

Higher Secondary School Certificate (HSC)

Examination Syllabus & Model Paper

(For the Year 2024)

PRINCIPLES OF COMMERCE – XI

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Preface

Ziauddin University Examination Board (ZUEB) was established by the Sindh ACT XLI 2018, with the aim of improving the quality of education. The Board administers examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest Reviewed National Curriculum by Directorate Curriculum Assessment and Research (DCAR) Sindh. ZUEB has a mandate by Ordinance to offer such examination services to English /Urdu and Sindhi medium candidates for SSC and HSSC from private schools in Sindh. This examination syllabus exemplifies ZUEB's commitment to provincial educational goals.

The Examination Board has prepared with the help of subject professors, subject wise syllabus. It is important to make the difference between syllabus and curriculum. The syllabus of a subject is considered as a guide for the subject teacher as well as the students. It helps the students understand the subject in detail. It also helps students to anticipate what is expected from them while preparing for the exams.

This examination syllabus brings together all those cognitive outcomes of the Provincial Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding.

The examination syllabus is uploaded on the ZUEB website. This is done to help affiliated schools in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of the ZUEB examinations. In addition, the ZUEB examination syllabus is used to develop learning support materials for students and teachers. The examination board stand committed to all students who have embarked upon the SSC, and HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.

On the Ziauddin University Examination Board website, a tab e –resource is made available which provides resource material in all subjects both in text form in line with the curriculum and also videos on topics to give students access to learn at their own pace and own time. These 15 to 20 minutes videos are prepared around subject concept / topics. These videos are available to the students for revisiting a lesson taught by their teacher or watch it prior to the lesson and as a reinforcement strategy. The work on videos is in progress and new titles will be uploaded.

Please look out for the videos on the given website.

Humbly Yours;

Shahbaz Nasim Academic Head

Aims of the Syllabus of Principles of Commerce

The Aims of teaching Principles of Commerce to students at Higher Secondary School Level are to:

- Introduce them to the field of business. This acquaints students with the system of commercial activities, procedures, policies, functions, and organizations that transfer goods and services from producers to consumers.
- Develops a foundation for higher level studies in the field of commerce.
- Equips students with basic knowledge of business. This fundamental understanding of commerce will help them prepare for a career in the field of business administration, or start up their own business.

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STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION XI- PRINCIPLES OF COMMERCE

Detailed Syllabus

Topics	Sub-Topics	Student Learning Outcomes		gniti Levels	
			K	U	Α
Introduction	Commerce/Business. Essentials of establishing a business	Define Business/Commerce, Economics. Differentiate b/w Commerce, Economics, Trade. Describe the branches of Commerce.	*	*	
	house.	Explain Scope/ Functions/ Elements/ Importance of Commerce.		*	
	Business Problems.	Describe qualities of a good businessman Describe Digital Commerce.		*	
		E-Business, E-commerce. Explain business problems/ factors essential for the starting of a new business.		*	
Types of	Types of Ownership.	Define Commercial organization.	*		
Commercial Organizations	Sole Proprietorship.	Describe types of Commercial organizations. Describe factors of the selection of a type of		*	
	Partnership.	ownership. Define Sole proprietorship.	*		
	Joint Stock Company/ Corporation.	Explain the advantages & disadvantages of Sole proprietorship.		*	
	Cooperative Societies.	Define Partnership. Describe features of partnership. Explain advantages & disadvantages of	*	*	
		partnership. Describe Partnership agreement and		*	
		common provisions. Describe kinds of partners.		*	
		Explain the right of partners. Describe the responsibilities & liabilities of partners.		*	
		Describe dissolution of partnership and its conditions. Explain dissolution of a firm and its		*	
		conditions. Classify partnerships. Define Corporation.	*	*	
		Describe kinds of companies. Describe special features of a company.		*	
		Explain advantages & disadvantages of a company.		*	

	T	D.C. 1.111. C	*	1 1
		Define suitability of a company.	*	
		Describe the steps in the formation of a		*
		company.		
		Describe Prospectus, its essentials, and		*
		contents.		
		Describe statement in lieu of prospectus.		*
		Describe Memorandum of Association and		*
		its contents.		
				*
		Describe Articles of Association and its		4
		contents.		
		Define Certificate of Registration.	*	
		Define Certificate of Commencement.	*	
		Describe management of a company.		*
		Describe termination of membership.		*
		Describe Meeting of shareholders and its		*
		kinds.		
				*
		Describe Resolution and its types.		*
		Describe winding up of a company and its		T
		conditions.		
		Differentiate b/w Private and Public		*
		company.		
		Differentiate b/w Partnership & Company.		*
		Define Cooperative societies.	*	
		Describe kinds of societies.		*
		Describe characteristics of cooperative		*
		societies.		
				*
		Explain advantages & disadvantages of		
		cooperative societies.		
Trade & Marketing	Concept of Marketing.	Define Marketing.	*	
		Describe functions of marketing.		*
	Wholesaling.	Explain the importance of marketing.		*
		Define wholesaler & wholesaling.	*	
	Retailing.	Describe types of wholesalers.		*
		Describe services of wholesalers to		*
	Foreign Trade.	producers, retailers.		
	Torcign Hade.	1 *	*	
	Install	Define retailer, retailing.		*
	Invoice.	Describe service of retailers for consumers,		"
		producers.		
	Export promotion	Explain the kinds of retailing and their		*
	bureau.	respective characteristics.		
		Define Foreign Trade.	*	
	Chamber of commerce.	Define Export.	*	
		Explain procedure of export.		*
	Channels of	List documents used in exporting of goods.	*	
	Distribution.		*	
	Distribution.	Define Import.		*
		Explain procedure of import.		"
	Advertising.	List documents used in importing of goods.	*	
		Explain advantages and disadvantages of		*
	Purchasing.	export.		
1				1 1
				<u> </u>

	Selling.	Explain advantages and disadvantages of		*
		import. Describe the documents used in home		*
		trade.		
		Define invoice and list its contents.	*	
		Describe proforma invoice and its		*
		objectives.		
		Explain correction of invoice.		*
		Define consular invoice.	*	
		Define export promotion bureau.	*	
		Describe objectives of export promotion		*
		bureau.		
		Describe charter of export promotion		*
		bureau.		
		Describe its Services to exporter,		*
		government.		
		Define Chamber of Commerce.	*	
		Describe functions of chamber of		*
		commerce.		
		Define channels of distribution.	*	
		Describe direct channel and its advantages.		*
		Describe Indirect channel and its		*
		advantages.		
		Define advertising.	*	
		Describe classes of media.		*
		Describe purpose of advertising.		*
		Describe kinds of advertising.		*
		Describe characteristics of good		*
		advertisement.		
		Define Salesmanship/personal selling.	*	
		Describe kinds of salesmen.		*
		Describe publicity.		*
		Describe public relations.		*
		Explain similarities & difference of		*
		advertising, publicity and public relations		
		Describe forms of promotional methods.		*
		Define buying.	*	
		Describe modes of buying.		*
		Describe steps in placing orders.		*
		Explain purchasing policies.		*
		Define Selling.	*	
		Define marketing.	*	
		Differentiate b/w marketing and selling.		*
		Describe procedures involved in selling		*
		goods.		
		Describe methods of selling.		*
		Describe conditions of buying and selling.		*
Auxiliaries to	Insurance.	Define Risk.	*	
Commerce		Describe types of risks.		*
		Describe essentials of insurable risks.		*

	-				
	Transportation and	Explain methods of reducing risks.		*	
	Warehousing.	Define Insurance.	*		
		Describe importance of insurance.		*	
	Consumer and business	Explain types of insurance.		*	
	finance.	Define Transportation.	*		
		Describe channels of transportation.		*	
	Capital, Shares, and	Explain advantages of transportation.		*	
	Bonds.	Define warehousing.	*		
		Explain objectives of warehousing.		*	
		Describe kinds of warehouse.		*	
		Explain advantages and functions of		*	
		warehouses.			
		Define finance.	*		
		Define Consumer finance.	*		
		Describe types of consumer finance.		*	
		Define business finance.	*		
		Describe types of business finance.		*	
		Define Islamic financing and banking.	*		
		Define Musharka.	*		
		Describe advantages & disadvantages of		*	
		Musharka.			
		Define Modarba.	*		
		Describe Modarba, three situations, parties		*	
		of Modarba.			
			*		
		Define capital.	-	*	
		Explain kinds of capital. Define shares.	*		
				*	
		Explain kinds of shares.	*	"	
		Define bonds.		*	
		Explain kinds of bonds.		*	
0.00		Differentiate b/w shares and bonds		ጥ	
Office Organization	Office organization.	Define organization of an office.	*		
		Describe bases of departmentation.		*	
	Filing.	Explain Types of departments.		*	
		Illustrate diagram of organizational chart.		١.	*
	Labor and time saving	Describe office routine.		*	
	office devices.	Describe roles of modern office.		*	
		Describe office requirements.		*	
		Define copying.	*		
		Describe gradual progress of copying.		*	
		Explain methods of copying.		*	
		Define documentation.	*		
		Explain advantages of documentation.		*	
		Define Filing.	*		
		Explain advantages & disadvantages of		*	
		filing.			
		Describe characteristics of good filing.		*	
		Explain classification of files.		*	
		Describe various office equipment/		*	
		Electronic machines/ Devices.			

Business	Business	Define business correspondence.	*		
Correspondence	Correspondence	Explain uses of business letters.		*	
	Theory.	Describe parts of business letters.		*	
		Elaborate on the kinds of business letters.		*	
	Business Letters.	Explain the 9Cs of business letters.		*	
		Draft a job letter.			*
		Draft an inquiry letter.			*
		Draft a reply letter to an inquiry.			*
		Draft an order letter.			*
		Draft a reminder for the order.			*
		Draft a reminder for payment.			*
		Draft a complaint letter.			*
		Draft a reply to a complaint letter.			*

Table of Specification (TOS)

Table 1: Number of Student Learning outcomes (SLOs) and their cognitive distribution

Topic No.	Торіс	Student Learning Outcomes			Total
		K	U	A	
1	Introduction	1	7	-	8
2	Types of commercial organization	9	30	-	39
3	Trade and Marketing	18	35	-	53
4	Auxiliaries to commerce	13	18	-	31
5	Office organization	4	12	1	17
6	Business correspondence	1	4	8	13
	Total	46	106	9	161
	Percentage (%)	28	66	6	100

Note:

- 1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, Application).
- 2. The table shows that the share of knowledge is 28% with 46 SLOs, Understanding is 66% with 106 SLOs and Application is 6% with 9 SLOs
- 3. Since HSCI is a foundation for developing concepts of Commerce, therefore, greater emphasis has been given to understanding (66%) new concepts and ideas.
- 4. Please note that Table 1 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

Table 2: No. of SLOs and their % Share per Topic

Topic No	Topic	Total SLOs	% Share of SLOs
1	Introduction	8	5%
2	Types of commercial organizations	39	24%
3	Trade and Marketing	53	33%
4	Auxiliaries to commerce	31	19%
5	Office organization	17	11%
6	Business correspondence	13	8%
	Total	161	100%

Note:

- 1. Table 2: Shows the % share of SLOs per Topic.
- 2. The Topic of Trade and Marketing has the highest % share of SLOs at 33%, followed by Types of commercial organizations at 24%.
- 3. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of marks for each topic is calculated separately in Table 3

Table 3: Exam Paper Specification, Topic Difficulty, Types of Questions, No. of Questions per Topic, Marks Allocation

Topics	Difficulty Level	Section A MCQs @ 1 mark each	Section B CRQ/SAQs @ 5 marks each	Section C ERQ/DAQs @ 15 marks each
Introduction	Easy	3	1	
Types of commercial organizations	Moderate Difficult	3	2	1
Trade and Marketing	Moderate	3	2	1
Auxiliaries to commerce	Moderate	2	2	
Office organization	Easy	2	1	
Business correspondence	Moderate Difficult	2	1	1
Total questions to be given		15	9	3
Total questions to be attempted		15	6	2
Maximum marks obtainable		15	30	30

Note:

- 1. Table 3 displays Paper specification, Topic difficulty level, 3 types of Questions and their respective numbers to be used for assessment, and marks distribution per section.
- 2. The Exam Paper consists of 3 Sections:
 - a. Section A = Multiple Choice Questions (MCQs)
 - b. Section B = Short Answer Questions / Constructive Response Questions (CRQs)
 - c. Section C = Detailed Answer Questions / Extended Response Questions (ERQs); require more detailed answers necessitating a broader understanding of concepts, and complex calculations compared to CRQ

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GRADE XI – PRINCIPLES OF COMMERCE SCHEME OF ASSESSMENT

Maximum Marks: 75

Section 'A': Multiple Choice Questions (20%) 15 Marks

(1x15=15)

Multiple Choice Question will cover the complete Syllabus

- Each MCQ carries 1 mark
- Given MCQs will be = 15 MCQs
- All MCQs to be answered

Section 'B': Short Answer Questions (40%) 30 Marks

(6x5=30)

(15x2=30)

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Nine (9) Short Answer Questions may be given. Each Question having (5 Marks). In this Section Student shall attempt (6 Questions).

Section "C" (Detailed Answer Questions) (40%) 30 Marks

• Three (03) Detailed Answer Questions may be given in this section and (2 Questions) are to be answered and each Question having (15 Marks).

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definition or lists. The student must be able to recall or recognize information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

Question Stems

- Can you name all the ...?
- Describe what happens when ...?
- How is (are) ...?
- How would you define ...?
- How would you identify ...?
- How would you outline ...?
- How would you recognize...?
- List the ... in order.
- What do you remember about ...?
- What does it mean?
- What happened after?
- What is (are) ...?
- What is the best one?
- What would you choose ...?
- When did ...?
- Where is (are) ...?
- Which one ...?
- Who spoke to ...?
- Who was ...?
- Why did ...?

Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Her the student must understand the main idea of material heard, viewed, or read and interpret or summarize the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

Ouestion Stems

- Can you clarify...?
- Can you illustrate ...?
- Condense this paragraph.
- Contrast ...
- Does everyone think in the way that ... does?
- Elaborate on ...
- Explain why ...
- Give an example
- How can you describe
- How would you clarify the meaning
- How would you compare ...?
- How would you differentiate between ...?
- How would you describe...?
- How would you generalize...?
- How would you identify ...?
- Is it valid that ...?
- Is this the same as ...?
- Outline ...
- Select the best definition
- State in your own words
- This represents ...
- What are they saying?
- What can you infer from ...?
- What can you say about ...?
- What could have happened next?
- What did you observe?
- What does this mean?
- What expectations are there?
- What information can you infer from

- What is the main idea of ...?
- What restrictions would you ad
- What seems likely?
- What seems to be ...?
- What would happen if ...?
- What would happen if ...?
- Which are the facts?
- Which statements support ...?

•

Apply

The third level in Bloom's taxonomy, Applying marks a fundamental shift from the pre-Bloom earning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situation. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.

Question Stems

- Can you group by characteristics such as...?
- Choose the best statements that apply
- Clarify why ...
- Do you know of another instance where...?
- Draw a story map
- Explain why a character acted in the way that he did
- From the information given, can you develop a set of instructions about ...?
- How could you develop ...?
- How would you change ...?
- How would you demonstrate...?
- How would you develop ... to present

Analyze

Analyzing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationship between these parts. Teachers must give student time to examine concepts and their requisite elements.

Students are required to explain why they chose a solution.

Ouestion Stems

- Can you distinguish between ...?
- Can you explain what must have happened when
- Determine the point of view, bias, values, or intent underlying the presented material
- Discuss the pros and cons of ...
- How can you classify ... according to ...?
- How can you compare the different parts?
- How can you sort the different parts...?
- How is ... connected to ...?
- How is ... similar to ...?
- How would you categorize...?
- How would you explain?
- If ... happened, what might the ending have been?
- State the point of view of ...
- What are some of the problems of ...?
- What assumptions ...?
- What can you infer about...?
- What can you point out about?
- What conclusions ...?
- What do you see as other possible outcomes?
- What does the author assume?
- What explanation do you have for ...?

11 11 1 9	W/I 4 1 1 1 1 0
 How would you explain? 	• What ideas justify the conclusion?
	What ideas validate?
	• What is the analysis of?
	• What is the function of?
	• What is the problem with?
	• What motive is there?
	What persuasive technique is used?
	• What statement is relevant?
	• What was the turning point?
	• What were some of the motives behind?
	• What's fact? Opinion?
	• What's the main idea?
	• What's the relationship between?
	• Which events could not have happened?
	• Why did changes occur?
	Why do you think?

BLOOMS TAXANOMY WITH EXAMPLES

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	Analyze	reframe	design
identify	describe	apply	Appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	-			order	plan
	paraphrase	modify	support		combine
list	summarize	use	compare	compare	
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match .	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain select	compile
locate	predict	relate	convince	categorize	construct
memorize	associate	show	defend	connect	develop
quote	contrast	sketch	estimate	differentiate	generalize
recall	convert	complete	grade	divide	integrate
reproduce	demonstrate	construct	measure	order	modify
tabulate	estimate	dramatize	predict	prioritize	organize
tell Copy	express	interpret	rank	survey	prepare
discover	identify	manipulate	score	calculate	produce
duplicate	indicate	paint	select	conclude	rearrange
enumerate	infer	prepare	test	deduce	rewrite
listen	relate	act	conclude	devise	adapt
observe	restate	collect	consider	diagram	anticipate
omit	select	compute	critique	dissect	arrange
read	translate	explain list	debate	estimate	assemble
recite record	ask	operate	distinguish	evaluate	choose
repeat retell	cite	practice	editorialize	experiment	collaborate
visualize	discover	simulate	justify	focus	facilitate
	generalize	transfer write	persuade	illustrate	imagine
	group		rate	organize	intervene
	illustrate		weigh	outline	make
	judge			plan	manage
	observe			question	originate
	order			test	propose
	report				simulate solve
	1				support test
					validate

represent research		
review		
rewrite		
show		

HSC PART I EXAMINATION MARKS BREAKUP GRID FOR EXAMINATION 2024

GROUP: PRE-MEDICAL-I

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100
Chemistry	85	15	100
Biology	85	15	100
Total	505	45	550

GROUP: PRE-ENGINEERING-I

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100
Chemistry	85	15	100
Mathematics	100	-	100
Total	520	30	550

GROUP: COMPUTER SCIENCE-I

Subject	Theory	ATP	Total
English	100	_	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100

Computer Science	75	25	100
Mathematics	100	-	100
Total	510	40	550

GROUP: COMMERCE-I (PRIVATE/REGULAR)

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Economics	75	-	75
POC	75	-	75
Accounting	100	-	100
Business Mathematics	50	-	50
Total	510	40	550

GROUP: HUMANITIES-I (PRIVATE/REGULAR)

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Computer Studies	75	25	100
Islamic Studies	100	-	100
Mathematics	100	-	100
Sociology	100	-	100
Economics	100		100
Education	100		100
Civics	100		100
Total	550	40	550



HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024

Class XI

a. Inefficiency

b. bureaucracy

Total Time: 3 hours

Total Marks: 75

Tin Q1	ne Allowed: 20minutes :	SUBJECT: PRII	NCIPLE OF COMN	MERCE		Marks 15
No	te: Attempt all question fr	om this section.	Each question ca	rries one mark		
1.	The basic goal of business a. Exchange b. Ear	s is: rning Profit	c. Service to so	ociety	d. Earning	
2.	A businessman is: a. Trader b. Pro	oducer	c. Distributor		d. all of the abo	ove
3.	affects all bus a. Government policies		mpany Policies	c. Weather co	enditions	d. none of the above.
4.	Minimum legal constraint a. Company b. Pa	s are faced by: rtnership	c. Sole Proprie	torship	d. Cooperative	Societies.
5.	The best form of partners a. Implied b. Wr	•	c. Written and	registered	d. Verbal	
6.	A company issues a. I.O.U b. Div	to get loan vidends			d. Debentures	
7.	The Wholesaler creates a a. Retailer and consume		and manufacture	r c. Retailer and	d manufacturer d.	Manufacturer and importe
8.	Direct Marketing channel a. Perishable goods	is best used for: b. durable goo		ry goods	d. commercial	goods
9.	A branded energy drink is a. Personal selling	displayed during b. Advertising			ni Cricketer, it is: d. salesmanshi	р
10.	utility is created a. Time	through wareho b. Place	using. c. Poss	ession	d. Form	
11.	What do bonds show? a. Ownership of the cond. ownership of the c	•	nership of the sh	areholders	c. debt of the f	und provider
12.	What is the outcome of d	epartmentation?	?			

c. Generalization

d. Specialization

				END OF SECTION A	
15.		official letter should be: Informal	b. Concise	c. Long	d. none of the above
		e method of fulfilling a cla Enquiry letter	aim is stated in: b. Order letter	c. Complaint letter	d. none of the above
	a.	Numerical filing	b. alphabetical filing	c. Centralized filing	d. none of the above
13.		follows the s	system of a dictionary		

Class XI HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024

Time: 2 hours 40 minutes SUBJECT: POC SECTION "B" AND SECTION "C" **Total Marks 60 SECTION "B" SHORT ANSWER QUESTIONS** 30 Marks Q2:

Note: Attempt any six from this section. Each question carries equal marks.

- 1. Define business, commerce and trade.
- 2. Define partnership. Describe few advantages of partnership.
- 3. Explain any 3 features of a company.
- 4. Define Advertising, and list 3 electronic and 3 non-electronic media of advertising.
- 5. Define Export, and explain few advantages of export.
- 6. Define Warehousing and briefly describe any three types of warehouses.
- 7. Explain the differences between shares and debentures.
- 8. Describe any three typical departments of an office.
- 9. List the kinds of business letters? Explain claim letters.

Q3: **SECTION "C" DETAILED ANSWER QUESTIONS** 30 Marks

Note: Attempt any two of the following. Each question carries equal marks.

- 1. Explain Memorandum of Association and Articles of Association in detail.
- 2. Define Chambers of Commerce and explain its functions.
- 3. Draft a job letter and Resume to a Company for the post of Manager. Assume necessary details.