



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2023**

COMMERCE



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(FTNA) 2023**

061 COMMERCE

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FOREWORD

This report presents Students' Item Response Analysis (SIRA) on Form Two Commerce National Assessment conducted in November 2023. The report provides feedback to all stakeholders in education regarding the factors that influenced students' performance in Commerce subject.

This analysis justifies that the students who obtained high scores understood the requirements of the questions assessed as they had sufficient knowledge of the assessed topics. Nevertheless, those with low scores seemed to have partial understanding of the assessed topics as they failed to either describe the tested items fully or realise the requirements of the questions.

The report will help students to identify the strengths and weaknesses on the responses so as to improve their learning process before taking on national assessment and examinations in the future. It will help teachers to identify the challenging areas and take the appropriate measures during teaching and learning process.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which educational stakeholders should take proper measures in order to improve teaching and learning in Commerce subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of students' performance in Commerce subject for the Form Two National Assessment (FTNA) conducted in November, 2023. The Commerce question paper consisted of ten (10) questions in sections A, B and C. Section A consisted of ten (10) multiple choice items composed from various topics and five (5) matching items from one topic. This section carried 15 marks. Section B, consisted of seven (7) short answers questions which carried 70 marks and section C consisted of one (1) essay question carried 15 marks. The students were required to answer all questions from all three sections.

A total of 70,704 students sat for the Commerce Form Two National Assessment (FTNA) 2023. Out of these students, 35,547 (50.28%) passed and 35,157 (49.72%) failed. The FTNA 2023 performance has increased by 0.01 per cent compared to the FTNA 2022 whereby a total of 37,219 (50.27%) students passed and 36,821 (49.73%) failed. The results are summarized in **Table 1**.

Table 1: Students' result in Commerce FTNA 2022 and 2023

Year	A	B	C	D	F
2022	2,624	3,694	13,161	17,740	36,821
	3.54%	4.99%	17.78%	23.96%	49.73%
2023	2,726	4,223	13,574	15,024	35,157
	3.86%	5.97%	19.20%	21.25%	49.72%

The students' result in this report is categorized as good, average and weak. It is considered good if the students scored from 65 to 100 per cent, average performance if they scored from 30 to 64 per cent and weak performance if they scored from 0 to 29 per cent. Three colours are used to denote these categories. Green colour presents good performance, yellow present average performance and red presents weak performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Objectives questions

This section consisted of ten (10) multiple-choice items in question 1 and five (5) matching items in question 2. The performances of students in these questions were as follows:

2.2.1 Question 1: Multiple Choice Items

The question consisted of ten (10) multiple choice items (i) – (x). Each item carried 1 mark, making a total of 10 marks. The students were required to choose the correct answer from the four given alternatives in each item. The items were composed of various topics which are *Commerce Basics, Domestic Trade, Entrepreneurship, Economics Basics, Warehousing Management Transportation and Production.*

The question was attempted by all 70,944 (100%) students, out of whom 12,361 (17.42%) scored from 7 to 10 marks, 45,356 (63.94%) scored from 3 to 6.5 marks and 13,227 (18.64%) scored from 0 to 2.5 marks. **Figure 1** summarises the students' performance on Question 1.

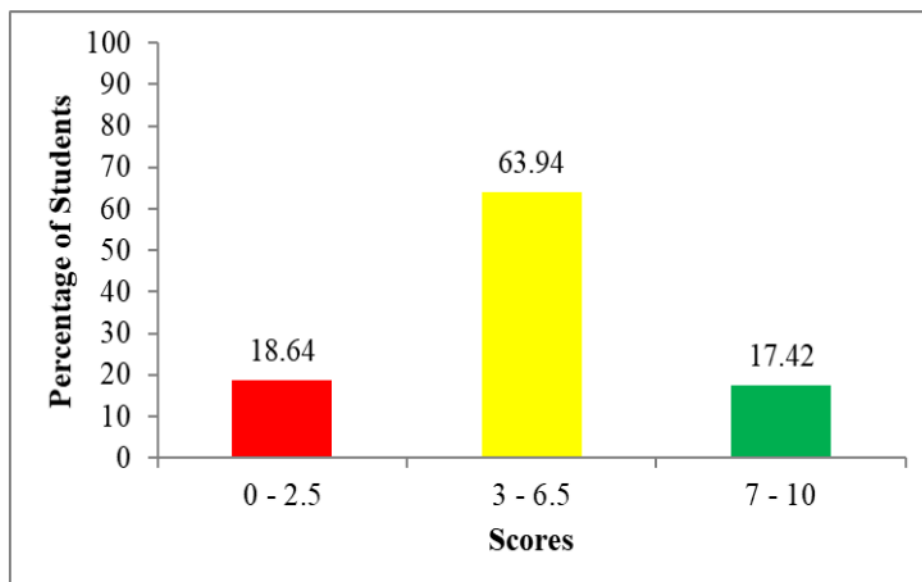


Figure 1: The percentage of students' performance on question 1

Figure 1 shows that, the students' general performance on question 1 was good since 58,583 (81.36%) students scored from 3 to 10 of allocated marks.

In item (i), the students were required to identify the major association between economics and commerce. The item assessed the students' understanding of the relationship between economics and commerce. The correct response for this item was *B: commerce is a part of economics*. The students who opted for this item understood that commerce falls within the scope of economics as it deals with the distribution and exchange of goods and services from producers to consumers in order to satisfy human needs. The students who opted for *A: economics is a part of commerce*, failed to realise that economics is wider in scope than commerce. Moreover, the students who opted for *C: commerce is similar to economics* and *D: economics is similar to commerce*, lacked the knowledge to differentiate them in a sense that commerce deals with exchange and distribution of goods and services only while economics deals with acquisition, allocation and utilisation of available resources.

In item (ii), the students were required to identify a document that Mr. Masakata (a retailer) can prepare to show a total amount of goods sold on credit to customers. The item tested the students' understanding of the commercial documents used in home trade. The correct response was *A: an invoice*. The students who opted for this response knew that, it is prepared by a seller and given to the buyer when goods bought on credit. Its purpose is to inform a buyer of the amount due for the goods supplied. The students who opted for *B: debit note* and those who opted for *C: credit note* were wrong because Debit note is prepared by seller to correct an undercharge on an invoice for goods returned to suppliers while Credit note is sent by the seller to the buyer to correct an overcharged item if some goods supplied returned to suppliers. The students who chose *D: pro-forma invoice*, were unaware that, pro-forma invoice sent only to a new customers stating the terms and conditions under which goods will be supplied but it does not bill the customer.

Item (iii), tested the students' ability to identify the main feature of an entrepreneur. The correct response was *B: risk taking*. The students who selected this response knew that, an entrepreneur takes calculated risks in

terms of time, capital and other resources to start and manage a business. They also understood that, at the beginning of the entrepreneurial endeavour, entrepreneurs are more exposed to financial, operational, credibility, and competitive risks. The students who opted for *A: innovative*, *B: decision making* and *D: hard working*, failed to differentiate main feature of entrepreneur that is risk taking from other features of entrepreneur such as innovative, decision making and hard working.

In item (iv), the students were required to identify a role not performed by an entrepreneur. The item assessed the students' understanding of the major roles played by an entrepreneur, hence be able to identify the one which did not meet the quality of being a major role. The correct response was *C: risk-scaring*. The students who opted for this response understood that the entrepreneurs should not scare risks in the business but they should be ready to take business risks such as financial risk, operational risk, credibility risk and competitive risk on their shoulders. Options *A: Innovation*, *B: raising finance*, and *D: planning production* were not correct responses since they are among the major roles played by an entrepreneur. Furthermore, the students did not realise that, through innovation an entrepreneur improves the quality of products whereas by raising finance an entrepreneur mobilises resources to start a business. Additionally, in planning an entrepreneur sets goals and strategies for achieving the stated goals.

In item (v), the students were required to identify the effects of an increase in supply of maize in the market. The item tested the students' ability to distinguish between the effects of increase and decrease in supply of products or services in the market. The correct response was *A: price will decrease hence increase in quantity demanded*. The students who chose it realised that the increase in the supply of normal goods or services in the market leads to decrease in price, hence increase in quantity demanded. Therefore, an increase in the supply of maize in the market will lead to a decrease in its price and hence increase in quantity demanded. On the other hand, the students who opted for *B: price will decrease hence decrease in quantity demanded*, did not know that a decrease, in price in the market leads to the increase in the quantity of goods demanded. The students who selected *C: price will increase hence increase in quantity demanded*, failed to relate the option with the law of demand and supply that, an increase in supply of goods or services in the market lowers the price. Similarly, the

student who opted for *D: price will increase hence decrease in quantity demanded*, failed to understand that, an increase in supply of goods in the market leads the decrease in price and hence increase in quantity demanded because supply will exceed the demands.

In item (vi), the students were required to calculate the average stock of three stocks of TZS 10,000/=, TZS 6000/= and TZS 8000/= which belongs to Malingumu Traders Co. Ltd. The item tested students' ability to calculate average stock. The correct response was *A: TZS 8000/=*. The students who selected this response knew that, average stock is a value of stock held by a business on average during trading period. It is determined by the following formula: *average stocks = total stocks divide by number of stocks*. Therefore, they understood that, total stock is the summation of three values of stocks given divide by the number of stocks which is three. The students who opted for *B: TZS 16,000* did not apply the formula of calculating average stock as they only summed two stocks instead of the three given divide by three. Lastly, the students who selected *C: TZS 7000/=* and *D: TZS 9000/=* lacked enough knowledge on applying a proper formula of computing average stock.

In item (vii), the students were required to identify the appropriate way for facilitating door to door transportation of goods and services. The item tested the students' knowledge of the advantages of different modes of transport. The correct response was *B: road way*. The students who selected it knew that, road way facilitate door to door services to passengers and cargoes. They understood that, the final destination of passengers or cargoes does not end at bus terminal only since road way offers varieties of unit of carriage. For example, tricycle, motorcycle, taxicabs. The students, who chose any of the options *A: air way*, *C: water way* and *D: rail way*, did not realise that, none of them can facilitate door to door services since they can only stop at particular points such as airport, port and railway station respectively and from those points, road way can be used to facilitate door to door delivery.

In item (viii), the students were required to identify a factor of production and its reward for secretarial services offered by Asha as an employee at Akili Secondary School. An item assessed the students' awareness of the factors of production and their rewards. The correct response was *C: labour*.

The students who selected it realised that, Asha is a human being who used her physical and mental efforts in performing secretarial services for which she gets payment. Therefore, Asha is classified in a group of labour. On the other side, the students who chose *A: land*, failed to recognise that it is a gift of nature available under and above the earth's surface, and its reward is rent. The students who chose *B: capital*, were wrong since capital includes all man made resources used in producing and providing goods and services; and its reward is interest. Moreover, those who selected *D: organisation*, were unaware that, organisation is about to bring together and coordinate the factors of production such as labour, land and capital.

In item (ix), the students were required to identify the type of retail shops which are situated in different locations selling the same line of goods. The item tested the students' understanding on different characteristics of the types of retails trade. The correct response was *A: multiple shops*. The students who responded correctly were aware that, multiple are shops under a one ownership, situated in different places, stocking similar class of goods and often similar in appearance. The students, who chose *B: single shops*, did not realise that single shops mostly owned by sole proprietors selling different products, but not situated in different places and looks different in appearance. Likewise, those who selected *C: tied shops* were unaware that tied shops sell the products of one manufacturer only. The students who opted for *D: mobile shop* did not understand the features of mobile shops. Mobile shops use different modes of transport such as a van or lorry from which the goods are well arranged and displayed for customers to choose and buy.

In item (x), the students were required to identify a concept that explains the increase of demand for normal goods due to the increase in income. The item was intended to assess the students' knowledge of the factors for change in demand. The correct response was *A: change in demand*. The students who selected this alternative realised that, the change in demand is influenced by other factors such as income, population and others while the price of the products remains constant. The students who selected *B: change in quantity demanded* did not know that, quantity demanded is influenced by change in price of commodities only while other factors such as income and population remain constant. Moreover, the students who select for alternative *C: interrelated demand* and those who opted for *D: Market*

demand, were wrong because interrelated demand is purchasing of one goods at the same time as purchasing another good while market demand it represents the means a collective desire and purchasing power of potential customers.

2.2.2 Question 2: Entrepreneurship

This question had five (5) matching items. Each item carried 1 mark, making a total of 5 marks. The items were set from the Entrepreneurship topic. The students were required to match the descriptions of function performed by an entrepreneur in **List A** with their appropriate terms in **List B** by writing the letter of the correct response in the table provided.

The question was attempted by 70,944 (100%) students, out of whom 28,948 (40.80%) scored from 0 to 1.5 mark, 21,191 (29.87%) students scored from 2 to 3.5 marks and 20,805 (29.33%) students scored from 4 to 5 marks. The overall performance in this question was average. Figure 2 summarises the students' performance on Question 2.

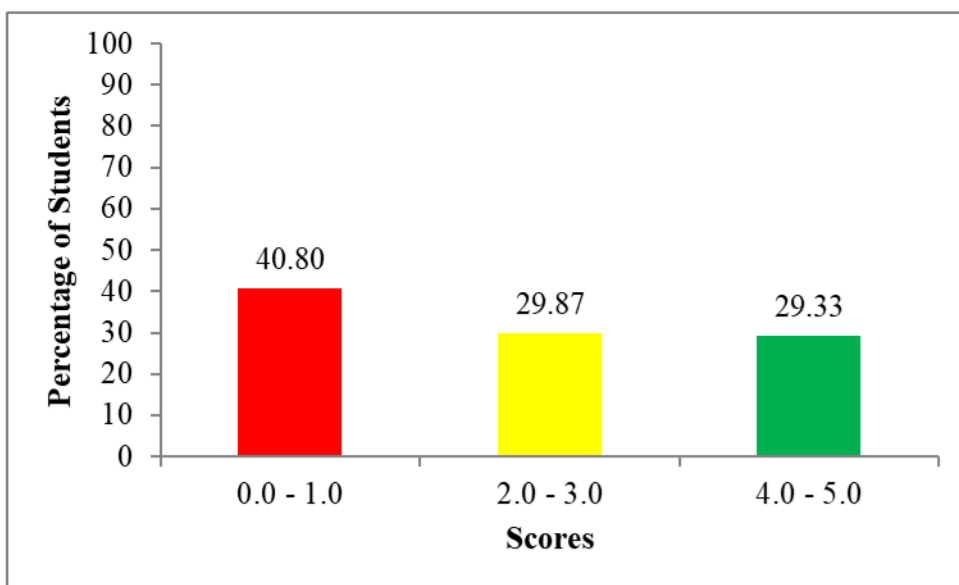


Figure 2: *The percentage of students' performance on question 2*

Item (i) required the students to identify the situation of supervising a business in all departments and managing the collection of money. The corresponding letter was *D: organising*. The students who matched it with

this response understood that, one of the functions of an entrepreneur is to supervise business activities in all departments in order to monitor the collection of money. Conversely, some students matched it with *B: rewarding*, failed to recognise that, in rewarding an entrepreneur makes payments to factors of production wages for labour, interest for capital and rent for land.

Item (ii), required the students to identify the process of setting objectives, goals and strategies of a business in advance. The correct response was *G: planning*. The students who matched it correctly knew that, an entrepreneur has the task of establishing the goals and objectives of an enterprise or project and determines the resources and actions for achieving those goals. However, some students opted for *F: resources mobilisation*, as they failed to understand that, in this function an entrepreneur is looking for additional capital from various sources of funds such as loan from bank (short and long term loan), part of business profit (retained profit) and credit from private individuals or organisation.

Item (iii), required the students to identify the situation of accepting uncertainties whenever they occur by looking for opportunities that offer both a challenge and chance of success. The correct match was *F: risk bearing*. The students who matched it correctly were aware that, entrepreneurs should be ready to bear different business risks such as change in taste, obsolescence and competition, as part of their endeavour. Therefore, entrepreneurs should be ready to take business risks. Nevertheless, few students who matched it with *D: looking for new market*, were attracted with word “looking for opportunities”. They failed to understand that, looking for new market is not uncertainty because an entrepreneur can predict what will happen in future.

Item (iv), required the students to identify the process of making timely payments to other factors of production such as wages for labour, rent for land and interest for capital. The students who matched it with *B: rewarding*, knew that, entrepreneur is responsible for paying remuneration to other factors of production. However, some students matched it with *F: resources mobilisation*, might have been influenced by the word “resources” because factors of production sometimes known as resources of production.

Item (v), required the students to identify the process of looking for additional capital from various sources of funds. The correct response was *F: resources mobilisation*. The students who matched it correctly knew that in this function an entrepreneur looks for additional capital from various sources. Examples of source of funds for entrepreneur are loans, shares, debentures, leasing, hire purchases, trade credit and mortgage. On the other hand, few students wrongly matched it with D: rewarding, they failed to understand that in rewarding an entrepreneur pays for other factors for their involvement in production process.

2.2 SECTION B: Short Answer Questions

This section consisted of seven (7) short answer questions, each weighing ten (10) marks. Students were required to answer all questions. The students' performance on each question was as detailed below.

2.2.1 Question 3: Commerce Basics

The question was set from the Commerce Basics topic. The students were required to briefly explain five points on how auxiliary services help in doing business.

A total of 70,944 (100%) students attempted the question. Out of them, 45,405 (64%) scored from 0 to 2.5 marks, 10,610 (14.96%) scored from 3 to 6 marks and 14,929 (21.04%) students scored from 6.5 to 10 marks. Figure 3 summarises the performance on Question 3.

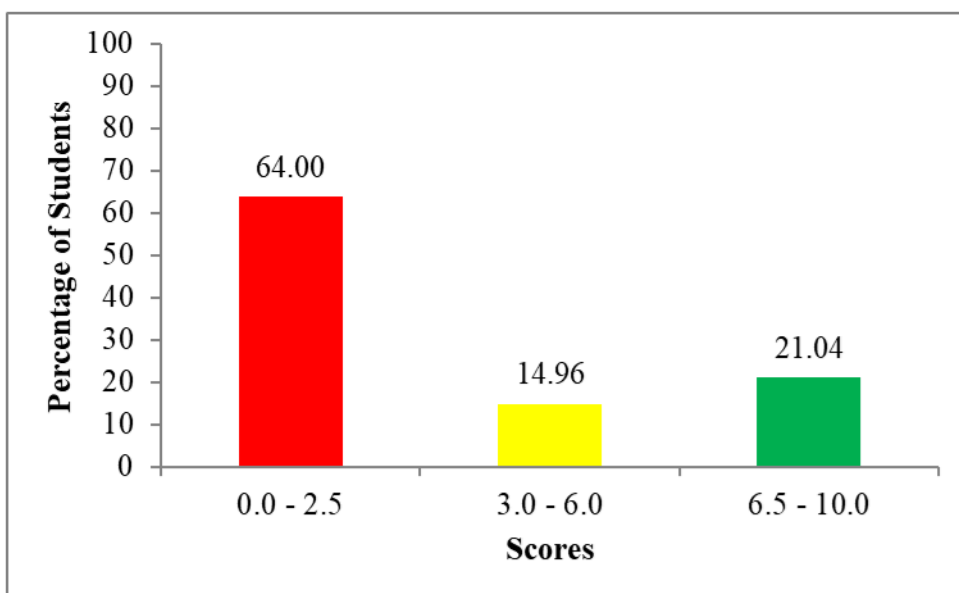


Figure 3: *The percentage of students' performance on question 3*

Figure 3 shows that, majority (64%) of the students had weak performance on this question as they scored below average marks but the question had average performance since 36 per cent scored from average and above.

A total of 45,405 (64%) students performed poorly due to some factors like insufficient knowledge of commerce basics especially on importance of auxiliary services to traders in doing business. Some students had misconception of the question and poor explanation hence; they explained the reasons for returning goods to the supplier by buyers such as *goods are damaged on transit, expired goods, wrong colour, wrong order*, instead of explaining the importance of auxiliary services to the business. Moreover, there were students who explained the objectives of book keeping by giving points such as *controlling business, fair tax assessment, and determination of profit or loss in the business*.

However, some students mentioned some auxiliary services without explaining how they help in doing business. These students were unconscious that, *insurance help to compensate a trader who suffers from financial loss out of stated risks while communication assists traders to get ideas and information about a business*. Additionally, *warehouse help traders to store goods until needed for consumption, banks assist traders by*

providing them with loans and advertising creates awareness to customers about products whereas transport facilitates physical distribution of goods. Extract 3.1 is a sample of an incorrect answer from a script of a student.

3. In five points, briefly explain how auxiliary services help in doing business.

(i) It facilitate people to get money for development for early.

(ii) It help to get foreign currency, of people to selling goods other country is encourage to get foreign currency.

(iii) It help to get employment among the people to save time which get basic needs like shelter, food, clothes etc.

(iv) It help government to get tax for development of the country to construction of building infrastructure like hospital, school etc.

(v) It help government to get government revenue for development of the country and maintaining goods infrastructure like road, railway etc.

Extract 3.1: A sample of the student's incorrect responses on question 3

Extract 3:1 shows incorrect responses from the students who explained the importance of business instead of explaining how auxiliary services help in doing business.

Further analysis reveals that, the students with average performance mixed some points on how auxiliary services improve performance in doing business with the general importance of business. Some of them mentioned the correct auxiliary services such as *transportation, banking, warehousing, advertising, communication* and *insurance* but could not provide any explanation on how mentioned auxiliary services help in conducting business. Others gave relevant responses and clear explanations to a few auxiliary services.

On the other hand, analysis of the students' performance reveals that only 14,929 (21.04%) students performed well as they scored marks ranging from 6.5 to 10. These students provided relevant explanation on how auxiliary services help in doing business although their scores varied due to clarity, relevant explanation and number of points given. Extract 3.2 is a sample of a correct response from a script of a student.

3. In five points, briefly explain how auxiliary services help in doing business.
- (i) ...Transportation... as an auxiliary service aids a person
...in doing a business since it provides a way by which
...people, goods and services can move from one place of abundance
...to another place of possible scarcity.
- (ii) Warehousing as an auxiliary service enables a business
person to store his or her goods in a large commercial
building that stores their goods for safety and
other purposes. It aids a business because once goods
are stored they can continue to increase quality and
also the business can have a regular flow of goods
and the prices of goods can be stable so as to avoid
anything bad occurring to the business.

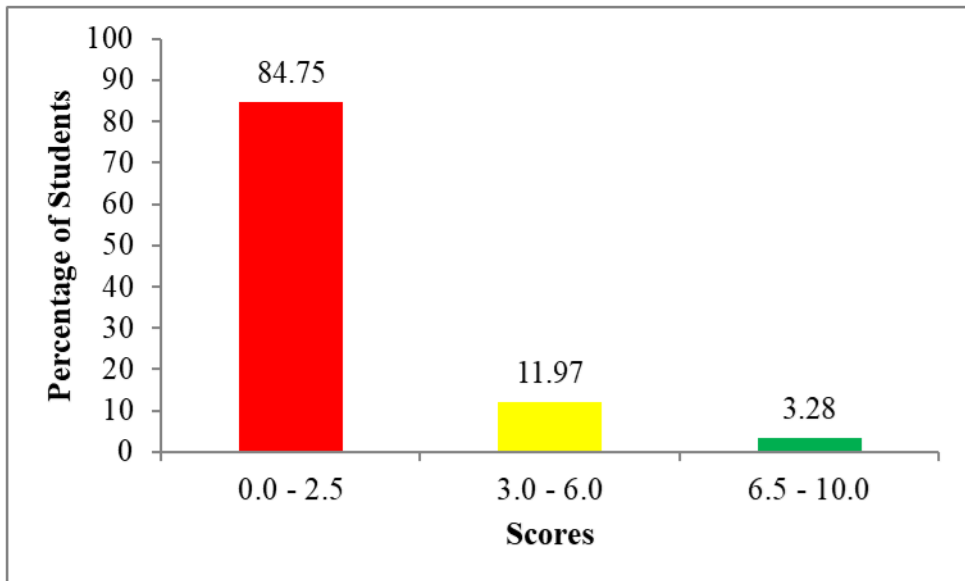


Figure 4: *The percentage of students' performance on question 4*

The analysis of the responses given by the students who scored from 0 to 2.5 marks showed lack of understanding of the requirement of the question. Some of the students explained only one of the given concepts such as, (c) *mode of transport* and they failed completely to provide any explanations to the rest. For instance, one student explained (a); *less container load* as “*Poor of container of carried are cargos of the industry or other sector of production*” while the other explained (e); *tramp ships* as “*This to ship of road to industry of ships tramp in Africa wholesales to consumers.*” In fact, the explanations given were unclear and irrelevant.

Moreover, some of the students misinterpreted a question as they explained the general importance of transportation where as others copied some phrases from other questions as answers to the question instead of explaining in brief the transportation concepts assessed. Extract 4.1 is a sample of an incorrect response from a script of a student.

4. Briefly explain the given concepts:

(a) Less container load

Is the process not movement of goods from one place to another place is used pipeline, land, water. creates of improve of standard of living of people because buying and selling goods.

(b) Full container load

Is the process of movement of goods from one to one place to another. container of road, Air, land. used improve of Government revenue example of Government revenue is taxes, fees.

(c) Mode of transport

Is the process of movement of people and goods from one place to another.

(d) Methods of propulsion

Refer to the energy which ground of land creates of the trade example Minerals. example of Minerals is gold, Iron, Copper, Tanzania from Tanzania.

(e) Tramp ships

Refer to the ship that used to transport the goods from one place to another place. example of goods is cotton, clothes, or furniture example chairs, table. Minerals example is gold, copper, Iron.

Extract 4.1: A sample of the student's incorrect responses on question 4

Extract 4:1 shows incorrect responses from the students who explained some importance of transportation instead of explaining in brief the given five transportation concepts.

On the other hand, the students with average performance scored low marks because they correctly explained at least two concepts but completely failed or partially explained other concepts.

However, 2,329 (3.28%) students performed the question well as their scores ranged from 6.5 to 10 marks. These students were familiar with the given concepts as they provided relevant explanation to either all or many of the concepts. Extract 4.2 provides a sample of good responses from students.

4. Briefly explain the given concepts:

(a) Less container load
Less container load are those types of containers that contain varieties of goods belonging to different importers. In this type, the container carries goods that belong to many different persons (importers) instead of one.

(b) Full container load
Full container load are those types of containers which contain or carry varieties of goods belonging to only one person/importer. In this type, the full container has goods for only a specific importer (It can either be a company or an individual).

(c) Mode of transport
Mode of transport refers to the methods in which goods and people can be transported from one place to another. There are 3 main modes of transport that is road transport, water transport and air transport.

(d) Methods of propulsion

Methods of propulsion refers to the force or power that drives the unit of carriage (such as; vehicles, ships, motorcycles, bus) from one place to another. Example, petrol and diesel oils. Methods of propulsion are also known as unit of propulsion and without it then the transport vessels won't be able to move from place to place.

(e) Tramp ships

These are those types of ships which do not operate on fixed routes rather, they go wherever wherever they can get goods. They act as taxi and they carry cargo only in most cases. These ships are relatively cheaper than liners.

Extract 4.2: A sample of the student's correct response on question 4

2.2.3 Question 5: Production

The question was set from the Production topic. The students were required to briefly explain four factors of production an individual should consider in carrying on production of fruit juice.

The question was attempted by 70,944 (100%) students. The analysis shows that, 14,719 (20.75%) students' scores marks ranging from 6.5 to 10 marks, 33,786 (47.62%) students scored from 3 to 6 and 22,439 (31.63%) students scored from 0 to 2.5 marks. Students' performance on this question is summarised in Figure 5.

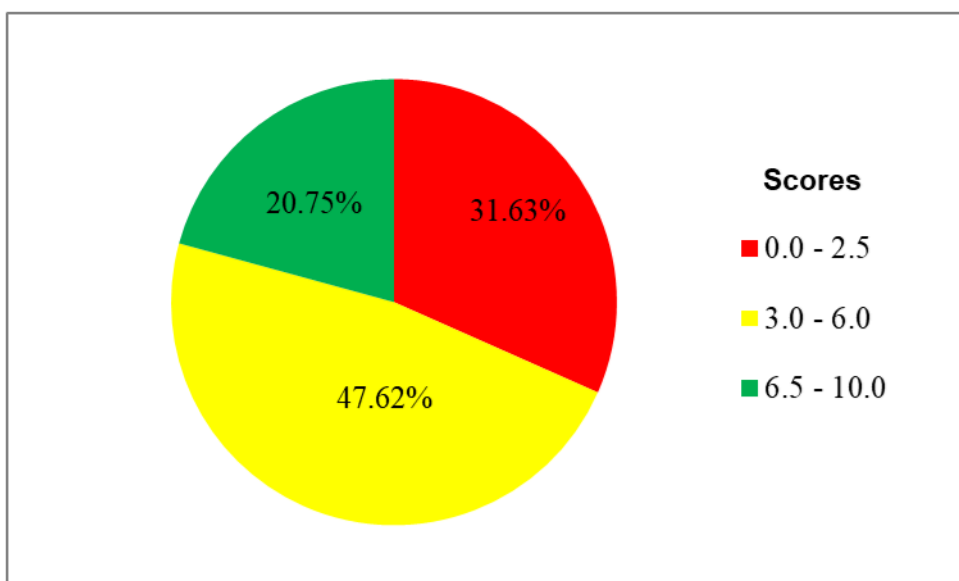


Figure 5: *The percentage of students' performance on Question 5*

The overall students' performance was good on this question because 68.37 per cent scored from 3 to 10 marks.

A total of 14,719 (20.75%) students who scored marks from 6.5 to 10 demonstrated sufficient knowledge of the factors of production to be considered in carrying on with production of fruit juice. They explained factors such as land, labour, capital and entrepreneurship. Therefore, the students knew that, *land* as a factor of production provides a site for the business, and place for growing the fruits needed for production of juice but also a place to locate the industry. The students managed to explain that, physical and mental effort of labour can be used in juice production with payment of salaries or wages. They were also conversant that, individuals can use capital to buy some fixed assets such as equipment, assets, machinery and buildings to carry on with production of juice. Also capital in term of cash is necessary in the production process as it also used to pay for other factors of production. Furthermore, the students explained correctly entrepreneurship as the process of mobilising different resources including land, labour and capital in order to get the required production. An example of a good response is presented in extract 5.1.

5. Your friend wants to engage in the production of fruits juice and she is unaware about the factors of production. Explain to her four factors of production she has to consider in carrying on with production of fruits juice.

(i) Land, this is the basic factor of production which is provided freely in nature. It is a basic factor of production because all activities take place on land. Before starting the production of fruit juice she should make sure she a convenient land and space for carrying out her business activities.

(ii) Labour, this is the physical or mental efforts directed to production process and paid for. It is rewarded wages. Before she starts her production of fruit juice she should make sure she has enough labour to offer efforts to the business/production. The labour should be skilled, semi-skilled and unskilled labour.

(iii) Capital, this is the money that is invested in the business or the man-made goods used to produce other goods. It's reward is interest. Before she starts the production of fruit juice she should make sure she has enough capital to be invested in the business and buying raw-materials, modern technology and accessing skilled labour.

(iv) Entrepreneurship, this is the creating of new business ideas, coordinating, organising, handling risks and economic uncertainties. Before starting the operation of the business she should make sure she can perform the functions of an entrepreneur such as rewarding other factors of production, skillfully combining other factors of production.

Extract 5.1: A sample of the student's correct response on question 5

The analysis shows that some students (47.62%) scored from 3 to 6 marks whereby, some of them could only mention relevant factors of production but failed to explain them well. Other students explained well land and capital as factors of production but could not explain about entrepreneurship and labour.

Further analysis shows that, a total of 22,439 (31.63%) students performed poorly as they scored from 0 to 2.5 marks. Whereas some of them mentioned some factors without giving relevant explanation as demanded by the question, others gave factors to consider before selecting an area for the location of an industry such as *availability of market, raw materials and area with public services like water and electricity*. Moreover, there were students who did not understand the question as they explained the importance of production by writing points like; *it creates business opportunity, it improves the standard of living, and increasing national income*. Some of these students also explained the modes of transport such as *road, human, animal and water transport*. In addition, some students in this category mentioned some examples of fruits which can be used in production of fruit juice among them mentioned some fruits used to produce such as *mangoes, orange, pineapple, avocados*. Instead of factors necessary in the production of fruit juice. Extract 5.2 is a sample of a poor response given by one of the students

5. Your friend wants to engage in the production of fruits juice and she is unaware about the factors of production. Explain to her four factors of production she has to consider in carrying on with production of fruits juice.

(i) Primary production

- It is the factor of production that involve changing of raw materials into finished goods. so in this factor of production it will help my friend to engage in production

(ii) secondary production

- It is the factor of production that involve changing of raw materials from primary production into finished goods. so in this production we obtain goods from primary producers.

(iii) Tertiary production

- It is the factor of production that involve both from primary and secondary production. example communication transportation and etc

(iv) Direct and Indirect production

- This is the process of making goods that can be used either for own use or for sell and exchange

Extract 5.2: A sample of incorrect responses on question 5

In extract 5.2: the student explained three stages of production in (i) - (iii) and (iv) is a type of production instead of explaining four factors of production as used in the production of fruit juice.

2.2.4 Question 6: Economics Basics

The students were required to explain in brief five factors for the shifting of the demand curves.

The students who attempted this question were 70,944 (100%). Out of them 47,221 (66.56%) students scored from 0 to 2.5 marks. Students who scored from 3 to 6 marks were 16,597 (23.39%) and those who scored from 6.5 to 10 marks were 7,126 (10.05%). The overall performance in this question was average since 33.43 per cent of students scored from 3 to 10 marks. Figure 6 summarises the students' performance on question 6.

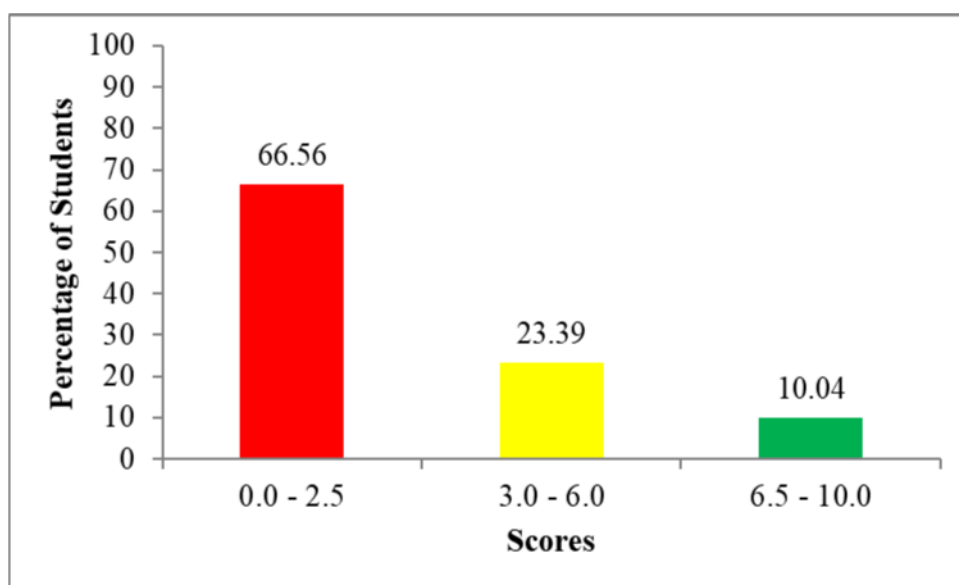


Figure 6: *The percentage of students' performance on question 6*

Analysis show that a total 47, 221 (66.56%) students who performed poorly in this question had inadequate knowledge on the topic of Economics basics as their scores ranged from 0 to 2.5. Some of the poorly performed students failed to explain well the factors for the shift in demand curves as factors for the shifting in supply curve and vice versa. The students' responses also revealed lack of understanding of the meaning of shift in demand as they explained the factors as either increase or decrease in demand. For example, one student wrote; *increase in consumer income, increase in price of substitute goods and increase in population*. Therefore, they failed to differentiate the factors for shifting of demand curves from the factors for shifting of supply curves.

Analysis further shows most of the students who scored 0 mark failed to grasp the task of the question. The incorrect responses observed from different samples of the students' responses proved that the students had misconception on the demand of the question. These students explained the factors for change in quantity supplied, and others gave the types of demand like *competitive*, *composite* and *joint demand* instead of the factors for shifting the demand curves. Worse enough, other students mentioned two branches of commerce; trade and aids to trade. Some of the students copied some alternatives from the multiple choice question and used them as responses to question 6. An example of incorrect response from a script of a student is presented in extract 6.1.

6. You are given the curves which show an increase and decrease in demand from original points. Explain briefly five factors for the shifting of the demand curves.

(i) change in technology
 When the production have low technology their customer is high for buying the goods and Curves increase and decrease because technology is the important for they make their goods properly.

(ii) Change in Government policy
 If the production is no government police it make easier to the product to get low because government policy in the production is the important for keep their business/products no problem facing in their business and make products properly.

(iii) change in the taxation
 A good production should have taxation which facilitate the products to make proper utilization which makes high proper equality. when taxation is lower makes

(iv) Change in cost of product
 The curve which show an increase and decrease from original in demand it have cost of production which get shifting the curve and the number of customer decrease and increase when the shifting of the demand curve.

(v) Availability of consumer/change the number of consumers
 The number of consumer when increase and the curve decrease and when the number of consumer decrease and the curve decrease increase because curve the number of consumers it make easier/difficult to satisfy the curve.

Extract 6.1: A sample of the student's incorrect responses on question 6

Extract 6:1 shows incorrect responses from the students who explained the factors for shifting in supply curves instead of the factors for shifting in demand curves.

A total of 16,597 (23.39%) students who performed the question averagely revealed their ability to mention and correctly explain some of the could identify factors like *changes in taste, change in income, change in population, change in weather conditions, change in price of substitute goods* as reasons for shifting in demand curves, but failed to back them with relevant explanation.

Despite of average performance a total of 7,126 (10.05%) students performed the question well and scored high marks ranging from 6.5 to 10. These students were aware that, the shift of demand curves is influenced by the change in other factors such as taste, fashion, changes in population and weather condition while the price of the commodities remain constant. These students could differentiate factors for shifting in demand curves from factors for shifting in supply curves. The reasons for their good performance were adequate knowledge of the subject matter tested and proper understanding of the requirement of the question. Extract 6.2 shows a sample of correct responses from a student who were able to elaborate five factors for shifting of demand curves.

6. You are given the curves which show an increase and decrease in demand from original points. Explain briefly five factors for the shifting of the demand curves.

- (i) Change in taste and preferences; Taste and preferences of..... customers in the market may change although the price remains constant. When the customers do not prefer a certain good, although the price is constant, the demand for the goods will still decrease and this will cause a shift of demand curve to the left and when the customers prefer something more, its demand will rise, hence, the demand curve will move to the right side to show that there has been an increase in demand.

- (ii) Change in income of the consumer: Demand can be affected by the income of the consumer, since when consumers gain more income, their demand for goods may increase, therefore the demand curve of the market will move towards the right side. But if the income of the consumer decreases, their demand for goods (especially which are not basic needs) will decrease and this makes the demand curve to move to the left side to show a decrease in demand.
- (iii) Change in weather or climatic condition: Weather or the climatic conditions of a place may highly affect the demand of goods such as clothes and foods. For instance, during cold season, the demand for clothes like bunnies, sweaters and socks increases therefore since price is constant, this causes a shift of demand curve from the left to the right. Also, during hot seasons, the demand for heavy clothes will drop and the demand curve will move from right to left.
- (iv) Change in population size: Demand of goods vary with population size of the market. When the population size of people in the market ^{increases} is big, then eventually the demand for a certain good will also increase and the demand curve will shift from left to right. But when the population size of the market is decreases, the demand of goods will also decrease and
- (v) Change in price of substitute goods: These are goods which have a correlative functions and can be used instead of one another. When the price of one good increases, the demand for the other one will increase. For example: Tea and coffee are substitute goods. when the price of tea increases, people will shift to coffee and its demand will increase leading to the demand curve to move from left to right. But when the price of tea drops the demand for coffee will increase and its demand curve will move from right to left.

Extract 6.2: A sample of the student's correct responses on question 6

2.2.5 Question 7: Domestic Trade

The question tested the students' knowledge on mail order business. It specifically required the students to explain briefly five disadvantages of mail order business.

A total of 70,944 (100%) students attempted the question. Performance indicates that 54,669 (77.06 %) students scored from 0 to 2.5 marks, 12,277 (17.31%) scored from 3 to 6 marks and 3,998 (5.64%) had scored from 6.5 to 10 marks. The students' performance was poor since 77.06 per cent scored from 0 to 2.5 marks as shown in Figure 7.

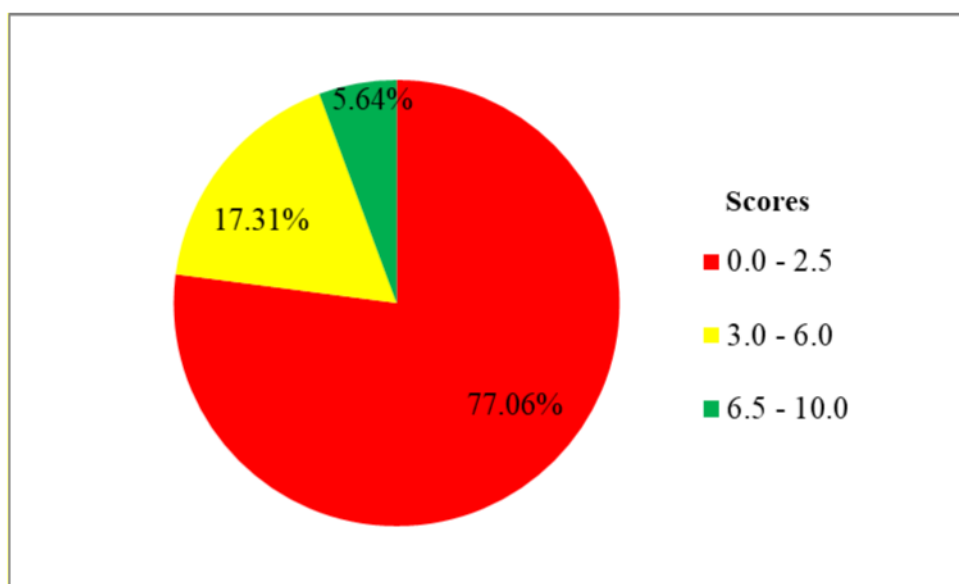


Figure 7: The percentage of students' performance on Question 7

The students who scored below average failed to identify the disadvantages of mail order business as their responses did not meet the requirement of question. For example, some students wrote the problems/disadvantages of barter trade system such *lack of measure of value, lack of store of value and indivisibility of some commodities*. Furthermore, some students explained the advantages of specialization and division of labour such as *it saves time and energy, improvement of skills, it improves efficiency, it increases production, it increases the quality of production*. Other students explained the forms of transport such as *water, land, air* which were wrong. Further

analysis, revealed that, some students failed to explain well some of the mentioned points due to incompetence in English language.

7. Briefly explain five disadvantages of mail order business.

(i) poor transport and communication system because business your help to movement from one place to another.

(ii) poor government policy because business people far a stop or injured people to take business or trade or goods.

(iii) poor market availability people or business help to market availability because selling good all time.

(iv) poor government support because ~~help~~ government help to business is a source of income government.

(v) poor scientific and technology is a source of poor business in Tanzania because does not scientific and technology.

Extract 7.1: A sample of the student's incorrect responses on question 7

Extracts 7.1 shows an incorrect response from a student who explained the problems that are facing traders instead of explaining the disadvantages of mail order business. This kind of answer shows that student did not understand the demands of the question.

The students with average scores (from 3 to 6 marks) could either mention correct points without explaining them or gave correct explanation to only

few disadvantages. This indicates that they had partial understanding on the subject matter assessed.

Despite the weak performance in this question, 3,998 (5.64%) students scored high marks which ranged from 6.5 to 10 because they explained correctly at least three disadvantages of mail order business. Some of the disadvantages they described were; *high initial cost, no credit facilities and lack of accessibility in all areas. Moreover, it is not suitable for perishable goods; it takes long time for the goods to be delivered to customers, and absence of after sales services.* Extract 7.2 is a sample of students' correct responses to question 7.

7. Briefly explain five disadvantages of mail order business.

- (i) It is not suitable for all types of goods: Mail order business involves ordering of goods and receiving them through postage in any mode of transport depending on the goods. Although, some goods are not suitable to be transported in postage since there is no proper storage and protection of goods such as in warehousing facilities.
- (ii) Lack of personal contact: In mail order business, people order goods and set the type of goods which they require to be given and after receiving instructions there is no further personal contact or personal review between the manager of the mail order business system and the customer. The customer receives the goods as they are delivered.
- (iii) Lack of credit facilities: Mail order business does not offer credit facilities to its customers. As in, they do not give goods to customers and send an invoice but instead they practice Cash On Delivery (C.O.D) or Cash With Order (C.W.O) system although most of them use cash with order system, therefore there is no possibility of offering credit facilities.

- (iv) It is not accessible by everyone; Mail Order Business involves ordering goods online by using the internet or by using postage. This technology is not available for everyone and most especially the people found in rural areas. Therefore, this system of retailing cannot be used by everyone due to this challenge.
- (v) It is expensive to buyers; Mail Order Business can be termed as expensive to buyers since it involves the buying of goods and transport fee for the goods that have been bought. For this reason, mail Order Business may also not be affordable or suitable for everyone but just a few people with a high living standards who can afford.

Extract 7.2: A sample of the student's correct responses on question 7

2.2.6 Question 8: Entrepreneurship

This was a short answers question whereby students were required to differentiate the following entrepreneurship concepts:

(a) *entrepreneur and entrepreneurship*, (b) *innovator and motivator*, (c) *risk management and transferring risk*, (d) *internal motivation and external motivation*.

This question was attempted by 70,944 (100%) students. The analysis of the performance shows that, 9,496 (13.39%) students scored from 6.5 to 10 marks, 13,182 (18.58%) students scored from 3 to 6 marks and 48,266 (68.03%) scored from 0 to 2.5 marks. The summary of the students' performance on this question is summarised in Figure 8.

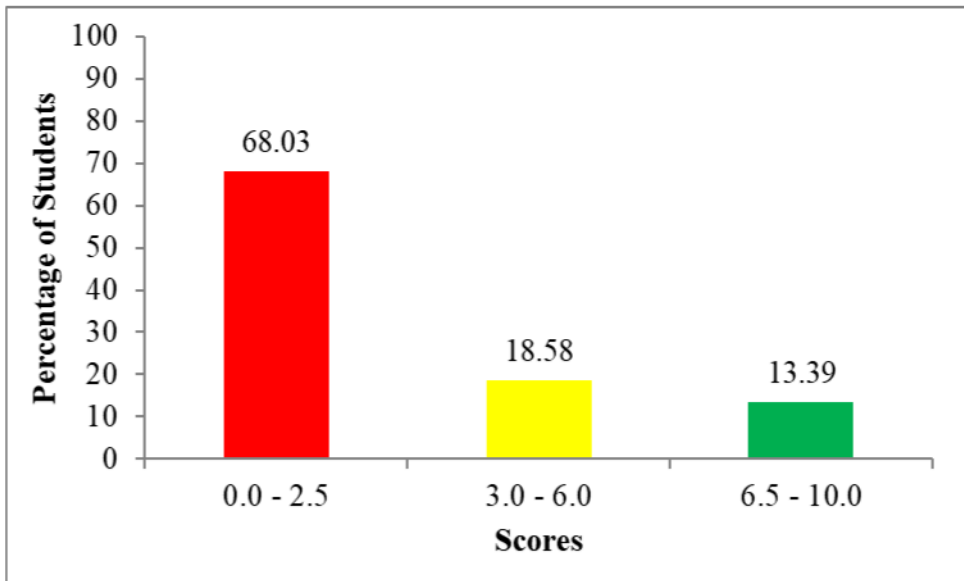


Figure 8: *The percentage of students' performance on question 8*

A total of 48,266 (68.03) students who scored from 0 to 2.5 marks, had inadequate knowledge as they failed to differentiate the entrepreneurship concepts assessed. The students with poor performance lacked clarity while others copied some sentences from other questions for the sake of just filling the spaces. For example, in (c), *risk management* the student differentiated as the association between economics and commerce while *transferring risk* as risk to control manufacture in production. Furthermore, analysis revealed that the students who score 2 to 2.5 marks could differentiate the concepts given in part (a) *entrepreneur* and *entrepreneurship* but they failed completely to differentiate other concepts. In part (b) innovator and motivator some students changed the concepts tested to their own concepts. For instance, in part (b) *innovator and motivator*, they replaced them with *motivation* and *innovation*. The students also, in part (c), explained them as transportation risks by accident, poor road while others could not write anything something indicating lack of knowledge on the tested concepts.

Moreover, a few students scored some marks for giving examples of the tested terms although they failed to differentiate them as required. These students were unaware that *an entrepreneur* is a person who identifies business opportunities, mobilises resources and taking risks to start a business while *entrepreneurship* is a process of identifying the business opportunities, mobilising resources and taking risks to start a business.

Similarly, they failed to note that *an innovator* is a person who searches for opportunities to emerge with unique ideas for their customers while *a motivator* is a person who influences others to work by using different incentives in order to accomplish desired goals. Extract 8.1 is a sample of a poor response from a script of a student.

8. Differentiate the given concepts:

(a) Entrepreneur and entrepreneurship
 Entrepreneur: Is the person who creating utility and the goods in different country.
 While
 Entrepreneurship: Is the person who creating the different goods to customer.

(b) Innovator and motivator
 Innovator: Is the type of production which is deal with client service.
 While
 Motivator: Is the process of a person is concentration on him self.

(c) Risk management and transferring risk
 Risk management: Is the process of getting profit in you business.
 While
 Transferring risk: Is the risk which a person is be given with wholesaler.

(d) Internal motivation and external motivation
 Internal motivation: Is the type of motivation which a person is give a customer. is motivation him self.
 While
 External motivation: Is the motivation which a person is give a customer. my motivate by give a money increase the labor.

Extract 8.1: A sample of the student's incorrect responses on question 8

Extracts 8.1 shows an incorrect response from a student who explained some concepts of production instead of differentiating entrepreneurship concepts.

A total of 13,182 (18.58%) students who scored from 3 to 6 marks could correctly differentiate the concepts in parts (a) *entrepreneur and entrepreneurship* and (d) *internal motivation and external motivation* but interchanged the explanations in part (b). These students' explanations lacked some key words in parts (c) and (d).

Despite the average performance of students on this question, a total of 9,496 (13.39) students scored high marks ranged from 6.5 to 10. These students had sufficient knowledge on the tested concepts on entrepreneurship. Extract 8.2 is a sample of the students' correct responses on Question 8.

8. Differentiate the given concepts:

(a) Entrepreneur and entrepreneurship

Entrepreneur is a person who initiates the idea of starting up a business and he/she coordinates and undertakes all the business ideas in order to overcome all the risks and uncertainties. A good entrepreneur should be hardworking, creative (innovative), patient as well as should be able to make decisions.

WHILE

Entrepreneurship is the process of creating, coordinating and undertaking all the business ideas in order to overcome all the risks and uncertainties. Entrepreneurship enables one to have the ability to bear all the risks and uncertainties that may arise in the due course of a business.

(b) Innovator and motivator

Innovator is a person who uses his / her knowledge and skills to come up with unique ideas about a particular thing. An innovator uses the skills so as to bring up something that is different and extra-ordinary from others. Most entrepreneurs are encouraged to be so to improve the rate of sales / movement of stock.

WHILE

Motivator is a person who motivates / encourages people towards a particular action. Normally, motivators give experts professional guidance on how to go about one's desires to do something that is suitable for their wellbeing.

(c) Risk management and transferring risk

Risk management is an act / process of controlling, managing and supervising all the activities in an enterprise / business so as to get rid of risks to avoid losses. Risk managing can be done by preventing the occurring of risks, reducing the risks and other preventive measures such as training staff members efficiently and effectively.

WHILE

Transferring risks is the process of taking the risks to the organisations and institutions that are willing to bear those risks. The transferring of risks is done by the insurance organs that are willing to bear risks and uncertainties.

Extract 8.1: A sample of the student's correct responses on question 8

2.2.7 Question 9: Production

The students were required to briefly describe five factors to be considered before selecting an area for the location of an industry.

This question was attempted by 70,944 (100%) students. Out of these 31,588 (44.53%) students scored from 0 to 2.5 marks, 25,582 (36.06%) scored from 3 to 6 marks and 13,774 (19.41%) students scored from 6.5 to 10 marks. The summary of performance on this question is presented in **Figure 9**.

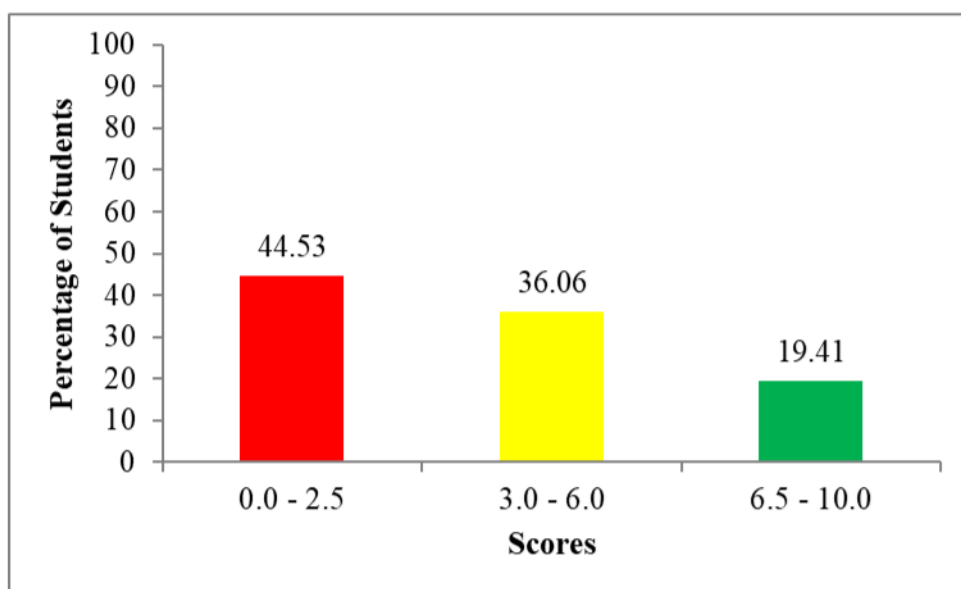


Figure 9: *The percentage of students' performance on question 9*

The overall students' performance in this question was average on this question because 55.47 per cent scored from 3 to 10 marks.

The analysis indicates that the students who scored high marks understood the factors to be considered before selecting an area for locating an industry. However, the quality of their responses differed in terms of their quality and number of factors explained. Extract 9.1 is a sample of a correct response from a script of a student.

9. Briefly describe five factors to be considered before selecting an area for the location of an industry.

(i) **Availability of raw materials:** Before choosing an area for the location of industries if the place has an availability of raw materials that one will have to use during the production of goods and services this will help one to manufacture easily goods without scarcity of raw materials during the production process.

(ii) **Government support:** One should check first if he/she has already assured that the government has supported the idea of him building the industry this would help one to build his/her industry safely without being restricted by the government. This is an important step that most of the people have to check on before selecting the location of an industry.

(iii) **Accessibility to the market:** An industry should be at least near to the market for the production of goods to take place easily and provide goods to the final consumer the accessibility to a market may contribute a lot

to reduce the cost of transporting the goods from the area of production to the market for consumption to the final consumers.

(iv) Availability of labour: The labour should be enough for doing work since the place they come from to come to work sometimes may be too far too near. If it will be near then the work will go faster and more efficiently but if so far the work in the industry will delay leading to very low production of goods to the market.

(v) Availability of markets: If the markets is present for goods to be sold then the trade will be more easier therefore it is encouraged for one to look at the markets there if available the person will be able to sell his/her goods and reach to the final consumer easily.

Extract 9.1: A sample of the student's correct response on question 9

There are students who scored from 3 to 6 marks. They demonstrated partial knowledge of the factors to be considered before selecting an area for locating an industry. The analysis of their responses shows that although they were aware of the factors, they could not describe them accurately. There were also some students who repeated the same points something which indicates lack of enough knowledge on the factors to be considered before locating an industry. For example, one student mentioned *availability of labour* and *availability of workers* as two distinct points while they both mean the same.

Furthermore, the analysis shows that 13,774 (36.06%) students had weak performance due to insufficient knowledge of the factors for locating an industry. Further analysis shows that 13,774 (36.06%) students had weak performance due to having insufficient knowledge of the factors for locating an industry. Some of the students explained types of industries such as *extractive*, *constructive* and *manufacturing* while others provided the characteristics of entrepreneurs such as *hardworking*, *competitive*, and *risk taking* instead of explaining the factors to be considered in locating an industry.

On the other hand, the students who scored some marks could mention a few correct factors for locating an industry, but failed to describe them fully. It was evident that most of these students could be able to mention and explain one factor which is availability of raw materials which is an indication of limited scope of understanding on other factors. Extract 9.1 presents a sample of the incorrect response for question 9 from a script of a student.

9. Briefly describe five factors to be considered before selecting an area for the location of an industry.

(i) Cost of transport where by this means that an industry should have a good cost of transport before selecting or choosing an area for the location of an industry where by the industry must know the volume or weight of goods

(ii) Nature of goods where by this means that an industry must know the nature of goods and volume or weight of goods in order for the production process to occur and manufacture different goods

- (iii) Speed or urgency Where by this means that an industry must know the speed or urgency in order to manufacture the goods and also industry is a process of manufacturing goods in order the production process to occur.
- (iv) Volume or weight of goods where by this means that when choosing or selected by a good mode of transport there should be the manufacturing of goods where by should be know the volume and weight of goods must be known.
- (v) Distance where by this means that an industry should have a distance in order to manufacture of goods in different areas where by this means mean that an industry manufacture goods and services in order to satisfy human needs and wants.

Extract 9.2: A sample of the student's incorrect responses to question 9

Extract 9.2 shows the response by a student who explained the factors to be considered before choosing the means of transport instead of the factors to be considered in selecting an area of locating an industry.

2.2.8 Question 10: warehousing Management

In this question the students were required to explain services provided by a wholesaler to the manufacturers.

The question was attempted by 70,944 (100%) students, out of whom 38,305 (53.99%) students scored 0 to 4 marks, 24,617 (34.70%) scored from 4.5 to 9.5 marks and 8,021 (11.31%) students scored from 9.5 to 15 marks. The overall performance in this question was average Figure 10 summarises this performance.

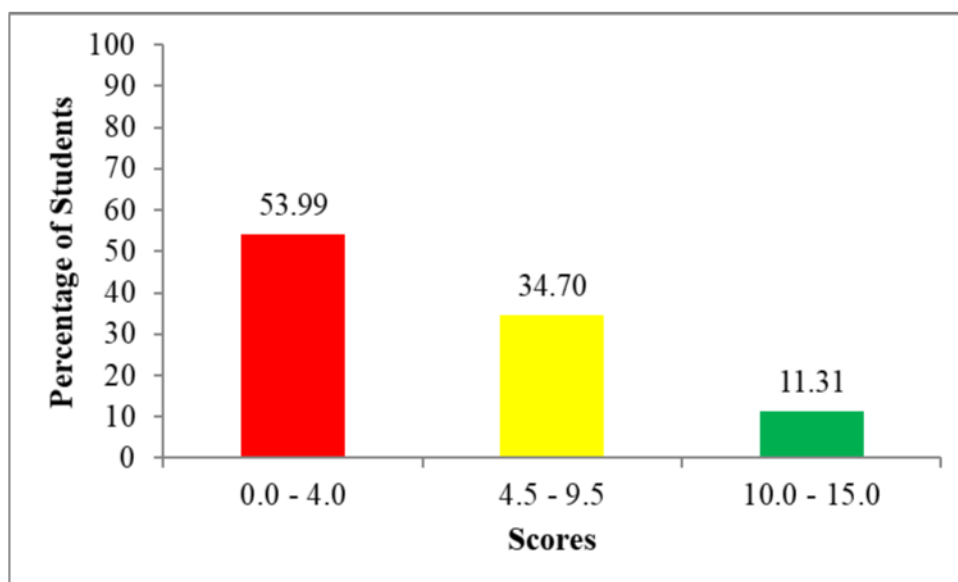


Figure 10: *The percentage of students' performance on question 10*

A total of 8,021 (11.31%) students who scored high marks ranged from 10 - 15 demonstrated good understanding of the assessed subject matter. Most of them provided relevant justification by explaining the importance of warehouse to the producers. Therefore, they understood the importance of warehouse to different users including the producers. Some of these students could not score full marks because they provided insufficient explanations to relevant points. Extract 10.1 is a sample of the good responses from a script of a student.

10. It is important for large scale producers to store their products in warehouse. In five points justify this statement.

A warehouse is a place or building where goods and raw materials are stored against adverse weather condition and theft until when needed by the final consumers. Warehousing is the process of storing goods in a warehouse until when needed by the final consumers. There are various types of warehouse such as private warehouse which are owned by wholesalers or manufacturers to store their own goods, Public warehouse which are owned privately and store people's goods by fees and Bonded warehouse which store goods of importers and exporters until when custom duty is paid. It is important for large scale producers to store their products due to the following reasons;

Price Stabilization; Some Goods become to have high price when they run short or become scarce. To avoid that the warehouse stores goods until when the customers need them and thus goods don't run short and therefore price fluctuation won't be very convenient. For example: Mr. Mkasa runs out of bar soaps and therefore to avoid increase in price, he takes sufficient bar soaps from the warehouse and sells them to the customers.

Ensures surplus production: Large scale producers store goods in a warehouse because they are excess and too many. The goods are taken care of in a warehouse until when the consumers need the goods that is when they are issued out of the warehouse. This reduces shortage or scarcity of goods and therefore the manufacturers are required to produce more goods so as to be stored in a warehouse so as to be in a sufficient quantity when needed.

Preparation of goods for sale: A warehouse stores goods and while goods are in a warehouse they can be prepared ready for customers to buy through activities like branding, packaging and so forth. This reduces efforts and time spent to prepare the goods for sale by a trader. Some goods also improve in quality while in a warehouse and so the customer enjoys using them such as wine and tobacco.

Protection of goods: A warehouse protects goods. A warehouse protects goods from theft and harsh weather conditions by storing the goods and taking care of them. This is important for large scale producers because many goods are in a high risk of theft. Moreover, a warehouse prevents spoilage and damage of goods. Example: Some of the perishable goods such as meat are stored in refrigerators so as to prevent them from being spoiled or even glass from being broken.

Extract 10.1: A sample of the student's correct response on question 10

On the other hand, the students with average performance provided relevant points on the importance of warehouses to large producers. However, their responses lacked sufficient explanation to some points which is an indication of having partial knowledge of the importance of warehouses to large scale producers. Moreover, some students explained the importance of warehouse to the government. For example, one student wrote that warehouses are *sources of government revenue* and help in *controlling tax evasion*.

A total of 38,305 (53.99%) students performed poorly as their marks ranged from 0 to 4. These students provided few correct points with clearly explanations due to poor command of English language, others failed to realise the demand of the question as they that leads to poor explanation. There were also some students who misconceived the demand of the question and lacked knowledge of the importance of warehouse to large scale producers. For instance, some students explained the qualities of a good retailer such as those of being *honest, good buyer, good administrators, forecasting the demand of the products*.

Similarly, others explained the functions of wholesalers or retailers such as *storing, selling and buying goods*. Moreover, there were students who explained auxiliary services such as *insurance, warehousing, communication, transportation and advertising*. In fact, these students did not know that, warehouses help producers to keep and protect surplus products and raw materials. They also help producers to stabilize the price of products. In addition, warehouses increase the quality of some products while kept for a certain recommended time in the warehouse. A sample of an incorrect answer from a script of a student is shown in Extract 10.2.

10.

It is important for large scale producers to store their products in warehouse. In five points, justify this statement.

Warehouses refer to the building to take care and secure business the product of food. There are ^{following} important reasons for large scale producers to store products in warehouse is:

- peace and security measure are used to does not decrease of food in warehouse to take food to increase product of food in warehouse for example warehouse to get money to life skills to take producer to store their products.

- proper building. on this proper building are used producer to store their products in warehouse are people to used the proper building. The store in warehouse on the large scale to agriculture to increase of the products to future the food to the Maize in warehouse.

• Proper equipment. Through the proper equipment are used to produce to store their products in warehouse in store to measure can are used people to change sugar to eat coffee are used to people to drinking coffee in country are used to development economic business of coffee, Cassava in country to economic development in Tanzania are used to get money in country to development business of cash crop to increase economic in Tanzania to solve pop problem of money to increase economic food to decrease are proper equipment does not decrease in store in warehouse to kill decrease in food to give knowledge life skills in warehouse the stores.

• Ideal location. Through the ideal location used to large scale producer to store their products in warehouse to give skills of ideal location to knowledge of give take future of food in store their product in warehouse the people to give ideal location to give products in warehouse to good take food in store of warehouse to country to increase product to development in eco

Extract 10.2: A sample of the student's incorrect response on question 10

Extract 10:2 shows the response by a student who explained the qualities of good warehouse instead of explaining the importance of warehouse to the producer.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The analysis of the performance per topic shows that question 1 which contained multiple choice items set from various topics had a good performance.

Furthermore, the topics which had average performance were: *Production* (61.32%), *Warehousing Management* (46.01%), *Entrepreneurship* (45.59%), *Commerce Basics* (36%) and *Economic Basics* (33.44%). However, *Domestic Trade* (22.95%) and *Transportation* (15.25%) topics had weak performance influenced by the students' inadequate knowledge, poor mastery of English language and misinterpretation of questions. The summary of the performance per topic is shown in the Appendix.

4.0 CONCLUSION

The analysis of the students' performance in Commerce in Form Two National Assessment (FTNA) 2023 shows that the overall performance was average as 50.28 per cent of the students passed the assessment. In comparison to 2022 result, there is an increase of 0.01 per cent in 2023 result. This slight improvement was influenced by the students' understanding on different topics which were assessed. The students showed understanding of the demand of the questions and appropriate use of English language. The organisation of their work especially on essay and short answer questions were also improved.

5.0 RECOMMENDATIONS

For better performance of the students in Commerce subject in future assessment, it is recommended that:

- (a) teachers should use group discussion approaches to guide students to learn Domestic trade and Transportation topics so that they should be able to present what they have discussed. This will help the learners to distinguish the characteristics, types and functions of retail trade and different transportation concepts.

- (b) teachers should guide students to improve their English language proficiency by conducting debates and monitoring the English speaking campaigns in schools.
- (c) teachers should prepare and give more exercises to students on topics with weak performance such as Transportation and Domestic Trade. Furthermore, they should mark the exercises and give immediate feedback to students to rectify the weakness realised and be worked upon accordingly.
- (d) in domestic trade and transportation topics, teachers are encouraged to use teaching aids such as pictures of different types of retail trade and different modes of transport and of the units of carriage to familiarise the students with different concepts in such topics.
- (e) teachers should use study tours as one of the teaching methods in Domestic Trade topic since it will help the students to visit both small and large scale retailers in order to increase their understanding.
- (f) teachers should encourage students to participate actively in the learning process. For instance, they can assign students with group activities, and then encouraging them to present what they have observed before others. This will help the students to learn meaningfully and improve performance in the weakly performed topics.

Appendix: The summary of Students' Performance by Topic in the 2023 FTNA

S/N	Topic	No. of Questions	Percentage of Students who Scored 30 per cent or Above	Remarks
1.	Commerce Basics, Domestic trade, Entrepreneurship, Economics Basics, Warehousing Management, Transportation and Production	1	81.36	Good
2.	Production	5 & 9	61.32	Average
3.	Warehousing Management	10	46.01	Average
4.	Entrepreneurship	2 & 8	45.59	Average
5.	Commerce Basics	3	36	Average
6.	Economics Basics	6	33.44	Average
7.	Domestic Trade	7	22.95	Weak
8.	Transportation	4	15.25	Weak

