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) 2024

COMMERCE

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) 2024

061 COMMERCE

Published by
The National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania.

TABLE OF CONTENTS

FOREWORD

This report presents an analysis of students' responses to the Form Two Commerce National Assessment (FTNA) conducted in November 2024. Its purpose is to offer feedback to all educational stakeholders regarding the factors that influence students' performance in the Commerce subject.

The FTNA is a formative assessment designed to track student's learning progress and provide feedback that teachers, students, and other educational stakeholders can use to enhance teaching and learning. The analysis justifies students' performance in Commerce. Students who scored highly demonstrated their ability to understand the question's requirements, possess adequate knowledge of the subject matter, and proper use of formulae. In contrast, those who scored low struggled to respond effectively due to an insufficient understanding of the tested concepts and a misunderstanding of the requirements of the question.

This report will assist students in identifying their strengths and weaknesses, enabling them to improve their learning before sitting for the Certificate of Secondary Education Examination (CSEE). It will also help teachers to recognise the challenging areas and adopt appropriate strategies to address them in the teaching process.

The National Examinations Council of Tanzania (NECTA) hopes that the feedback in this report will highlight areas where educational stakeholders should take corrective action to improve the teaching and learning of Commerce. As a result, students will gain the knowledge, skills, and competencies outlined in the syllabus thus leading to better performance in future assessments and examinations.

The Council expresses its appreciation to all those who contributed to the preparation of 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) which was conducted in November 2024. The Commerce paper consisted of ten (10) questions, structured in sections A, B and C. Section A consisted of two (2) questions; question one (1) with ten (10) multiple choice items composed from various topics and five (5) matching items from one topic in question 2. Thus, this section carried a total of 15 marks. Section B consisted of seven (7) short answers questions which carried a total of 70 marks and section C which consisted of one (1) essay question which carried a total of 15 marks. Students were required to answer all questions from all three sections.

A total of 75,475 students sat for the Commerce Form Two National Assessment (FTNA). Out of these students, 32,944 (43.77%) passed and 42,319 (56.23%) failed. The FTNA 2024 performance has decreased by 6.51 per cent compared to the FTNA 2023 whereby a total of 35,547 (50.28%) students passed and 35,157 (49.72%) failed. The results are summarised in Table 1.

Table 1: Students' Performance in Commerce FTNA 2024 and 2023

Year	Grades	A	B	C	D	F
2023	Number of Students	2,726	4,223	13,574	15,024	35,157
		3.86%	5.97%	19.20%	21.25%	49.72%
2024	Number of Students	2,577	3,881	12,572	13,914	42,319
		3.42%	5.16%	16.70%	18.49%	56.23%

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

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 Question 1: Multiple Choice Items

The question had ten (10) multiple choice items (i) – (x). Each item carried 1 mark, making a total of 10 marks. 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 *Transportation, Warehousing Management, Economics Basics, Domestic Trade, Entrepreneurship, Production* and *Commerce Basics.*

The question was attempted by all 75,475 (100%) students, out of whom 3,718 (4.93%) scored from 7 to 10 marks, 44,044 (58.36%) scored from 3 to 6 marks and 27,713 (36.71%) scored from 0 to 2 marks. Figure 1 summarises the student's performance on Question 1.

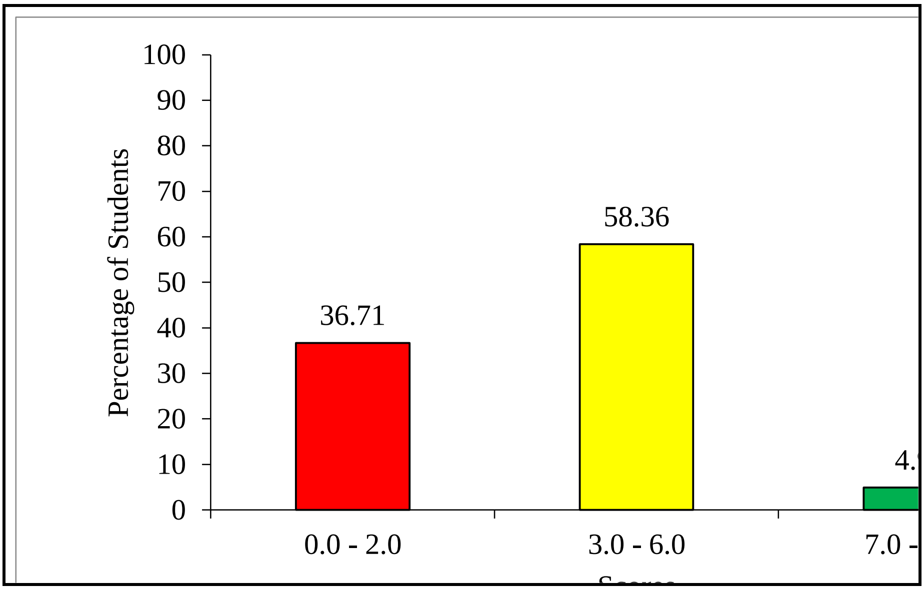

Figure 1: *The Percentage of Students' Performance on Question 1*

Figure 1 shows that students' general performance on question 1 was average since 44,044 (58.36%) of the students scored from 3 to 6 of the allocated marks.

In item (i), students were required to identify a factor which is not considered when choosing a mode of transport. The item was;

The following are the factors to be considered when choosing a mode of transport ***except****;*

A *the value of goods to be transported*
B *the cost of insurance to cover in case of risk*
C *the distance from one place to another*
D *the cost of a mode of transport*

The item tested, the student's ability to analyse the factors to be considered when choosing a mode of transport. The correct response for this item was *B*; *The cost of insurance to cover in case of risk.* Students who opted for the correct response knew that insurance is an important consideration, but it is not a primary factor in choosing a mode of transport. Insurance is more about managing risks associated with a chosen mode rather than determining which mode to select. Students who incorrectly opted for *A; The value of goods to be transported* were not aware that, this is among the factors a person should consider in choosing a mode of transport in order to avoid or reduce the occurrence of risks such as robbery and theft. Air transport is suitable for transporting valuable goods such as gold, and diamond. Likewise, it is not proper to choose an expensive mode of transport for transporting fewer valuable goods.

Moreover, students who selected an incorrect response *C; The distance from one place to another*, failed to recognise that, it is a factor to be considered when selecting a mode of transport. For example, in long-distance transportation of goods or services, air /water transport is more suitable with road transport more suitable for short distances. Furthermore, students who incorrectly selected alternative *D, the cost of a mode of transport*, were unaware that this is one of the factors to consider when choosing a mode of transport as it involves the process of valuing the goods or services and the sender's ability to pay, based on their income.

In item (ii), students were required to identify the stock administration function that was carried out by the storekeeper of H.H Company Ltd after the Company had closed its warehouse operation for six hours to determine the quantity of stock held in the warehouse. The item was;

At *the end of accounting period on 31st December 2019, H.H. Company Ltd closed its business operation for six hours to allow the store keeper to check the quantities of stock held in warehouse. Which function of stock administration did the company conduct?*

A	*Stock issuing*	*B*	*Stock levels*
C	*Stock valuation*	*D*	*Stock taking*

The item was set to test the students' understanding of different functions of stock administration. The correct response was *D: Stock taking*. Students who selected this option were aware that the company closed its warehouse operations for six hours to allow storekeepers to perform the physical process of counting and verifying the quantity of stock on hand or held in the warehouse. Such action by the company allowed for the execution of the stock administration function of stocktaking. Students who opted for *A: Stock issuing*, had chosen a wrong response because stock issuing involves the whole process of releasing the goods from the warehouse. It includes verification of requisitions, release of the goods, as well as recording the goods or stocks moved out of the warehouse.

Nevertheless, some students opted for the wrong response *B: Stock levels*. They failed to understand that, stock level is the amount of stock that should be maintained by the business to allow for its normal operations and avoid any form of disruptions such as over or under-stocking of goods. It can be minimum, average, order point and maximum stock levels. In addition, students who wrongly opted for alternative *C: Stock valuation,* were unaware that stock valuation involves the determination of the monetary value of the inventory a business holds at a specific point in time.

Item (iii) required students to identify an example of joint supply.
The item was;

Which one is an example of joint supply?

A	*Car and petrol*	*B*	*Cotton and clothes*
C	*Milk and butter*	*D*	*Tea leaves and sugar*

The items aimed at testing student's ability to identify examples of different types of supply. The correct response was *C: Milk and butter*. Students who selected this response knew that milk and butter are examples of goods which are produced together from a single production process or resource. These goods are naturally produced together and cannot be separated in the production process. Students who opted for *A: Car and petrol, D: Tea leaves and sugar* were wrong because car and petrol, tea leaves and sugar are examples of joint demand because both goods are jointly needed to satisfy particular needs. Therefore, car and petrol, tea leaves and sugar are examples of joint demand and not joint supply. On the other hand, students who chose *B: Cotton and clothes,* were wrong because the example represents derived demand, which occurs when the demand for a good or service arises due to the demand for another related good or service.

In item (iv), students were required to identify a feature that distinguishes consumer co-operative societies from producer co-operative societies. The item was;

Which feature distinguishes consumer co-operative societies from producer co-operative societies?

A They sell varieties of product and services
B They provide storage facilities to farmers
C They provide transport to collect and deliver good to the market
D They supply goods at low price to its members

The item was set to test students' ability to distinguish the features of consumer co-operative societies from those of producer co-operative societies. The correct response was *D: They supply goods at low price to its members*. Students who opted for this response understood that the existence of consumer cooperative societies example consumer cooperative societies' stores eliminates some disadvantages associated with middlemen from the chain of distribution which results in a decrease in the price of goods to its members. Students who incorrectly opted for alternative *A*; *They sell varieties of products and services,* were unaware that, this is a primary function of producer's cooperative societies rather than those of consumer cooperative societies whose primary purpose is to provide essential goods at reasonable prices rather than selling varieties of products or services. Some students who selected *B; They provide storage facilities to farmers,* were incorrect since the producer's co-operative societies provide storage facilities to members and not to consumer's co-operative societies. Nevertheless, students who opted for *C; They provide transport to collect and deliver goods to the market,* failed to understand that producers' co-operative societies facilitate the movement of goods from the production area to the market or consumers and therefore, it is not a distinguishing feature of consumer co-operative societies.

In item (v), students were required to identify an example of an extrinsic motivation of an entrepreneur in a soft drink industry in Tanzania. The item was;

Which one is an example of an extrinsic motivation to an entrepreneur of a soft drink industry in Tanzania?

A	*Respect*	*B*	*Responsibility*
C	*Leaves*	*D*	*Participation*

The item tested the students' ability to distinguish the examples of extrinsic from intrinsic motivation to an entrepreneur. The correct response was *A: Respect*. Students who chose this response understood that respect is a recognition or a seal of approval from others such as the idea of working hard to earn recognition status. Students who opted for *B: Responsibility* were unaware that, responsibility is an example of intrinsic motivation because it is influenced by someone's feelings or responsibility in undertaking a given task, or a role. It can sometimes stem from a deep sense of personal ownership, commitment, or duty.

Students who wrongly opted for *C: Leaves*, failed to recognise that leaves are taken for external reasons such as rest, health or meeting specific obligations rather than for the intrinsic satisfaction of the activity itself. In addition, students who chose *D: Participation* were wrong because the alternative represents an example of intrinsic motivation. This type of motivation comes from within, based on their values, desires, and sense of purpose, rather than external rewards like money, recognition, or social status.

In item (vi), students were required to identify a category of production do Nyaweye Furniture Traders that deals with the production of the school's office furniture for exchange belongs. The item was;

Under which category of production do Nyaweye Furniture Traders that deal with production of school's office furniture for exchange belongs?

A Indirect Production *B Tertiary level of production*

C Direct production *D Secondary level of production*

The item was intended to test the students' understanding of the type of production. The correct response was *A: Indirect production*. Students who responded correctly knew that Nyaweye Traders produce office furniture for the purpose of exchange or sale therefore, Nyaweye Traders is engaging in indirect production. Students who opted for incorrect responses include those who chose *B: Tertiary level of production.* They were unaware that the tertiary level of production is not a type of production but it is a stage of production that deals with the distribution of already produced goods without changing their form.

Moreover, students who selected alternative *C: Direct production,* failed to know that, direct production is a form of production where an individual produces goods for his/her consumption. Therefore, Nyaweye Traders engage in the production of furniture for the purpose of exchange. Furthermore, students who opted for *D: Secondary level of production,* lacked knowledge of the type of production. They were unaware that; the secondary level of production is a second stage of production that deals with a process of transforming raw materials into finished goods or products and not type of production.

In item (vii), students were required to identify the necessity for a business to advertise its products. The item was;

Why is it necessary for the business to advertise its products?

A To inform the customers about the quantity of goods available for sale

B To let customers, understand the cost of production

C To create customer's awareness about the product

D To create producer's awareness about the products produced

The item tested students' ability to identify the main aim of advertising a product or service for a business. The correct response was *C: To create customer's awareness about the* products. Students who selected this response knew that advertising can serve an informational purpose by educating consumers about the features, benefits, and uses of a product or service. It can also provide details like price, availability, or new product launches. On the other hand, students who chose *A; To inform the customers about the quantity of goods available for sale,* had insufficient knowledge to understand that, the primary purpose of advertising is to create customer awareness about the products available in the market instead of the quantities of products.

Students who opted for incorrect response *B; To let customers understand the cost of production*, failed to identify that it is manufacturers who need to understand production costs and not customers. Manufacturers are the ones who bear these costs during the production process. The customers are expected to be informed about the availability of products in the market. Likewise, students who selected option *D; To create producer's awareness about the products produced* were incorrect because the purpose of advertising is to create customer's awareness about the product in the market and not to create producer's awareness about a goods or services (products). A producer knows well about the products produced so do not need any creation of awareness on the products he/she produces.

In item (viii), students were required to identify a quality of good retailer that was violated by a retailer who used abusive language to his customers and as a result of bad treatment, customers stopped buying his goods. The item was:

One of the retailer use abusive language to his customers in such a way that most of them stopped from buying his goods. Which quality of a good retailer is he lacking?

A	*Honesty to customers*	*B*	*Pleasant to customers*
C	*Good administrator*	*D*	*Forecast customer's demand*

The item tested students' understanding of the qualities of a good retailer. The correct answer was *B*; *Pleasant to customers.* This option refers to the retailer's behaviour and attitude towards customers, emphasising the need to avoid abusive language to prevent customers from discontinuing purchasing goods or services from his/her shop or losing customers. The student who opted for incorrect response *A*; *Honesty to customers,* failed to know that, the option implies that retailers bear the need to be trustworthy to their customers. Trustworthy increases the number of customers and does not make a customer stop from buying products or services.

In addition, students who chose incorrect responses *C*; *Good administrator,* and *D*; *Forecast customer's demand* failed to understand that both options represent the qualities of a good retailer, not the aim of stopping customers from buying goods and services. Therefore, a good administrator is one of the qualities of a retailer insists a retailer to monitor and control the movements of stock and other properties as well as keeping and checking staff activities. Besides, forecasting customers' demand guides retailers to have prior information or discover customers' needs through market research before buying goods and services for sale. The purpose of forecasting is to avoid a retailer carrying more stocks than the required demand or turnover and vice versa.

In item (ix), students were required to identify a factor that is to be held constant to make a shift in demand for a particular commodity. The item was;

Which one of the factors is to be held constant so as to make shift in demand of a commodity?

A	*Price of a commodity*	*B*	*Consumers' income*
C	*Population size*	*D*	*Taste and preferences*

The item was intended to test students' understanding of factors for change in demand. The correct response was *A: Price of a commodity*. Students who responded correctly were aware that a shift in demand is caused by other factors such as change in population, change in taste and fashion, and change in income while the price of a commodity remains constant. Students, who chose *B: Consumer's income, C: Population size and D: Taste and preference,* failed to realise that these factors influence the changes in demand of a particular product among the consumers. Therefore, they do change.

In item (x), students were required to identify an attribute shown by Mayala (entrepreneur) who decided to dedicate and sacrifice his time, money and energy in order to succeed in his business. The item was;

Mayala is an entrepreneur who has decided to dedicate and sacrifice his time, *money and energy in order to succeed in his business. Which one of* the *attributes of a successful entrepreneur shown by Mayala?*

A	*Innovativeness*	*B*	*Commitment*
C	*Perseverance*	*D*	*Calculated risk taking*

The item was intended to assess students' knowledge of the attributes of a successful entrepreneur. The correct response was *B*: *Commitment* students who selected this alternative realised that, in order for an entrepreneur to succeed, he or she must be willing, have the desire, put in effort, invest time and money, and make sacrifices. Students who selected *A: Innovativeness* did not know that innovativeness is all about the ability of an entrepreneur to create, introduce or implement new ideas, methods, processes, products, or services that provide unique solutions to existing problems or meet needs in the market.

Students who opted for *C: Perseverance*, were incorrect because it involves the determination and persistence an entrepreneur demonstrates when faced with obstacles, challenges, or failures. Moreover, some students who opted for *D: Calculated risk taking,* were wrong because calculated risk-taking involves a strategic approach where entrepreneurs analyse the situation, weigh the potential outcomes, and make informed decisions that balance risk with opportunity.

2.2 Question 2: Commerce Basics

This question had five (5) matching items. Each item carried 1 mark, making a total of 5 marks. The items were set from the topic of *Commerce Basics*. Students were required to match the descriptions of the form of trade in List A with their appropriate forms of trade in List B by writing the letter of the correct response in the table provided. The item was; *Match the descriptions of forms of trade in **List A** with their relevant forms of trade in **List B** by writing the letter of the correct response beside the corresponding item number in the table provided.*

List A		**List B**	
(i)	*The form of a trade that involves the exchange of goods and services within the boundaries of a particular country.*	*A*	*Barter trade*
(ii)	*The form of a trade that involves the exchange of goods and services between two or more countries.*	*B*	*Export trade*
(iii)	*The form of a trade that involves buying of goods and services from other countries.*	*C*	*Foreign trade*
(iv)	*The form of a trade that involves the buying of goods and services in large quantities from producers and reselling them in small quantities to the retailers.*	*D*	*Home trade*
(v)	*The form of a trade that involves the selling of goods and services to other countries.*	*E*	*Import trade*
		F	*Retail trade*
		G	*Wholesale trade*

The question was attempted by 75,475 (100%) students, out of whom 21,459 (28.43%) scored from 0 to 1 mark, 20,739 (27.48%) scored from 2 to 3 marks and 33,277 (44.09%) students scored from 4 to 5 marks. The overall performance in this question was good. Figure 2 summarises students' performance on Question 2.

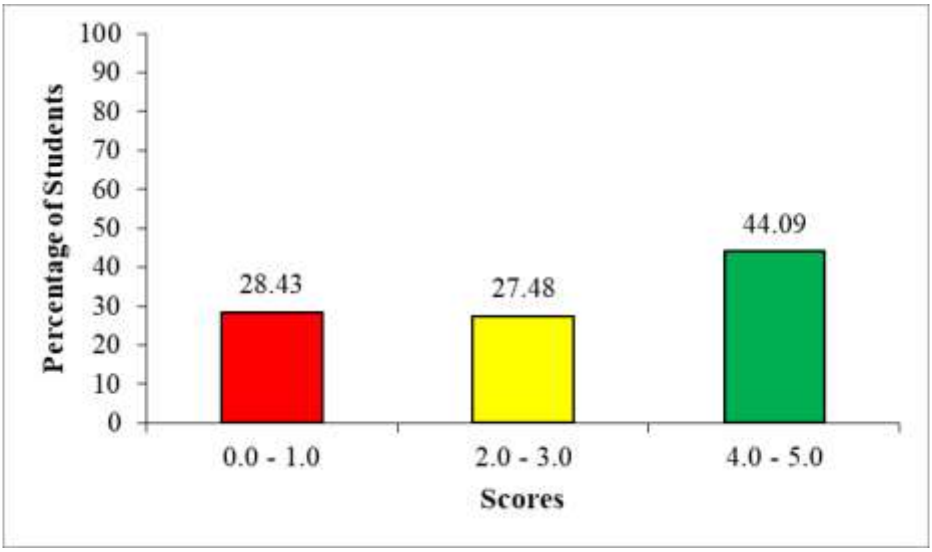

Figure 2: *The Percentage of Students' Performance on Question 2*

Item (i) required students to match a form of trade that involves the exchange of goods and services within the boundaries of a particular country. The correct answer was *D: Home trad*e. Students who selected this option understood that home trade does not extend across the borders of a particular country. However, some students mistakenly matched it with *A: Barter trade*, as they failed to recognise that barter trade involves the exchange of goods for goods. These students misinterpreted the terms "barter trade" and "home trade," Therefore, they used them interchangeably. Barter trade does not involve the exchange of services. Moreover, other students wrongly opted for *F: Retail trade*, failed to know that, retail trade is part of home trade that involves buying goods in bulk from the wholesaler and reselling them to the final consumers in small quantities.

Item (ii) required students to match a form of trade that involves the exchange of goods and services between two or more countries. The correct response was *C: Foreign trade*. Students who matched it correctly understood the meaning of the term foreign trade. It is a form of trade conducted across the borders of particular countries. However, some students confused the concept of foreign trade with export trade and incorrectly matched it with *B: Export trade*. They failed to understand that export trade involves the sale of goods and services across international borders. Furthermore, some of the students matched wrongly with *E: Import trade,* they were unaware that, an option involves a country or trader or institution buying goods/and or services from other country or countries.

Item (iii) required students to identify a form of trade that involves buying of goods and services from other countries. The correct response was *E: Import trade*. Students who matched it correctly understood that this form of trade occurs when a country trader or institution buys goods or services from other countries. However, few students, matched it with *E: Export trade, as* they failed to understand that export trade involves only selling goods and services to other countries. Likewise, some students matched the item incorrectly with *C: Foreign trade,* they failed to differentiate foreign trade from import trade. Foreign trade involves an exchange of goods, services, and capital between countries. It involves both the importation and exportation of goods and services (products) across international borders.

Item (iv) required students to identify a form of trade that involves the buying of goods and services in large quantities from producers and reselling them in small quantities to retailers. Some students matched it correctly with *G: Wholesale trade,* they knew that this form of trade involves buying goods in large quantities from producers and selling to retailers in relatively small quantities. In addition, some students who matched it with *A: Retail trade,* might have been attracted by the words reselling them in small quantities. They failed to link the explanations with the form of trade that involves buying goods in bulk from manufacturers/producers and reselling them to retailers in smaller quantities.

Item (v) required students to identify a form of trade that involves the selling of goods and services to other countries. The correct response was *B: Export trade.* Students who matched it correctly knew that export trade involves the selling of goods and services produced in one country to another country. Moreover, some of the students matched the items wrongly with *E: Import trade,* because they were unaware that, an option involves a country or trader or institution buying goods or services from another country or countries. In addition, some students incorrectly matched items with *C: Foreign trade*, they failed to recognise that, foreign trade does not only involve buying goods and services between the countries but also selling services to other countries.

2.3 Question 3: Commerce Basics

This was a short answer question whereby students were required to explain in brief how auxiliary services facilitate the production of goods and services. The question was; *auxiliary services facilitate production of goods and services. Using five points, briefly validate this statement.*

A total of 75,475 (100%) students attempted this question. Out of them, 41,257 (54.66%) scored from 0 to 2.5 marks, 10,504 (13.92%) scored from 3 to 6 marks and 23,714 (31.42%) students scored from 6.5 to 10 marks. Figure 3 summarises the performance on Question 3.

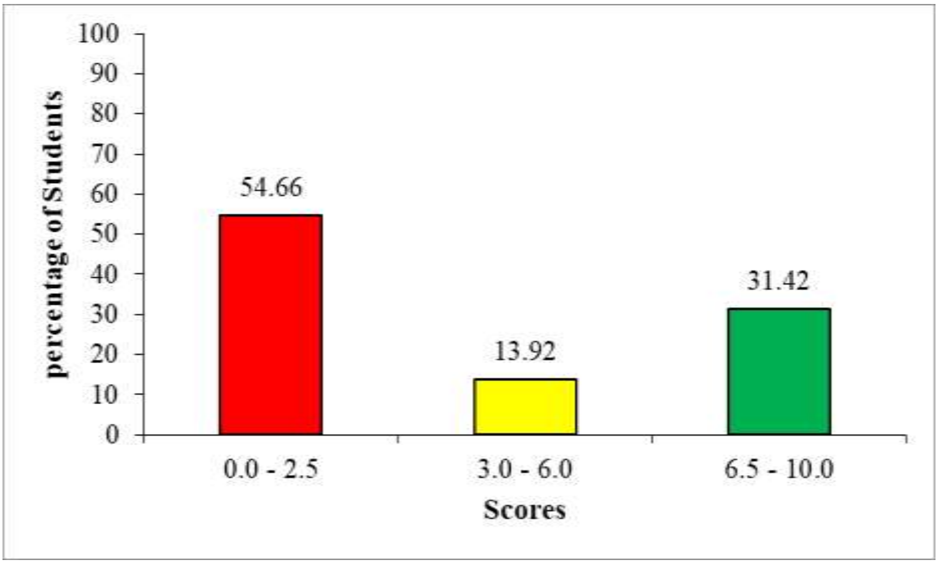

Figure 3: *The Percentage of Students' Performance on Question 3*

Figure 3 shows that general performance was average since 34,218 (45.34%) scored from 3.0 to 10 marks.

A total of 41,257 students (54.66%) had weak performance scoring from 0 to 2.5 marks. The analysis of the student's scripts shows that students lacked an understanding of how auxiliary services facilitate production. Some students in this category failed to provide correct explanations on the importance of auxiliary services such as transportation, communication, banking, advertising, warehousing and insurance in the production of goods and services. Further analysis revealed that some students misinterpreted the demand of the question and, as a result, provided incorrect responses and hence scored zero marks. For example, some of them explained the importance of production. On the other hand, some students explained how the factors of production like land, labour, and capital facilitate the production of goods or services instead of explaining how auxiliary services facilitate the production of goods and services.

Moreover, some students discussed services involved in the production process, such as cleanliness and healthcare services. Likewise, students explained types of goods, such as perishable goods, durable goods, free goods, and tangible goods which was contrary to the demand of the question. Furthermore, some students copied the alternatives from the multiple-choice items that relate to production as a solution e.g., tertiary production, secondary level of production, direct and indirect production. Extracts 3.1: illustrates a sample of poor responses to Question 3.

3. Auxiliary services facilitate production of goods and services. Using five points, briefly validate this statement.

(i) Production it help to satisfy human want and human need: It help to satisfy human ward and human need for the benefit of production in a society so the production help to satisfy the human want and human need.

(ii) Boost economic development: The production help in a boost economic development of people, region, bistrict, society and the country so the production it is very important in the ~~busin~~ society so it is important in a to business.

(iii) Improve the Living standard: The production help to improve the living standard of people in a society so the production it is very important in the society because it is important in a business. So the production it help for Improve the Living standard.

(iv) Creation employment: The production it help to creation of employment opportunities in a society ~~for~~ so the product it very important in a society or country for people to give the opportunities for employed in a different sector.

(v) Increase the government revenue: The production help to Increase the government revenue in a ~~society~~ or country so the production it is very important in a ~~so~~ g country for Increase the government revenue.

Extract 3.1: A sample of a student's incorrect responses to question 3

Extract 3:1 shows incorrect responses from a student who explained the importance of production instead of explaining how auxiliary services facilitate production of goods and services.

Furthermore, some students scored from 0.5 to 2.5 marks. Students explained one auxiliary service and its importance in production. Additionally, other students mentioned five or less than five auxiliary services but failed to explain the way they facilitate production of goods and services.

On the other hand, a total of 10,504 (13.92%) students with average performance scored between 3 and 6 marks. These students were able to identify at least two auxiliary services but managed to explain only one point on how they facilitate the production of goods or services. Additionally, some students managed to mention three auxiliary services but failed to explain their importance in the production of goods and services. Nevertheless, other students were able to identify the auxiliary services but failed to provide any explanations to validate the statement.

Despite the average performance of students on this question, a total of 23,714 (31.42%) students who scored marks from 6.5 to 10 marks demonstrated sufficient knowledge of the auxiliary services in production. They explained how transportation, communication, banking, warehousing, advertising and insurance facilitate production. Therefore, students knew that transportation helps to transport raw materials and finished goods from one place to another. Students explained that warehousing services ensure that raw materials, intermediate or work-in-progress goods, and finished products are stored properly, preventing damage and loss. They were also conversant that communication facilitates the production of goods and services by transferring information from producers to consumers or from consumers to producers.

Furthermore, they explained that banking assists producers when comes to the point of making payments for different goods/services, providing loans as a source of capital investment and for safe keeping of cash money. Students were aware that, advertising helps producers to create awareness about goods or services they produce to consumers. These students explained that insurance provides the producers confidence to produce with minimum risk. This is when producers insure themselves, their premises/assets/employees and businesses against unforeseen losses or events. Extract 3.2 is a sample of correct responses to Question 3.

3. Auxiliary services facilitate production of goods and services. Using five points, briefly validate this statement.

(i) Transportation facilitates movement of goods and services from area of production to the area of consumption;
- Transportation is the movement of goods and people from one place to another. Through transportation we can move the raw materials from the area of production to the industries for production of goods. Also, the goods produced can be transported to the area of consumption. Example; Cotton is transported from farm to industries to make clothes and transported to the users.

(ii) Sales promotion like advertisment makes creation of customer's awareness about goods and services produced;
-Sales promotion are all activities done by to ensure goods are well known by the public. Example; advertisement. Through sales promotion we can create customer's awareness about the products produced. This can make a business to get customers to buy goods, hence increase volume of sales so, it facilitates production of goods and services.

(iii) Banking enable security storage and delivery of money also delivery of loans;
-There are many Banks. For example; CRDB Bank, Peoples' Bank of Zanzibar (PBZ), NMB Bank, KCB Bank and Tanzania Commercial Bank. Through Banking we can have access to security and safe storage of money for future use also we can have access to loans to finance ~~our~~ production of goods and services. Hence, facilitates goods for future use or sales. Through warehousing we can store different kind of good safely without destruction. Example; Apples in cold rooms. Also, warehouse stores raw materials to ensure constant production.

(v) Insurance provides a cover for unforeseen risks
-Insurance involves accumulation of small payments for general recovery of a risk. Through Insurance ~~we~~ the business can get a cover against unforeseen events like fire out break. There two types of insurance namely; life and general like health insurance.

Extract 3.2: A sample of a student's correct responses to question 3

2.4 Question 4: Entrepreneurship

The question was set from the Entrepreneurship topic. Students were required to explain the five benefits of entrepreneurship. The question was; *briefly explain five benefit of entrepreneurship.*

The question was attempted by 75,475 (100%). The analysis shows that 17,217 (22.81%) students scored marks ranging from 6.5 to 10 marks, 19,933 (26.41%) students scored from 3 to 6 and 38,325 (50.78%) students scored from 0 to 2.5 marks. Generally, students' performance on this question was average, as it is summarised in Figure 4.

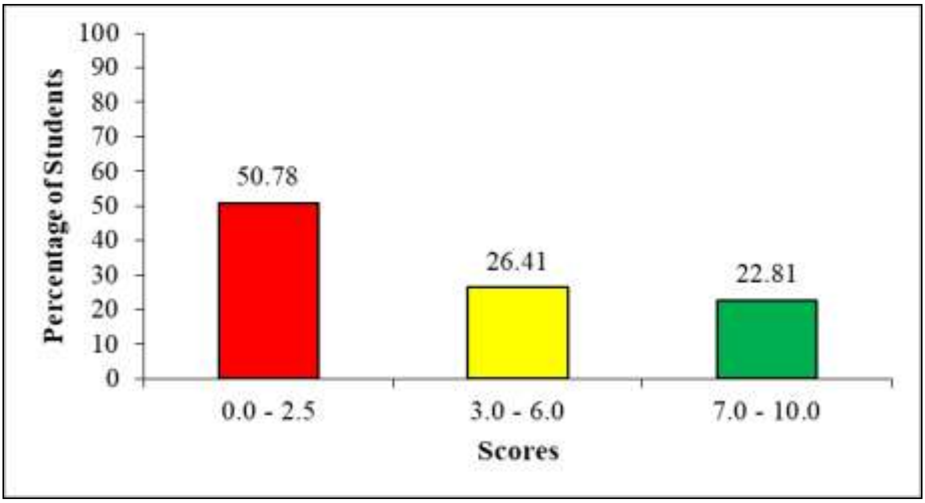

Figure 4: *The Percentage of Students' Performance on Question 4*

The analysis shows that 38,325 (50.78%) students scored low marks ranging from 0 and 2.5 marks. These students explained only one benefit of entrepreneurship. Other students mentioned the correct five benefits but failed to provide correct explanations and hence they scored few marks.

A total of 21,493 (28.48%) students who scored zero marks differently misinterpreted the demand of the question some of them explained the factors to be considered before the allocation of an industry. The explanation includes: the availability of raw materials, availability of technology, transportation, availability of capital, and availability of labour. Additionally, further analysis revealed that some students failed to differentiate between the benefits of entrepreneurship and the functions of entrepreneurs. As a result, they explained the functions of entrepreneurs, such as mobilising resources, overseeing production, and rewarding other factors of production instead of improving living standards, and development of infrastructure which are benefits of entrepreneurship. Extract 4.1 is a sample of incorrect responses from a student.

4. Brief explain five benefits of entrepreneurship.

(i) Adaptability and flexibility: This is when an entrepreneur should be able to adaptability and flexibility about the nature of the business in organizing and coordinating new business ideas which under take some risks.

(ii) Good communication: This is when in entrepreneurship there should be some good communication in entrepreneur skills through coordinating some new business ideas.

(iii) Self belief and hardworking: This is when in entrepreneurship there should be some self belief and hardworking so as to organize new business ideas and coordinating them to entrepreneurship.

(iv) Leadership skills: This is when there are some Leadership skills that an entrepreneur would be able to get some skills of the business in different ideas.

(v) Risk taking: This is when in the benefits of entrepreneurship there should be some skills of under taking some risks of an entrepreneurship in different ideas of undertaking risk.

Extract 4.1: A sample of a student's incorrect responses to question 4

Extract 4:1 shows an incorrect response from a student who explained some characteristics of entrepreneurs instead of explaining the benefits of entrepreneurship.

Moreover, students with average performance had partial knowledge of the benefits of entrepreneurship, both to the nation and individuals. Some students explained at least two benefits of entrepreneurship and included in their responses some functions of entrepreneurship instead of the benefits. Furthermore, analysis shows that some were able to mention all five benefits of entrepreneurship but provided an explanation for only one benefit. Additionally, some students explained only two correct benefits out of five as per the question's demand.

Though students' performance in this question was average, a total of 17,217 (22.81%) students performed well, scoring from 6.5 and 10 marks. Students were aware that entrepreneurship is creating employment opportunities, improving living standards through quality goods and services, and increasing income through economic activities. Entrepreneurship also promotes the use of local resources like plastic recycling, fosters economic growth by boosting production and aids infrastructure development through entrepreneurs' efforts. Other benefits include capital formation through profits, promotion of creativity, technological advancements, trade growth in local and international markets, innovation, and competition. However, students' scores varied according to the clarity and sufficient number of points provided. Extract 4.2 provides a sample of good responses from a student.

4. Brief explain five benefits of entrepreneurship.

(i) Create employment opportunities: Through entrepre-neurship various people are employed to various sectors thus create opportunity of employment to unemployed people. example: an entrepreneur can employ other people in his business so as They can assit him /her to perfom various activities.

(ii) Improve the standard of Living: Through entrepreneurship it help to improve the standard of Living of various people where by if entrepreneur employs other workers in his/her business he/she must pay them either salaries or wages through those payment help to increase the standard of Living of employee

(iii) Encourage the use of Local resources: Through entrepreneurship help to incourage the use of local resources found in our environment example: If an entrepreneur establish his/her business he/she use various Local resources found in the surround to accomplish his/her goal.

(iv) Formation of capital: Through entrepreneurship also facilitates to the formation of capital whereby when an ~~p~~ entrepreneur works and obtain profit he/she can use the profit obtained from the business as capital for starting another business.

(v) Facilitates development of infastructure: Through entrepreneurship help to the development of various infastructures such as buildings for conducting various entrepreneurial activities such as market, warehouse for storing goods and Road for The transportation of goods and raw materials.

Extract 4.2: A sample of a student's correct response to question 4

2.5 Question 5: Domestic Trade

This question was set on the topic of *Domestic Trade*. Students were required to explain in brief five types of wholesalers. The question was; *briefly explain five types of wholesalers.*

The question was attempted by all 75,475 (100%) students out of whom 58,220 (71.14%) scored from 0 to 2.5 marks; 9,053 (11.99%) scored from 3 to 6 marks and only 8,202 (10.87%) students scored from 6.5 to 10 marks. The general performance on this question was weak since 71.14 per cent of students performed poorly. The overall students' performance on the question is summarised in Figure 5.

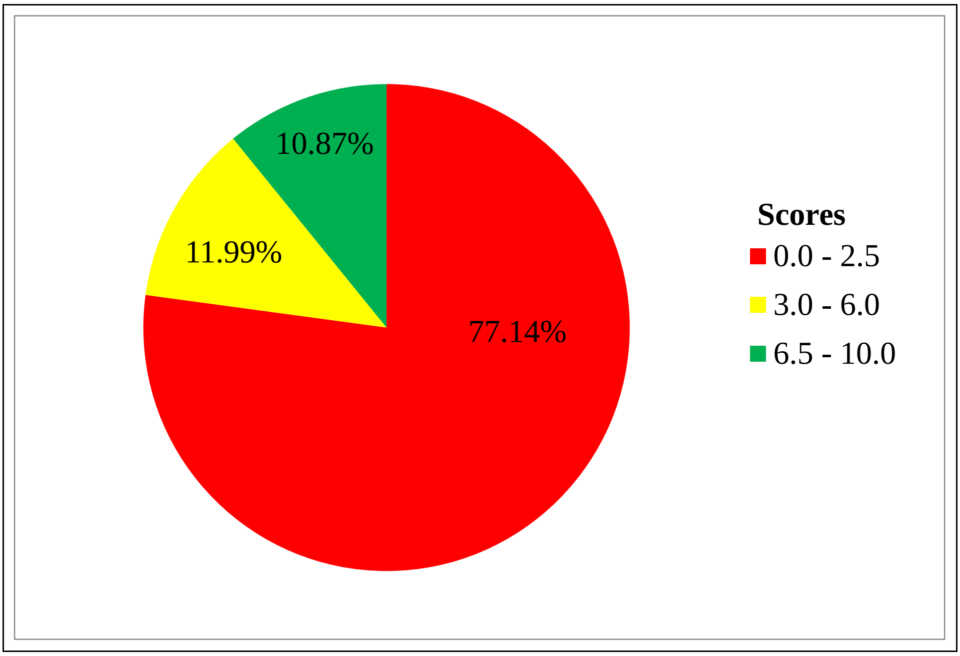

Figure 5: *The Percentage of Students' Performance on Question 5*

Analysis shows that a total of 58,220 (71.14%) students whose scores range from 0 – 2.5 marks in this question had inadequate knowledge of the type of wholesalers. Some of the students who scored zero marks demonstrated a poor understanding of the types of wholesalers. The students' responses also revealed a lack of understanding of the type of wholesalers. For example, some of the students explained types of large-scale retailers such as *multiple shops*, *departmental stores*, *supermarket*, *mail order business and hyper market.* Other students mentioned auxiliary services such as *communication, warehousing, advertising, transportation*, *banking* and *insurance* but could not give any explanations. Furthermore, some students explained five types of small-scale retailers such as *hawkers, peddler, cheap jack* and *single shops*. In fact, the responses provided by students revealed their poor understanding of the demand of the question. Other students in this group scored some marks because they managed to highlight the types of wholesalers by identifying some types without correct explanations. For example, one student mentioned national wholesalers and regional wholesalers but had interchanged the explanations of the two types. Furthermore, some students managed to provide correct explanations to one type of wholesaler only and leave the other points unanswered. These students failed to know that national wholesalers operate on a large scale with warehouses in major towns across the country. They also failed to recognise that specialised wholesalers focus on specific product categories, while general wholesalers stock a wide variety of goods and require substantial capital. Additionally, students were supposed to identify that regional wholesalers serve specific regions and cash-and-carry wholesalers sell goods to retailers at lower prices on a cash basis. Extract 5.1 is a sample of an incorrect response given by one of the students.

5. Briefly explain five types of wholesalers.

(i) Private warehouse. Is the type of warehouse used to keep and stored goods which is owned and used by a single person (individual) or a single institution

(ii) Public warehouse. Is the type of warehouse that is used to keep and store goods which are owned and used by a the public (people) in the community

(iii) Bonded warehouse. Is the type of warehouse which are used to keep and store many goods of the same type

(iv) Specialized warehouse. Is the type of warehouse which are used to keep and store many goods that are from one manufacturer /producer only

(v) Refrigerated warehouse. Is the type of warehouse which are designed to keep and store goods such as meat, fish e.t.c through refrigeration

Extract 5.1: A sample of a student's incorrect responses to question 5

In extract 5.1: The student explained the five types of warehouses instead of explaining the five types of wholesalers.

A total of 9,053 (11.99%) students had average performance. Some of them explained at least two types of wholesalers and failed to provide relevant explanations or accounts of other types of wholesalers. On the other hand, some of the students managed to mention correctly five types of wholesalers with incorrect explanations. Furthermore, the analysis revealed that some students mixed the types of wholesalers with the functions of wholesalers in their responses. This implies partial knowledge of the types of wholesalers.

Although the question was poorly performed, analysis shows that a total of 8,202 (10.87%) students who scored high marks on this question demonstrated a better understanding of the types of wholesalers. Most of them managed to explain four types of wholesalers out of the five required. An example of a correct response is presented in extract 5.2.

5. Briefly explain five types of wholesalers.

(i) General wholesalers: These are types of who lesalers who engage themselves on sell ing variety types of goods or a wide va riety of goods to the retailers or consumers such as soft drinks, medicine, electronic equipment and furnitures

(ii) Truck or wagon wholesalers: These are ty pes of wholesalers who engages on sell ing their goods to the consumers or retailer on their truck and vehicles moving from one place to another search for customers, they can carry their goods on vehicles.

(iii) Specialized wholesalers: These are types of wholesalers who engage on selling one type of product or specialized products they donot deals on selling general produ cts they sells goods like medicine only or electronic equipments only.

(iv) Regional wholesalers: These are types of wh olesalers who are specialized on selling their goods at the regions in the country They usually sell goods on the particular region example a wholesaler sells leather products in Dar es salaam region.

(v) National wide wholesalers: These are the type of wholesalers who are specialized on selling their goods over the whole na tion example a wholesaler has different shops or supermarket around the nation sell ing different products.

Extract 5.2: A sample of a student's correct responses to question 5

2.6 Question 6: Production

Students were required to explain production concepts. The question was; *Briefly explain the following concepts in relation to commerce:*

(a) *Utility*
(b) *Semi-skilled labour*
(c) *Extractive industry*
(d) *Fixed cost*
(e) *Tertiary level of production*

Students who attempted this question were 75,475 (100%). Out of them students, 50,734 (67.22%) scored from 0 to 2.5 marks. Students who scored from 3 to 6 marks were 14,056 (18.62%) and those who scored from 6.5 to 10 marks were 10,685 (14.16%). The overall performance in this question was weak since 32.78 per cent of students scored from 3 to 10 marks. Figure 6 summarises the performance of students in question 6

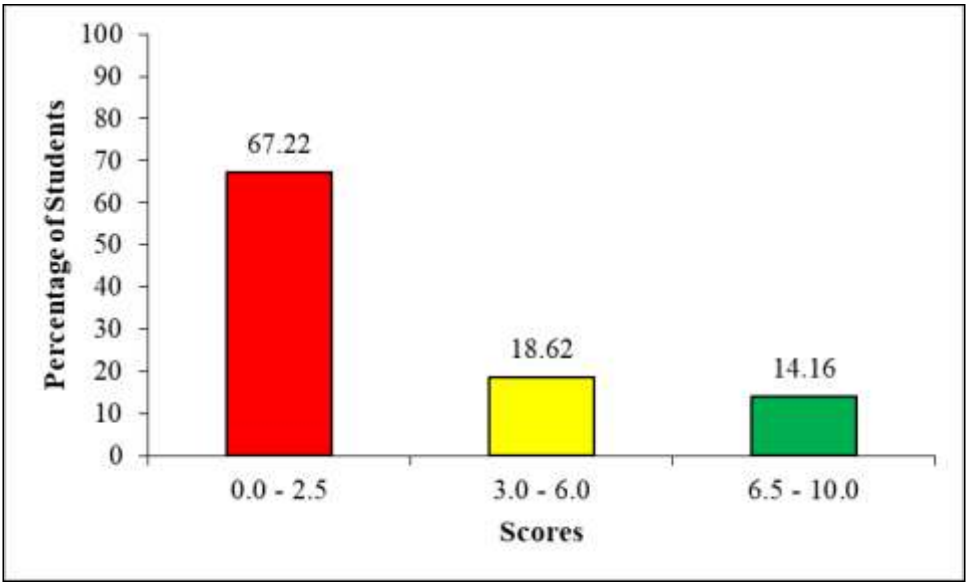

Figure 6: *The Percentage of Students' Performance on Question 6*

The analysis of the responses given by students who scored from 0 to 2.5 marks lacked knowledge on the tested concepts. Others partially explained knowledge of the tested concepts. Some students provided explanations for a single concept and failed to provide explanations for the remaining concepts tested. A few students scored some marks because they mentioned some examples of some concepts e.g., in extractive industries, they wrote mining and fishing.

The majority of the students (50.10%) who scored zero marks failed to provide correct explanations for any of the concepts. The incorrect responses observed from different samples of students' responses proved that students who scored zero marks misunderstood the demand of the question. For example, some of them explained utility as *"the ability of making goods and services to satisfy human needs and wants"*. The explanation is not for utility but for production. Thus, students failed to differentiate utility from production. Moreover, others explained semi-skilled labour *is a type of labour which drives people to conduct activity according to their professional like doctors, nurses, police, and farmers*. Some students mixed up the explanations of manufacturing industries with extractive industries. As a result, they described extractive industries *as a type of industry that involves changing raw materials into finished goods*. Additionally, other students explained fixed cost *as a type of cost that is available to be used* which is meaningless as the cost is a concern.

Other students did not attempt to answer any of the given concepts. Students were required to know that utility is the satisfaction that a person gets from consuming goods and/or services, semi-skilled labour is a kind of labour that works under supervision as they are not highly trained, and extractive industries are those industries involved in extracting raw materials from their natural sources. In addition, they were supposed to know that fixed cost is a type of cost that remains constant regardless of production or sales levels in the short run with the possibility of changing in the long run.

They were supposed to be aware that in production tertiary level of production involves activities supporting the distribution and consumption of goods and services, as well as providing direct support to individuals or businesses. An example of an incorrect response is presented in extract 6.1.

6. Briefly explain the following concepts in relation to commerce:

(a) Utility

Is a buying and selling goods and service with in the country. And the utility it is a Importantance, Advantange and disadvantage so it should be prepared so its Important and Utility buying and selling goods and service with in the country or boundries with in the country.

(b) Semi-skilled labour

Is a types of skilled labour to consist buying and selling goods and service with the aim making profit it is a Important so it should be hard of Semi-skilled labour of the society so It is a Important to a skilled labour and so to advantage from the

(c) Extractive industries

Is the types of Industry which to consist the Extractive industries example of Extractive Industry Banking, ware housing, Advertisment, communicatio, Tra nsportation, Banking and Education This is a types of Extractive Industry so its a Important it will be the Extractive Industries.

(d) Fixed cost

Is a fixed cost is a process or buying and selling goods and service to a cost fixed so its a Important and the fixed cost to selling and buying goods and service with the aim making profi to to a gross profit to the fixed cost so its a a fixed cost

(e) Tertiary level of production

It a types of production to consist
The tertial level of production so its a
example of tertialy level of production
Banking, Industry, Government this is
a types of tertialy level of product
so it is a flexibe and help to produ
ction to process of selling and buying
goods and services with the aim ma
king profit so its important so its a
should be hard to a consist so
it help to our knowledge in the
society so it is a important of
our country and society.

Extract 6.1: A sample of a student's incorrect responses to question 6

Extract 6:1 shows incorrect responses from a student who provided incorrect explanations of all concepts example in (a) a student provided the explanations of home trade instead of utility, and in (b) a student provided a meaning of trade instead of semi-skilled labour. Furthermore, in (c) a student used an example of some auxiliary services such as banking, and communication as the meaning of extractive industries. Additionally, a student used irrelevant explanations in part (d) and (e).

A total of 14,056 (18.62%) students performed average in this question as revealed in the analysis of the scripts. Their response revealed that they had partial knowledge of some concepts. Most of them were able to explain at least two concepts but completely failed or partially explained other concepts. Some of them explained correctly *fixed cost* concept correctly but partially explained the *extractive industry*. Others gave examples of concepts without explanations.

A total of 10,685 (14.16%) students scored high marks ranging from 6.5 to 10 marks. They explained the five concepts tested namely *utility, semi-skilled labour, extractives industries, fixed cost* and *tertiary level of* *production*. The reasons for their good performance were adequate knowledge of the concept tested and a proper understanding of the requirement of the question. However, the variation of scores among the students depended on their ability to explain the concepts this implies not all students in this group provided clear explanations for all concepts to be awarded a full score. Extract 6.2 shows a sample of correct responses from one of the students who explained the five concepts used in commerce.

6. Briefly explain the following concepts in relation to commerce:

(a) Utility

Utility this refers to the ability of goods and services to satisfy human needs and wants. There are various types of utility which are such as time utility which is created when goods are made available at the time they are needed. another example of utility is place utility which is created by making goods available at the areas they are needed. Others are form and possession utility

(b) Semi-skilled labour

Semi-skilled labour this refers to the type of labour with medium or little knowledge, information and experience in the tasks that they are performing. The other classes of labour are skilled labour and unskilled labour. Semi-skilled labour can perform a combination of both physical and mental efforts.

(c) Extractive industries

Extractive industries this refers to the industries that deal with the obtaining of raw materials directly from the natural environment. Extractive industries involve activities such as agriculture, mining, fishing, lumbering and others. The raw materials obtained from extractive industries are used in manufacturing and constructive industries

(d) Fixed cost

Fixed cost this refers to the cost of production that does not vary or change throughout the production process. It remains constant or it does not change. Examples of fixed costs during the production process can be the water bill, electricity bill, the rent or salaries and wages that are paid to the labour.

(e) Tertiary level of production

Tertiary level of production this refers to the Third level of production that deals with the provision of services. It involves commerce and direct services The direct services are futher classified into public services such as the police and the army as well as private services such as barbers and surgeons. Commerce is ~~tot~~ further classified into trade and aids to trade. The other levels of production receive services from the third level of production which is the tertiary level of production

Extract 6.2: A sample of a student's correct responses to question 6

2.7 Question 7: Entrepreneurship

In this question, students were required to explain in brief the five functions performed by entrepreneurs. The question was; *briefly explain the functions performed by entrepreneurs. Give five points.*

A total of 75,475 (100%) students attempted the question. Among them, 50,440 (66.83%) students scored from 0 to 2.5 marks, 14,730 (19.52%) scored from 3 to 6 marks and 10,305 (13.65%) scored from 6.5 to 10 marks. Students' performance on this question was weak whereby, 33.17 per cent of them scored from 3 to 10 marks. This performance is summarised in Figure 7.

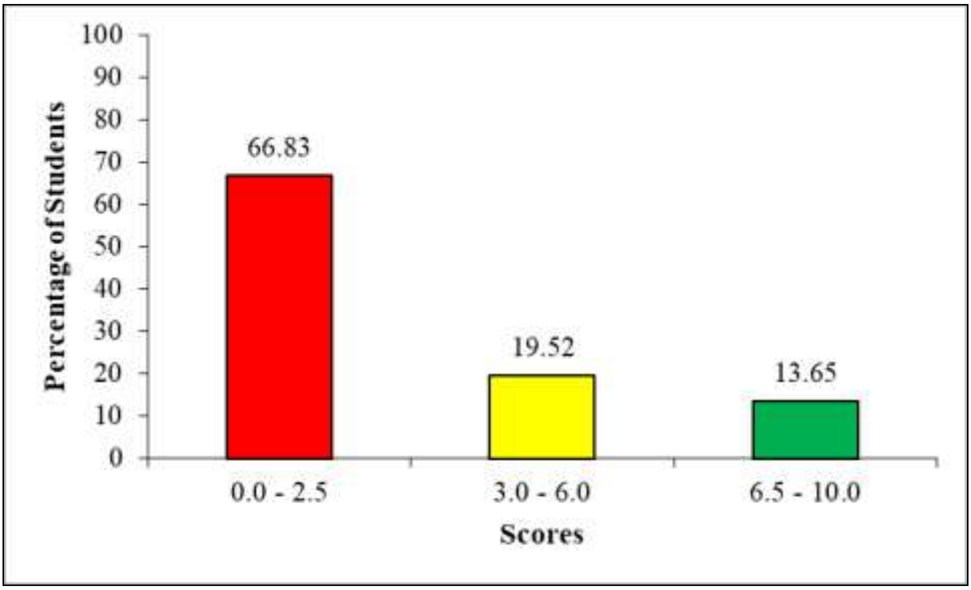

Figure 7: *The Percentage of Students' Performance on Question 7*

Analysis shows that 50,440 (66.83%) students performed poorly and scored 0 - 2.5 marks due to some factors such as insufficient knowledge of entrepreneurship in particular the functions performed by entrepreneurs, misconceptions of the requirement of the question, and appropriate explanations of the points mentioned. For example, some of the students in this group only mentioned five correct functions of entrepreneurs without offering clear explanations as demanded by the question. Others managed to explain only a single correct function and mixed the function with the attributes of an entrepreneur.

Students who scored zero marks in this group failed to provide any correct function or even correct explanations as many of them had a poor understanding of the requirement of the question. For example, some students explained the functions of wholesalers, such as *buying from producers and selling to retailers and final users, storage, advertising, transportation of goods,* and *financing.* Other students explained the characteristics of an entrepreneur, such as *being creative, passionate, respectful, a risk-taker, responsible, committed, and a good leader* instead of discussing the functions of entrepreneurs. Some students explained the importance of commerce in daily life.

The responses from other students were on the qualities of a good entrepreneur, such as *having pleasant language, being a good buyer, being a good administrator, and being cooperative,* rather than focusing on the functions of entrepreneurs. Furthermore, some students copied some words from other questions. For example, some of the students even copied some words from question 1, such as *to create customer awareness about products*, *to inform customers about the quantity of goods available for sale*, *to help customers understand the cost of production*, and *to create producer awareness about the products produced*. The student failed to recall that entrepreneurs performed several functions such as; initiative/idea generation, determining objectives, securing/mobilising resources, innovation, organising, and decision making. Other functions of entrepreneurs that should be explained by students include leading, systematic planning, risk-taking, rewarding other factors of production and keeping business records. Extract 7.1 shows a sample of incorrect answers supplied by one of the students who performed poorly on question 7.

7. Briefly explain the functions performed by entrepreneurs. Give five points.

(i) Risk taker, an Entepreneur he/she must be a Risk taker he/she must dear to act even if there is Effects on it

(ii) Good leader, he/she must be a Good leader inorder to make other small enterpreneurs to to feel the Role model like her / him

(iii) Creative, As an enterpreneur he/she must have a daring mind so as to make new things using her talent inorder to attract customers.

(iv) To have dynamicity; As an enterprenuer you must do thing in an dynamic ways e.g if your business is doing bad, you have to change that situation

(v) Hard Working; Every enterprenuer must work hard in his/her business so as to such and Earn an Income inorder to generate his/her business

Extract 7.1: A sample of a student's incorrect responses to question 7

Extract 7.1 shows an incorrect response from a student who explained the characteristics of entrepreneurs instead of explaining the function of entrepreneurs. A student failed to differentiate functions from the characteristics of entrepreneurs.

A total of 14,730 (19.52%) students who performed average on this question were able to provide a few correct functions of entrepreneurs. Further analysis of the students' scripts revealed that some students were able to provide the correct functions of entrepreneurs but failed to give relevant explanations to support some of their answers.

Despite the average performance on this question, 10,305 (13.65%) students scored marks ranging from 6.5 to 10. Most of these students explained the five functions of entrepreneurs while some explained four correct functions. Furthermore, students who scored ten marks on this question provided relevant explanations of the required functions. Extract 7.2 shows a sample of correct answers supplied by one of the students who had high scores in question 7.

7. Briefly explain the functions performed by entrepreneurs. Give five points.

(i) Idea generation: One of the function which is perfomed by an entrepreneur is to generate various idea so as to increase efficiency of the goods to be produce and attain further entrepreneurial goals.

(ii) Mobilizing resources: Also one of the function of an entrepreneur is to mobilize resources such as land, premise and finance. He/she mobilize resources so as they can be utilized well in the business and through those resources to attain the goal set by an entrepreneur.

(iii) Rewarding other factors of production: Also one of the function performed by an entrepreneur is to reward other factors of production which are Land, labour, capital and entrepreneurship. where by the reward of Land is rent, Labour is salary/wage and capital is inter

(iv) keeping business record: One of the other function performed by an entrepreneur is to keep various record in the business example keeping records on the transaction made per each day and the total amount for the day.

(v) Taking risk related to business: Also the other function of entrepreneur is to take risk related to business an entrepreneur should bear all risk occur in the business such as fire outbreak, and theft.

Extract 7.2: A sample of a student's correct responses to question 7

2.8 Question 8: Warehouse Management

Students were required to calculate the selling price, gross profit, gross mark-up percentage, expenses and net profit from the given information which was extracted from Zam zam who buys goods for TZS 420,000/=. Zam zam's business wishes to make a gross profit of 20% on sales. Its business expense is 60% of gross profit.

This question was attempted by 75,475 (100%) students. The analysis of the performance shows that 979 (1.30%) students scored from 6.5 to 10 marks, 571 (0.76%) scored from 3 to 6 marks and finally 73,925 (97.95%) scored from 0 to 2.5 marks. The summary of the student's performance on this question is presented in Figure 8.

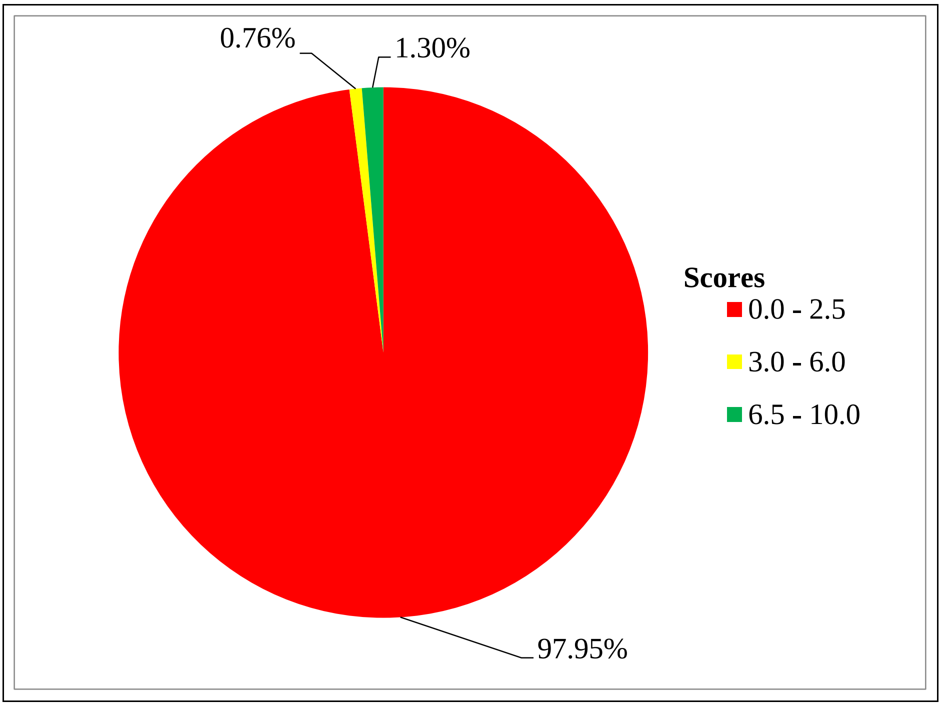

Figure 8: *The Percentage of Students' Performance on Question 8*

Generally, students' performance in this question was weak since 97.95 per cent performed poorly as their scores ranged from 0 to 2.5 marks.

Students who performed poorly, scoring between 0 and 2.5 marks, were unable to compute warehousing management calculations. Some students wrote the correct formulae but failed to use the given data to arrive at the correct answers. Others applied the correct formulae with the correct data in some parts but failed to obtain the correct answers due to poor arithmetic skills. Therefore, obtained some scores from the formulae.

Furthermore, the analysis shows that 49,603 students (65.72%) who scored zero had inadequate knowledge of computing warehousing management calculations and were unable to arrive at the correct answers due to the application of incorrect formulae and poor arithmetic skills. For example, one student multiplied the gross profit margin percentage by the cost price to determine the selling price; *selling price* = *gross* *profit margin percentage × buying price or cost price (20% × 420,000 = 84,000).*

Additionally, the student used an inappropriate formula to compute the amount of gross profit. The incorrect formulae were; *sales – expenses (420,000 – 84,000 = 336,000)*. Furthermore, some students incorrectly believed that the markup percentage could be computed by dividing the cost of sales by the gross profit, so they took 420,000 ÷ 84,000 = 5. Students failed to know that; they were supposed to convert the gross profit margin percentage of (20%) to the gross mark-up percentage gross mark-up

$$= \text{Gross Markup} = \frac{\text{Gross Margin (\%)}}{\text{100 - Gross margin (\%)}} = \frac{20}{100 - 20} \text{ x } 100 = 25\%$$

Therefore, after the conversion they could compute gross profit by multiplying the gross mark-up percentage by the buying price (cost price) that is $(\frac{25}{100} \text{ X } 420{,}000 = 105{,}000)$. In addition, they could compute the amount of sales by adding the gross profit to the buying price (105,000 + 420,000 = 525,000). Markup percentage is determined by = $\frac{\text{Gross profit}}{\text{Cost price}} \text{ x } 100 = \frac{105{,}000}{420{,}000} \text{ X } 100 = 25\%$. Moreover, the total value of expenses obtained by multiplying 60% by the gross profit figure that is $\frac{60}{100} \text{ x } 105{,}000 = 63{,}000$. Also, the value of net profit is obtained by deducting expenses from gross profit, that is Net profit = Gross profit - Expenses (105,000 - 63,000 = 42,000). Extract 8.1 presents a sample of the incorrect response for question 8.

8. Zam zam Trader buys goods for TZS 420,000/=. The business wishes to make a gross profit of 20% on sales. Its business expense is 60% of gross profit. Calculate the following items for Zam zam Traders:

(a) Selling price

Solo

Sellingprice = Buyingprice – Gross profit

420,000 – 168,000/=

= 252,000/=

∴ The sellingprice is 252,000/=

(b) Gross profit

Grossprofit = Sales + Cogs

= 252,000 + 168,000

= 320,000/=

(c) Markup percentage

Markuppercentage = $\frac{\text{Grossprofit}}{\text{Sales}}$ x100%

= ~~168,000 x10~~

= $\frac{168,000}{252,000}$ x100%

= $\frac{16800}{252}$ = 101,700/=

(d) Expenses

Expenses = Gross profit – Sales

320,000 – 252,000

= 468,000/=

(e) Net profit

Netprofit = Gross profit + Expences

= 320,000 + 468,000/=

= 788000/=

Extract 8:1: A sample of a student's incorrect responses to question 8

Extract 8:1 shows the response by a student who used an incorrect formula to compute selling price, gross profit, gross mark-up percentage, expenses and net profit resulting in wrong answers.

A total of 571 (0.76%) students, with average performance and scores ranging from 3 to 6 marks, were able to use the proper formulae to compute some warehousing management calculations that were tested. On the other hand, other students interchanged the formulae to calculate the gross mark-up percentage with the formula for computing the gross profit margin. As a result, they applied the formula for gross profit margin percentage to compute gross mark-up that is Gross mark-up = $\frac{\text{Gross profit}}{\text{Sales}} \times 100$ instead of $\frac{\text{Gross profit}}{\text{Cost of sales}} \times 100$

As few as 979 (1.30%) students performed well on this question as their scores ranged from 6.5 to 10 marks. They were able to apply the correct formulae for computing warehousing calculations tested, hence arriving at correct answers. Their scores differed because some of them did not obtain the correct answer despite the correct formulae and data applied. Furthermore, most of them understood the requirements of the questions Extract 8.2: A sample of a correct response from a student who scored high marks on question 8.

8. Zam zam Trader buys goods for TZS 420,000/=. The business wishes to make a gross profit of 20% on sales. Its business expense is 60% of gross profit. Calculate the following items for Zam zam Traders:

(a) Selling price

Margin = 20% = $\frac{1}{5}$

Margin = $\frac{\text{Gross profit}}{\text{Selling price}}$

Selling price = $\frac{\text{Gross profit}}{\text{Margin}}$

= $\frac{105{,}000/=}{\frac{1}{5}}$

= 525,000/=

∴ Selling price is 525,000/=

(b) Gross profit

Markup = 25%

Markup = $\frac{\text{Gross profit}}{\text{Cost of goods sold}} \times 100\%$

$\frac{25\%}{100\%} = \frac{\text{Gross profit}}{420{,}000/=}$

Gross profit = 420,000/= $\times \frac{25\%}{100\%}$

= 105,000/=

∴ Gross profit is 105,000/=

(c) Markup percentage

Margin $= \frac{A}{B}$, Mo

Makup $= \frac{A}{B-A}$

Margin $= 20\% = \frac{1}{5}$

Markup $= \frac{1}{5-1} = \frac{1}{4} \times 100\% = 25\%$

$\therefore$ Markup percentage is 25%

(d) Expenses

= 60% × Gross profit

$= \frac{60}{100} \times 105{,}000$ /=

= 63000/=

$\therefore$ ~~Total~~ expenses are 63000/=

(e) Net profit

= Gross profit − Expenses

= 105,000/= − 63000/=

= 42,000/=

$\therefore$ Net profit is 42,000/=

Extract 8.2: A sample of a student's correct response to question 8

2.9 Question 9: Transportation

Students were required to explain in brief five advantages of water transport when compared to road transport. The question was; *briefly explain five advantages of water transport when compared to road transport.*

This question was attempted by 75,475 (100%) students. Out of these 55,888 (74.05%) scored from 0 to 2.5 marks, 13,687 (18.13%) scored from 3 to 6 marks and 5,900 (7.82%) students scored from 6.5 to 10 marks. The summary of performance on this question is presented in Figure 9.

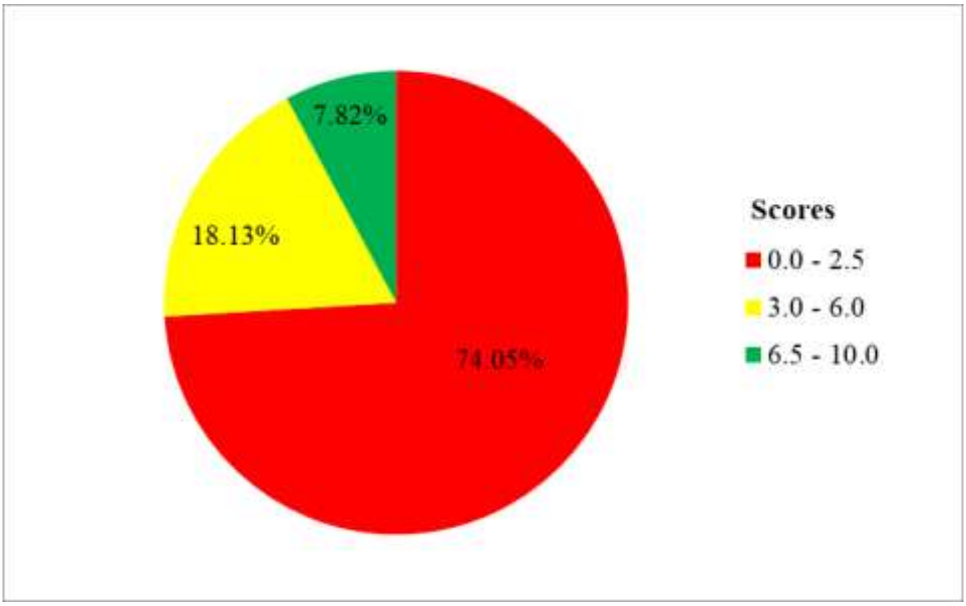

Figure 9: *The Percentage of Students' Performance on Question 9*

The overall students' performance was weak on this question because only 25.24 per cent scored from 3 to 10 marks.

A total of 55,888 (74.05%) students who scored from 0 to 2.5 marks performed poorly on this question of which 46,090 (61.07%) scored zero marks. Some students in this group only explained one advantage of water transport in comparison with road transport. Also, other students provided partial explanations relating to the advantages of water transport over road transport but they failed to identify correct advantages. In addition, some students identified the differences without explanation to justify the points.

On the other hand, the 46,090 (61.07%) students who scored zero marks failed to adhere to the demand of the question. Some of them explained factors to consider before choosing a mode of transport such as the *cost of a mode of transport, distance, nature of products, the value of goods to be transported, terminal and means of transport available* instead of explaining the advantages of water transport over road transport. Some students explained the advantages of only a single mode either water or road but did not make a comparison. For example, one of the students explained the advantages of road *transport such as it provides door-to-*

door service, it is faster and cheap over short distances, road transport is flexible, it is the most accessible mode of transport instead of explaining the advantages of water transport over road transport.

The responses provided by students with poor performance revealed that they lacked knowledge of the advantages of water transport over road transport. Other student's responses show that they had knowledge but failed to link it with the demand of the question. Students failed to know that; water transport is cheap to carry bulk goods while it is expensive in road transport. Students were unaware that fragile goods could be better transported by water rather than by road. Another advantage of water in comparison to road transport is that water transport has lower maintenance costs compared to road transport. Moreover, very large vessels can carry heavy equipment: water transport carries heavy machinery and other bulky items while in road transport there are few unities of carriage for carrying heavy and bulky machines. Extract 9.1 is a sample of a poor response given by one of the students.

9. Briefly explain five advantages of water transport when compared to road transport.

(i) It is the source of employment to the people ~~are~~ also a person been employed because of transportation activities when he/she is having knowledge and skills of transportation activities.

(ii) It is the source of Government revenue because when their moving their paying taxes which increase the revenue of the Government.

(iii) It help to emplove Standard living of people. also a person can emplove his/her Standard of living through the stranspotation activities by been employed.

(iv) It help a person to satisfy human wants and needs also a person can satisfy his / her human wants and needs throug transpotation activities.

(v) It help to Increase ~~Government~~ the relation with other Country because when a person move From Tanzania to Zambia can have relationship with other Country.

Extract 9.1: A sample of a student's incorrect responses to question 9

In extract 9.1: students explained the general importance of transport instead of explaining the advantages of water transport over road transport.

Students who performed moderately managed to provide some correct advantages of water transport over road transport but did not provide clear distinctions or classifications that match the requirement of the question. Others in this category were able to provide advantages and correct clarifications to the few advantages. Furthermore, some students explained at least two advantages of water transport over road transport but mixed in their response some general importance of transport.

Although the question was poorly performed, a total of 5,900 (7.82%) students scored high marks ranging from 6.5 to 10 marks. These students demonstrated sufficient knowledge of transport topics, particularly on the advantages of water and road transport. Hence explained the advantages of water transport over road transport as required. Most of them managed to explain at least three to four correct advantages as per the demand of the question. Students who scored full marks explained all five advantages of water transport over road transport. An example of a good response is presented in extract 9.2.

9. Briefly explain five advantages of water transport when compared to road transport.

(i) It is safer compared to road transport; Water transport is considered safer means of transport compared to road transport as it has less accidents and also it is not affected by congestions unlike the road transport which has a lot of congestions

(ii) It has a larger capacity of storage compared to the road transport; Water transport vessels have a huge storage capacity enabling them to carry a large amount of goods compared to road transport which has limited capacity of storage.

(iii) It provides special facilities compared to road transport; water transport has some special vessels with special facilities such as tankers which make it more suitable for transporting goods compared to the road transport.

(iv) It is suitable for long distances: compared to water transport; water transport is more prefered when it comes to long distance voyages compared to road transport which is prefered in short distances.

(v) It promotes international trade compared to the road transport; Water transport is mostly used in the exportation and importation of products from other countries while road transport is suitable and it promotes home or domestic trade.

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

2.10 Question 10: Economics Basics

In this question, students were required to explain five factors for the increase in the supply of the product in the market. The question was; *explain five factors for the increase in supply of the product in the market.*

The question was attempted by 75,475 (100%) students, out of whom 44,097 (58.43%) students scored 0 to 4 marks, while 21,626 (28.65%) scored 4.5 to 9.5 marks. Furthermore, 9,752 (12.92%) students scored 10 to 15 marks). The overall performance in this question was average. The summary of this performance is presented in Figure 10.

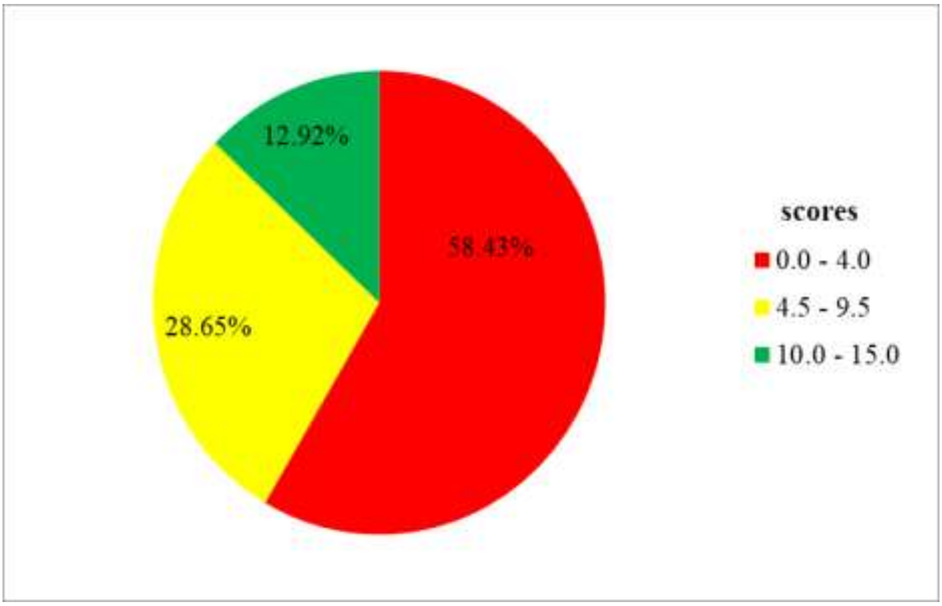

Figure 10: *The Percentage of Students' Performance on Question 10*

A total of 44,097 (58.43%) students had marks ranging from 0 to 4. Some of these students identified correct factors with unclear explanations on how they cause an increase in the supply of the products in the market. Some of these students scored some marks in the introduction part and some of the mentioned or explained factors. Apart from the correct introduction, some students managed to explain one correct factor mixed with several factors for change in demand. Others lacked essay writing skills but also had poor command of the English language so they mentioned the correct factors but failed to give correct explanations.

Students who scored zero marks in this category had misunderstood the demand of the question and lacked knowledge of the factors that cause an increase in the supply of a product in the market. Some of them explained the general functions of traders, such as selling varieties, storage, transportation, and creating customer awareness. Others copied phrases from other questions and presented them as factors for an increase in the supply of products in the market. Their poor command of the English language was also a source of poor performance. In addition to that, some students explained the factors for the fall in supply of products such as low level of technology, poor governance and increase in cost of production.

A total of 21,626 (28.65%) students who had average performance had partial knowledge of the factors for an increase in supply as they managed to explain at least three of the factors for the increase in supply of products in the market. Also, some students explained some correct factors for the increase in supply of products in the market but mixed with the factors of the increase in demand for products in the market.

The factors that students were supposed to explain for an increase in the supply of a product in the market include: an increase in the price of a commodity, favourable conditions, improved technology, a decrease in the cost of production and an increase in the number of firms producing similar product. Other factors that increase the supply of products in the market are good government policies and the availability of factors of production. A sample of incorrect answers is shown in Extract 10.1.

10. Explain five factors for the increase in supply of the product in the market.

Damand is the ability or Willingnass of a costomer to purchase sartain quantity of goods. Supply is the movement or transportation of product from the salar to the buyar or from the ore place to another. The following are the factors for increase in supply of the product.

Weather - Is source of increase of supply of product is depand on weather for example the salar who sale umbrella he/she will sell more umbrellars in the season of rain.

Taste and prefaranca - When the suppliar will supply tomatoes from Dar-es-salaam by using lorry tomatoes will last quality so the test of tomatoes will be diffar.

Costomars income - When Costomars will have littlar money also the demand of price will decrease and when the Costomars incom will be higher the demand will increase.

Price of Commodit - If the price of commodity is small ~~the demand of commodit~~ and the cost is highar / Larga the demand of the commodit will decrease

Conclusively without Weather, price of Commodity, Costomers income the change ~~of~~ supply of the product will remain Constant without any Changes.

Extract 10.1: A sample of a student's incorrect response to question 10

Extract 10:1 shows the response of a student who explained the factors for change in demand instead of explaining the factors for the increase in the supply of products in the market.

Analysis shows that a total of 9,752 (12.92%) students who got high marks on this question demonstrated their knowledge of economic basics, particularly on the factors for an increase in the supply of products in the market. Most of them were able to explain at least three factors for an increase in the supply of a particular product in the market. Also, some students who scored full marks managed to explain five factors for an increase in the supply of products in the market but also had essay writing skills. A sample of the correct answer is shown in Extract 10.2.

10. **Explain five factors for the increase in supply of the product in the market.**

10.

Change in supply, refers to the increase or decrease in the quantity supplied in the market which is caused by change in other factors affecting the supply of a commodity other part than the price of the commodity. Change in supply often occurs when many of the factors of supply change while leaving the price of the commodity to remain constant. An increase in the supply of the goods is mainly caused due to an increase/decrease of the factors.

The following are factors for the increase in supply of the product in the market.

10. Increase in level of technology due to a presence of an increase in the level of technology a manufacturer has it causes the increase in supply since the manufacturer will be able to produce more units of outputs and thus an increase in supply. For example, Advancements of manufacturing technologies. Therefore, increase in level of technology is a factor for increase in supply.

Increase in number of firms due to an increase in the number of firms a producer or supplier has to supply goods, the quantity supplied will increase so as to be able to supply to all the firms. Due to this reason a producer assess all its firms which he/she is supposed to supply to. For example, Increase in shops. Therefore, increase in number of firms is a factor for increase in supply.

Good government policies, through the presence of having well understandable and stable policies created by the government about the conducting of productive activities, this will enable the producers to conduct their supplying activities more actively since there will be stable policies which will safeguard them. For example, stable market prices. Therefore, good government policies is a factor for increase in supply.

Decrease in price of inputs, through the decrease in the price of inputs which will enable the producers /manufacturers to be able to afford them in large quantities making the supply to increase in quantity. Therefore, decrease in price of inputs is a factor for increase in supply

10 Availability of resources, through the presence of an adequate amount of resources such as land and other resources which will enable the production of goods and services in larger quantities. Therefore, availability of resources is a factor for increase in supply.

Therefore, change in supply is caused by many factors which will cause an effect of either to increase or decrease. The curve below is increase of supply

Extract 10.2: A sample of the student's correct responses to question 10

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The analysis of performance by topic shows that no topic had good performance. Furthermore, the analysis shows that five (5) topics had average performance. The topics are: Multiple choice items set from Various topics (63.29%), *Commerce Basics* (58.46%), *Economics Basics* (41.57%), *Entrepreneurship* (41.20%) and *Production* (32.78%). However, three (3) topics which are; *Transportation* (25.95%), *Domestic Trade* (22.86%), and *Warehousing Management* (2.06%) had weak performance. The weak performance in these topics was attributed to students' inadequate knowledge of the concepts of the subject matter, misinterpretation of questions and poor command of the English language. The summary of the performance per topic is shown in the Appendix section.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of performance in the 061 Commerce subject of the Form Two National Assessment (FTNA) 2024 indicates that the overall performance was average, where 43.77 per cent of students passed the assessment. In comparison to the FTNA 2023 results, there is a decline of 6.51 per cent. This lack of progress in performance can be attributed to the students' insufficient competency in answering the questions, poor use of the English language, disorganised presentation of their points, and poor arithmetic skills in business calculations, especially in warehousing Management topics.

4.2 Recommendations

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

(a) Teachers may use different approaches to guide students in learning topics that involve the use of mathematical formulae and their applied calculations, such as in Warehousing Management under the subtopic of stock administration. Additionally, teachers should provide more individual exercises and group work on this topic, as this will help students apply the formulae effectively. Furthermore, teachers should provide more exercises and assignments on topics where students have shown weak performance, such as Transportation, Domestic Trade and Warehousing Management. They should also mark these exercises and assignments to assess the students' progress and provide feedback to students.

(b) Teachers should support students in enhancing their English language skills by organising debates and overseeing Englishspeaking campaigns in schools. This will not only help students demonstrate competency in answering questions but also identify the demands of the questions, use the English language more effectively, and improve the organisation of their points.

(c) Teachers are encouraged to incorporate study tours as a teaching method for the Transportation and Domestic Trade, using guiding questions. This will allow students to visit areas where they can observe different types of wholesalers who are practising wholesale trade in their local environment; thus, they can learn through observation.

(d) Teachers should encourage students to actively engage in the learning process. For example, they can assign group activities and encourage students to present their observations to the class. This will help students learn more effectively and are directly involved during lessons on topics with weak performance.

(e) Teachers should guide students in answering essay questions insisting on the main steps such as, introduction, main body and conclusion using guiding questions.

Appendix

The Summary of the Students' Performance by Topic in the FTNA 2024

S/N.	Topic	Questions Number	Percentage of Students who Scored 30 per cent or Above per Question	Percentage of Students who Scored 30 per cent or Above per Topic	Remarks
1	Transportation, Warehousing Management, Economics Basics, Domestic Trade, Entrepreneurship, Production and Commerce Basics	1	63.29	63.29	Average
2	Commerce Basics	2	71.57	58.46	Average
		3	45.34		
3	Economics Basics	10	41.57	41.57	Average
4	Entrepreneurship	4	49.22	41.20	Average
		7	33.17		
5	Production	6	32.78	32.78	Average
6	Transportation	9	25.95	25.95	Weak
7	Domestic Trade	5	22.86	22.86	Weak
8	Warehousing Management	8	2.06	2.06	Weak