This year against last year: a comparative statement

This year against last year is a free 40-minute Class 11–12 Commerce lesson on comparative statements. Students work out the change in ₹ crore and in per cent for each line of Hyundai Motor India's FY26 statement of profit and loss.

5-minute prep

- Print one worksheet per student. Pairs share a calculator.
- Decide how students see the numbers: the worksheet, the projector or the student page (cityfort.in/class/two-years).
- Optional: open page 174 of the FY26 annual report to show students where both columns sit.
- Skim the answer key's notes on rounding and on the combined depreciation line.

Class	Senior secondary, Class 11–12 (Commerce)
Time	One 40-minute period. Students need a calculator for Part B.
Edition	2026–27 first edition v1.0
Lesson page	cityfort.in/teachers/comparing-companies-fairly/comparative-statements

Objective

Students can set out a comparative statement of profit and loss for two years and work out the absolute and percentage change for each line. They can explain why the line with the biggest change in rupees is not always the one with the biggest change in per cent.

CBSE units the lesson supports

- Accountancy (055), Class XII, Part B: Analysis of Financial Statements (CBSE Accountancy (055)), in part
- Accountancy (055), Class XII, Project work (CBSE Accountancy (055))
- Financial Markets Management (805), Class XII, Unit 4 (CBSE Financial Markets Management (805)), in part

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Timing

Minutes	Step	What happens
0–4	**Hook**	Ask: "Hyundai sold more in FY26 than in FY25. Did it make more profit?" Students write yes or no and one reason in Part A.
4–10	**The two change columns**	Walk through the made-up school canteen in Part B: sales of ₹40,000 last year and ₹50,000 this year are a change of ₹10,000, or 25%. Absolute change = this year − last year; percentage change = absolute change ÷ last year × 100. (made-up numbers)
10–24	**Build the statement**	Pairs fill in the change in ₹ crore and in per cent for the six lines in Part C. Stronger pairs also do the lines marked "if you finish".
24–32	**Rupees or per cent?**	Whole class: which expense rose most in rupees, and which rose most in per cent? Other expenses rose by ₹938 crore, employee benefits by 18.9%. Then compare total income (2.4%) with total expenses (3.2%).
32–37	**Find a reason in the filing**	Show the revenue note: vehicle sales in India fell -1.7% and exports rose 21.4%. Pairs write one sentence that explains a change with this fact (Part D).
37–40	**Exit ticket**	Students answer the three exit-ticket questions on the worksheet.

Materials

- The student worksheet (one per student), or the student page on phones or the class projector
- A calculator for each pair of students
- The answer key (teacher only)
- Optional: the slides, projected, and page 174 of the FY26 annual report

Discussion questions

1. Revenue rose 2.3% and profit for the year fell -3.7%. Which lines in between explain the gap?
2. Employee benefits rose 18.9% but only ₹436 crore. Other expenses rose 11.7% and ₹938 crore. Which change matters more to profit, and why?
3. Exports rose from ₹12,846 crore to ₹15,598 crore. What questions would you ask about selling more cars abroad and fewer at home?
4. The comparative statement shows what changed. What would you need from the notes to the accounts or the Board's report to say why it changed?
5. Tax fell when profit before tax fell. Why would those two lines usually move together?

Adapting the lesson

Students still building their English: Pre-teach the word bank: previous year, this year, absolute change, percentage change. Students can say each answer as "went up by" or "went down by"

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before writing it.

Students who need more support: Give students Part C with the absolute change already filled in, so they work out the percentage only. Three lines are enough: revenue from operations, total expenses and profit for the year.

Students ready for more: Students check the rounding: add the four FY25 expense lines and compare the sum with total expenses of ₹62,472 crore. Why can a total differ by ₹1 crore from the sum of rounded lines? Then work out the change in exports and in sales in India.

Extension: Students take one more company with a Cityfort page and build a comparative statement for three lines: revenue from operations, total expenses and profit for the year. They name the annual report, the page and both years.

Teacher background

What is a comparative statement?

A comparative statement sets two years of a statement side by side and adds the absolute change and the percentage change for each line. The textbook prepares one for the statement of profit and loss and one for the balance sheet; this lesson does the statement of profit and loss.

Where do both years come from?

Every annual report prints the previous year beside the year it reports on. The FY25 column in Hyundai's FY26 report matches its FY25 annual report. When a company restates a year (for example after a demerger), the new report's previous-year column changes; Lesson 3 shows one such case.

Why are two expense lines combined?

The annual report shows finance costs and depreciation separately. The lesson adds them into one line, as Hyundai's Cityfort receipt does, so students work with fewer small numbers. The answer key gives the method.

Why do the totals not always add up?

The annual report gives amounts to two decimal places of a crore; the lesson rounds each one to the nearest crore. A rounded total can then differ by ₹1 crore from the sum of its rounded lines. Every change is worked out from the rounded amounts on the worksheet.

Why did profit fall when revenue rose?

Total expenses grew faster (3.2%) than total income (2.4%), so less was left before tax. The comparative statement shows this; the reasons for each cost are in the notes and the Board's report.

If your class runs a stock-market simulation, these lessons can come before it: they explain what a company does and how it reports results. They do not suggest which companies to choose, and Cityfort does not run, rank or judge simulation picks.

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Teaching notes

- The most common slip is dividing by this year's amount. Remind pairs: always divide by the previous year.
- A negative change needs its minus sign in both columns. Ask students to say "fell by" aloud before they write it.
- Accept percentages within 0.1 of the key: students may round at different steps.
- If a student asks whether the fall in profit means anything for the shares, say the lesson reads the business only, and that Cityfort gives no advice.

CBSE units this lesson supports

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- Analysis of Financial Statements in Accountancy (055) Class XII, Part B (Unit 3 in the marks table, Unit 4 in the detailed syllabus), comparative statements: partial (statement of profit and loss only; no comparative balance sheet).
- Accountancy (055), Class XII, Project work, aspect "comparative and common-size statements": supports.
- Financial Markets Management (805), Class XII, Unit 4, financial statement analysis: partial (no market data).

Board plan

Draw the five columns on the board: particulars, FY25, FY26, change in ₹ crore, change in per cent. Fill the revenue line together, then leave the board up while pairs work.

student page

Scan the code or type: **cityfort.in/class/two-years**

Sources

1. S1: Annual Report 2025-26 (FY26), with audited consolidated financial statements (FY26 and FY25 columns), Hyundai Motor India Limited, filed with NSE, 3 Aug 2026. https://nsearchives.nseindia.com/corporate/HMILNSE_03082026181459_AnnualReportHMIL2026.pdf
2. S2: Annual Report 2024-25 (FY25), with audited consolidated financial statements, Hyundai Motor India Limited, filed with NSE, 5 Aug 2025. https://nsearchives.nseindia.com/annual_reports/AR_27291_HYUNDAI_2024_2025_A_05082025204755.pdf

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India's FY26 and FY25 annual report, filed with NSE on 3 Aug 2026.

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