learners besides the appropriateness of evaluation procedures.

As a move in this direction, CBSE started the practice of publishing the Marking Schemes with twin objectives in mind-(i) making the system more transparent and at the same time, (ii) ensuring high degree of reliability in scoring procedure.

Who are the makers of answer scripts? How do they mark the answer scripts? How can it be ensured that marking is fair, objective and reliable? Questions of these types naturally arise in the minds of candidates appearing in the public examination. These questions are equally pertinent to the teachers who are not adequately exposed to the CBSE system of marking.

Answer Scripts marking is a specialised job. It is assigned to teachers-PGTs for Class XII and TGTs for Class X who are in direct touch with the subject and have a minimum of 3 years experience of teaching the subject at that level. Appointment of examiners is made in accordance with the well-defined norms. Markers examine scripts with the help of detailed guidelines called the 'Marking Schemes'.

It is this tool (Marking Scheme) alongwith the extensive supervisory checks and counter-checks through which CBSE tries to ensure objective and fair marking. The present publication is being brought out with a view to serving the following objectives :

- (i) To give an opportunity to the teachers and students to look into the Marking Schemes that were developed by the Board and supplied to the evaluators in 2007 main examination in some selected main subjects.
- (ii) To receive feedback and suggestions from institutions/subject teachers on the utility and further improvement of Marking Schemes.
- (iii) To encourage institutions to undertake similar exercise of developing marking schemes for classes other than those covered by the Board's examination with a view to increasing teachers' responsiveness to them as the essential tools of evaluation.

## HOW TO USE

Teachers and the students preparing for Class XII examination of the Board constitute the primary interest-group of this publication. Marking Schemes of Question Papers in the subjects of English Core, Functional English, Mathematics, Economics, Business Studies, Accountancy and Entrepreneurship administered in Delhi and Outside Delhi during the 2007 main examination have been included in this document. Some tips on their usage are given below :

### (a) To Teachers :

- Go through the syllabus and the weightage distribution for the subject carefully.
- Read the question paper to find out how far the question paper set subscribes to the prescribed design. Grade every question by difficulty level for students who have taken the main Board examination.
- Consult the 'Marking Scheme' for each question, with reference to steps into which answers and awards have been divided.
- Work out concrete suggestions for the Board.

### (b) To Students :

- Study each question carefully, comprehend them and write down the main points of the answer and note down their difficulties for clarification.
- Examine a question in conjunction with the Marking Scheme and find out the proximity of the answer to that suggested in the Marking Scheme.

We will feel motivated if this publication is commented upon by practitioners in the context of its impact on their teaching learning strategies. Contribution of the experts and the officials of the Board in bringing out this document is gratefully acknowledged.

We urge the teachers to encourage their students to make use of this publication and at the same time to enrich us with their free and frank reactions.

**M.C. SHARMA**  
CONTROLLER OF EXAMINATIONS

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### *Marking Scheme*

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**LIST OF COORDINATORS/SUBJECT EXPERTS/REPRESENTATIVES  
OF THE REGIONS FOR UPDATION/FINALISATION OF THE  
MARKING SCHEME FOR THE SENIOR SCHOOL  
CERTIFICATE EXAMINATION, 2007**

<i>S.No. Name of the Coordinator/Subject Experts</i>	<i>S.No. Name of the Coordinator/Subject Experts</i>
<b>ENGLISH CORE</b>	
1. Mrs. Usha Ram Principal Laxman Public School Hauz Khas New Delhi	6. Mrs. Rachna Pant Principal Summer Field School Kailash Colony, New Delhi
2. Sh. J.K. Gangal H- 196, Rama Krishna Vihar Patparganj Society Delhi	7. Smt. Kiran Khanna Principal Vivekanand School D- Block, Anand Vihar Delhi
3. Dr. Opkar Singh Retd. Prof. 121, Sahyog Appartments Mayur Vihar Phase-I Delhi	8. Mrs. S. Chatterjee Principal Ajmera Mukesh Nemichand Bhai Shri Gujarati Samaj School A.B. Road, Indore Madhya Pradesh
4. Ms. Lata Mathew Principal Hamdard Public School Talima Bagh, Sangam Vihar New Delhi	9. Smt. J. Dasbasu Principal Kendriya Vidyalaya Digaru P.O. Sonapur, Distt. Kamrup Assam
5. Smt. Vandana Kapoor Principal S.L.S. DAV Public School Mausam Vihar Delhi	10. Mrs. Prem Dulari Principal The Hindu Senior Secondary School Triplicane, Chennai Tamil Nadu

<i>S.No. Name of the Coordinator/Subject Experts</i>	<i>S.No. Name of the Coordinator/Subject Experts</i>
11. Mrs. Ravi Raj Kaur PGT Govt. Model Senior Secondary School Sec. 35, Chandigarh	3. Shri P.J. Peter PGT Laxman Public School Hauz Khas New Delhi
12. Mrs. Neena Sehgel Principal Delhi Public School Sector 30, Noida Gautam Budh Nagar Uttar Pradesh	4. Mrs. Malini Khatri Modern School Barakhamba Road New Delhi
13. Sh. D.N. Tewari Laxman Public School Hauz Khas New Delhi	5. Mrs. Neena Kaul St. Mary's School B-II Block, Saftarjung Enclave New Delhi
14. Ms. Bela Bhatya GD Goenka School Vasant Kunj New Delhi	6. Mrs. Rita Kapoor Principal Delhi Public School Ghaziabad Uttar Pradesh
15. Mr. Nairn Sharma Laxman Public School Hauz Khas New Delhi	7. Mrs. Kamala Subramanian PGT, English Ramjas Public School R.K. Puram New Delhi
<b>FUNCTIONAL ENGLISH</b>	
1. Mrs. Annie Koshy Principal St. Mary's School B-II Block Safdarjung Enclave New Delhi	
2. Mrs. Usha Ram Principal Laxman Public School Hauz Khas, New Delhi	
	<b>MATHEMATICS</b>
	1. Mrs. Kusum Ahluwalia Principal Hans Raj Public School Punjabi Bagh New Delhi



---

***S.No. Name of the Coordinator/Subject Experts***

---

2. Sh. G.D. Dhall  
K-171, LIC Colony  
Syed Nangloi Village  
Delhi
3. Sh. S.N. Chibber  
Principal (Retd.)  
B-330 Saraswati Vihar  
Delhi
4. Sh. V.P. Singh  
Principal  
Govt. Boys Senior Secondary School  
Kanti Nagar  
Delhi
5. Sh. J.C. Nijhawan  
Vice Principal  
Govt. Sarvodaya Vidyalaya  
C-Block, Saraswati Vihar,  
Delhi
6. Sh. S. Vijay Kumar  
Vice Principal  
Jawahar Lal Nehru School  
Habibganj, Bhopal  
Madhya Pradesh
7. Mr. C. Sathyamurthy  
Principal  
Chinmaya Vidyalaya  
Taylore Road, Kilpauk  
Chennai  
Tamil Nadu
8. Shri Yash Pal Sharma  
Govt. Model Senior Secondary School  
Sector-19, Chandigarh

---

***S.No. Name of the Coordinator/Subject Experts***

---

9. Dr. Ram Mohan  
Principal  
St. Vivekanand Public School  
Alampur Hauz  
Agra Road, Etawah  
Uttar Pradesh
10. Mrs. Sandhya Arora  
230, Pragati Appartment  
Paschim Vihar  
Delhi
11. Mrs. Sangita Chopra  
PGT  
Delhi Public School  
Rohini  
Delhi
- ECONOMICS**
1. Mrs. Sushma Khurana  
Principal  
Leelawati Vidya Mandir Sr. Sec. School  
Shakti Nagar  
Delhi
2. Sh. S.K. Agarwala  
Deptt. of Economics  
Rajdhani College  
Delhi
3. Sh. S.N. Sharma  
BC 54, Shalimar Bagh (West)  
Delhi

<i>S.No. Name of the Coordinator/Subject Experts</i>	<i>S.No. Name of the Coordinator/Subject Experts</i>
4. Brig K.S. Saghu G-2 Opp Furniture Block Behind Petrol Pump Kirti Nagar Extn. New Delhi	10. Mrs. M.N. Anulraj Principal Somervilla School D-89, Sector-22, Noida Gautam Budh Nagar Uttar Pradesh
5. Mrs. Rekha Sharma PGT Bhartiya Vidya Bhawan K.G. Marg New Delhi	<b>BUSINESS STUDIES</b>
6. Mrs. Neelu Ahuja PGT Lilawati Vidya Mandir Sr. Sec. School Shakti Nagar Delhi	1. Mrs. Meena Goel Principal Nav Hind Girls Senior Secondary School New Rohtak Road New Delhi
7. Shri A.P. Sharma Principal Maheshwari Public School Sector-4, Jawahar Nagar Jaipur Rajasthan	2. Dr. R.N. Nigam B-390, Paschim Vihar New Delhi
8. Mrs. Kanta Bansal Kendriya Vidyalaya Sector-47, Chandigarh	3. Dr. G. Neelakantan Principal Sir Sivaswami Kalalaya Sr. Sec. School Mylapore Chennai Tamil Nadu
9. Mr. PVR Narsimha Raju Principal Jawahar Navodaya Vidyalaya Mamnoor Warangal Andhra Pradesh	4. Mr. Harish HOD Daly College Indore Madhya Pradesh
	5. Sh. S.L. Jain Principal Mahavir Senior Model School G.T. Karnal Road Delhi

<i>S.No. Name of the Coordinator/Subject Experts</i>	<i>S.No. Name of the Coordinator/Subject Experts</i>
6. Smt. Rajni Rawal Govt. Girls Senior Secondary School No.1 Punjabi Bagh New Delhi	13. Mrs. Priyanka Sapra PGT Chiranjiv Bharati School Palam Vihar Gurgaon Haryana
7. Shri Subhash Chander Jain Govt. Model Sr. Sec. School Sector-35, Chandigarh	14. Ms. Baneet Kaur PGT Salwan Public School Rajinder Nagar New Delhi
8. Dr. C.B. Gupta Shri Ram College of Commerce North Campus Delhi University Delhi	15. Mrs. Preety Arya PGT Commerce Nav Hind Girls Sr. Sec. School New Rohtak Road New Delhi
9. Shri L.R. Pathak B-3/383, Paschim Vihar Delhi	
10. Ms. Vinita Dutt PGT Kendriya Vidyalaya Saraswati Vihar Delhi	<b>ACCOUNTANCY</b>
11. Sh. R.S. Rana Principal Kendriya Vidyalaya No. 2 Air Force Station Hindon, Ghaziabad Uttar Pradesh	1. Mrs. Meena Goel Principal Nav Hind Girls Senior Secondary School New Rohtak Road New Delhi
12. Mrs.Smita Bhatnagar HOD (Commerce) Bhartiya Vidya Bhawans Vidya Ashram K.M. Munshi Marg Jaipur Rajasthan	2. Dr. S.C. Garg Kirori Mal College University of Delhi Delhi
	3. Shri L.R. Pathak B-3/383, Paschim Vihar Delhi

<i>S.No. Name of the Coordinator/Subject Experts</i>	<i>S.No. Name of the Coordinator/Subject Experts</i>
4. Shri N.M. Bhatia Director cum Principal Swiss Cottage School Salahpur, Bijwasan New Delhi	10. Mrs. Vinita Dutt PGT Govt. Girls Sr. Sec. School A-Block, Saraswati Vihar Delhi
5. Shri Kuljeet Singh Vohra Principal Sarvodaya Vidyalaya Aliganj Lodhi Road New Delhi	11. Mrs. Preety Arya PGT Commerce Nav Hind Girls Sr. Sec. School New Rohtak Road New Delhi
6. Ms. Baneet Kaur PGT Salwan Public School Rajinder Nagar New Delhi	12. Shri Ashish Tiwari Vice Principal Choithram School Manik Bagh Road Indore Madhya Pradesh
	<b>ENTREPRENEURSHIP</b>
7. Sh. A.K. Sharma Principal DAV Model School JM Sengupta Road Durgapur, Bardhaman West Bengal	1. Mrs. Ranju Sharma PGT Vidya Bharati School Block G, Sector 15 Rohini Delhi
8. Dr. G. Neelakantan Principal Sir Sivaswami Kalalaya Sr. Sec. School Mylapore Chennai Tamil Nadu	2. Mrs. Renu Kochar PGT Ram Krishan Kulwant Rai Lodhi Road New Delhi
9. Sh. Harish Kumar Pt. MLSD Public School Sector-32, Chandigarh	3. Dr. P. Prasad PGT Kendriya Vidyalaya Dogra Lines Meerut Cant. Uttar Pradesh