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20 marks. The paper will be divided into two section A and B. Section A (Compulsory) will answers and will cover the entire syllabus. There will be no choice of questions, which will require detailed answers. There will be a choice and candidates will be required to answer four questions Meaning of stakeholder, types: Internal (shareholder, employee and employer- meaning of each) and External stakeholders (supplier, creditor, government differences between internal and external stakeholders. (b)

and managers), employees. creditors and suppliers, government and society from a commercial organization. 2. Marketing and Sales (a) Marketing Act (2019); features of the Act, Meaning and objectives of marketing. Difference between marketing and sales. (b) Product and service Meaning and difference between a product and a service (with examples). (c) Pricing Meaning and objectives (d) transactions, E-tailing, E-Advertising and Sales promotion Advertising: meaning, importance of advertising; merits and demerits, difference between advertising and publicity. Advertising Agency; meaning and functions only, Social advertising media - Concept and examples

Expectations of employers (owners only. Sales promotion - meaning and techniques: difference between advertising and sales promotion. (e) Consumer Protection Consumer Protection rights of a consumer, Consumer exploitation; meaning and types, Importance of consumer awareness. (f) E-commerce Introduction and benefits over traditional methods of advertising, E-marketing and Esecurity (meaning only). ERP and its modules (brief concept). Educart CBSE Maths Basic Sample Question Papers For Class 10 (For March 2020 Exam) Oswaal Books

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and drive quality up, offering value for money to schools and colleges. The Committee also recommends the development of national syllabuses, accredited by Ofqual. The syllabuses would be developed by exam boards in conjunction with learned bodies and employer organisations and could therefore retain the benefits of competition on quality and the incentive for exam boards to innovate.

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traditional examinations or by teachers in schools, attracts considerable public interest, particularly when it is associated with 'high stakes' outcomes such as university entry or the individual 's results do not chime with their or their teachers 'expectations, doubts creep in about the process of assessment that has arrived at this educational assessment should result. However, educational assessment is made up of many layers of complexity, which are not always clear to the general public, including teachers,

are not easily understood outside of the expert assessment community. These layers may be organized in highly codependent relationships that include reliability, validity, human judgment, and errors, selection for employment. When and the uses and interpretations of the various types of assessment. No-one could reasonably argue that the principles and complexities of be core learning in public education, but there is a growing realization that trust in the UK assessment system is under some threat as the media and others students, and parents, and which sensationalize or politicize any

problems that arise each year.
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the general public is considered
to perceive and understand a
wide variety of aspects of
educational assessment, and how
this understanding may be
improved. This book was
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